

# Service Learning Guatemala

## Spring Semester 2017

INTB-5015 001 or SPAN-3053-001

### Course Syllabus

#### INSTRUCTORS

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#### COURSE OBJECTIVES

Upon successful completion of this course the learner will be able to:

- Participate in a significant international experience through community service;
- Identify cultural differences and their potential impact on social and work relations;
- Stimulate interest in the culture, politics, social issues, economy, and other aspects of life in Guatemala;
- Engage as a volunteer in a service capacity with Habitat for Humanity to build homes;
- Adapt to new cultural settings and challenges and evaluate their level of cultural competence;
- Apply Spanish communication skills in a real life context.

#### COURSE FORMAT

This is an experiential course. The format focuses on helping students to process learning gained while volunteering in a small, rural community in Guatemala. Students will learn how to adapt to a new setting in order to be productive during a short visit. To be successful at any job in today's global market, people must learn to understand, adjust to and respect potential differences in the way others think and behave in order to create effective, productive teams.

#### COURSE REQUIREMENTS

- Participate in all group activities planned in Guatemala from March 9<sup>th</sup> - 18th, 2017
  - Note: you will miss classes the last Thursday and Friday before Spring Break, so you need to ask permission from your instructors and make arrangements with them.
- Attend scheduled classes during spring semester.
- Complete the assignments listed below.

#### COURSE GRADES

In Cincinnati:

- |                               |     |
|-------------------------------|-----|
| • Class participation         | 10% |
| • Weekly homework assignments | 15% |
| • Research Presentation       | 10% |
| • Final Paper                 | 20% |

In Guatemala:

- |   |     |
|---|-----|
| • Written assignment: Learning Journals | 10% |
| • Ambassadorship and Contribution       | 35% |

## **COURSE ASSIGNMENTS AND EXPECTATIONS IN CINCINNATI**

### **a) Class participation 10%**

Your grade will reflect:

- your active and thoughtful participation in class discussion
- your attendance and prompt arrival
- your demonstration of the fact that although this is a service learning course involving a great deal of informal social interaction, your in-class behavior at UC should be appropriate for an academic setting both before and after the experience in Guatemala

### **b) Weekly homework assignments 15%**

Homework assignments are indicated on the class schedule. If an assignment is accompanied by “DB”, it means that a written response on the Discussion Board is required. When you enter the Discussion Board, you will find a question or questions related to that week’s assignment to which you should post a short response **by midnight on the day before class**. At that time, the Discussion Board assignment will close and you will not be able to post your response; no late homework will be accepted.

NOTE: It is your responsibility to be sure that you can access the videos in time.

Your grade will depend on:

- your thoughtful written responses to the questions posted on Discussion Board
- your completion and timely submission of any other kinds of assignments

### **c) Research Presentation: 10%**

In groups of three or four you will give a 15 minute PowerPoint presentation in class. Your role is to be the experts on your particular topic(s) in order to raise the group’s collective understanding of Guatemala before we leave. You may include links to video clips for other students to explore later if they wish, but please do not include any video material in your presentation because of time constraints. You are expected to:

- summarize basic facts about the topic
- identify the important issues relating to it

Under “assignments” on BB you will find a list of articles/videos/chapters related to your topic(s) that will help you with your research. However, please note that your topic may include sub-topics that are not represented here, and that your research/presentation should not be limited to these resources (the last slide should list all resources used). In grading your presentation, we will take into account evidence of:

- your ability to identify basic information about your topic
- your ability to identify the important issues relating to your topic
- your ability to synthesize what you learned to fit the time limitations of the presentation
- the depth of exploration of your topic and your understanding of it
- your use of both the suggested list of articles etc. AND other resources
- the quality of your slides (they should contain images rather than lengthy text)
- your presentation delivery (do not just read slides).

Note: one of your assignments in Guatemala is to collect additional information about your topic(s).

### **d) Final Reflection Paper 20%**

Your paper will consist of three separate, labeled sections, and be 8-10 pages long, double spaced. You will hand in a hard copy during class on the date due.

