

## Term Information

Effective Term Summer 2019

## General Information

Course Bulletin Listing/Subject Area Social Work  
Fiscal Unit/Academic Org Social Work - D1900  
College/Academic Group Social Work  
Level/Career Graduate, Undergraduate  
Course Number/Catalog 5798.04  
Course Title Social Issues and Human Rights in Guatemala  
Transcript Abbreviation Stdy Abr Guatemala  
Course Description This education abroad program will expose students to the historical and cultural context for social issues and human rights in ethnically diverse Guatemala. Students will learn about the long civil war and its continuing effects on the large indigenous population of Mayans and ladinos. Students will gain exposure to education, health and human services in systems different from those in the U.S.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Field Experience, Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Always  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 44.0701  
Subsidy Level Doctoral Course  
Intended Rank Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

General Education course:  
Education Abroad (new)

## Course Details

### Course goals or learning objectives/outcomes

- Gain knowledge of Guatemalan history, cultural norms, values and traditions.
- Be exposed to the realities of the Guatemalan economy, including poverty, employment patterns, food and other living costs, wages.
- Develop an understanding of Guatemalan human rights issues, with a particular focus on women, children, indigenous people, and gay and lesbian rights.
- Develop an understanding of globalization and trade policies that impact Guatemala.
- Develop an understanding of local health issues and healthcare programs and policies.
- Analyze and compare social service practices in Guatemala and the U.S.
- Identify and analyze Guatemalan history and culture's impact on social service policies and programs.

### Content Topic List

- History and cultural norms; Seeking cultural competence
- Social problems and the government's response: Understanding the country's large scale approach to its social problems
- Nongovernmental Organizations (NGOs) and social problems: Understanding the country's mid-range approach to its social problems
- Social work in Guatemala: other macro and micro approaches
- Visits to other agencies/communities or individuals who offer services related to child welfare, health, education, women's issues
- Discussion of opportunities related to practice and volunteerism abroad
- Reentry: Making sense of experiences

### Sought Concurrence

No

## Attachments

- 5798.04 Guatemala Ed Abroad Syllabus 102618.pdf  
*(Syllabus. Owner: Cole, Mary Cathleen)*
- 5798.04 Guatemala Education Abroad GE Proposal 102618.pdf: GE Proposal  
*(Other Supporting Documentation. Owner: Cole, Mary Cathleen)*
- 5798.04 Guatemala sample itinerary 110618.pdf: sample itinerary  
*(Other Supporting Documentation. Owner: Cole, Mary Cathleen)*
- 5798.04 Guatemala Ed Abroad Syllabus rev 12.7.18.pdf: revised syllabus, Dec., 2018  
*(Syllabus. Owner: Cole, Mary Cathleen)*

## Comments

- We've added an attendance and participation rubric to the syllabus, thus should have responded adequately to the GE committee feedback. *(by Cole, Mary Cathleen on 12/10/2018 01:27 PM)*
- See email 11-20-18 *(by Vankeerbergen, Bernadette Chantal on 11/20/2018 04:23 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Cole, Mary Cathleen	11/06/2018 04:30 PM	Submitted for Approval
Approved	Babcock, Jennie R	11/06/2018 05:21 PM	Unit Approval
Approved	Gregoire, Thomas Kenneth	11/06/2018 09:07 PM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	11/20/2018 04:22 PM	ASCCAO Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/20/2018 04:23 PM	ASC Approval
Submitted	Cole, Mary Cathleen	12/10/2018 01:27 PM	Submitted for Approval
Approved	Babcock, Jennie R	12/10/2018 02:59 PM	Unit Approval
Approved	Gregoire, Thomas Kenneth	12/10/2018 03:02 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	12/10/2018 03:02 PM	ASCCAO Approval

The Ohio State University  
College of Social Work

**Social Work 5798.04**  
**Social Issues and Human Rights in Guatemala**  
**Stdy Abr Guatemala**

**Instructor:** Theresa J. Early, MSW, PhD  
[early.22@osu.edu](mailto:early.22@osu.edu)

**Term:** May 2019 (1<sup>st</sup> 4 week summer term)

**Level of Instruction and Credits:** U/G (3)

**General Education Category: Education Abroad**

The goal of courses in this category is to allow you, by living and studying outside the U.S., to acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help you become more globally aware.

