



Universiteit Utrecht

Universities caught up in racism discourse

Representation of cultural diversity in university promotional materials in the U.S. and the Netherlands.

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Abstract

The current debate on institutional racism unfortunately also reflects in education institutions. However, national education policies do emphasize diversity and strive for a representative reflection of society in the student body. This thesis reviews the representation of cultural diversity in university promotional materials in the Netherlands and the United States of America (U.S.) because representations might affect the actual student influx. A critical discourse analysis reveals the following pattern: 'being White is the default and 'the other' is portrayed in a binary opposition'. The degree of explicitness does differ in the Netherlands and the U.S.. Even though these universities might have the best intentions to promote diversity, the findings of this thesis demonstrate that underlying discourse on racism is reflected in promotional materials. Is there no escape from the existing power structures constructed in society over years? Or can education institutions perhaps be the precursors in the fight against institutional racism?

Introduction

The death of George Floyd on May 25th, 2020 reawakened the debate about systematic (or institutional) racism in the U.S. Protests of the organized movement Black Lives Matters (BLM) have been broadcasted globally, encouraging people to stand up for their rights. In the Netherlands this call was answered, resulting in many protests regarding this subject. Even though cultural diversity and racism are perceived differently in both countries, the BLM movement has united people who feel, in any way, suppressed. On such a wide scale, only the media has the power to unite people worldwide. Yet, it is also the media who has the power to polarize and strengthen contradictions between groups globally.

Current misrepresentation of people of color in media play a role in the maintenance of this systematic racism with consequences in daily life. It can lead to issues of discrimination in criminal justice (e.g. death of George Floyd), but also in education.

Universities are among these institutions. The U.S and Dutch government give diversity a pivotal role in education policies to prevent racism and to strive for a diverse student body that reflects society. In the Netherlands, this ambition for a ‘realistic reflection of society’ is included in the Strategic Agenda for Higher Education 2015-2025 by Jet Bussemaker (former minister of Education) (Ministerie van Onderwijs, Cultuur en Wetenschap, 2018). According to her, diversity enriches learning communities and offers a broader variety of perspectives. The Department of Education of the U.S. shares this vision on the importance of increasement of student diversity (U.S. Department of Education, 2017). According to Christopher Morphew’s interpretation of the Carnegie Commission on Higher Education (1973), institutional diversity of colleges and universities has been identified as a positive and unique characteristic of the U.S. higher education system (2009). Both statements reflect the ambition to realize diversification of the student body.

Prospective students who are orienting for a university will form their first impression by the looks of promotional materials. Recruitment officers will try to address the subconscious desires of potential students, and their marketing strategies seem to share many aspects with commercial advertisements nowadays. Student representations are an important aspect of which and whose desires are addressed. Research has been done on representations in advertising but studies about student representation in university promotional material are brief, certainly about the Netherlands.

Due to this knowledge gap, it is difficult to tell how university promotional materials represent cultural diversity and its reflection of society. In addition, it is therefore challenging to discover if systematic racism is incorporated in these materials. Insights on student representations in university promotional materials have therefor a great social relevance.

Awareness of this can be an important step into the diversification of education and therewith the debate on institutional racism. Especially because education institutions have a surpassingly emancipatory responsibility in society. Therefore, the research question of this thesis: **How is cultural diversity represented in university promotional material in the U.S. and the Netherlands and how do they relate?**

To answer this, the first chapter provides an overview of current research on representation, branding in advertising and the power of discourse. The second chapter introduces the methodology and an outline of the social context of both countries. The third, and main section of this study analyses promotional materials of two Dutch and two American universities via a critical discourse analysis. The final chapter reports the discussion and conclusions.

Theoretical Framework

This chapter introduces theories that claim ‘meaning’ does not exist by nature but is constructed. Theory on semiotics and discourse explain that meaning is established by signs that contribute to a bigger picture with impact on society. The advertising industry will be specifically looked at because the presented research reviews promotional materials. Subsequently, it will be discussed how cultural diversity is currently represented in educational institutions.

Representation from a constructivist approach

Stuart Hall defines representation as: “how you ‘make sense’ of the world of people, objects, and events, and how you are able to express a complex thought about those things to other people, or communicate about them through language in ways which other people are able to understand” (2013, p.3). It is how we give meaning to things through language. Language in this research not only implies written or spoken language but also visual signs and images, gestures, facial expressions, etc. To explain how meaning is established through language, Hall’s constructivist approach is used. This approach assumes that things do not exist by nature but that ‘meaning making’ happens in collaboration, is dynamic and depends on (historical) context. It introduces that “we use signs, organised into language of different kinds, to communicate meaningfully with others” (2013, p.14). The meaning of these signs has an effect on public and social life. This study investigates how people are represented, focussing on cultural diversity, and how these representations might influence reality. A deconstruction of language by reading signs will be explained in the next section to help understand the process of ‘meaning making’.

Deconstructing signs with semiotics

To deconstruct language, Ferdinand Saussure introduces his theory called semiotics. He states that every sign contributes to the construction of meaning, similar to the approach of Hall (2013, p.16). According to Saussure (1960, in Hall, 2013), signs can be analysed by separating two elements; the signifier and the signified (together: sign). The signifier is the actual form (photo, word, or other type of representation), for example a picture of a child. The signified is the concept associated with this form. The relation between these two elements depends on cultural background. In the Netherlands a picture of a child (signifier) will probably be interpreted by the majority as ‘an immature, young and small person’

(signified) whereas in Sudan, the same picture is likely to be seen as 'a young adult, responsible to take care of itself'. Therefore, signs do not have an unambiguous meaning and interpretation is essential in the process of constructing meaning. historical context has an important influence on this too, meaning might change over years. Welfare, for example, could have changed what 'a child' is, in the last decades. The semiotic approach helps to understand signs and is applied to analyse university promotional materials. To involve context and identify hidden patterns in these signs, another layer is added to the analysis based on a theory by Roland Barthes.

Barthes (1972) added another layer of meaning, concentrating more on images besides written language. Identifying the signifier and the signified, is according to Barthes the first, descriptive level, what he called denotation. A second, deeper level, is referred to as connotation. Via this approach the observation is no longer descriptive but is connected to social ideologies, public opinion and norms and values of society. The ideology relating to children in the Netherlands is 'a careless life with little responsibilities', in Dutch society the example of a picture of a child has connotations such as 'fun', 'careless', and 'happiness'. While in a country like Sudan, where child soldiers are deployed, the same picture could have connotations such as 'vulnerability', 'child-abuse' and 'uncertainty'. This second layer of meaning is an 'ideologically framed message' (Hall, 2013, p.24) and is what Barthes (1972) calls 'myth'.

Myths can be seen as stories built by signs, propagating norms and values of the ideology presented as 'naturally' while a natural meaning does not exist. Signs are constructed within ideologies and interaction between the two will uphold the particular context of the ideology. It feels 'natural' because it is considered true, as part of the current 'myth' within the ideology. When analysing university promotional materials of the Netherlands and the U.S., it is important to take into account that on the level of connotation and myth, the signs are part of two different ideologies. Within these ideologies exists a shared, public opinion about subjects that consider all layers of society, better known as discourse.

Understanding discourse

Foucault was more interested in the production of knowledge (rather than only in meaning), through the so-called discourse (instead of language). According to him, discourse means "a group of statements which provide language for talking about - a way of representing the

knowledge about - a particular topic at a particular historical moment.” (Foucault, 1972, in Hall, 2013, p.29). On the level of language, Barthes theory on myth contributes to the production of knowledge, but discourse is more than a collection of semiotic signs. It is an abstract construct that gives meaning to such signs. Foucault focusses on power structures in discourse through language and believes that this has a direct relation in the material world. According to Foucault, discourse is not just what people say (language) about something, but also what people do (practice) (Foucault 1972, in Hall, 2013, p.29). Discourse consists of connected statements and actions of several sources. He refers to these networks as ‘discursive formations’: a system of knowledge that determines the rules on how society thinks and talks about a certain subject. Representations of people are part of these discursive formations. It helps to construct what is considered reality and makes a certain balance of power possible and even acceptable. This research identifies the representation of students in university promotional materials, and how this is influenced by discourse. Not only discourse influences the construction of student representations but also the intentions of the producers. To understand with what strategies promotional materials are created, the next section will look into branding and advertisement.

Strategies in branding in advertisement

As said, representations are a product of discourse and can have various forms. They mostly contains images, photographs and visual communications in relation with text, which are all products of discourse. Danesi (2013) applied the theory of semiotics by deconstructing various elements in visual communication in advertisements. He believes that “marketing and advertising industries have become semioticians in this sense, semiotizing a product by assigning it a name, a visual sign (logo), a system of language forms (slogan, taglines, etc.), and then textualizing the brand by creating appropriate ads and commercials for it.” (Danesi, 2013, p.464). Collectively, this should address a customer’s subconscious desire for the advertised product. If we transfer this to Barthes theory, the denotation is the product itself, while the connotation (built by the logo, slogan, imagery, tagline etc.) gives a certain impression, sensation, perception or idea that deems to be meaningful to the brand. All ads and commercials together will create a ‘myth’, a feeling that addresses the subconscious desire of a target group. This myth is an element of what is considered ‘the brand’. University promotional materials are likely to be produced similarly. However, Danesi (2013) might be right about the fact that advertisers try to convey preferred meaning with a brand, be aware

that every advertisement is part of a certain discourse and is therefore unintendedly influenced by discursive formations and ideology. Therefore, the producer's intentions do not always come across as desired and also strongly depend on the interpreter's perspective.

To make Danesi's (2013) idea on how branding is constructed more concrete, an approach by Klassen's (2001) on the same matter will be introduced. Klassen identifies two elements as part of branding in his research about representation of students in college books in American colleges and universities: The "face" and the "big idea". Starting with the 'face', he emphasises the importance of the human face in ads. These help the target group to 'self-reference', because they can relate advertising information to themselves. "Self-referencing has been shown to positively affect persuasion, particularly when individuals are highly motivated to attend to an advertisement" (Meyers-Levy & Peracchio, 1996 in Klassen, 2001, p 25). Choosing the right university is a major commitment and students can be considered highly motivated. The importance of the effect of self-referencing should result in portrayal of students an institution would like to attract. The personality behind a 'face' has meaning which transfers to an attitude towards the product. Moreover, it is considered a symbol to represent the organization values and priorities and are, therefore, just as Danesi (2013) implies, deemed to be meaningful to the brand. A translation of these values and priorities of an organization is what Klassen refers to as the 'big idea'.

Elaborating on this 'big idea', Klassen (2001) means all elements together that build up to the promise of the organization. The central idea of the advertising campaigns is to establish a memorable image in the mind of customers. This includes, in case of Klassen's materials, images of the surroundings, the campus, the classrooms and outdoor activities. These elements together play a prominent role in transferring the underlying promise of the organization. This is what Danesi (2013) considers most important in branding and all together contributes to a brand's 'myth', based on Barthes theory. Concepts of 'face' and the 'big idea' will be identified in the analyzed materials to see if the producer's intentions may be subjected to underlying power structures in discourse. The next section will focus on how cultural diversity is represented, specifically in educational context.

Representation of diversity in education

Pippert, Essenburg, and Matchett (2013) examined visual representation of racial and ethnic diversity in marketing of American colleges and universities. As Danesi and Klassen, they emphasize the power of the human face to produce an attitude. With their content analysis of 10,000 photographs from 165 institutions, Pippert et al. (2013) showed that the representation

in recruitment materials is an unrealistic portrayal of the student body and materials give a distorted portrayal of reality. How about society? As mentioned before, in the Netherlands the Strategic Agenda of Higher Education, a realistic reflection of society in education is aspired. Demographic figures of the Netherlands and the U.S. are presented in the next chapter and in the analysis compared with the promotional materials. To demonstrate the current proportions between actual national demographics and student representations in university promotional materials. This comparison indicates if the earlier mentioned ambition is within reach or whether cultural diversity might be deployed for other reasons.

As noted by Pippert et al. (2013), racial diversity was used symbolically in an intended and universal way to portray a 'misleading' image of the student body. According to them, institution policies to enhance a diverse learning environment is just one reason to increase diversity in recruitment materials. While the real reason is probably to seem diverse "because that reflects how the White students see themselves as good citizens" (Pippert et al., 2013, p. 263). This contributes to the institution's brand identity or to Klassen's 'the big idea'. Their main conclusion is that African Americans symbolize racial diversity because they are more often portrayed than other minorities like Hispanics or Native Americans (Pippert et al., 2013). They had two explanations: one; because diversity is considered "having enough Black students" (Pippert et al., 2013, p.277) and two; because due to "tough economic times, universities are looking to expand their market reach" (Pippert et al., 2013, p.277). The analysis shows if diversity is frequently portrayed by African Americans in this scope of materials too. Thereby this research has a qualitative approach, which not just quantifies diversity but exposes underlying patterns in imagery. There exists no research about this same matter in the Netherlands, therefore, will this research provide first insight into how diversity is portrayed there.

Seeming diverse in recruitment material to attract either more White students or new target groups demonstrates that racial diversity is used as a commodity in the marketing of higher education. The driving force of the market is considered more important than showing a realistic representation of the student body. Using racial diversity as a commodity is a phenomenon Siapera (2010) identifies as one of the three 'regimes of representation'. What she implies with a regime is a pattern of statements that structurally presents subjects in a certain way that can have symbolic or material implications in society. This can be seen as an example of a discursive formation within the subject of racism.

Two of those regimes are important for this research: the regime of domestication of difference and the regime of commodification. In the first one, diversity is portrayed

superficially. By emphasizing equalities, diversity is constructed in a controlled and harmless way. Uniformity, easy to identify with, is a condition for acceptance of society. The second one shares the use of superficial elements of style and appearance of culture. However, the starting point of the regime of commodification “accepts difference, only to subsume it to the logic of the market” (Siapera, 2010, p. 147). In other words: certain ‘faces’ are only considered valuable as long as they are yieldable. This is what happens with diversity in the recruitment material of American colleges, according to Pippert et al. (2013). Because diversity simply means “having enough Black students” (Pippert et al, 2013, p. 277), suggesting that Black students represent diversity and are therefore yieldable.

Method

The theories discussed showed the importance of representation of the human face and self-referencing in advertisement. Imagery and text, among others are identified as signs with a certain meaning and are constructed because of discursive formations within discourse. To deconstruct the meaning of these signs a Critical Discourse Analysis is applied on university promotional materials of the Netherlands and the U.S which will be elaborated in this chapter.

Critical Discourse Analysis (CDA)

A CDA exposes the underlying power structures of discourse in social and linguistic practice by taking a critical look at text, conversation and imagery (language) in relation to a historical, social and political context. Connecting networks of statements in language can reveal underlying ideologies of society. A qualitative approach was adopted to allow deeper insight into hidden meaning of language, which might not be intended by the producer but is constructed due to discourse. Elements of promotional material from American and Dutch universities will be deconstructed. Identifying the connotative meaning, or myth in language will help to analyse the discursive formations in society that are part of existing discourses, such as racism.

Within CDA, Fairclough's approach focuses on systematic analyses of specific language in media. According to him, the most important function of a CDA is to discover connections between the use of language and social practice (Fairclough 1992, in Jørgensen & Phillips, 2002, p. 69). He introduced a three-dimensional model that consists of the following levels; "social practice (1)", "discursive practice (2)" and "text (3)" that influence each other. (1) on the macro level, focussing on the wider social context in which texts get meaning, (2) on the meso level, concerning the processes of text production, distribution and consumption, and (3) on the micro level, concentrating on the linguistic characteristics of the text. The model promotes "the principle that texts can never be understood or analysed in isolation, they can only be understood in relation to webs of other texts and in relation to social context." (Jørgensen & Phillips, 2002, p. 70).

Even though Fairclough does consider visual images part of text, his model does not provide tools to analyse them in detail. Van Leeuwen's (2004) theory, however, uses semiotics systems specifically applied to visual images. He therewith provides various ways to decode images, starting with Barthes first layer of denotation. He addresses various visual

issues to be aware of, for example: categorization, groups vs. individuals, distancing and surrounding text. In the layer of connotation, his emphasis on style, for example: framing, lighting, focus and perspectives (Kress and van Leeuwen, 1996, in Rose, 2001, p. 140). Taking van Leeuwen's theory into account for the visual images, Fairclough's three-dimensional model is applied in the next section.