Detailed instructions for each section can be found in Appendix C at the end of the syllabus. The subject of each section is as follows:

- Part 1 Cultural Observations: (min. 3 pages)
- Part 2 Reflections on your Research Topic: (min. 3 pages)
- Part 3 Personal Reflection: (min. 2 pages)

## **B. COURSE ASSIGNMENTS AND EXPECTATIONS IN GUATEMALA**

### **a) Primary Research on the topic(s) you presented in class before departure**

From the moment you arrive till the moment you leave, you will be on the lookout for cultural information, focusing especially on the topic(s) you researched for your class presentation. This means that you will constantly be both quietly observing and actively looking for opportunities to ask questions. If you do not speak Spanish, you can still have conversations as there are many Spanish speakers in our group who will be happy to interpret for you, plus you may have contact with Guatemalans who speak English, of course. We suggest that you make notes on what you notice and learn as you go along, because when you are back in the States that will help you when you come to write the final paper (which includes a section on what you found out about your research topic).

### **b) Photo project**

While in Guatemala you will identify a topic which you can compare or contrast with that topic in the US, through photos. This is your opportunity to show a cultural difference visually. You will present 2-3 slides in class of your observations using contrasting photos from Guatemala and here at home. Past examples of topics have been children at play, women at work, morning commute, etc. This assignment will be graded as a weekly homework assignment, since your presentation will be made in Cincinnati.

### **c) Learning journals: 10%**

DUE: in Guatemala on Tuesday and Friday

There is a very precise format for these journals, which is explained in Appendix B at the end of the syllabus and which will be discussed in detail before you write your first journal. Grades will be based on the quality of the entry (i.e. thoughtful, logical, original, well-written, follows format).

### **d) Contribution/Ambassadorship 35%**

This involves evaluation of yourself and others. Daily participation and contribution both on and off the worksite is assumed and mandatory. Evaluation is based on your *contribution* to the group experience and your *ambassadorship* for the University. Grades will be based on self-assessment, peer feedback, and reviews by Profs. Sinclair and Armstrong. The group will define the criteria for high quality contribution and ambassadorship at the pre-departure logistics meeting.

## **GRADING SCALE**

A 93-100	B+ 87 – 89	C+ 77 – 79	D+ 67 – 69	F
A- 90 – 92	B 83 – 86	C 73 – 76	D 63 – 66	
	B- 80 – 82	C- 70 – 72	D- 60 – 62	

## **SUGGESTED READING (OPTIONAL)**

Fischer, Edward F. and Hendrickson, Carol, *Tecpán Guatemala: A modern Maya town in global and local context*, 2003, Westview Press.

## **REQUIRED UC INTERNATIONAL PRE-DEPARTURE ORIENTATION**

Every student who travels abroad with the University of Cincinnati must attend a mandatory UC International pre-departure session. You only need to select one pre-departure orientation from the many dates offered by UC International. You can find the complete list of dates and times at [studyabroad.uc.edu](http://studyabroad.uc.edu). For your convenience, there is a session offered in **room 112 Lindner on Friday, Feb 24<sup>th</sup> from 5:45-6:45 pm**. (Note: Failure to attend a UC International pre-departure session will result in the loss of the UC study abroad scholarship.)

## **BLACKBOARD SUPPORT**

Students with general questions regarding Blackboard and the supporting resources should contact UCIT (556-HELP) or the Blackboard helpdesk (556-1602 or [Blackboard@UC.edu](mailto:Blackboard@UC.edu)).

## **COUNSELING SERVICES**

Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

## **TITLE IX:**

Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website [www.uc.edu/titleix](http://www.uc.edu/titleix) or contact the office at 556-3349.

## **DISABILITIES:**

Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. <http://www.uc.edu/sas/disability>

## **UNIVERSITY'S INCLEMENT WEATHER POLICY**

The University of Cincinnati is always officially open. During periods of severe inclement weather, public emergency, or other crisis, the president or a designated cabinet officer may announce, through the university of Cincinnati electronic mail system and through the local news media, that some or all of the university's offices and facilities are closed for part or all of a workday. If the University should close on a Friday, assignments and deadlines will be posted on Blackboard.