Students will:

1. Recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Function effectively within their host country/countries.
3. Articulate how their time abroad has enriched their academic experience.

**Course Description**

The short term education abroad program in Guatemala will expose students to the historical and cultural context for social issues and human rights in ethnically diverse Guatemala, a country in Central America. Students will learn about the long civil war (1960-96) and its continuing effects on the large indigenous population of Mayans and ladinos (mixed), including immigration of families and unaccompanied children to the United States. As a result of completing the coursework and education abroad program, students will gain exposure to education, health and human services in systems different from those in the United States. The course is taught in Antigua, Chichicastenango, and Santiago Atitlan, Guatemala.

**Specific Course Objectives**

Students will:

1. Gain knowledge of Guatemalan history, cultural norms, values and traditions.
2. Be exposed to the realities of the Guatemalan economy, including poverty, employment patterns, food and other living costs, wages.
3. Develop an understanding of Guatemalan human rights issues, with a particular focus on women, children, indigenous people, and gay and lesbian rights.

4. Develop an understanding of globalization and trade policies that impact Guatemala.
5. Develop an understanding of local health issues and healthcare programs and policies.
6. Analyze and compare social service practices in Guatemala and the U.S.
7. Identify and analyze Guatemalan history and culture's impact on social service policies and programs.

## **Course Requirements**

### Type of Instruction:

Guest lectures; class discussion; field trips; participation in planned, cross-cultural experiences; required readings.

The experiential component of the program will include field visits to work places, communities, markets, cultural and arts sites, government offices, social and human services agencies, and health organizations, with post-exposure reflective exercises and discussion. In addition, speakers relevant to the topics will present formal and informal lectures in the residences or on site at locations in the communities. The course is taught in English. If needed, presentations will be translated by Center for Global Education and Experience (CGEE) bilingual staff.

Students will be lodged in modest hotels arranged by CGEE staff.

Evening reflection meetings will allow students to process experiences and integrate learning.

### Specific Expectations:

As with any other course in the curriculum, there are specific expectations regarding class attendance, contribution to class discussion, and assignments. Students are expected: (a) to attend all class sessions and field trips, (b) to contribute to class discussion with relevant questions and examples, (c) to read the assigned readings, and (d) to turn in assignments at the designated due date.

### Readings:

The following readings relate to the political and social realities of the country, and will assist students in understanding the varied perspectives to which they will be exposed.

CIA World Factbook, Guatemala <https://www.cia.gov/library/publications/the-world-factbook/geos/gt.html>

US Relations with Guatemala <https://www.state.gov/p/wha/ci/gt/>

Jonas, S. (March 27, 2013). Guatemalan Migration in Times of Civil War and Post-War Challenges. *Migration Immigration Source*. Washington, DC: Migration Policy Institute.

<https://www.migrationpolicy.org/article/guatemalan-migration-times-civil-war-and-post-war-challenges>

Universal Declaration of Human Rights retrieved from

<http://www.ohchr.org/EN/UDHR/Pages/Language.aspx?LangID=eng>

Country Reports on Human Rights Practices 2017, Guatemala, retrieved from

<https://www.state.gov/j/drl/rls/hrrpt/2017/wha/277335.htm>

#### Grading:

Students will be evaluated (letter graded) on the following basis:

- **Attendance and Participation (20%)**
  - Attendance and active participation is essential to this course and will be evaluated on a daily basis. Students are expected to attend all orientations, class discussions, planned group activities, and site visits. A high participation grade implies that the student will actively contribute to the class with informed questions and reflective comments about the course materials and various in-country experiences. See attached Participation Rubric.
- **Journal and Blogs (30%)**
  - As writing about cultural experiences is central to a study abroad program, students are required to write three, 200 – 300 word journal entries during their time in Guatemala. Journal entries should focus on emotions, thoughts and experiences. Students may react to people, customs, cultural values, lectures, readings, etc. One entry may be written after returning to the US to reflect upon reentry. Journals are due June 10 in Carmen.
  - Students will write and post 1 blog per week. Blogs should include photos and/or videos with written descriptions of the experience in Guatemala and provide opportunities for group discussion and reflection. Students should obtain verbal permission for taking photos of people. Computer/internet facilities are widely available in hotels and other public places.
- **Issue Paper (20%)**
  - Students will select a topic relevant to the course content and their particular major/interests. Suggested topics include indigenous groups,

human rights issues in Guatemala, health and healthcare, education, politics, cultural norms and traditions, or social service practices. In 3-4 typed, double-spaced pages, students will present what they have learned about the issue, citing sources (lectures during the program, readings, additional resources). Due June 10 (submit via Carmen).

- **GE Assessment Plan: Summary Reflection Paper (30%)**
  - Students will complete a 4-page, typed, double-spaced reflection paper that responds to the following questions: 1) What are the most striking similarities, differences and interconnections you have noted between Guatemala and the U.S.? 2) How have you developed an ability to function effectively in Guatemala? For example, how did you communicate verbally and non-verbally, and how did you overcome any challenges? 3) Overall, how has your study abroad experience enriched your academic experience?
  - The Scoring Rubric developed by the ASC Curriculum Committee Assessment Panel and Office of International Affairs will be used to assess the Expected Learning Outcomes.
  - The Summary Reflection Paper is due on June 10 through Carmen.
  
- Assignment expectations will differ for graduate and undergraduate students in terms of level of analysis.

#### **Standard Grading Scale**

<b>A</b> 93–100	<b>B+</b> 87–89.9	<b>C</b> 73–76.9	<b>D+</b> 67–69.9	<b>E&lt;</b> 60
<b>A-</b> 90–92.9	<b>B</b> 83–86.9	<b>C+</b> 77–79.9	<b>D</b> 60–66.9	
	<b>B-</b> 80–82.9	<b>C-</b> 70–72.9		

#### **Method of Course Evaluation by Students**

Students will evaluate the course by standard University evaluation forms, the Student Evaluation of Instruction (SEI) as well as the OIA Study Abroad Evaluation.

#### **STATEMENT ON ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT**

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules detailed in the Student Code of Conduct (3335-23-04 Prohibited conduct) in all academic work. These rules can be found on The Ohio State University website, [http://studentaffairs.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf). This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, no fabrication or dishonesty in reporting research, and no alteration of

grades or University forms. Course instructors are strictly bound to report suspected cases of Academic Misconduct.

### **REPORTING INCIDENTS OF BIAS AND HATE**

The Office of Student Life Bias Assessment and Response Team (BART) is an OSU resource for reporting incidents of bias. It also provides information on bias and discrimination and how to respond. BART receives, monitors, refers, and as necessary, coordinates university responses to hate and bias-related incidents based on age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation or veteran status. BART is connected to many offices and resources at OSU and contacts the relevant office if a bias incident needs follow up. Please report any incident of bias or hate that you may experience to BART using its online reporting system at: <http://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

### **STUDENTS WITH DISABILITIES**

The University strives to make all learning experiences as accessible as possible. Textbooks, handouts and other materials are available in alternative format. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately. Please also register with Student Life Disability Services to establish a plan for reasonable accommodations. Once registered, arrange to meet with me to discuss your accommodations so we can implement them in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; <https://slds.osu.edu/>; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **MENTAL HEALTH SERVICES**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, or lack of motivation. These mental health-related concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. If personal challenges are impacting your ability to achieve your fullest potential in our program, our program offices are available to assist you. The Ohio State University offers services to assist you with issues you may be experiencing. If you or someone you know is struggling and would like to talk with someone or locate resources, you can learn more about the range of confidential services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th



Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at <http://suicidepreventionlifeline.org>.