Before the application of the model I would like to express that being a White woman growing up in a Dutch society will affect my interpretation. As a CDA analyst I am aware it can be difficult to distance oneself from the content because everybody is part of their own culture and influenced by discourse. However, the particular goal of a CDA is not to judge on what is right or wrong but "to work with what has actually been said or written, exploring patterns in and across the statements and identifying the social consequences of different discursive representations of reality" (Jørgensen & Phillips, 2002, p. 21). Awareness of the sensitivity of the choice of words to distinguish cultural groups has led to the use of the general principles of APA style on racial and ethnic identity are applied (Racial and Ethnic Identity, 2020).

1. Social Context

This study compares promotional material of universities from the Netherlands and the U.S. These countries have different social contexts, due to their history, geography and culture. In Appendix 1 and 2, background on the context analyses can be found, below the demographics will be deliberated separately.

Demographics of the U.S.

Current demographics based on race in the US are displayed in Appendix 1.4. This categorization of race and ethnicity made by the U.S. Census Bureau differs from the categorization in the Netherlands. The U.S. Census Bureau allows to filter demographics by race, including the following categories: 'White', 'Black or African-American', 'Asian', 'American Indian or Alaska Native', 'Native Hawaiian or Other Pacific Islander' and 'Some Other Race' (US Census Bureau, 2020). An explanation of the categories by the U.S. Census Bureau can be found in Appendix 1.3. The U.S. Census Bureau states that information on race is required for many Federal programs and is essential for making policy decisions.

Demographics of the Netherlands

As opposed to the U.S., population categorization in the Netherlands is based on nationality and not on race. CBS (Centraal Bureau voor de Statistiek, in English: Statistic Netherlands) allows to filter demographics primarily on migration background, divided into two categories: ‘Non-western migration background’ and ‘western-migration background’, which can be divided by nationality. Descriptions on census categories in the Netherlands can be found in Appendix 2.2. There is no explanation why a country (or continent) is considered western or non-western. This explicit separation might suggest a power structure because most countries considered western are White and non-western countries include people of color. Appendix 2.1 shows that Moroccan and Turkish are the biggest minority groups in the Netherlands

2. Discursive practice

Media makers build on existing discourse and genres. Recipients have expectations within a particular genre, which lead to a certain interpretation of the content. Fixed patterns and structures are often used within those genres, also known as discursive practice. There are two discursive practices to identify in the promotional materials used in this research.

First, education. Content of the materials is influenced by national education systems with the primary purpose to educate students, addressing young adults. An important cultural difference in this discursive practice is that in the US about half of the institutions are private and half are public (subsidized by the government) (U.S. News, 2019). On the contrary, most higher education institutions in the Netherlands are public and subsidized by the government and therefore have a great social responsibility in society (Studiegids, 2020). The financial dependence in both countries is different and might affect recruitment advertisement.

The second discursive practice which plays a role in this research is marketing discourse. As Danesi (2013) and Klassen (2001) both recognized, structural patterns in marketing usage of ‘the face’ and the ‘big idea’ result into discursive actions. The presented research puts the focus on promotional material, which is naturally marketing because recipients will always be encouraged or persuaded to choose a specific "product".

3. Text

Every university provides their own type of promotional materials; college viewbooks, blogs, video’s, brochures, etc. To make a fair comparison on how cultural diversity is represented in imagery of promotional materials the decision is made to focus on brochures as a common

media form (transcription of all images and explanation for interpretation can be found in Appendix 7). Materials of two Dutch and two American universities are analysed. As public Dutch universities, the University of Utrecht (UU) and the Amsterdam University of Applied Sciences (AUAS) are selected. The selection of the two American universities is based on international partnerships with the UU and AUAS. The American university partnered with the UU is the University of New Hampshire (UNH), a public university. The American university partnered with the AUAS is Syracuse University (SU), a private university. All materials can be found in Appendix 3 to 6.

Analysis

This CDA analysis will apply Fairclough's three-dimensional model to deconstruct the promotional material of the two American and two Dutch universities (Appendix 3 to 6), individually and by identifying overall patterns. Perspectives and binary oppositions in 'the face' are identified in all materials but with a different degree of explicitness or focus and are thus discussed by nationality. The analysis displays a firm contrast between the portrayal of White and non-White students that exposes underlying power structures due to discourse.

CSA analysis of promotional materials from Dutch universities

Being White as the default

The UU brochure (Appendix 3) specifically created for exchange students displays student life in Utrecht. If this was a realistic reflection of society, then Utrecht is a 'White' city (154 of 166 people, 92%, in the brochure are White). In figure 1, the White male and female are smiling at the interpreter, they are on eye-level and therefore easy to identify with. They represent what Klassen calls 'the face'. Klassen's 'Big idea', generating a subconscious desire, is a representation of what to expect when studying in Utrecht. The picture illustrates a majority of White people in a park, sunbathing with an alcoholic drink. The caption suggests that this picture represents 'locals: the Dutch', which gives the impression that 'the Dutch' demographics are not very diverse. Another aspect that supports this statement is that Black people are more inconspicuous depicted, therefore it is more difficult to observe their color.



Figure 1: Dutch students in city of Utrecht

Even though the purpose of this brochure is to be appealing to international students, figure 1 does only include representation of a homogeneous White group. Does the UU only

wants to attract White students? If not, the importance of ‘self-referencing’ that Klassen (2001) identified is completely neglected. This applies to almost the entire brochure, since White people are displayed on all sorts of typical Dutch activities (cycling, field hockey, being on a terrace). Whereas in the section of ‘Student Organizations’, emphasizing their diverse character, flags symbolize the intercultural component. This choice, to represent interculturality with flags instead of people is an interesting contrast with all the White faces that represent studying in Utrecht.

Binary oppositions

The UU brochure consists of 6 pages, including 29 pictures. The only display of diversity explicitly is the picture of ‘Sara Loli, Peru’ (Figure 2). Nowhere in the brochure is nationality mentioned except here. Portraying Sara Loli (non-White) alone, with the explicit notification of her nationality, she is depicted as ‘the other’. Even then the regime of domesticated difference can be identified, because she is smiling, looking right into the interpreter’s eyes, in the city of Utrecht (bikes, canals), wearing modern western clothes. This makes the only ‘other’ in this brochure look friendly and ‘harmless’, naturalized. The overall pattern detected in this brochure implies: being White as the default and showing ‘the other’ in a binary opposition.



Figure 2: Sara Loli, UU student from Peru

This pattern can also be recognized in the Amsterdam University of Applied Sciences (AUAS) brochure (Appendix 4) albeit in a different manner. This (university-wide) brochure targets prospective domestic students. The binary oppositions includes a White person and a non-White person in every picture that includes people. Figure 3 illustrates this clearly. The eyes, face and contours of the White, blond female student are well visible, the camera is focused on her. The face of the Black male student is turned away. Eye-level pictures make

interpreters more engaged and identifiable, in this case this implies the interpreter would, like in the UU brochure, identify more with ‘the face’ of the White girl.



Figure 3: AUAS students working together

The AUAS brochure consists of six pages, including six pictures of which four include people (total amount of people: 12). It stands out that the non-White people are either represented by students of Asian (2) or African (2) origin. The White (8), person’s presence is constant while the ‘other’ student’s representation change per picture, this confirms the earlier mentioned pattern: White is the default and the other is shown in a binary opposition.

Both Dutch brochures do not show a great variation in race because in both brochures more than 90% of the students’ representations are White. Moreover, if people of color are depicted, the neutralization of the regime of domesticated difference is identified. All people of color are shown collaborating with a White person, in a typical Dutch (educational) context (working together in groups, interactively, teacher is not front of the classroom) which emphasizes equality.

Inspecting the brochures of UU and AUAS using a CSA analysis reveal that cultural diversity is primarily represented in binary oppositions where White people are set as the default. Black people are more inconspicuous depicted and portrayal of groups that contain only Black people seem impossible. All individual signs together create the myth that studying in the Netherlands is ‘natural’ for somebody White and perhaps for some people of color. If diversity is represented, it is primarily by students of Asian or African origin.

CSA analysis of promotional materials from American universities

Being White as the default

The University of New Hampshire (UNH) provides an ‘out of state’ brochure (Appendix 5) as promotional material for prospective students from anywhere but the state of New Hampshire. Similar as in the Dutch brochures, the majority of the depicted students is White (30 of the 43 in total, 70%). However here multiple pictures are taken from a White person’s perspective, looking at a person from another race, illustrated in figure 4, 5 and 6. In none of the pictures in the brochure it is reversed. This is consistent with the identified pattern in the Dutch brochures: being White is the default. The difference lies in the angle. In the UNH brochure the interpreter is the White person, whereas in the Dutch brochures the interpreter is persuaded to make contact with the White person by looking into their eyes.



Figure 4: UNH students in cafeteria

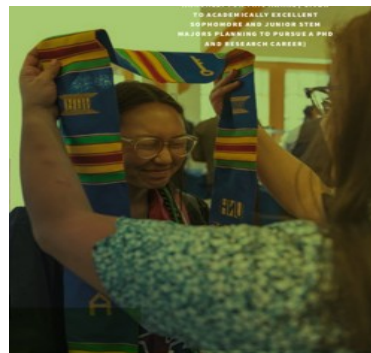


Figure 5: UNH students in school ritual



Figure 4: UNH students and staff in formal exercise

Another example of this pattern is the Alumni page of the Syracuse University (SU) college viewbook (Appendix 6). Multiple pictures of alumni are displayed (figure 7), 21 people in total. It stands out that sixteen of them are White, four are Black and one is of Middle Eastern decent. In combination with captions such as ‘Powerful Network’, ‘Notable Alumni’, this imagery is a strong statement.



Figure 5: Alumni page SU

If representation is a reflection of reality, this page means that the majority of White people are 'powerful' and 'notable' and some Black or Middle Eastern people too. This takes the earlier identified 'myth' of the Dutch brochures, in which studying seems 'natural' for somebody White and perhaps for some people of color, a step further; by saying that White people are 'powerful' and 'notable' because of this. The missing Asian, Hispanic and Indian American people in this representation suggests that they do not have the same qualities.

Both American brochures confirm the outcomes of Pippert et al. (2013) research which showed that diversity is frequently portrayed by African Americans. In the UNH brochure 70% of the representations were White and the 12% were Black. In the SU brochure, 69% of the representation were White and 15% was Black. This also shows that the American universities display a wider variety in cultural diversity than the Dutch universities (because in both, over 90% was White).

Explicitness of diversity

A combination of imagery and text in two pages from the UNH brochure (figure 8 and 9) expose an underlying discursive formation of explicit attention of diversity. On the cover page (figure 8) the most prominent face is the male student in the middle. It is hard to identify his background, but he is not the typical White default as mentioned above (70% of total pictures), but rather a minority (30% is Non-White) considering the overall brochure. The caption 'what's inside matters', likely applies to him. These words indirectly neutralize his appearance, by saying that the inside matters, implying that the outside could have a negative connotation. Assuming that, the interpreter's perspective is White, this could give a sense of superiority because the skin-color is made unimportant by somebody White.



Figure 8: Cover page
UNH out of state
brochure



Figure 9: Introductory page in the UNH brochure

This repeats on another page (Figure 9). On the level of denotation, four students are portrayed: Two American, one Dominican and one Jordanian, in combination with the caption “a place where every voice matters”. On the level of connotation, this suggest that ‘normally’ voice of some of these students do not matter. This exposes an underlying discourse on diversity, because it implies that in ‘the world’ not all voices matter, but they do in this institution. Equality is being emphasized and made explicit here. This is an illustrative example of deconstructing signs according to Barthes theory and helps to identify any underlying ideology embedded in discourse.

Binary oppositions in student experiences

Another noteworthy detail in the UNH brochure is that most people of color are in an educational/school context, whereas many White students can be seen during outside activities, in a dorm room and at sports games. This is in line with the college viewbook (Appendix 6) of SU, where student experience seems to be depending on race too. One page in the viewbook illustrates this contrast clearly (Figure 10).



Figure 10: Page about student experience at SU

First, Hispanics are not frequently represented; nine out of the fourteen Hispanic people are portrayed in one picture only. The caption ‘Student parade on campus for Latino/Hispanic heritage Month’ makes explicit that this is an event for Latino/Hispanic heritage, while on the rest of the page no other caption includes race or nationality. This is emphasized by the Venezuelan and Puerto Rican flag and the absence of White American students. In contrast, there is a picture just above (Figure 10) with four White students, dressed formally, playing classical music instruments. This is an example of strong binary opposition. It is portrayed as if White students are matching a typical White stereotype as being formal and sophisticated, playing high class music in their leisure opposite to a group of students physically outside the university, being informal and emphasizing their cultural heritage in the U.S.



Figure 6: Men playing American football



Figure 12: Woman playing lacrosse

Similarly, binary opposition can be seen on the sports page where a White woman alone is playing lacrosse (Figure 12), which can be seen as an elite sport, and a picture of three Black male students playing American football (Figure 11). These two pictures show another

example of binary opposition (White – Black, elite sport – common sport, alone – in a group). This adds up to the earlier exposed pattern of binary oppositions and these contradictions between groups can be considered to be polarizing. These examples illustrate that on the level of denotation, the individual pictures do show diversity in race, more than in the Dutch brochures. On the level of connotation, student experience is connected to a certain race, that can be linked to social class. The signs all together show a pattern, namely: there is a firm contrast between the student experience of somebody who is of color or White.

Figure 10 of the SU brochure contains an image whereby diversity is made explicit in the left corner. Four people of color are in this picture (the view book's sole picture with students, all of color) with the caption: 'Students celebrate with the LGBT Resource Center', showing a symbolic flag of the gay community. In this picture, ethnic diversity is indiscriminately placed under the same umbrella as sexual diversity or can suggest that only people of color can identify with LGBT. Interpreting figure 10 as a whole, instead of making this page inclusive, the binary oppositions contribute to a polarizing image of the student body.

Reviewing imagery and text in the brochures of UNH and SU using a CSA analysis reveal more explicit diversity compared to the Dutch materials. The American universities also show a wider variety in the portrayal of race. The binary oppositions in these materials mainly lie in the representation of student experience. Implicitly there is a firm contrast between the portrayal of White and non-White students' behavior presented as 'natural'.

Discussion and conclusion

Because diversity plays an important role in worldwide education policies, the current study is performed to identify representation of cultural diversity in promotional material from two Dutch and two US universities. A CSA analysis based on an extensive theoretical framework showed that although differences were found between material from Dutch and US universities, all examined materials show the same pattern that exposes underlying power structures which influence the representation of cultural diversity in higher education.

Realistic reflection of society: yes or no?

Danesi (2013), Klassen (2001) and Pippert et al (2013) stressed the importance of ‘the face’ and in commercial advertisements, which was also recognized in these educational materials. Cultural diversity in ‘the face’ was more prominent at American universities and confirms outcomes of Pippert et al. (2013) research which showed that diversity is frequently portrayed by African Americans (after White the second largest represented group). While demographics of the U.S. show a bigger population of Hispanic/Latino’s (18,3%) than African Americans (13,4). No research had been done about this same matter in the Netherlands.

Interestingly enough, the Dutch material did show students of African and Asian origin mostly as a representation of diversity. This seems odd, because according to demographics, Moroccan and Turkish are the biggest minority groups in the Netherlands but are not represented at all in the AUAS brochure and just in very little (2%) in the UU brochure. Being limited to two universities in this scope, a further study should assess if this applies to all universities in the Netherlands and to what extent it relates Dutch demographics of society.

The mismatch between demographics and imagery implies that diversity is selectively represented in promotional materials. Moreover, it confirms Pippert et al (2013)’s idea that it leads to a misleading image of the student body. The existing regimes of representations (Siapera, 2010) can be the reason: When diversity was expressed in ‘the face’, the regime of domesticated difference and commodification became visible in the majority of pictures in which appearances had been naturalized and constructed as safe and unthreatening. It is likely that the use of these superficial representations of diversity are primarily in place to seem diverse to prospective White students, as Pippert et al. (2013) was suggesting. Racial diversity is thus used as a commodity in the marketing of higher education and is currently

not a realistic representation of society, as the Dutch minister of Education aspired (Ministerie van Onderwijs, Cultuur en Wetenschap, 2018).

Implications in real life

As Hall (2013), Foucault (1972) and Siapera (2010) raised, does meaning, in this case, misleading representations, have an effect on social life. The underrepresentation of cultural groups in society in combination with the way students of color are portrayed might, therefore, lead to exclusion. Due to the neglect of 'self-referencing', prospective students of underrepresented groups will not identify themselves with 'the face' and, therefore, not be attracted to the 'big idea' of the organization, as Danesi's (2013) theory implies. At most, they occasionally recognize themselves but structurally in a different student experience as the majority of the White students. Representation of diversity might have been an intended part of the recruitment strategy transferring the big idea (an institution, open to diversity), but because of the structural selective choices it is counterproductive for certain cultural groups. Consequences of actual exclusion are a homogeneous inflow of applicants. It is debatable if a proportional reflection of society is sufficient to change the actual student body. Perhaps, overrepresentation of minorities for a change could make higher education more assessable for these groups.