## TENTATIVE CLASS SCHEDULE AND HOMEWORK ASSIGNMENTS

Date	Class content	Homework Assignment
January 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>❖ Introductions</li> <li>❖ Syllabus</li> <li>❖ Assignments</li> </ul>	
January 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>❖ Agriculture and Environmental Issues</li> <li>❖ <b>Group presentation 1</b></li> </ul>	Living on One Dollar (DB) <a href="https://www.netflix.com/search?q=living%20on%20one%20dollar">https://www.netflix.com/search?q=living%20on%20one%20dollar</a>
January 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>❖ Mayan culture and identity</li> <li>❖ <b>Group presentation 2</b></li> </ul>	Mayan Renaissance (DB) <a href="https://uc-kanopystreaming-com.proxy.libraries.uc.edu/video/mayan-renaissance-untold-story-maya">https://uc-kanopystreaming-com.proxy.libraries.uc.edu/video/mayan-renaissance-untold-story-maya</a>
February 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>❖ History and Politics</li> <li>❖ <b>Guest Speaker</b></li> </ul>	The Man We Called Juan Carlos (DB) <a href="https://vimeo.com/102564100">https://vimeo.com/102564100</a>  Discovering Dominga (optional, but this personal story is highly recommended) <a href="http://search.alexanderstreet.com.proxy.libraries.uc.edu/view/work/3190357">http://search.alexanderstreet.com.proxy.libraries.uc.edu/view/work/3190357</a>
February 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>❖ Health, Reproduction and Gender issues</li> <li>❖ <b>Group presentation 3</b></li> </ul>	Blessed Fruit of the Womb (DB) <a href="http://vimeo.com/61691613">http://vimeo.com/61691613</a> (password = WINGS*) Optional: for other short videos on this topic and more info. about the work of this organization: <a href="http://www.wingsguate.org/what-we-do">http://www.wingsguate.org/what-we-do</a>
February 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>❖ Economic and Emigration Issues</li> <li>❖ <b>Group presentation 4</b></li> </ul>	a) TED talk: Greg van Kirk (DB) <a href="http://www.youtube.com/watch?v=ZRCIXIZpEX4">http://www.youtube.com/watch?v=ZRCIXIZpEX4</a>  b) Small businesses <a href="http://intlreporting.fullerton.edu/video-shaina1.html">http://intlreporting.fullerton.edu/video-shaina1.html</a>  c) A Tale of Two Villages <a href="https://www.youtube.com/watch?v=UGdvv4dwzIA">https://www.youtube.com/watch?v=UGdvv4dwzIA</a>
February 22 <sup>nd</sup>		a) Rosa – These Storms (DB)

	<ul style="list-style-type: none"> <li>❖ Education and other issues relating to Children / Youth</li> <li>❖ <b>Group presentation 5</b></li> <li>❖ Trip logistics</li> </ul>	<a href="https://vimeo.com/ondemand/livingononedollar/143099296">https://vimeo.com/ondemand/livingononedollar/143099296</a> b) Co-operative for Education - from Cincinnati! Read about their mission, vision, history, programs, and why Guatemala? <a href="http://www.coeduc.org/sitemap.html">http://www.coeduc.org/sitemap.html</a>
<b>March 1<sup>st</sup></b>	<ul style="list-style-type: none"> <li>❖ Religion</li> <li>❖ Define ambassadorship and participation</li> </ul>	Basketball article (DB) <a href="http://www.nytimes.com/2016/02/12/sports/basketball/guatemalan-athletes-are-dribbling-and-not-only-with-their-feet.html?_r=0">http://www.nytimes.com/2016/02/12/sports/basketball/guatemalan-athletes-are-dribbling-and-not-only-with-their-feet.html?_r=0</a>
<b>March 8<sup>th</sup></b>	<ul style="list-style-type: none"> <li>❖ Cultural observation</li> </ul>	
<b>March 10<sup>th</sup> - 19<sup>th</sup></b>	Service Learning: Guatemala	
<b>March 22<sup>nd</sup></b>	No class	
<b>March 29<sup>th</sup></b>	<ul style="list-style-type: none"> <li>❖ Reflections</li> <li>❖ Connections between the US and Guatemala</li> </ul>	La Camioneta (DB) <a href="https://dvd.netflix.com/Movie/La-Camioneta-The-Journey-of-One-American-School-Bus/70275374?strackid=42c6a8cd44f799ed_1_srl&amp;trkid=201891639">https://dvd.netflix.com/Movie/La-Camioneta-The-Journey-of-One-American-School-Bus/70275374?strackid=42c6a8cd44f799ed_1_srl&amp;trkid=201891639</a>
<b>April 5<sup>th</sup></b>	<ul style="list-style-type: none"> <li>❖ <b>Guest speaker</b></li> </ul>	Final paper due: bring to class
<b>April 12<sup>th</sup></b>	<ul style="list-style-type: none"> <li>❖ Photos, what's next?</li> </ul>	Photo presentation
<b>April 19<sup>th</sup></b>	<ul style="list-style-type: none"> <li>❖ No class</li> </ul>	