### **Course Outline**

A detailed agenda and itinerary will be provided prior to departure, to cover:

- Topic 1 History and cultural norms; Seeking cultural competence
  - a. Visits to historical and/or sacred sites
  - b. Visits to local universities and colleges
  - c. Visits to local villages
  - d. Visits to local markets
  - e. Lectures on Guatemala's history and culture
  
- Topic 2 Social problems and the government's response: Understanding the country's large scale approach to its social problems
  - a. Visits to governmental ministries (Human Rights Ministry, Health Ministry, Education Ministry, Community Development Ministry, etc.)
  - b. Lectures/discussion sessions with government officials
  
- Topic 3 Nongovernmental Organizations (NGOs) and social problems: Understanding the country's mid-range approach to its social problems
  - a. Visits to local NGOs
  - b. Lectures/discussion sessions with nongovernment officials
  
- Topic 4 Social work in Guatemala: other macro and micro approaches
  - a. Social work lectures by faculty
  - b. Seminars by social workers
  
- Topic 5 Visits to other agencies/communities or individuals who offer services related to child welfare, health, education, women's issues
  - a. Visits to local villages and/or rural areas
  - b. Visits with spiritual/religious leaders
  - c. Meetings with local leaders
  
- Topic 6 Discussion of opportunities related to practice and volunteerism abroad
  
- Topic 7 Reentry: Making sense of experiences

## Participation Rubric

Attendance and active participation is essential to this course and will be evaluated on a daily basis. Students are expected to attend all orientations, class discussions, planned group activities, and site visits. Participation means that the student actively contributes to the class with informed questions and reflective comments about the course materials and various in-country experiences, rated as follows:

	19-20 points	15-18 points	10-14	10 or less
Frequency and Quality	<p><b><u>Consistently</u></b> Asks questions, converses, respects, helps and is courteous to all in-country people, peers, travel guides, drivers, guests and faculty. Is punctual for all activities. Listens to and follows instructions. Strictly adheres to safety rules. Shows flexibility and patience in working through problems. Dresses appropriately for each activity. Attends all activities with full involvement and effort Demonstrates respect for</p>	<p><b><u>Usually</u></b> participates in the aforementioned ways</p>	<p><b><u>Sometimes</u></b> participates in the aforementioned ways</p>	<p><b><u>Rarely</u></b> participates in the aforementioned ways</p>

	cultural differences and represents Ohio State and the US well.			
--	---	--	--	--

# Open Option Education Abroad Course Proposal

## May Session 2019

### Course Number and Title:

SOCWORK 5798.04 Social Issues and Human Rights in Guatemala

**Course Description:** The short term education abroad program in Guatemala will expose students to the historical and cultural context for social issues and human rights in ethnically diverse Guatemala, a country in Central America. Students will learn about the long civil war (1960-96) and its continuing effects on the large indigenous population of Mayans and ladinos (mixed), including immigration of families and unaccompanied children to the United States. As a result of completing the coursework and education abroad program, students will gain exposure to education, health and human services in systems different from those in the United States. The course is taught in Antigua, Chichicastenango, and Santiago Atitlan, Guatemala.

**Credit Hours:** 3

**Length of Course:** 2 weeks (May Session)

**Instructor:** Associate Professor Theresa Early, Director of International Programs, College of Social Work

### GE Education Abroad Goals and Expected Learning Outcomes:

By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

- Students recognize and describe similarities, differences, and interconnections between Nicaragua and the U.S. through analysis of course materials, guided sites visits, lectures, and participation in class discussions.
- Students function effectively within the Guatemalan cities of Antigua, Chichicastenango, and Santiago Atitlan, Guatemala by participating in guided site visits designed to explore culture, education, health and healthcare, human rights, globalization and trade.
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Guatemala through journals, blogs, group discussions, and research projects.