The question arises whether diversity should be emphasized or not. The results of this study show a cultural difference in the degree of explicitness of diversity. In the U.S. it is made explicit, captions refer openly to the institutional attention for diversity and people of color are prominently portrayed in imagery. Whereas in the Netherlands diversity seems to be more implicit because people of color are neutralized in the name of equality. In cultural differences, there is no right or wrong, but it could be beneficial in both countries to learn from the others' approach towards diversity.

Influence of racism discourse in representations of cultural diversity

The main goal of the current study was to expose how cultural diversity is represented in university promotional materials in the Netherlands and the U.S and how they relate. The CDA revealed a network of connected statements, discursive formations (e.g. Foucault). The discursive formation identified in all examined materials considering representation of cultural diversity is: Being White is the default and showing 'the other' in a binary opposition.

All institutions show a majority of White people when representing students. Many pictures are either seen from this perspective or easy to identify with due to the composition. This certainly has to do with the fact that two 'western' countries with a predominantly White population are analyzed. What stood out was the implicit binary opposition in the imagery. Representations of cultural diversity in the Dutch materials shows little diversity in race, and if so, there is always a binary opposition in which the White prevails, and the person of color is made 'the other'. Representations of cultural diversity in the U.S. on the other hand show more diversity in race, but othering is mainly reflected in the representation of student experience.

On a purely descriptive level, imagery shows students participating in various activities in a school context. However, on the level of connotation, it stands out that structurally the same type of activities are connected to a certain race. On the level of 'myth' it shows that people of color can study at university, but the student experience will be different than from a White person. This distinction is presented as something "natural", while it is actually polarizing.

This, and the predominance of White people as students' representations, expose the underlying power structures indicating White supremacy or at least 'othering' of people of color. It is therefore an example of institutionalized racism and it is precisely the implicitness that characterizes this. Yet again, the intentions might be to promote diversity by including people of color, but the propagation of ideology through discourse have influenced the implicit racial differences in imagery. Causing the recognition of racism in these materials. The small sample size of this study do not allow to conclude that this applies to all American or Dutch institutions. But in spite of its limitations, the study certainly adds to our understanding of student representations and grounds for further research.

To conclude, commercial companies might fear a decrease of sales figures when they emphasize cultural diversity in advertisement. However, educational institutions with a social responsibility and emancipating role should be the precursors in the change of representation of cultural diversity. If education institutions would start with showing at least a proportional realistic representation of society in their promotional materials, they can influence the media world and set change in motion. It can be an important step in the fight against institutional racism and eventually shift meaning in worldwide racism discourse, which hopefully reduce the polarization that cost George Floyd his life.

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Appendices

1. Background Context analysis U.S. and the Netherlands

1.1 Introduction of demographic categories

A fundamental part of America's founding myth is the fact that it was built on European colonies and immigration. (Citrin & Sides, 2007). Slavery, introduced by these European colonies, has had a great impact on the U.S. demographics. Especially African Americans have been legally suppressed as slaves from 1619 to 1865 (National Geographic, 2020). America has combined political and social institutions and practices inherited from England. In the twentieth century, all immigrants were pressured to become 'American' by adapting the Anglo-American culture and assimilate entirely to the existing norms (S. Huntington, 2004, p. 59).

1.2 Description on the U.S. census Categories

White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American – A person having origins in any of the Black racial groups of Africa.

American Indian or Alaska Native – A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

1.3 Demographics by race, pie chart U.S. 2020

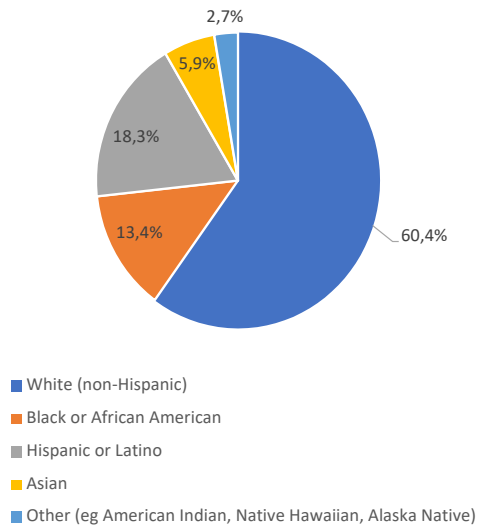


Figure 7: Demographics U.S.

Note: Ethnicity in the U.S. is defined as Hispanic or non-Hispanic. Race is defined by the other categories listed. Numbers presented are based upon estimations when combining race and ethnicity and may not reflect exact numbers but instead provides a general breakdown of race and ethnicity representation in the states.

Source: US Census Bureau. (2020, April 22). About Race. The United States Census Bureau. <https://www.census.gov/topics/population/race/about.html>

2 Demographics in the Netherlands

2.1 Introduction demographics in the Netherlands

Even though the Netherlands shares a history of colonization and slavery, the Statistic Netherlands (CBS) do not have any information on race. Slavery in the Netherlands is perceived from an oppressor's perspective. In contrast to the U.S., the Dutch relationship to slavery did not take place in the Netherlands itself but in other parts of the world. Dutch society could distance itself from slavery, whereas in the U.S. it was part of daily life. Dutch colonial history has left marks on the demographics as well, reflected mainly by the degree of people from Suriname, the Antilles and Indonesia (Figure 2).

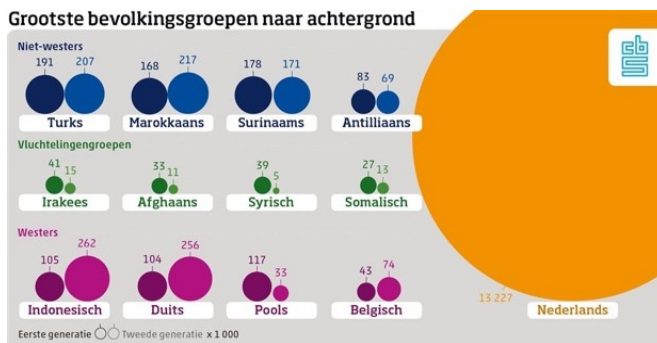


Figure 8: Largest population groups by background in the Netherlands. Source: CBS.nl

2.2 Description on census categories in the Netherlands

Migration background: Someone has a western migration background if he/she or at least one of the parents was born in Europe (excluding Turkey), North America or Oceania. Indonesia and Japan are also considered western countries. Someone who was born, or whose parent(s) was/were born, in any other country is considered as having a non-western migration background according to the CBS definition.

2.3 Demographics by migration background, the Netherlands pie chart, 2020

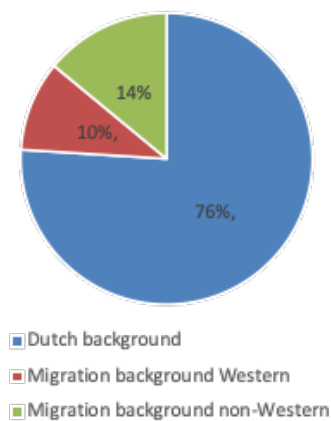


Figure 9: Demographics in the Netherlands

Source: CBS Statline. (2019, June 24). CBS Statline.

<https://opendata.cbs.nl/statline/#/CBS/en/dataset>

3 Exchange brochure University of Utrecht

The City of Utrecht

Utrecht's famous streets, cobble squares and picturesque canals are filled with people enjoying all the sights, sounds and smells of the city. You'll find lots of options for taking a break in the charming city centre, whether you're grabbing a coffee in the shade of the Dom tower, a new coffee shop, or a drink in one of the many what coffee bars of the unique Dutch city of Utrecht.

Utrecht has a small-town feel, but it's one of the biggest cities in the Netherlands – the main hub of the Dutch railway system and a vibrant cultural centre. As an international city, giving the community a diverse mix of people and talented workers. The city and its work-life balance and social life, and Utrecht frequently tops lists of the happiest, most livable and most creative, most bicycle-friendly – places to live.

Citywide programmes help bring Utrecht beauty and maintain – and for the rest of the Netherlands, the city is safe, clean and has excellent infrastructure and public services. And don't be shy about making friends with locals! The Dutch are an easy-going people, and English is widely spoken here.



Utrecht is one of the top five happiest cities.

Utrecht was voted Most Beautiful Canal City in Europe by Culture.



'Don't be shy about making friends with locals! The Dutch are an easy-going people, and English is widely spoken here.'

#stUudentories



Instagram.com/uinexchange

GET IN TOUCH

Utrecht University
Student Services International Office
Postbus 80150, Utrecht, the Netherlands
+31 80 253 1000
u.u.nl/exchange

SOCIAL MEDIA

Facebook
Twitter
LinkedIn
Instagram



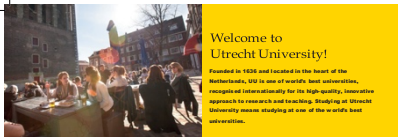
Utrecht University

Bright minds, better future

EXCHANGE AND VISITING STUDENTS



Making the right choice starts at u.u.nl/exchange



Welcome to Utrecht University!

Founded in 1636 and located in the heart of the Netherlands, UCU is one of the world's best universities, recognized internationally for its high quality, innovative approach to research and teaching. Studying at Utrecht University means studying at one of the world's best universities.

Two types of exchange students

Exchange students are selected through a competitive process.

English taught courses open to exchange students from over 500 partner universities

Exchange agreements with 500+ partner universities worldwide.



Student life

Home to 60,000 students and a lively cultural scene, the city of Utrecht offers both academic excellence and a vibrant social life.

Utrecht offers both academic excellence and a vibrant social life.

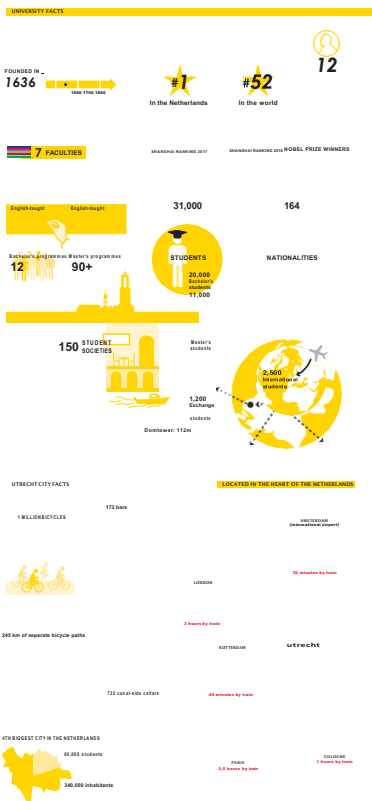
Dynamic atmosphere here, with lots to explore. The city is also very safe and clean – just like the rest of the Netherlands.



Cultural Centre Paradis

The cultural centre of UCU, Paradis offers courses and workshops in dancing, acting, singing, photography, drawing, music and more. You'll get a

Facts and Figures



Faculty of Sciences

The Faculty of Sciences is one of the largest and most diverse faculties at UCU, offering a wide range of research and teaching opportunities.

Faculty of Social and Behavioral Sciences

The Faculty of Social and Behavioral Sciences focuses on understanding human behavior and social interactions.

Faculty of Law, Economics and Governance

The Faculty of Law, Economics and Governance provides a strong foundation for careers in law, business, and public administration.

Faculty of Veterinary Medicine

The Faculty of Veterinary Medicine is a leader in research and education in the field of animal health and welfare.

Faculty of Arts

The Faculty of Arts offers a rich and diverse range of programs in literature, history, and the arts.

Safe and clean – just like the rest of the Netherlands.

Utrecht is a safe and clean city, with excellent infrastructure and public services.

Utrecht is a safe and clean city.

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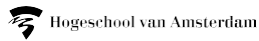
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Utrecht is a safe and clean city, with excellent infrastructure and public services.

4 'Een studie kiezen' brochure Amsterdam University of Applied Sciences



EEN STUDIE KIEZEN

2020 -2021



CREATING TOMORROW

STUDEREN AAN HET HBO

Ga je studeren? Dan wil je weten waar je aan begint! Om een goede keuze te maken heb je informatie nodig die uitgaat van jouw situatie.

VAN HAVO NAAR HBO

Na het havo is studeren aan het hbo een logische stap. Een hbo-opleiding biedt veel vrijheid en dat vraagt om eigen verantwoordelijkheid. Zo houd je je eigen deadlines bij en werk je zelfstandig in projectgroepen. Docenten en studentbegeleiders begeleiden je daarbij. Bekijk hva.nl/havo.

VAN WVO NAAR HBO

Na het wvo kun je er ook voor kiezen om naar het hbo te gaan, bijvoorbeeld omdat dit beter bij je past. De HvA heeft een aantal 3-jarige trajecten voor wvo'ers, waarmee je in drie jaar je hbo-bachelor behaalt. De lesstof wordt in hoog tempo behandeld en er wordt veel zelfstudie van je verwacht. Bekijk hva.nl/wvo, ook voor de verschillen tussen studeren aan een hogeschool of universiteit.

VAN MBO NAAR HBO

Met een mbo-4-diploma kun je ervoor kiezen om door te studeren aan het hbo. Op het hbo werk je zelfstandiger en krijg je veel meer theorie. Voor de verschillen tussen mbo en hbo ga je naar hva.nl/mbo. En kijk ook eens naar tweejarige hbo associate degree-opleidingen op hva.nl/ad.

HONOURS

Voor ambitieuze studenten die extra uitdaging willen, biedt de HvA honours onderwijs aan. Zie voor meer informatie hva.nl/honours.

STUDEREN MET EEN FUNCTIEBEPERKING

Iedere student met een functiebeperking kan informatie, begeleiding en voorzieningen krijgen, zodat hij of zij het beste uit zichzelf en uit de opleiding kan halen. Bekijk al voor de start van je opleiding hva.nl/functiebeperking.



HOEKOMIK TOT EENJUISTESTUDIEKEUZE?

Welke opleiding past het best bij jou?

BEPAAAL ZELF WELKE STAPPEN JE ZET

Ga naar hva.nl/studiekeuze, klik op de afbeelding en kies wat bij jouw situatie past. Vind je eigen weg in het aanbod van studie-keuzeactiviteiten, websites en handige tips.

VERKEN JEZELF EN JOUW MOGELIJKHEDEN

Om een studiekeuze te maken moet je naast een beeld van jezelf ook een beeld van de mogelijkheden hebben. Welke opleidingen sluiten aan bij jouw kwaliteiten en interesses, wat houdt een opleiding precies in en wat kun je er na afronding mee doen? Voor het overzicht van alle hbo-opleidingen in Nederland ga je naar studiekeuze123.nl. Vergelijk verschillende HvA-opleidingen met elkaar op hva.nl/opleidingen.

ACTIEF OP PAD

Om te weten of een opleiding of onderwijsinstelling echt bij je past, kun je er het best een kijkje nemen. Bezoek een open dag, stel vragen aan docenten en studenten, of meld je aan voor proefstuderen of meelopen. Zo krijg je een realistischer beeld van wat een opleiding inhoudt, enervaar je of een opleiding bij je past. Bekijk ook studiegids.hva.nl voor gedetailleerde informatie over het lesprogramma. Wil je meer studiekeuzetips of een inkijkje in het leven van HvA-studenten? Check hva.nl/youtube. Voor online meelopen volg je [@hogeschoolvanamsterdam](https://www.instagram.com/hogeschoolvanamsterdam) op Instagram.

KIEZEN EN INSCHRIJVEN

Als je zeker weet welke opleiding het best bij jou past, kun je je inschrijven via hva.studielink.nl. Dit doe je uiterlijk op 1 mei 2020. Na je verzoek tot inschrijving wordt de opleiding je uit voor een verplichte studiekeuzecheck en krijg je een studiekeuzeadvies (hva.nl/studiekeuzecheck). Dit geldt niet voor een opleiding met een maximaal aantal plaatsen (numerus fixus). Voornumerus fixus opleidingen schrijf je uiterlijk in op 15 januari 2020. Na je verzoek tot inschrijving, wordt de opleiding je uit voor de selectieprocedure. Wanneer er op 15 januari inderdaad meer aanmeldingen zijn dan plaatsen, vindt er een selectie plaats (hva.nl/selectie).