### Appendix A: Instructions for Final Reflection Paper

Your paper will consist of three separate, labeled sections, and be 8-9 pages long, double spaced. You will hand in a hard copy during class on the date due.

**Part 1 Cultural Observations: (3 pages)** Describe and reflect upon 2 cultural experiences that you found particularly interesting/surprising/shocking. Reflect on and synthesize what you have learned about cultural differences, their source, complexities, consequence and how they affected you. This can be written in a more informal style than the cultural observations you wrote in-country, because you do not need to follow that format. The topics you choose should be **different** from those you wrote about in Guatemala, however.

**Part 2 Reflect on your Research Topic: (3 pages)** What have you learned from your personal observations and conversations with locals in Guatemala that is similar or different to your pre-trip research? You can write about any subject area under the broader research theme. What additional insights and questions have you gained on this topic?

**Part 3 Personal Reflection: (2-3 pages)** Describe your reaction to the overall experience. What has the experience in Guatemala challenged/clarified for you? Points to consider: Did your thinking and reactions to the local culture change or not change? If so, how? How did you react to both the service work and group experience? Were you able to refrain from judgment when things didn't go as you expected? Why or why not? What's next for you?

## **Appendix B: Format for learning journals**

### **Experience:**

What **cultural** clues did you experience? Describe what happened; what you observed. This component of your journal requires cultural sensitivity. Thoughtfully observe and describe the related cultural clue(s) – e.g., stories, language, symbols, rites/rituals, norms, attitudes, etc. experienced during construction work, casual conversations, sightseeing, shopping trips, etc.

*An example in Guatemala, hypothetically, would be that you see young children without parental supervision playing around the construction site. This would be the observation of a particular behavioral norm.*

### **Reflection:**

What cultural difference do these clues suggest? Why do you think this difference exists (e.g., what value does it have for the individual/group)? **Look at the experience from the “local” perspective.** Remember, cultures develop and persist because they serve a purpose.

*What does this observation about Guatemalan children suggest about cultural differences between Guatemala and the US? Norms about child care? Values about the responsibilities of children? Individualism? Importance of rules to ensure safety? Try to put yourself in the position of a Guatemalan with respect to these behaviors.*

### **Theory:**

A theory is a proposition (or set of propositions) that attempt to explain something. Based on your experience and reflection, what do you think you “know” now; what can you explain about Guatemalan culture? Develop your own or borrow (e.g., from studies, classes, etc.) a theory that explains the cultural difference, and explain your theory. For example: Americans are motivated first and foremost by money. Explain...

*Following through with the child example, you could attempt to develop a theory about what fundamental cultural factors (differences) explain Guatemalan parents' behaviors (or the differences between their behavior and that of Americans). For example, the indigenous Guatemalan mother may expect the community to watch out for her children. You could bring theory about culture (e.g., Hofstede) into this discussion and discuss a collectivist society.*

### **Validation:**

How could you test your theory? How might you feel more confident that this was not an idiosyncratic event and that your theory is not oversimplification or stereotype?

*There are several possibilities here. You could interview Guatemalan parents in both rural villages and cities asking about their attitudes towards child care. Ask the children how they know when they should go home. Ask workers at the site if they know the children and who should take care of a child if he is hurt on the site. The idea is to see whether your initial observation was typical or idiosyncratic.*

**Summary/Implications:**

How might understanding this difference affect your social interactions with people from this culture?

How would you use this learning to manage cultural differences more effectively?

*Here again there are lots of possibilities. You may not hesitate to tell children to be careful. You may introduce yourself to the parents. You may expect children to take on more responsibility at their age than is typical in the US. If you are an education major, you may realize that children don't have much parental supervision with regards to homework.*