### Specific Course Objectives:

Students will:

1. Gain knowledge of Guatemalan history, cultural norms, values and traditions.
2. Be exposed to the realities of the Guatemalan economy, including poverty, employment patterns, food and other living costs, wages.
3. Develop an understanding of Guatemalan human rights issues, with a particular focus on women, children, indigenous people, and gay and lesbian rights.
4. Develop an understanding of globalization and trade policies that impact Guatemala.
5. Develop an understanding of local health issues and healthcare programs and policies.
6. Analyze and compare social service practices in Guatemala and the U.S.
7. Identify and analyze Guatemalan history and culture's impact on social service policies and programs.

**GE Rationale:**

- a. How does this course promote recognition and reflection of similarities, differences, and interconnections between Guatemala and the U.S?
  - Course materials, lectures and group discussions will provide students with relevant information and analysis on the region's history, culture, economy, and governance. A comparative perspective will be encouraged as students participate in guided site visits to social and human services agencies, human rights organizations, educational institutions, cultural and historical sites, government offices, and human rights groups. Interaction with human rights and social service workers, political authorities, and the local people will provide valuable institutional and intercultural knowledge and facilitate interchange of ideas.
- b. What aspects of this course insure that the students learn how to function effectively within their host country/countries?
  - There will be a pre-departure orientation and an additional orientation session upon arrival. Students will receive instruction introducing them to "survival Spanish," health and safety information, and essential aspects of the local history and culture. Guided field trips and exposure to local speakers will provide students with the opportunity to experience and learn cultural norms, values and traditions. Students will be lodged in hotels arranged by the Center for Global Education and Experience (CGEE). Evening reflection meetings will allow students to process experiences and integrate learning.

- c. In what ways will the students' time abroad enrich their academic experience?
- The knowledge students acquire in their readings, lectures and class discussions will be enhanced and applied through direct experience and immersion in the Guatemalan culture. The readings relate to the political and social realities of the country. This background reading will assist students in understanding the varied perspectives to which they will be exposed. The experiential component of the program will include field visits to work places, communities, markets, cultural and arts sites, government offices, social and human services agencies, and health organizations, with post-exposure reflective exercises and discussion. In addition, speakers relevant to the topics will present formal and informal lectures in the residences or on site at locations in the communities. If needed, presentations will be translated by CGEE bilingual staff.

### **Assignments and GE Assessment Plan**

- Assignments:
- **Attendance and Participation (20%)**
  - Attendance and active participation is essential to this course and will be evaluated on a daily basis. Students are expected to attend all orientations, class discussions, planned group activities, and site visits. A high participation grade implies that the student will actively contribute to the class with informed questions and reflective comments about the course materials and various in-country experiences.
- **Journal and Blogs (30%)**
  - As writing about cultural experiences is central to a study abroad program, students are required to write three, 200 – 300 word journal entries during their time in Guatemala. Journal entries should focus on emotions, thoughts and experiences. Students may react to people, customs, cultural values, lectures, readings, etc. One entry may be written after returning to the US to reflect upon reentry. Journals are due June 10 in Carmen.
  - Students will write and post 1 blog per week. Blogs should include photos and/or videos with written descriptions of the experience in Guatemala and provide opportunities for group discussion and reflection. Students should obtain verbal permission for taking photos of people. Computer/internet facilities are widely available in hotels and other public places.
- **Issue Paper (20%)**
  - Students will select a topic relevant to the course content and their particular major/interests. Suggested topics include indigenous groups,

human rights issues in Guatemala, health and healthcare, education, politics, cultural norms and traditions, or social service practices. In 3-4 typed, double-spaced pages, students will present what they have learned about the issue, citing sources (lectures during the program, readings, additional resources). Due June 10 (submit via Carmen).