CHECKLIST

Weet je wat je wilt gaan studeren? Check of je de meeste punten van deze lijst kunt afvinken voordat je je inschrijft:

- Ik heb de open dag bezocht.
- Ik heb deelgenomen aan proefstuderen of meelopen.
- Ik heb verschillende opleidingen met elkaar vergeleken.
- Ik heb een student van de opleiding gesproken.
- Ik heb mijn studiekeuze met anderen besproken.
- Ik voldoe aan de toelatingseisen.
- Ik weet welke van mijn kwaliteiten voor deze opleiding belangrijk zijn.
- Ik weet waarom ik voor het hbo kies en niet voor mbo, werken, universiteit of tussenjaar.
- Ik heb op studiegids.hva.nl een beeld gekregen van het lesprogramma.
- Ik weet hoeveel uur per week ik les heb en aan zelfstudie moet besteden.
- Ik weet wat mijn beroepsmogelijkheden zijn.
- Ik heb er zin in!



STUDIEKEUZEACTIVITEITEN

Bezoek verschillende opleidingen op een open dag en ga proefstuderen of mee-lopen bij de opleiding die je serieus overweegt. Heb je hulp nodig neem dan deel aan een keuze-3-daagse of het studiekeuzetraject.

OPEN DAGEN

Op de open dag kun je voorlichtingen bijwonen, de sfeer proeven, opleidingen vergelijken en deelnemen aan een proefcollege. Studenten, docenten en studiekeuzecoaches staan klaar om je vragen te beantwoorden.

Zaterdag 2 november 2019, 10.00 - 14.00 uur
Zaterdag 14 december 2019, 10.00 - 14.00 uur
Zaterdag 8 februari 2020, 10.00 - 14.00 uur
Dinsdag 7 april 2020, 18.00 - 21.00 uur
hva.nl/opendag

PROEFSTUDEREN

Als je een open dag hebt bezocht of dat binnenkort gaat doen, kun je bij sommige opleidingen aanmelden voor een dag(deel) proefstuderen.

Volg samen met andere studiekeuzers een vast programma bij de opleiding van jouw keuze. Je krijgt verdiepende informatie over de vakken en de manier van lesgeven. Je ontmoet docenten en studenten en je kunt studiemateriaal inzien en vragen stellen.
hva.nl/proefstuderen

MEELOPEN

Heb je al een open dag bezocht en wil je ervaren hoe het er écht bij de opleiding aan toe gaat? Bij sommige opleidingen kun je een dag meelopen met een student van die opleiding. Door het volgen van een reguliere lesdag krijg je een goede indruk van de sfeer, de vakken en het niveau van de opleiding.
hva.nl/meelopen

KEUZE-3-DAAGSE

Heb je moeite om een opleiding te kiezen? De Keuze-3-daagse vindt plaats rondom de open dagen en bestaat uit twee cursusdagen en één coachgesprek. Het resultaat is dat je beter weet welke richting of opleiding bij je past en wat je nog kunt doen om een keuze te maken.
hva.nl/keuze-3-daagse

STUDIEKEUZETRAJECT UVA-HVA

In een tussenjaar een (nieuwe) studie kiezen? Het studiekeuzetraject duurt drie maanden en bestaat uit wekelijkse bijeenkomsten en een aantal individuele coachgesprekken om jezelf en je studiekeuze diepgaand te onderzoeken. Ervaren keuzecoaches begeleiden je in dit proces.
hva.nl/studiekeuzetraject

VRAAGEN?

- WhatsApp: 06 2115 5262 (werkdagen 10.00 - 16.30 uur)
- Telefoon: 020 595 1405 (werkdagen 09.30 - 13.30 uur)
- E-mail: studievoorlichting@hva.nl

hva.nl/contact

ONDERWIJSAANBOD

BEWEGEN, SPORT EN VOEDING

Academie voor Lichamelijke Opvoeding
(Leraar van de eerste graad Lichamelijke Opvoeding*)

Sport Studies - track International Sports, Management and Business (NF)

Voeding en Dietetiek

BUSINESS EN ECONOMIE

Bedrijfskunde

Commerciële Economie(B)

Finance & Control (Bachelor/Economie) (B)

Finance, Tax and Advice

Human Resource Management

International Business (3)

Johan Cruyff Academy (leerroute van Commerciële Economie)

DIGITALE MEDIA EN CREATIEVE INDUSTRIE

AMFJ Amsterdam Fashion Institute (Fashion & Textile Technologies*) (NF)

Communicatie

Communication and Multimedia Design

Cyber Security (Ad)

Creative Business

HBO-ICT*

HBO-ICT: Business IT & Management (leerroute)

HBO-ICT: Cyber Security (leerroute)

HBO-ICT: Game Development (leerroute)

HBO-ICT: Software Engineering (leerroute)

HBO-ICT: Technische Informatica (leerroute)

GEZONDHEID

Ergotherapie (Opleiding voor Ergotherapeuten*)

Fysiotherapie (Opleiding tot Fysiotherapeuten*)

HBO Verpleegkunde (Opleiding tot Verpleegkundigen*)

Openbaring (Opleiding tot Openbaringsmedici*)

MAATSCHAPPELIJKE RECHT

Bestuurskunde (Bestuurskunde/Overheidsmanagement*)

Ervaringsdeskundigheid in Zorg en Welzijn (Ad)

HBO Rechten

Sociaal Juridische Dienstverlening

Social Work

Toegepaste Psychologie (NF)

ONDERWIJS EN OPVOEDING

Leraar Aandrijfkunde (Leraar Aandrijfkunde Tweedegraads*)

Leraar Algemene Economie (Leraar Algemene Economie Tweedegraads*)

Leraar Bedrijfsconomie (Leraar Bedrijfsconomie Tweedegraads*)

Leraar Biologie (Leraar Biologie Tweedegraads*)

Leraar Duits (Leraar Duits Tweedegraads*)

Leraar Engels (Leraar Engels Tweedegraads*)

Leraar Frans (Leraar Frans Tweedegraads*)

Leraar Geschiedenis (Leraar Geschiedenis Tweedegraads*)

Leraar Gezondheidszorg en Welzijn

Leraar Gezondheidszorg en Welzijn Tweedegraads*)

Leraar Horeca en Voeding (Leraar Consumptieve Techniek I en II Tweedegraads*)

Leraar Maatschappijleer (Leraar Maatschappijleer Tweedegraads*)

Leraar Mens en Technologie (Leraar Mens en Technologie Tweedegraads*)

Leraar Natuurkunde (Leraar Natuurkunde Tweedegraads*)

Leraar Nederlands (Leraar Nederlands Tweedegraads*)

Leraar Pedagogiek (Leraar Pedagogiek Tweedegraads*)

Leraar Scheikunde (Leraar Scheikunde Tweedegraads*)

Leraar Wiskunde (Leraar Wiskunde Tweedegraads*)

Onderwijsondersteuner Gezondheidszorg en Welzijn (Ad)

Onderwijsondersteuner Horeca en Voeding (Ad)

Onderwijsondersteuner Techniek (Ad)

Pabo HVA (Leraar Basisonderwijs*)

Peragogiek

Techniek

Aviation

Built Environment (3)

Engineering

Engineering: Elektrotechniek (leerroute)

Engineering: Product Ontwerpen (leerroute)

Engineering: Technische Bedrijfskunde (leerroute)

Engineering: Werktuigbouwkunde (leerroute)

Forensisch Onderzoek (NF)

Logistics Engineering

Logistics Management

Maritiem Officer

Toegepaste Wiskunde

* De officiële naam waaronder de opleiding of leerroute bekend is bij Dienst Uitvoering Onderwijs (DUO).

(leerroute): studieprogramma wijkt af van de kernopleiding, maar leidt op tot hetzelfde einddiploma.

(Ad): Associate degree, tweejarig programma. Het niveau ligt tussen mbo-4 en hbo-bachelor.

(B): wordt ook als 3-jarig traject aangeboden. Voor studiekeuzers met een vwo-diploma of een havo-diploma met een gemiddeld eindscore van 8 of hoger.

(NF): numerus fixus. Het aantal plaatsen voor deze opleiding is beperkt. De uiterste inschrijfdatum is 15 januari 2020.

Je kunt bij de HVA kiezen uit voltijd-, deeltijd-, duale-, master- en kopopleidingen. Zie hva.nl/opleidingen voor het volledige aanbod.



HVA-ACEP is een initiatief van de Hogeschool van Amsterdam, de Hogeschool van Utrecht, de Hogeschool van Tilburg, de Hogeschool van Maastricht, de Hogeschool van Limburg, de Hogeschool van Arnhem/Nijmegen, de Hogeschool van Rotterdam, de Hogeschool van Groningen, de Hogeschool van Wageningen, de Hogeschool van Utrecht, de Hogeschool van Tilburg, de Hogeschool van Maastricht, de Hogeschool van Limburg, de Hogeschool van Arnhem/Nijmegen, de Hogeschool van Rotterdam, de Hogeschool van Groningen.

5 'Out of state' brochure University of New Hampshire

Nov 15 SVMACT test
Feb 1 1175 applicants
March 1 25
May 1 1175

82%
\$200M+
3.5
1,542
TOP PRODUCER
30
9
Your hard work, opportunities for real-world experience and help open doors to your future.
78%
95%
86%
1/4
275+
3
48
70+
54%
86%
46%
550,000
You'll enjoy the freedom and encouragement to explore your passions and find your path.
483
105
450+
89%
35
2,000+
55%
In the middle of everywhere
25 mi
1 hr
1.5 hr
A PLACE WHERE EVERY VOICE MATTERS

WHAT'S INSIDE MATTERS

MAJORS

COLLEGE OF LIBERAL ARTS

COLLEGE OF BUSINESS

COLLEGE OF EDUCATION

COLLEGE OF ENGINEERING

COLLEGE OF HEALTH SCIENCES

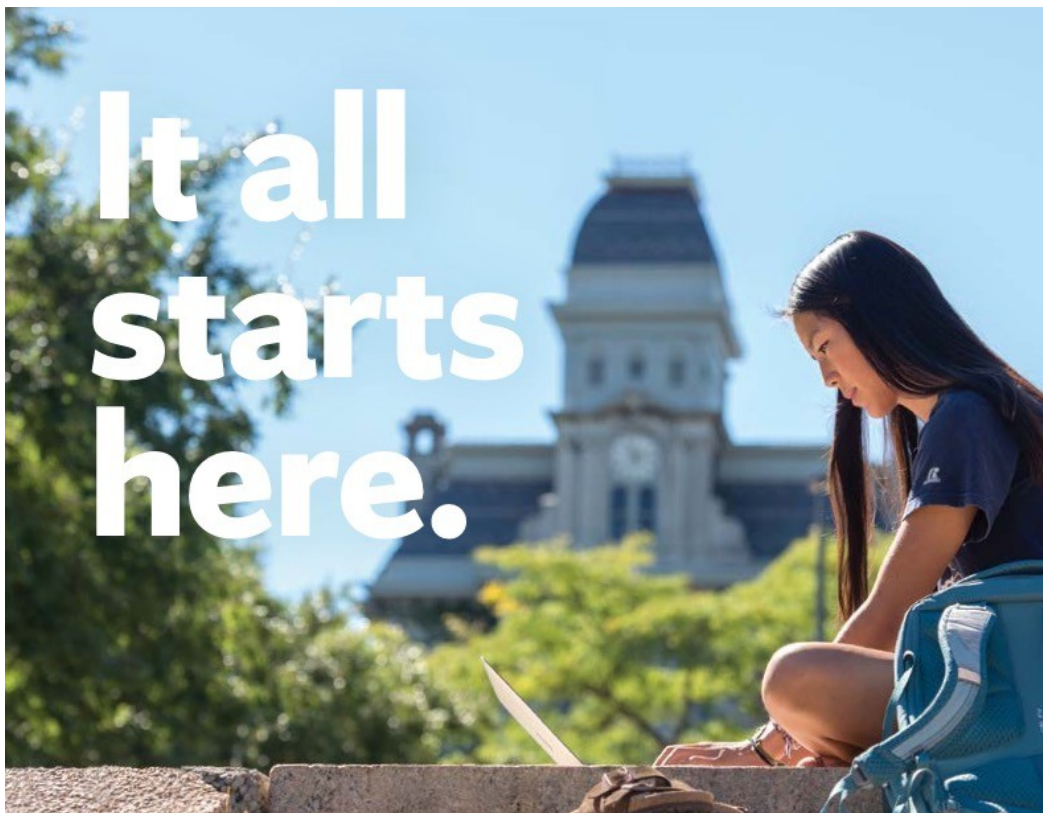
COLLEGE OF NURSING

COLLEGE OF PROFESSIONAL STUDIES

COLLEGE OF SCIENCE

COLLEGE OF SOCIAL SCIENCES

I love UNH because I have found me for the real world by making me feel confident in myself. I can honestly say that UNH has opened up so many doors for me and I can't wait to start my career.



Syracuse University is where you:

Get Ahead

Discover countless opportunities to engage with innovative research and leaders. Pursue what matters most to you with our mix of professional schools centered around a liberal arts foundation.

Get Involved

Connect with different individuals, interests and ideas beyond the classroom. Experience diverse perspectives across the globe. Our undergraduates come from all 50 states and more than 90 countries.

Get Energized

Cheer on Syracuse University's top-ranked athletics teams or challenge yourself with club teams and intramurals. Work out at the Barnes Center at The Arch or relax and recharge. Explore downtown Syracuse's restaurant scene or take in the natural beauty of Central New York.

Get Connected

Join a community of world movers and shakers, with an alumni network more than 250,000 strong. Syracuse University alumni are known for opening doors for current students with mentorship, internships and career insight.

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Facts and Figures

By the Numbers

Location

Main campus is in Syracuse, New York, with U.S. centers in New York City, Los Angeles and Washington, D.C.; six study abroad centers around the world.

Undergraduate Enrollment

15,000+ students (including 1,500+ transfer students) representing 92 countries.

Majors

200 academic programs/100 minors within 10 schools and colleges.

Student-to-Faculty Ratio

15 to 1

Liberal Arts

The College of Arts and Sciences is the heart of the Syracuse liberal arts experience—and home to one-third of the undergraduate student body.

Average Class Size

26 (Nearly 60 percent of undergraduate classes have fewer than 20 students.)

Current Alumni

More than a quarter of a million alumni representing 170+ countries and territories.

Average Starting Salary

\$53,772

Top Rankings

#1 graduate school of public affairs

The University's Maxwell School is recognized by *U.S. News & World Report* as the #1 graduate school of public affairs—and is home to undergraduate social sciences majors.

#1 private institution for Veterans

Military Times ranks Syracuse No. 1 for Veterans among private institutions.

#53 National University

2019 *U.S. News & World Report*

#51 Best Value School

2019 *U.S. News & World Report*

#4 Military-Friendly School

2018 Military Friendly Schools

#4 Architecture

2019 *DesignIntelligence*

#3 Communications and Journalism

2019 College Factual

#4 Education

2019 College Factual

#4 Human Development and Family Studies

2019 College Factual

#10 Most Represented College on Broadway

2018-2019 *Playbill*

#15 Entrepreneurship

2019 *U.S. News & World Report*

#22 Film

2018 *The Hollywood Reporter*

Visit syracuse.edu/facts to learn more!





Academic Opportunities

A Tradition of Academic Excellence

Discover countless opportunities to engage with innovative research and leaders.

Only at Syracuse

- > NASA-quality flight simulator
- > Student-run communications agencies, including TNH Advertising and Hill Communications
- > \$4.5 million student-managed Wall Street Orange Value Fund
- > Entertainment industry courses at the University's Los Angeles Center
- > Collaboration with Equity actors at Syracuse Stage, a four-theater complex

Research 1 University

Syracuse University is designated as a Carnegie R1 university, the top tier among doctorate-granting institutions.

Get ready to flourish. Regardless of your major, The SOURCE will work with you to elevate your thinking and understanding through faculty-guided scholarly research and creative inquiry.

Study energy consumption and financial markets, help invent materials that stop antibiotic-resistant bacteria, pinpoint why some trees grow faster than others—making them more suitable as a renewable resource—or connect cross-cultural themes and diverse voices to bring new musicals to the stage.

Supportive Faculty

- > Learn how to think like a hacker to safeguard cybersecurity with **Professor Kevin Du**.
- > Discover how disrupting biofilms may be a key to combating antibiotic-resistant bacteria with **Professor Dacheng Ren**.
- > Learn about conceptualizing human rights with **Professor Danielle Smith**.
- > Be ready for jobs that haven't been invented yet with **Professor Steve Sawyer** in his class, "Working in the Digital Economy."

Celebrated Visiting Speakers and Lectures

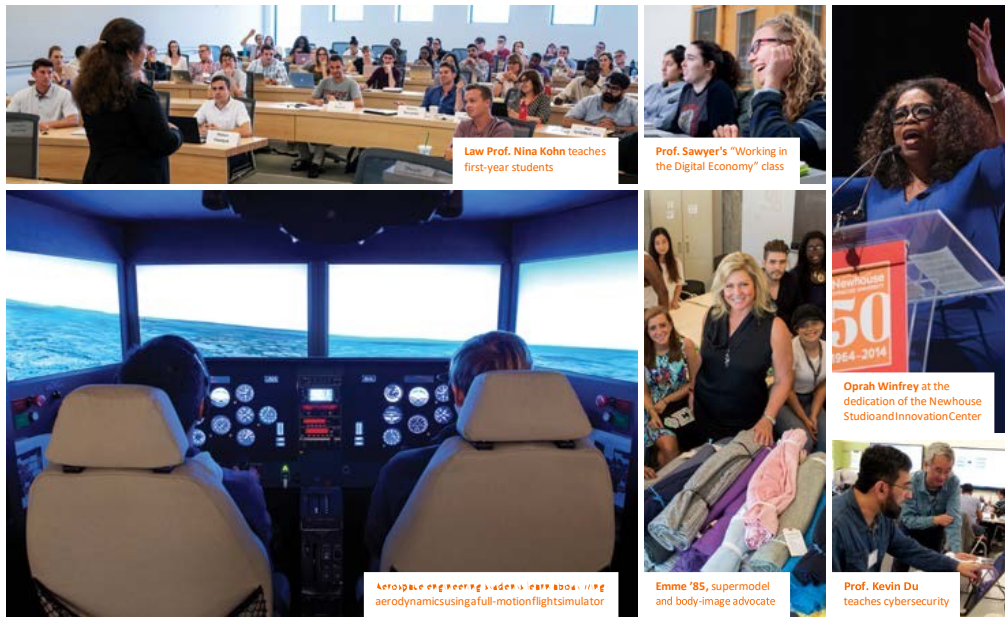
You'll learn from internationally recognized professionals. Recent guests include author **Cheryl Strayed G'02**, comedian and author **Trevor Noah**, actress **Anna Deavere Smith**, model designer and body-image advocate **Emme '85**, and former U.S. Vice President **Joe Biden L'68**.



"It's one thing to read about new discoveries, but it's another to be contributing to those discoveries."

Serena Omo-Lamai,
Bioengineering '20
Serena studies how carbon nanotubes might help curb harmful bacteria.

With a student-to-faculty ratio of 15:1, you'll learn directly from world-class faculty and visiting experts.



Law Prof. Nina Kohn teaches first-year students

Prof. Sawyer's "Working in the Digital Economy" class

Oprah Winfrey at the dedication of the Newhouse Studio and Innovation Center

Aerospace engineering students learning aerodynamics using a full-motion flight simulator

Emme '85, supermodel and body-image advocate

Prof. Kevin Du teaches cybersecurity

1 | Get Ahead
4

Majors and Minors

Programs to Match Your Ambition

Pursue what matters most to you with our mix of professional schools across disciplines.

Majors

Syracuse's schools and colleges offer you the flexibility to explore varied interests—and develop new ones.

School of Architecture

- 595 students
- Architecture
- The College of Arts and Sciences and Maxwell School of Citizenship and Public Affairs**
- 5,143 students
- African American Studies
- Applied Mathematics
- Art History
- Biochemistry
- Biological and Medical Physics (through Physics)
- Biology
- Biotechnology
- Chemistry
- Classical Civilization
- Classics (Greek and Latin)
- Communication Sciences and Disorders (Speech Pathology and Audiology)
- Earth Sciences
- Energy and Its Impacts
- English and Textual Studies
- Environment, Sustainability, and Policy
- Environmental Sciences (through Biology or Earth Sciences)
- Ethics
- Fine Arts
- Forensic Science
- French and Francophone Studies
- German Language, Literature, and Culture
- Greek (through Classics)
- History of Architecture
- Italian Language, Literature, and Culture

- Latin (through Classics)
- Latino-Latin American Studies
- Linguistic Studies
- Mathematics
- Middle Eastern Studies
- Modern Foreign Languages
- Modern Jewish Studies
- Music History and Cultures
- Neuroscience
- Philosophy
- Physics
- Political Philosophy
- Psychology
- Religion
- Russian and Central European Studies
- Russian Language, Literature, and Culture
- Spanish Language, Literature, and Culture
- Women's and Gender Studies
- Writing and Rhetoric
- Professional Advising Programs:
 - Preadmission
 - Pre-veterinary Medicine
- Maxwell School of Citizenship and Public Affairs**
- Anthropology
- Citizenship and Civic Engagement
- Economics
- Geography
- History
- International Relations
- Policy Studies (Public Affairs)
- Political Science
- Sociology
- Dual and Combined Enrollment:**
 - School of Education
 - Martin J. Whitman School of

- Management (select majors only)
- S.I. Newhouse School of Public Communications
- College of Engineering and Computer Science
- School of Education**
- 490 students
- Teacher Prep:
 - Inclusive Early Childhood Special Education (birth-grade 2)
 - Inclusive Elementary and Special Education (grades 1-6)
- Health and Physical Education
- Physical Education
- Non-Teacher Prep:
 - Health and Exercise Science (includes Pre-Physical Therapy and 3+3 DPT)
- Selected Studies in Education
- Dual and Combined Enrollment:**
 - The College of Arts and Sciences
 - English Education
 - Mathematics Education
 - Science Education
 - Social Studies Education
 - Spanish Education
- College of Visual and Performing Arts
- Arts Education
- Music Education
- College of Engineering and Computer Science**
- 1,450 students
- Aerospace Engineering
- Bioengineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Computer Science
- Electrical Engineering

- Environmental Engineering
- Mechanical Engineering
- Combined Enrollment:**
 - The College of Arts and Sciences
- David B. Falk College of Sport and Human Dynamics**
- 1,285 students
- Food Studies
- Human Development and Family Science
- Nutrition
- Nutrition Science
- Public Health
- Social Work
- Sport Analytics
- Sport Management
- Dual Enrollment:**
 - School of Education
 - Inclusive Early Childhood Special Education
- School of Information Studies (iSchool)**
- 592 students
- Information Management and Technology
- Dual Enrollment:**
 - Martin J. Whitman School of Management
 - S.I. Newhouse School of Public Communications
- Martin J. Whitman School of Management**
- 1,762 students
- Accounting
- Entrepreneurship and Emerging Enterprises
- Finance

- General Accounting Management
- Management
- Marketing Management
- Real Estate
- Retail Management
- Supply Chain Management
- Dual Enrollment:**
 - The College of Arts and Sciences (select majors only)
 - School of Information Studies
 - S.I. Newhouse School of Public Communications
- S.I. Newhouse School of Public Communications**
- 1,615 students
- Advertising
- Broadcast and Digital Journalism
- Graphic Design Magazine
- Bandier Program for the Recording and Entertainment Industries
- Newspaper and Online Journalism
- Photography
- Public Relations
- Television, Radio, and Film
- Dual Enrollment:**
 - The College of Arts and Sciences
 - School of Information Studies
 - Martin J. Whitman School of Management
- College of Visual and Performing Arts**
- 1,780 students
- School of Art:**
 - Illustration
 - Studio Arts (B.F.A., B.S.)
- Dual Enrollment:**
 - School of Education (Arts Education)

1 | Get Ahead
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Minors

Minors are an important part of your curriculum. Once enrolled, you may choose from the following options.

<p>School of Design: Communications Design Design Studies Environmental and Interior Design Fashion Design Industrial and Interaction Design</p> <p>Department of Transmedia: Art Photography Art Video Computer Art and Animation Film</p> <p>Department of Communication and Rhetorical Studies: Communication and Rhetorical Studies</p> <p>Department of Drama: Acting Drama—Theater Management (B.S.) Musical Theater Stage Management Theater Design and Technology</p> <p>Setnor School of Music: Music (B.A.) Music Composition Music Industry Performance (Organ, Percussion, Piano, Strings, Voice, Wind Instruments) Sound Recording Technology</p> <p>Dual Enrollment: School of Education (Music Education)</p>	<p>Accounting Addiction Studies Advocacy and Public Rhetoric African American Studies Animation and Visual Effects Anthropology Applied Statistics Arabic Studies Architecture Art History Art Photography Asian/Asian American Studies Atrocity Studies and the Practices of Social Justice Biology Business Ceramics Chemistry Child and Family Policy Chinese Language Chinese Studies Classical Civilization Classics Cognitive Science Communication and Rhetorical Studies Communication Sciences and Disorders Communications Photography Computer Engineering Computer Gaming Computer Science Dance (through Exercise Science) Data Analytics Design Studies</p>	<p>Disability Studies Drama Earth Sciences Economics Education Studies Electrical Engineering Energy Systems Engineering and Computer Science Management English and Textual Studies Entrepreneurship and Emerging Enterprises Environment and Society Exercise Science Finance Fine Arts Food Studies Forensic Science French and Francophone Studies Geography Geology German Gerontology Global Enterprise Technology Global Political Economy Global Security Studies Health and Wellness History History of Architecture Human Development and Family Science Information Management and Technology Information Technology, Design, and Startups</p>	<p>International Business Italian Japanese Studies Jazz Studies Jewelry and Metalsmithing Jewish Education Jewish Studies Latino/Latin American Studies Leadership/Stewardship Communication Lesbian, Gay, Bisexual, Transgender Studies (LGBT) Linguistic Studies Logic Management Studies Marketing Mathematics Medical Anthropology Medieval and Renaissance Studies Middle Eastern Studies Mindfulness and Contemplative Studies Museum Studies Music History and Cultures Music Industry Music Performance Native American and Indigenous Studies Nutrition Nutrition Science Painting Philosophy Physical Computing Physical Education (Coaching)</p>	<p>Physics Policy Studies Political Science Private Music Study Professional and Technical Writing Psychology Public Communications Studies Public Health Real Estate Religion Religion and the Media Retail Management Russian Russian and Central European Studies Sculpture Social Welfare Sociology South Asian Studies Spanish Sport Analytics Sport Management Sport Event Management Sport Revenue Management and Operations Strategic Management Teaching English to Speakers of Other Languages Theater Visual Culture Women's and Gender Studies Writing</p>
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1 | Get Ahead

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Forensic Science



Broadcast and Digital Journalism

Majors and Minors

Choice and Customization

Combine majors and minors in different colleges or, in some cases, pursue dual enrollment in two colleges.

A Few Examples to Get You Thinking:

Program Combinations	Possible Careers
Biology + Bioengineering	Prosthetist, Adaptive Technologies Engineer
Electrical Engineering + Music Industry (Minor)	Sound System Designer
Selected Studies in Education + Social Work	Guidance Counselor
Graphic Design + Information Management and Technology	Web Designer and Manager
Public Relations + Finance	Investor Relations
Biotechnology + Citizenship and Civic Engagement	Environmental Conservation Director

Fact: Nearly 20 percent of Syracuse students graduate with more than one major.

Career Preparation

Where Exploration Meets Action

Get out there and get ready to take on the world.

Your life-changing, career-building connections start forming your first days on campus and extend well beyond graduation. Career Services in your home college will help you find internships to explore career fields, learn new skills and gain hands-on experience.

With internship opportunities in Syracuse and at our centers in New York City, Los Angeles and Washington, D.C., as well as abroad, you'll apply classroom learning to real-world settings.

Career Preparation

When you prepare to apply for a full-time job in the U.S. or abroad, Career Services offers one-on-one assistance, including:

- > resume critiques
- > practice interviews
- > career fairs throughout the year

syracuse.edu/services

Earning Potential

With an average early career salary of over \$53,000* and four out of five graduates reporting high career satisfaction,** our graduates are successfully making a living while pursuing their passions.

*Class of 2018 data is based on an 80 percent knowledge rate (2,640 out of 3,281 undergraduate degree recipients' responses)

**According to payscale.com

Unique Experiential Learning

- > Spend the summer in New York City focusing on all aspects of modern development, combining real estate, architecture, finance, accounting, and entrepreneurship and emerging enterprises.
- > Work with the crews broadcasting live athletic events over the ACC Network.
- > Partner with community organizations to learn firsthand how nonprofit organizations, offices of elected officials and government agencies work.

Recent Internship Placements



Campus Life

An Unparalleled Student Experience

Connect with different individuals, interests and ideas beyond the classroom.

Campus Life: By the Numbers

- 19 residence halls
- 25+ residential learning communities
- 21 places to eat, including vegetarian, vegan, kosher and halal options (dining centers, cafés and food courts)
- 4 campus groceries
- 12 recreation/fitness facilities
- 300+ clubs and organizations

“My freshman year, I had students on my floor from Jamaica, Scotland, New Jersey, the town over from mine, Puerto Rico and D.C. You're constantly meeting and learning from new people.”

Kristen Unangst '18, Supply Chain Management and Finance
Kristen currently works as a financial analyst in the Leadership Development Program at Eaton, a power management company.

Student Clubs and Organizations

- A Cappella Groups (6)
- African Student Union
- Architecture Students Organization
- Audio Engineering Society
- Black Celestial Choral Ensemble
- Cheon Ji In
- Club and Intramural Teams
- Citrus TV
- Cricket
- Dance Works
- Enactus
- Engineers Without Borders
- European Student Association
- First Year Players
- Morton Schiff Jazz Ensemble
- Otto's Army
- Rugby
- Soccer
- Society of Professional Hispanic Engineers
- Sororities and Fraternities (70+)
- Sour Citrus Society Pep Band
- Student Environmental Action Coalition
- Student Publications/Media Groups (28)
- Syracuse Animal Rights Organization
- The Outing Club
- Women in Communications
- ... and 300+ more.

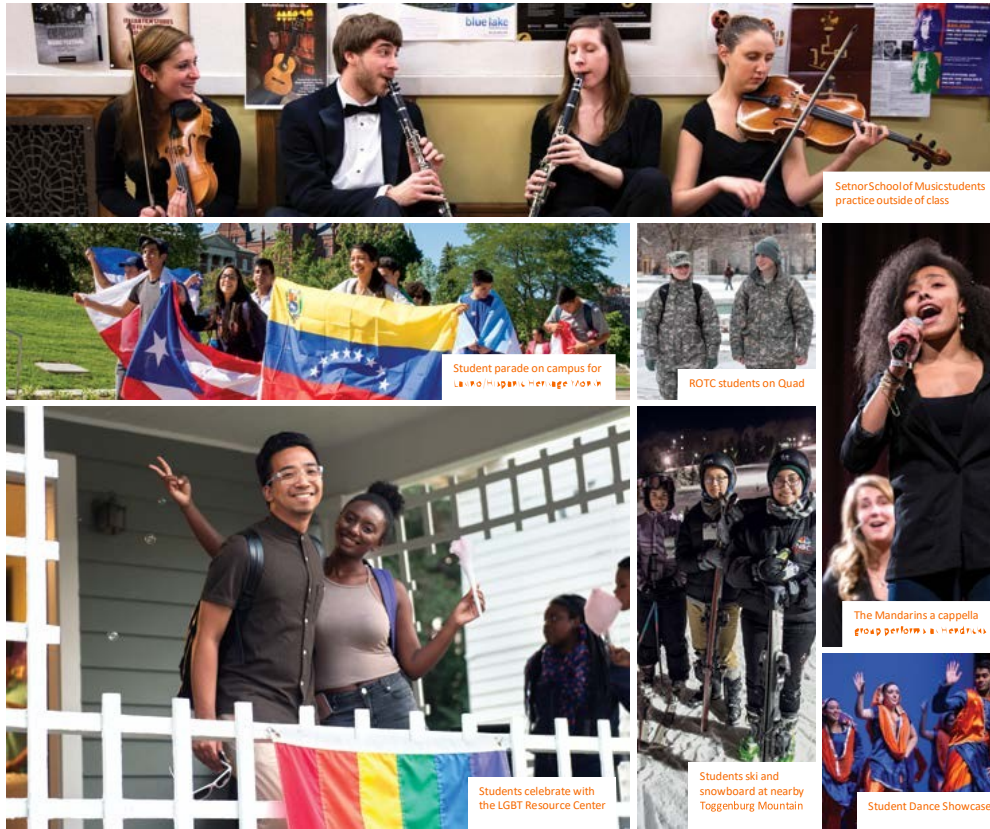
For a complete list, visit syracuse.edu/activities

Diversity and Inclusion

Our commitment to diversity and inclusion is rooted in the belief that multiple points of view, life experiences, ethnicities, cultures and belief systems are essential to academic excellence. This means you'll find lots of ways to get comfortable outside of your comfort zone.

Take a Break

- There's lots to do on campus and beyond. Explore:
- > An on-campus ice-skating pavilion and ropes course
 - > Plays and concerts, many of which feature Syracuse University students
 - > Festivals throughout the year, including Apple Fest, Winter Carnival and Feel the Pulse



Setnor School of Music students practice outside of class

Student parade on campus for Latin American Heritage Month

ROTC students on Quad

The Mandarin's a cappella group performs at the Mandarin

Students celebrate with the LGBT Resource Center

Students ski and snowboard at nearby Togggenburg Mountain

Student Dance Showcase

2 | Get Involved

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Study Abroad

Discovery is on the other side of your comfort zone, and maybe your current time zone.

Experience diverse perspectives across the globe.

Choose Your Own Adventure

Syracuse Abroad is one of the most established and highly respected international study programs in the nation, offering flexible study options and financial aid so you can build the knowledge and skills to succeed anywhere. A wide range of academic year, semester, summer and short-term program options are offered to fit your academic program and your goals for learning outside the classroom.

Courses can fulfill curriculum requirements across a variety of academic disciplines. You can study a range of subjects at each of our Syracuse Abroad centers—either through courses at the centers or through those offered at our partner institutions. Through Discovery Programs, students in the College of Arts and Sciences, Maxwell School of Citizenship and Public Affairs and the College of Engineering and Computer Science can spend their first semester abroad in France, Italy or Spain.

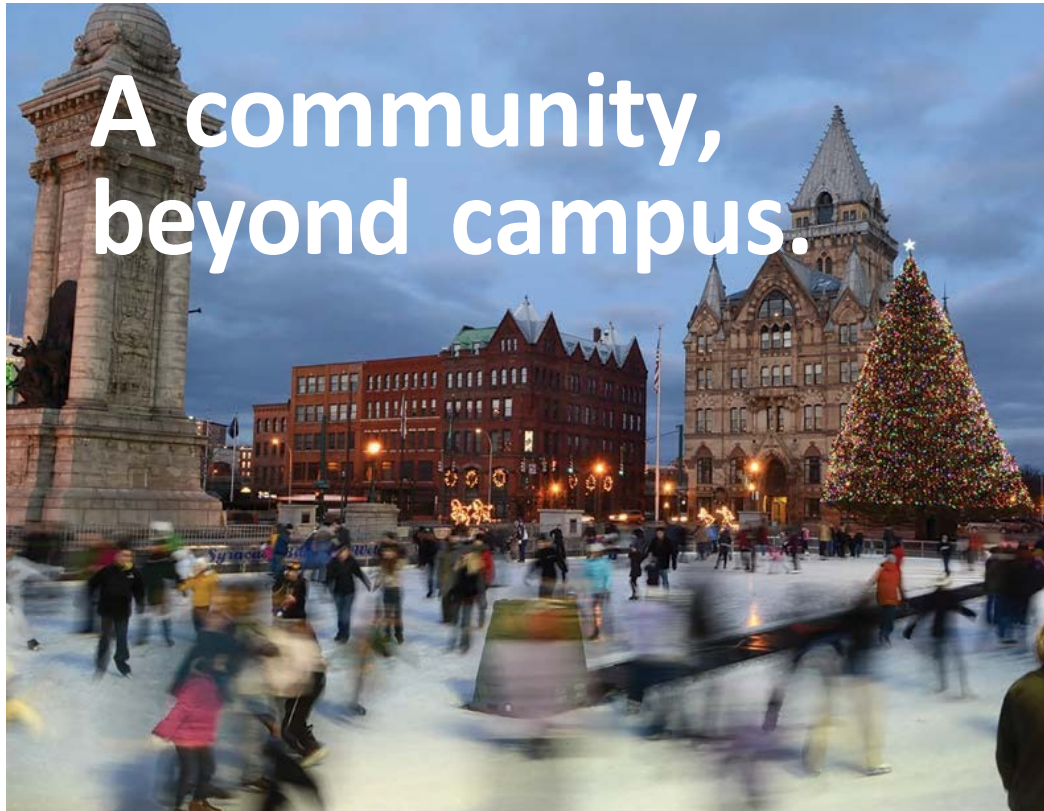
- > **Study Abroad Centers**
Unique programming, led by dedicated Syracuse University faculty and staff: Florence, Hong Kong, London, Madrid, Santiago, Strasbourg.
- > **World Partner Programs**
Syracuse University joins forces with exceptional international organizations for semester-long programs in more than 40 locations.
- > **Short Programs**
Earn extra credit or get ahead in your degree during academic breaks.



2 | Get Involved

11





A community, beyond campus.

Syracuse, New York

Explore all that the city of Syracuse has to offer.

Welcome to Syracuse

You've heard it's cold and snowy. And it is, in the winter. You can enjoy skiing and snowboarding minutes from campus. Go hiking and pumpkin picking in the fall, and biking, rowing, swimming and sailing all summer. Have a night out in downtown Armory Square one weekend, and plan a camping trip the next. Find food from around the world, and enough festivals, parks, shopping, and arts and music events to keep you busy all year.

Things to Do

Dine: From Vietnamese to vegan, BBQ to brewpub, Syracuse is full of choices (many offering gluten-free, halal and kosher options and locally sourced ingredients).

Shop: Syracuse is home to the sixth-largest enclosed shopping center in the country—Destiny USA—as well as unique local businesses.

Volunteer: Opportunities close to campus include Upstate University Hospital and Habitat for Humanity.

Play: Rent a paddle boat at Green Lakes State Park, ski at a nearby mountain, or conquer your fear of heights at the 'Cuse Challenge Ropes Course on campus.

Enjoy Life: Ride the Ferris wheel at the New York State Fair, or visit Beak & Skiff (named Best Apple Orchard by *USA Today*).

Weather in Syracuse: Syracuse has four distinct seasons, each with its own activities and appeal.



City of Syracuse, New York



Dinosaur Bar-B-Que



Onondaga Lake



Athletics and Wellness

Undeniable Spirit, Outside and Within

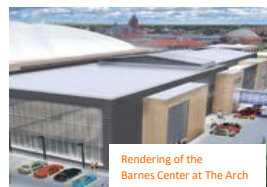
Be yourself—and belong to something bigger—it's all part of the Orange experience. Active involvement is the status quo here.

Sports Scene

With seven men's and 11 women's athletic teams, you'll have many opportunities to join your classmates and cheer on the Orange. Syracuse was recently ranked No. 1 by *The Princeton Review* for "Students Pack the Stadiums." Named a "top mascot" by ESPN, Otto the Orange can be followed on Twitter or Instagram—or find a photo op at many campus events.

Barnes Center at The Arch

The Barnes Center at The Arch is a state-of-the-art health, wellness and recreation complex, and the hub for student health care and wellness. Modern programs—from rock climbing and a lap pool to pet therapy and e-sports—promote holistic health and well-being. An integrated health and wellness team and resources are available in one accessible, centralized space on campus.



Rendering of the Barnes Center at The Arch



3 | Get Energized

14

Syracuse, New York

Explore all that the city of Syracuse has to offer.

Welcome to Syracuse

You've heard it's cold and snowy. And it is, in the winter. You can enjoy skiing and snowboarding minutes from campus. Go hiking and pumpkin picking in the fall, and biking, rowing, swimming and sailing all summer. Have a night out in downtown Armory Square one weekend, and plan a camping trip the next. Find food from around the world, and enough festivals, parks, shopping, and arts and music events to keep you busy all year.

Things to Do

Dine: From Vietnamese to vegan, BBQ to brewpub, Syracuse is full of choices (many offering gluten-free, halal and kosher options and locally sourced ingredients).

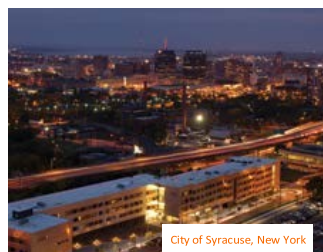
Shop: Syracuse is home to the sixth-largest enclosed shopping center in the country—Destiny USA—as well as unique local businesses.

Volunteer: Opportunities close to campus include Upstate University Hospital and Habitat for Humanity.

Play: Rent a paddle boat at Green Lakes State Park, ski at a nearby mountain, or conquer your fear of heights at the 'Cuse Challenge Ropes Course on campus.

Enjoy Life: Ride the Ferris wheel at the New York State Fair, or visit Beak & Skiff (named Best Apple Orchard by *USA Today*).

Weather in Syracuse: Syracuse has four distinct seasons, each with its own activities and appeal.



City of Syracuse, New York



Dinosaur Bar-B-Que



Onondaga Lake

3 | Get Energized

16

Connection and Support

Support and Connections for Success

At Syracuse, you'll join a community of peers, faculty and staff who will be with you every step of the way.

First-year Experience and Support: Through a structured shared experience—emphasizing diversity, inclusion, belonging, community, health and wellness—first-year students gain a unified foundation for success inside and outside the classroom.

Inclusivity and Accessibility: Our varied services not only accommodate individuals with disabilities, but also recognize their potential to excel in both educational and career opportunities at Syracuse.

Faculty, Academic and Peer Advisors: Right from the start, you'll be assigned an academic advisor who will work with you throughout your undergraduate career. After you declare a major, you'll have a faculty advisor in your program and peer advisor guidance from those who've been there before you.

Tutoring/Learning Support: From group workshops to one-on-one guidance by email or chat, academic support is available every step of the way.

Transfer Student Support: Transfer students add to the richness of our diverse student body. Specialized advising supports your transition from another college.

A Community of Respect: The Office of Multicultural Affairs provides the necessary support and guidance needed to encourage students to become members of a community respectful of differences.

LGBT Resource Center: Provides community building, outreach and visibility, and intellectual and leadership development to support the experience of people with marginalized sexualities and genders.

Early Opportunities: Summer College offers high school students the opportunity to explore their passions and experience college life for one to six weeks with over 40 credit and noncredit pre-college programs.

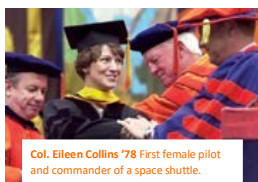
National Veterans Resource Center (opening spring 2020): The nation's first interdisciplinary academic institute focused on the social, economic, education and policy issues affecting veterans and their families post-service.



Alumni

Our Impact, Amplified

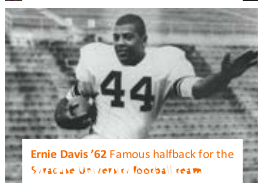
Join a community of world movers and shapers.



Col. Eileen Collins '78 First female pilot and commander of a space shuttle.



Michael Lasker '98 Won an Oscar for *Spider-Man: Into the Spider-Verse*.



Ernie Davis '62 Famous halfback for the Syracuse University football team.

4 | Get Connected

19

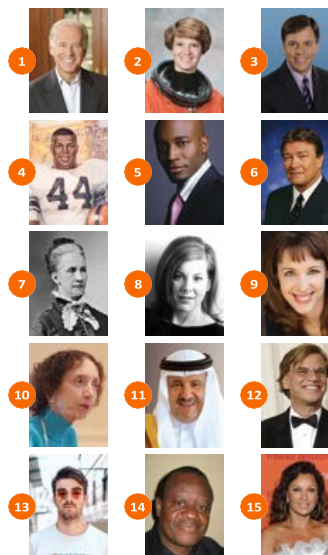
Powerful Networks

Syracuse alumni are at work in some of the world's leading organizations. From newsrooms to classrooms, laboratories to boardrooms, you'll find someone who bleeds orange.

Career Services will connect you with Syracuse alumni who can serve as mentors, helping you to gather information about career paths and the transition from college.

Notable Alumni

Syracuse University alumni have been making their mark on the world since our founding in 1870. Whether it is in the arts, entertainment, journalism, business, law, human services, or anything in between, our students have consistently gone on to gain national and international acclaim for their accomplishments. Here is just a sampling of our alumni standouts.



Commencement in the Dome

- 1 **Joseph Biden L'68**
Former U.S. vice president
- 2 **Dick Clark '51**
Former CEO, Dick Clark Productions
- 3 **Col. Eileen Collins '78**
First female space shuttle commander
- 4 **Bob Costas '74**
Sports announcer, NBC
- 5 **Ernie Davis '62**
First African American recipient of the Heisman Trophy
- 6 **Taye Diggs '93**
Stage, screen and television actor, *How Stella Got Her Groove Back*, *Rent*, *Private Practice*
- 7 **Bruce Fowle '60**
Founding principal, Fox & Fowle Architects; senior partner, FXFOWLE Architects
- 8 **Caitlin Gillman '16**
Production coordinator within the Entertainment Lab at Nickelodeon Animation Studios

- 9 **Waleed Abdalati '86**
NASA chief scientist
- 10 **Jeff Hardy '98**
Founder and CEO of Floor 84 Studio, an interactive and game development studio
- 11 **Adam Hazem '15**
Digital production assistant, Cartoon Network
- 12 **Betsy Johnson '64**
Fashion designer and breast cancer activist
- 13 **Rami Khouri '70, G'98**
International journalist specializing in Middle Eastern affairs
- 14 **Steve Kroft '67**
Co-editor and news correspondent, *CBS 60 Minutes*
- 15 **Michael Lasker '98**
Oscar-winning visual effects supervisor at Sony Picture Imageworks
- 16 **Sol LeWitt '41**
Modern artist, key creator of minimalism and conceptual art
- 17 **Belva Ann Lockwood 1857, G 1872, H 1909**
Women's rights pioneer and first woman to argue a case before the U.S. Supreme Court

- 18 **Oren Lyons Jr. '58, H'93**
Faithkeeper of the Turtle Clan of the Seneca Nations
- 19 **Arielle Tepper Madover '94**
Theatrical and film producer, recent productions: *Monty Python's Spamalot*, *Frost/Nixon* and *Annie*
- 20 **Jessie Mueller '05**
Tony Award-winning actress
- 21 **Joyce Carol Oates '60**
Author, *We Were the Mulvaney's*, *Faithless: Tales of Transgression*, and *them*
- 22 **Lou Reed '64**
Singer-songwriter and guitarist, *The Velvet Underground*
- 23 **Elsa Reichmanis '72, G'75**
Former president, American Chemical Society
- 24 **Chris Renaud '89**
Oscar-nominated director of *Despicable Me* and executive producer of *Minions*
- 25 **Todd Rubin '04**
President, The Republic of Tea

- 26 **His Royal Highness Prince Sultan bin Salman Al Saud G'99**
Youngest person to fly on the space shuttle
- 27 **Eli Saslow '04**
Pulitzer Prize-winning reporter for *The Washington Post*
- 28 **Aaron Sorkin '83**
Creator, NBC's *The West Wing*; playwright and screenwriter, *A Few Good Men* and *The Social Network*
- 29 **Drew Taggart '12**
DJ and producer, *The Chainsmokers*
- 30 **John Tsebe '81**
First black national librarian in South Africa
- 31 **Vanessa L. Williams '85**
National recording artist and actress, *Desperate Housewives*

4 | Get Connected

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Applying for Admission

Take the next step.

Schedule a visit and apply today.

Applying for Admission

Syracuse University uses the Common Application exclusively. You'll apply directly to one of the University's colleges or to a dual/combined program with two colleges.

Application deadlines*

- > **Early Decision:** November 15
- > **Regular Decision:** January 1
- > **Spring Admission (first-year or transfer):** November 15
- > **Transfer Admission (fall):** July 1

Note: An Early Admission option is also available for eligible high school juniors. Federal financial aid is not

available for students admitted under the Early Admission plan.

*These are the priority deadlines; however applications will continue to be accepted on a space-available basis.

How your application is evaluated

Academic performance, including your senior-year accomplishments, participation in advanced coursework, standardized test scores,* and a talent component.*

Via your personal essay, your goals, interests, experiences and values.

Evaluation from your guidance counselor and two academic teacher recommendations that convey a sense of your unique gifts, capabilities and accomplishments.

Strength of character and exemplary citizenship through after-school activities, volunteer work or employment.

*If required for program of entry.

Financing Your Education

Seventy-six percent of Syracuse students receive some form of financial support, mostly from institutional aid, but also from federal, state or private sources.

When you apply for admission, you'll automatically be considered for merit-based scholarships, which are awarded (regardless of need) for academic achievement and talent as well as for outstanding community involvement and/or leadership.

You may also be eligible for assistance from federal sources, including the Pell Grant, TEACH Grant, Work-Study, and Supplemental Educational Opportunity Grant, as well as Federal Direct Student Loans and Federal Direct Plus Loans (for parents).

Other possible aid sources include funding from your home

state, private resources and scholarships from outside the University.

Fees and expenses

The estimated cost of attending Syracuse University for the 2019–2020 academic year is based on the following:

Direct (Billable) Costs	
Tuition	\$52,210
Housing and Meals (average)	\$15,910
<hr/>	
Miscellaneous Fees	\$1,639
Total Direct (Billable) Costs	\$69,759
<hr/>	
Non-Billable Costs (average)	
Books and Supplies	\$1,536
Transportation	\$698
Personal Expenses	\$1,076
Total Non-Billable Costs	\$3,310
<hr/>	
Subtotal (without health insurance)	\$73,069
Health Insurance	\$1,730*
Total Cost of Attendance	\$74,799

*This mandatory fee may be waived if student has adequate private health insurance.

Applying for Financial Aid is Easy

Your financial need is determined by the information that you provide on two separate forms that make up the financial aid application process:

- To apply for federal financial aid, file the:
 - > **Free Application for Federal Student Aid (FAFSA):** fafsa.gov (code:002882)
- To apply for a Syracuse University Grant, file the:
 - > **CSS/Financial Aid PROFILE:** collegeboard.org/profile (code: 2823)

Both applications available **October 1, 2019**

	Early Decision First-Year Students	First-Year and Transfer Students*
Application Deadlines	FAFSA and CSS/PROFILE: November 15, 2019	FAFSA and CSS/PROFILE: January 1, 2020

	January 2020	March 2020
Award Notification Dates		

For Home-schooled Students: To be considered for federally funded financial aid programs, contact the Admissions Office for additional information.

*Transfer students should file aid applications at the same time your admission application is submitted, but not later than July 1, 2020.

Attention Veterans

Syracuse University is a proud participant in the Yellow Ribbon Program. With Yellow Ribbon, Post-9/11 GI Bill® students can receive additional funding so that required tuition and fees are covered. Most 100% Yellow Ribbon-eligible veterans are able to complete their education at Syracuse without any out-of-pocket costs for tuition or fees.

5 | Take the Next Step

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Apply today at syracuse.edu/admissions



Syracuse University is an equal-opportunity, affirmative-action institution. We do not discriminate on the basis of race, creed, color, gender, national origin, citizenship, religion, marital status, age, disability or perceived disability, sexual orientation, actual or perceived sex, gender identity or expression, military status, status as a disabled veteran or a veteran of the Vietnam era, or any other status protected by applicable law to the extent prohibited by law. This nondiscrimination policy covers admissions, employment, and access to and treatment in University programs, services, and activities.

Syracuse University welcomes people with disabilities and in compliance with Section 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act, does not discriminate on the basis of disability. Services for students with disabilities are coordinated by the Office of Disability Services, Room 309, 804 University Avenue, 315.443.4498 (voice), 315.443.1371 (TDD).

Syracuse University supports equal opportunity in compliance with Title VI and Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, and does not discriminate on the basis of race, color, national origin, or gender.

Questions about any of the University's equal-opportunity policies, including compliance with Title VI, Title VII, and Title IX, may be directed to the Executive Director of Equal Opportunity, Inclusion and Resolution Services, Skytop Office Building, Syracuse University, Syracuse, NY 13244-5300; telephone 315.443.0211.

The information concerning academic requirements, courses, and programs of study contained in the publication does not constitute an irrevocable contract between the student and the University. The University reserves the right to change, discontinue, or add academic requirements, courses, and programs of study. Such changes may be made without notice, although every effort will be made to provide timely notice to students. It is the responsibility of the individual student to confirm that all appropriate degree requirements are met.

Syracuse University is accredited by the Middle States Commission on Higher Education. For information, please visit msche.org or middlestates.ny.edu/statement-of-accreditation-status. Professional accreditation for each of the professional colleges and schools accords with the regulations of the appropriate professional association. For further information, contact the dean's office of each school or college.

It is Syracuse University's policy to provide anyone, on request, with a printed copy of the University's policies and procedures regarding campus security and safety, as well as crime rates and statistics for the most recent three-year period. A copy of Your Safety and Security at Syracuse University, a handbook that provides this information, is available from the Syracuse University Department of Public Safety (DPS). You may request a printed copy that includes crime statistics, to be mailed within 10 days of a request, by contacting the Department of Public Safety/Advisory Committee on Campus Security at 005 Sims Hall, Syracuse, NY, 13244, or by calling 315.443.5476. The handbook is updated annually. DPS/Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education (website: ope.ed.gov/security).

Syracuse University

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 Syracuse, NY 13244-2130
 315.443.3611
 orange@syr.edu

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 SYRACUSE, NY

Where in the World



Nearby Major Cities	Distance	Time by Car
Albany	136 miles	2.5 hours
Baltimore	332 miles	5.5 hours
Boston	299 miles	5.0 hours
Cleveland	330 miles	5.5 hours
Montreal	248 miles	4.5 hours
New York City	280 miles	4.5 hours
Philadelphia	255 miles	4.5 hours
Toronto	248 miles	4.5 hours
Washington, D.C.	350 miles	6.5 hours

[@GoSyracuseU](https://twitter.com/GoSyracuseU)
facebook.com/syracuseuniversity
youtube.com/SyracuseAdmissions

7 Transcription of analyzed promotional materials.

7.1 Selection and interpretation explanation

Universities all use different kinds of promotional materials and address several target groups (exchange, domestic or international students). Differing from social media, your tube channels, specific webpages, flyers and brochures. To make a fair comparison on how cultural diversity is represented in imagery of promotional materials the decision is made to focus on brochures as a common media form. Not all institutions use brochures for the same goal and/or target groups. Therefore, the material does differ not only in target audiences but also in lengths and presented information. Nevertheless, are all materials addressed to prospective students, with the goals to give an impression of the institution. Because of this, the materials are considered comparable.

The focus of this research is analyzing imagery. The following pages are a transcription of all imagery used in the brochures. They are discussed individually and if relevant, in combination with the text/caption. Quantification of race is not the priority of this research because a Critical Discourse Analysis is used to expose underlying power structures in society, not to quantify diversity. Despite, a quantification is being made to substantiate the dominance patterns that are recognized.

When quantifying the materials these principles were being followed:

- Only when a person's skin-color was recognizable, the person was included in the sum total. If not, the undefined person had no relevance for this research.
- The selected categories to indicate race, followed the general principles of the APA Style racial and Ethnic Identity (Racial and Ethnic Identity, 2020).

Overview of transcribed materials:

University of Utrecht	Exchange brochure (EN)
Amsterdam University of Applies Sciences	'Studie kiezen' brochure (NL)
University of New Hampshire	'Out of state' brochure (EN)
Syracuse University	College viewbook (EN)

University of Utrecht	Exchange brochure (EN)
------------------------------	------------------------

7.2 University of Utrecht: Exchange brochure

P. 1 (cover page)

- PICTURE(S):

Front page of the brochure: 3 White females are in this picture, none of them is looking into the camera. In the background, there is one other female. She is blurry. The (sharpest photographed) female is wearing a sweater (other promotional material) from the UU. All people in the picture are females and White. No educational context but the city and bikes are very prominent. All females seems to be around the same age: in their 20s.

- TEXT:

‘making the right choice starts at uu/nl/exchange’ and ‘Bright minds, better future’ → It seems that all these (White) females have ‘bright minds’ and ‘made the right choice’ because they seem to study in Utrecht.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	4	0	0	0	0	0	4

Male	0
Female	4

P.2 (left from cover page)

- PICTURE(S): 17 images, 13 of them have people in them, 7 of them have faces that are close enough to identify.

- Picture in the left corner: group of 7 (international) students in a boat. One female with a headscarf (she is on the complete left and you can only see a small part of her head). All other people in the picture are White → It might be that the other students have different nationalities, but they are all White; there is a binary contrast between the Arabic female and the others.

- Picture next to the left corner: Group of 4 students eating together in a student house. They are all White but are probably from different cultures within Europe. → Many Europeans look White; therefore, it can be difficult to find a difference.

- Female alone with bikes, we do not know her nationality. → She is alone, has quite a brown skin so could be Hispanic but we do not know for sure, regimes of domesticated difference?

- Pictures of the city surroundings and the library (we cannot identify it as a library on the picture, could be any building).

- Picture of two females with frame, one White female and one female of color. In the background we can see one other White female. We see most of the face of the White female because she is in the middle of the picture making eye contact, we do not see the eyes of the female of color. → we can relate better with the White female because she is on eye level. The other eyes we can see is also a White female in the

background. The female of color is photographed lower (in height) than the White female which might support a difference in hierarchy.

- Picture in the grass: A group of students is relaxing in the park. Just one student is looking into our direction, but she is wearing sunglasses, she is a female of color. → Again, a picture where we cannot see her eyes. She seems the only female of color in the group.

- Left down corner: We can see a big group of students participating the Pride on boat wearing graduation heads. → Promoting diversity by showing students in UU shirts on the Gay Pride. All of the students are White. The INSTITUTION is showing their importance in diversity because they are responsible for the boat.

- TEXT: ‘ #stUUdentstories’, these are supposed to be pictures the students made, the stories they made, not promotion material from the perspective of the University but ‘real’ stories (also because there is a link to Instagram) → obviously these pictures are wisely chosen by the University to give a certain image.

Overview of entire page (including al 17 pictures)

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	42	2	1	2	1	0	48

Male	23
Female	25

P.3 (left of page 2)

- PICTURE(S): 3 pictures, 2 same size and one prominent.

Picture 1: We see a busy crossroad with people on bikes. We can see people from different age categories. We can see a (probably) African-American female (because of her iconic hair) on a bike. She is the only one driving away from us and not towards us. → White people are driving towards us; she is driving away from us, which is different then all others. So is her skin color and hair. The shared trait with the others is that she is also on a bike: regime of domesticated difference because she is adopting the local culture.

- TEXT: 'Utrecht is one of the BCC travel's top five happiest cities' → a happy city seems to be very White and homogenous.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	18	0	0	1	1	0	19

Male	6
Female	13

Picture 2: A picture of an Utrecht canal with students on the side. There is one White male most prominent on the left together with a female. All people we see in the picture are White. → seems like an 'ordinary' chill day in Utrecht in this picture does not include people of color.

TEXT: 'Utrecht was voted most beautiful canal city in Europe by goEuro' → Most beautiful city, without people of color by 'GoEuro', European centered.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	13	0	0	1	0	0	14

Male	6
Female	8

Picture 3: Most prominent one, we see a group of approximately 36 students relaxing in the sunshine. All students in the picture are White (two have a little color but seems as if they are natives), two of them are the closest to us and are on eye level, like they are looking at us. The female is wearing sunglasses so we cannot see her eyes. We can see the eyes of the male. The picture give the feeling that we are looking from his perspective. We can see that they are drinking alcohol (beer bottles) → this picture indicates that students from Utrecht like to sunbath (not in all culture people like to do that or have the standard that browner is better), students of Utrecht are not diverse at all.

-TEXT: 'Don't be shy about making friends with locals!' The Dutch are an easy-going people, and English is widely spoken here' → this is saying that being shy is something you should not be. The advertisers are saying that this picture is a representation of the local, which imply that locals are all White. What about the demographics?

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	23	0	1	0	0	0	24

Male	12
Female	12

P. 4 (under page 3, left corner down)

-PICTURE(S):

Picture 1: We can see a group of people (about 20) from different ages categories on a terrace (again sunbathing). Alcohol is on the table (beer and wine). We can see the faces of just 3 people, the most prominent are the two females on the left chatting. All people in the picture are White and female, we can only see one man, he seems to be the waiter.

TEXT: 'Welcome to the University of Utrecht' → this text is all about the university, the high quality, innovative approach and when it is founded, but in the picture there is no connection to the university or any kind of educational context at all.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	20	0	0	0	0	0	20

Male	1
Female	19

FACTS AND FIGURES: other images are the facts and figures about the university and the city. There is no mention of the diversity, just 164 nationalities and 2,500 international students.

P.5 (next to page 4)

PICTURE(S): Picture of a group of students on a grass field what could be in front of a university building. People are gathering in groups and seem to play games. We can see a Black person with her back towards us, you can recognize the structure of her hair. There is one female looking Middle Eastern in the background. She is wearing a colored headband, totally fitting in (domesticated difference). There is one White male that has a weird posture because he is being directive, pointing somewhere and looking unfriendly. → We see a majority of White people, with one Black person with her back towards us, blending in with the rest of the group.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	30	0	0	1	1	0	32

Male	11
Female	21

P.6 (next to page 5, right corner, down)

PICTURE(S): There are 6 pictures on the page.

Picture 1: We see two-woman painting. They are not looking into the camera but they are smiling. Both of them are White.

TEXT: this picture belongs to the 'Cultural Centre Parnassos'. The world culture means dance, painting etc. Not cultural diversity.

Picture 2: We see a group of 9 females at a field hockey practice, with a male coach who is on the ground. All females are White. The coach is a Black, the White females are standing and he is on the ground, most of the females are looking down on him →

a Black person is displayed on the ground, and White females are looking down on him, this is a way of distancing and might show some kind of hierarchy.

TEXT: 'Dozens of students sports clubs meet here, and there is also a sports bar where you can meet with friends and relax'. → we see just one sports club, one that is very White and also a sport where the Dutch are very good at. This might not be easy to relate for everybody. For a Black person this might not be an appealing picture to 'meet friends'.

Picture 3: We can see flags of different countries, this part is about students organizations. Specifically mentioning international students organizations but there are no students displayed in the picture. → If international students would want to relate, a picture would probably work better then the flags. International/intercultural stays very implicit and safe.

Picture 4: Students services, this is the only picture in an educational context. We can see 6 people, 5 White and 1 could be Hispanic. It is a desk, there are borders between to students and the people, this might give the feeling of difference.

TEXT: 'Students Services, if you have questions about studying at Utrecht University, please contact the international office' → even though we are talking about an international office, we can only see White people. Hard to relate for people of color.

Picture 5: We can see a woman in the supermarket, there are 3 other people in the background, 2 of them are White and 1 might be Black but he is with his back towards the camera. There is beer in the background.

TEXT: 'Finances'

→ Alcohol is again displayed and if we see someone that might be Black, it is again from the back.

Picture 6: SARA LOLI, she is the only one alone in the picture, she is prominent in the middle of the page. She is also the only one on the page that is looking directly

towards us. Her nationality is mentioned (which happened nowhere else). She is smiling, looking very friendly, she is wearing modern clothes, and gold jewelry. She is in the city of Utrecht which is clearly visible in the background with the bikes. → This is the only picture in the brochure where internationalization or cultural diversity is displayed, and it is very explicit and prominent. This is the regime of domesticated difference since she is placed in a Dutch context (Canals, bikes, modern clothes), and she seems very friendly and harmless.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	20	0	2	1	0	0	23

Male	4
Female	19

Overall observations:

- Amount of depicted females significantly higher than males;
- Amount of depicted White persons significantly higher than persons with none-White appearance;
- High representation of alcohol in the observed pictures;
- High representation of sunbathing in observed pictures;
- None eye-contact towards the camera from all native (Dutch) females, in contrast to the eye-contact of the sole female of Peru (P.6, Picture 6: Sara Loli);
- Black persons more inconspicuous depicted, therefore it is more difficult to observe their color (for example with the back against the camera (P.5, Picture 1)).

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	170 (91,9)	2 (1,0%)	4 (2,2%)	6 (3,2%)	3 (1,6%)	0	185

Male	63	34%
Female	122	66%

Total amount of pictures	29
Total amount of pages	6

7.3 Amsterdam University of Applied Sciences: ‘Studie kiezen’ brochure

P.1 (Front-page)

PICTURE(S): A female that looks a little Asian but not that explicitly. She is in an educational context. She is the only who is focused by the camera, the others are blurry. She is explaining something to the other person in front of her. We look into her face but we do not make eye contact with her. All people in the picture are White.

TEXT: ‘Een studie kiezen’, she does not seem doubtful about anything but very determined.

→ Choosing an Asian (looking) female that could also be Dutch, we can relate with her but not on eye-level. All her classmates seem to be White (also the teacher in the background).

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	3	1	0	0	0	0	4

Male	0
Female	4

P.2:

Picture 1: Half canal in Amsterdam

PICTURE(S): We see a Dutch canal, with bikes, ironically Amsterdam.

TEXT: See entire text on page in brochure: The text does not say anything about the city of Amsterdam.

Picture 2: Two male students with a computer and relative big birds in the background. One student seems Asian, the other student is White. It could be an educational context, they seem students due to the backpacks. Both males have a laptop on their lap, what could indicate ICT, where Asians are very much associated with. Both males are not making any eye contact.

TEXT: The picture is closest to the text about ‘studying with a disability’, this could relate to autism because ICT students are sometimes related with this.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	1	1	0	0	0	0	2

Male	2
Female	0

P.3

Picture 1: We can see the face of the blond female, looking at the Black person whose eyes we cannot see. She seems to stand a little higher than him and he is looking downwards. We cannot see his eyes and half of his posture is cut off the frame. She looks like she is trying to make contact with him, like explaining something but he is not making any contact back with her.

TEXT: See entire text on page in brochure: The text is about making the right study choice and how they get in contact.

Picture 2: We can see another iconic picture of the city of Amsterdam. The sun is shining and people are sunbathing in the park. We can see many couples in the park but this is not very clear. It seems there are two women in the front; one with red hair and one that could be Black.

TEXT: See entire text on page in brochure: The text is not at all about Amsterdam the city. They do mention ‘student’ on a youtube channel but there is nothing explicitly said about the city of Amsterdam → using an iconic picture of Amsterdam without

giving any information about studying in Amsterdam. Sunbathing is exposed again (like seen in the UU material as mentioned before). A picture that could be in a school context, with a White female and Black female. We do not see the face of the Black person.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	1	0	0	1	0	0	2

Male	1
Female	1

P.4 Checklist

Picture: We see females in a classroom (educational context). One female is White, one female is Black. In the background we see White people only. We do not look into the eyes of both of them because they are both looking down. No connection with the receiver. The iconic hair of the Black female is cropped out of the picture frame, which is also the case for half of the hair of the White female. Both females are smiling and seems to be working together.

Text: Is a checklist on what you should be doing before applying.

→ Regime of domesticated difference, the Black female is in a very Dutch (White) context in class with other Dutch students working on an assignment. Why is her head cropped out of the picture frame?

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	3	0	0	1	0	0	4

Male	1
Female	3

Overall observations:

- Binary opposition. At almost every picture a Dutch (White person) and a person with a different background (Asian or Black) is represented;
- Non-White persons on the pictures are Black or Asian without exceptions. Which does not fulfill the Dutch demographics. Therefore, the biggest non-White group (middle Eastern) should have been represented;
- At 2 of 4 pictures Black people body parts are not displayed (cropped out of the picture frame);
- Little contact with the camera at all pictures, not at all with somebody who is Black;
- Amsterdam is clearly represented in the pictures, but not in mentioned in the text.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	8 (66,6%)	2 (16,6)	0	2 (16,6)	0	0	12

Male	4	33%
Female	8	67%

Total amount of pictures	6
Total amount of pages	6

University of New Hampshire	‘Out of state’ brochure (EN)
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7.4 University of New Hampshire: ‘Out of state’ brochure

Front page (page 1):

Picture 1: We see three people in the picture, one is blurry, we see one White female smiling and somebody with a hard to identify background (but let’s say he is Asian) who is looking to the blurry person and it feels a little bit looking over us. The Asian male is most prominent on the page.

TEXT: ‘What’s indie matters’, since the male of color is most prominent, this could insinuate that ‘it does not matter that he is of color, it is all about the insight’. The texts might insinuate it is not okay to be of color.

Picture 2: On the left corner we see a group of students and an American flag. We can see three White students and one student that looks Indian American. She seems the only one without laptop → could look as if she is poor.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	4	1	0	0	0	1	6

Male	3
Female	3

From left to right (page 1):

Picture 1: We can see four big images of students. 3 females and one male. All of them are smiling, the female on the left is White (from the US) and part of the athletics teams, the rest is in the foreground Behind her is a Black female, she is from the Dominican Republic/Bronx, New York, she is wearing an Apple watch and a Black dress. Next to her is a male, with an Arabic background, we know that because

it says he is coming from 'Amman, Jordan', he is wearing a casual blouse and is smiling right at us. Next to him is another smiling female from the US. → it is made explicit by stating where they are from, but the images are not showing that strong different cultural identities.

TEXT: 'A place where every voice matters' → This text is alright with a picture where you can see that they are exposing diversity by explicitly showing a student from the Dominican republic and a male from Jordan. → Do their voice need to be heard? On the other pages the majority is White, why is the text not there?

Picture of the campus are also incorporated in this brochure.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	2	0	1	0	1	0	4

Male	1
Female	3

Page 2:

(Pictures from left to right)

Picture 1: We can see a Black student with a laptop talking to what seems to be a professor. She sits and he stands, what indicates authority. He seems Hispanic, they are both smiling, and it seems very friendly, in casual clothes. In the background, we can see a White student in the gym.

Picture 2: We can see a White man (he could be the teacher) and a Black student. They are walking in a big city. She is wearing gloves.

Picture 3: We can see a White student painting alone in nature.

Picture 4: We can see students doing outdoor activities. Two White students and one White instructor. We can see the face of the female with the red hair very well.

Picture 5: We can see students having lunch. One student looks Hispanic and one female a bit Asian. They are smiling and we can see their eyes. The two people in foreground are blurry, we can see that they are White and we are looking from their perspective. Everything is happening in the school cafeteria, recognizing the same cups and plates.

Picture 6: We can see a White male (teacher) and a White student with a dog. Teacher is White and we can clearly see the authority between the student and the teacher. In addition, because we are looking at them from a frog perspective, we are looking up.

TEXT: 'This is a place where diverse communities come together as one – and every individual matters' . They explicitly emphasize diverse communities. They mention '1/4 first -generation students', next to the diversity text. Is that diversity for them?

Picture 7: We can see the White females supporting some kind of sports team, both of the females are White and wearing university t-shirts.

Picture 8: We can see a student's house where three White students are laughing very hard together.

Picture 9: We can see students supporting a sports team excitingly. We have eye contact with one of the females, she seems to be White.

Picture 10: We can see some sort of interviewing setting. A Black person is prominent. He is talking to a White professor, it seems like he is doing some kind of job interview. The teacher looks formal and he looks more informal (wearing the sunglasses like that).

Picture 11: We can see three students working on some industrial project. Two White male students and one Black female. We do not make eye contact with these students and we are seeing it from a low perspective.

Picture 12: We can see two people; one is White and one is Black. The White person is holding a laptop and the Black person is have a notebook. They seems to have a meeting.

Picture 13: We can see an Indian American female who is receiving some kind of university scarf from a White female (we are seeing the event from the perspective of the White female). We do not make eye contact with the Indian American student.

Picture 14: We can see a White male student, proudly working at an insurance company. He is wearing a formal blouse; we are looking into his eyes and making eye contact.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	24	1	2	5	0	1	33

Male	13
Female	20

Overall observations:

- Majority of the students is White;
- Dedicated page whereby diversity is made explicit by showing two White, one middle Eastern and a Hispanic person, alight with the text ‘a place where every voice matters’;
- Most prominent persons in the pictures are White;
- White male teacher seem to have authority and informal clothes, the Hispanic teacher is looking very informal with the student;
- On the cover a Black person is showing explicitly accompanied with the text ‘what’s inside matters’, this could insinuate that what we see from the outside bothers;
- Most students of color are in an education context, whereas White students are frequently shown in outside school activities.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	30 (69,8%)	2 (4,7%)	3(7%)	5 (11,6%)	1(2,3%)	2(4,7%)	43

Male	17	40%
Female	26	60%

Total amount of pictures	21
Total amount of pages	2

Syracuse University	College viewbook (EN)
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7.5 Syracuse University: College viewbook

P.1 to 7

Picture 1: We can see the campus and some students but we cannot see from what background they have.

Picture 2: We can see an Asian student working on her laptop in front of the campus. She is not looking at us, but downwards. She is alone in the picture.

Text: 'It all starts here', could indicate that now she is here in the US at SU her life 'really starts' assuming she lived in Asia and moved to the US for studying, as if her life in Asia was of less value.

Picture 3 & 4: We see two more pictures of the campus.

P. 3: according to numbering of viewbook

Picture 5 (on page 3): We see a picture of a Black female (student) in the snow. → this could be the regime of domesticated difference because we see her in the snow, what is very typical for Syracuse.

P.4

Picture 6 (page 4): We can see a class full of students (educational context), we cannot identify the background of the teacher. We see about 33 students in the class. Most of them seem older than 20 but the citation says that is are first year students.

We can see about five Black students in class. Also two Middle Eastern students can be identified. The teacher is standing, and all students are sitting (authority). On the first row, we only see White students.

Picture 7: We see three White females in class.

Picture 8: We see Oprah Winfrey giving a speech when opening the innovation center. We are not on eye level with her but from the frog perspective. She is alone in the picture and not in an education context.

Picture 9: We can see two males have class in Aerospace simulation.

Picture 10: We see a super model and body advocate (caption) in class. Students in class seem to be diverse. We 5 students, one is Asian and one is Black, others are White. The Asian and Black student are in the back of the picture. The model is White and blond, in the middle of the class standing (authority), like she supposed to be a role model.

Picture 11: We see a Middle Eastern professor teaching another adult something about cyber security. They are both on the same high and not looking into the camera

Overall numbers page 3 + 4:

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	32	1	2	7	3	0	45

Male	24
Female	21

Page 7:

Picture 12: We can see a Black student working on forensic Science. We do not look into his eyes because he is looking downwards. He is in an educational context. He is working in a lab.

Picture 13: We can see a picture of two White students in a new studio. One blond female and a blond male, looking prominent into the camera.

→ This could be seen as the Black person working a lab somewhere not very viable to the world. Whereas the White students are working on broadcasting something on tv with a lot of exposure.

Page 10:

Picture 14: We see four White students with music instruments. The caption says they are from the 'Setnor School' of music and practicing out of class. They are all in Black and seem quite formal playing their instruments. This picture is the second largest one on the page.

Picture 13: Right beneath that picture is a picture of 'student parade on campus for Latina/Hispanic heritage month'. In this picture, there is a large group of students with flags from middle/Latin America. It is made very explicit that this is for Hispanic students. We do not see a mixture of other students participating in this.

Picture 14: We can see two White 'ROTC students' in army clothes.

Picture 15: We can see a Black woman in the foreground singing, we see her from below. We can also see a White woman in the back singing.

Picture 16: WE can see 4 students, all of color with a gay flag and the caption 'Students celebrate with the LGBT resource center.' Two of the students of color are looking at us, into our eyes and making eye contact. → it stands out that this seems to be a picture where diversity is explicitly shown. It is mixed with the LGBT community

and the Black community. It seems like they try to put all diversity in one picture. However, diversity is more than Black and gay people and in the picture it also looks like only Black people are part of the LGBT resource center.

Picture 17: We can see three students with skies; it is hard to tell their background.

Picture 18: We can see a student dance showcase, identifying two White females and one male of color.

Overall numbers pages 7 + 10:

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	9	0	9	6	0	0	24

Male	10
Female	14

Page 11: Study abroad

Picture 19: We can see two Asian students with backpack what seems to be in Asia. The female is wearing sunglasses and is not looking towards us but seems to wonder around. The Asian male in the background is looking into our direction but he is blurry.

Picture 20: We see a picture of a European city with no people in it.

Picture 21: We can see a picture of a White eccentric professor smiling. Behind him we see a group of students. Three White females, one Middle Eastern male and Black female in the background (the half of her body is behind the professor). All students are looking towards the professor (authority). There is also somebody in the background filming the event.

TEXT: On this entire page is about option for studying abroad in their own Syracuse centers.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	4	2	0	1	1	0	8

Male	3
Female	5

P.12

Picture 22: we see the city of Florence.

P.13

Picture 23: We see a sports game going on, everybody is dressed up in orange (the color of SU). People are cheering. There are many people in the picture, but we see everybody from behind. The only person who is walking towards us is a (White) police officer. In the picture we can see women and children but mostly White middle-aged man. We do not see anybody of color in this picture. → that could indicate that going to one of the games is a very domestic event where different cultures not really blend in.

P.14

Athletics and Wellness

Picture 24: We see the same kind of picture from a sports game. Only one face is looking in our direction, it is hard to tell his race, could be Hispanic, he is not looking towards the camera. De rest of the heads seems to be of White people.

Picture 25: We can see a White woman playing lacrosse, an elite sport, behind her in the background there are two people cheering but she is individually playing this sport.

Picture 26: We can see a team of people playing American football. We can see three Black males in the front, they are together in a group, pushing to get the ball. In the background we see other players of the team and people supporting them.

TEXT: Be yourself – and belong to something bigger – it’s all part of the Orange experience. Active involvement is status quo here. → Since this is a page about sports and Athletics, it seems that being yourself and belong to something bigger according to them means: Being into sports.

→ why is the White female playing sport individually and the Black people playing together and in a more violent looking picture (also has to do with the sport of course)?

Overall numbers pages 13 + 14:

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	20	0	0	3	0	0	23

Male	21
Female	2

P.15

Picture 27: ‘A community beyond campus’

In this picture we see the city square in Syracuse. People are ice skating and there is a big Christmas tree. It is hard to tell the people race because they are blurry.

→ the text is speaking about a community, and an important art in this picture is the Christmas tree. There might be people coming from backgrounds where Christmas is not celebrated and did not ever do ice skating, does that mean that they cannot belong in the community or accumulate to the community pictured here?

P.16

Picture 28: A picture of Syracuse City

Picture 29: A picture of Dinosaur Bar-B-Que

Picture 30: A picture of Onondaga Lake, in this picture we see two rowing groups. All of the females in the picture are White.

P.17

Support and Connections for Success (just one picture on this page)

Picture 31: We can see three people in this picture. Two male White students are walking towards us. They are on top of the stairs. We can see the back from a Black woman (iconic hair), she is looking in the direction of the two males. She is down the stairs.

TEXT: 'Connection and Support', 'Support and Connection for Success'

→ Interesting that there is just one picture on this page. Since we see the Black women from behind and she is on a lower point looking up to the two white male students on the stairs, in combination with the text 'connection and support'. Seems that she is the one in need for help and by doing that, she can find her way to success.

P.18

Picture 32: We can see a picture of the campus, lively during the day. Most people are with their back towards us, climbing the stairs. We can see people from different races in this picture (Asian male & female), a female of color, but most of the people are White.

Overall numbers pages 15, 16, 17 and 18:

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	21	2	2	1	0	0	26

Male	12
Female	14

P.19

Alumni, our impact, amplified.

Picture 33: We can see four White persons, the caption tells us that she is the first female pilot and commander of a space shuttle. One of male person is congratulating her. They are all wearing special clothes for the occasion.

Picture 34: We can see a White man with an Oscar in his hands

Picture 35: We can see a Black man in American football uniform. He hold the ball in his hand.

Pictures on the right:

We see 15 pictures of Alumni from SU. Three of them are Black, one is Middle Eastern, and all others are White.

Overall numbers page 19:

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	16	0	0	4	1	0	21

Male	13
Female	8

→ IN combination with the text: 'Powerful networks' and 'Notable Alumni', this is an important statement. The majority of these people is White, what in this case give a representation of alumni of SU. More important is being said that these people are Powerful and notable, if this would be a reflection of reality, it would show that White people are much more powerful and notable, and that no Hispanic or Asian person has the same qualities.

P.20

Commencement in the Dome

Picture 36: We can see a picture of graduation. We can see five females (with some more in the back). Three of them are very prominent. On the left, we can see a female that could be Hispanic, with her eyes closed. Next to her (in the middle), we see a Black female also with her eyes closed, she seems to be extremely happy, cheering. She is wearing some kind of scarf. On the right, we can see a White female, we can see her eyes but she is not looking into the camera. Behind her, there is another White female, whose eyes we can also see. They are all dressed to same way in graduation clothes and heads.

Overall numbers page 20:

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	3	0	1	1	0	0	5

Male	0
Female	5

Overall observations:

- Majority of the pictures contain the campus buildings;
- Student experience for White people seems to differ from other races because binary opposition can be seen in the student experiences of students connected to race;
- Hispanics portrayed in their own parade, Black people are portrayed within LGBT community and White people are portrayed playing classical instruments;
- Powerful alumni's are mostly White people
- Composition in the only picture in the 'Support and Connection for Success' implies power difference;
- Asians and Hispanics are not often portrayed, if so, they tend to be together in the pictures.

Appearance	White	Asian	Hispanic	Black	Middle Eastern	American Indian	Total
Amount of people	105 (69%)	5 (3,3%)	14 (9,2%)	23 (15%)	5 (3,3%)	0	152

Male	83	55%
Female	69	45%

Total amount of pictures	54
Total amount of pages	24