- **GE Assessment Plan: Summary Reflection Paper (30%)**
  - Students will complete a 4-page, typed, double-spaced reflection paper that responds to the following questions: 1) What are the most striking similarities, differences and interconnections you have noted between Guatemala and the U.S.? 2) How have you developed an ability to function effectively in Guatemala? For example, how did you communicate verbally and non-verbally, and how did you overcome any challenges? 3) Overall, how has your study abroad experience enriched your academic experience?
  - The Scoring Rubric developed by the ASC Curriculum Committee Assessment Panel and Office of International Affairs will be used to assess the Expected Learning Outcomes.
  - The Summary Reflection Paper is due on June 10 through Carmen.
  - Data from student achievements will be reviewed and evaluated by the College of Social Work's International Programs Committee in order to determine the need for any course improvements. Information will be archived on the College's public network for faculty and staff access.
  - Assignment expectations will differ for graduate and undergraduate students in terms of the level of analysis.

### **Rationale for Number of Credit Hours**

- This 3-credit course has the following contact hours:
  - Formal Instruction (18.5 hours)
    - Lecture sessions (in English): 10 lectures for a total of 14 contact hours
    - Evening reflection and discussion sessions: 4.5 contact hours
  - Structured Activities (25 hours)
    - Field trips to work places, government offices, social and human services agencies, health organizations, and educational institutions: 13 guided trips of various timeframes for a total of 15.25 contact hours
    - Field trips to cultural, arts and historical sites: 11 tours for a total of 9.75 contact hours
- Total Contact Hours: 43.5

	Mon., May 6	Tues., May 7	Wed., May 8	Thurs., May 9	Fri., May 10	Sat., May 11
	<p>Travel to Guatemala City</p> <p>Transfer to hotel in Antigua</p> <p>Local Health and Safety orientation 1 hr. (0.5 contact hrs.)</p> <p>Welcome Dinner</p>	<p><u>History &amp; Culture Program</u> orientation 1 hr. (0.5 contact hrs.)</p> <p>Lecture on history of Guatemala 1.5 hrs.</p> <p>Tour of historical Antigua 3 hrs. (1.5 contact hrs.)</p> <p>Lecture—Update on Guatemala current socio-political and economic situation 1 hr.</p>	<p><u>Health: World AIDS Day</u> Visit to San Jose Hospice 2 hrs. (1 contact hr.)</p> <p>Museum visit 2 hrs. (1 contact hr.)</p> <p>Evening reflection 1 hr.</p>	<p><u>Health and Human Rights</u> Visit to National Hospital of Orthopedics and Rehabilitation 1 hr. (0.5 contact hrs.)</p> <p>Tour a private hospital 1.5 hrs. (0.75 contact hrs.)</p> <p>Lecture—human rights 1.5 hrs.</p> <p>Lecture—women’s health 0.5 hrs.</p>	<p><u>Indigenous Mayan Culture</u> Participate in Mayan religious ceremony 2 hrs. (1 contact hr.)</p> <p>Visit archeological site of Iximche 1.5 hrs. (0.75 contact hrs.)</p> <p>Tour Chichicastenango 0.5 hrs. (0.25 contact hrs.)</p>	<p><u>Indigenous Community</u> Visit women’s weaving cooperative 3 hrs. (1.5 contact hr.)</p> <p>Lecture—indigenous rural health issues 2 hrs.</p> <p>Evening reflection 1 hr.</p>
		2.5 lecture	1.0 reflection	2.0 lecture		2.0 lecture
	0.5 activity	2.0 activity	2.0 activity	1.25 activity	2.0 activity	1.0 reflection 1.5 activity



Sun., May 12	Mon., May 13	Tues., May 14	Wed., May 15	Thurs., May 16	Fri., May 17	Sat., May 18
<u>Indigenous Community</u> Visit San Tomas catholic church/regional museum 1.5 hrs. (0.75 contact hrs.)  Visit the market of Chichicastenango 2 hrs. (1 contact hr.)  Lecture—Mayan cosmovision and health 2 hrs.	Visit to Friendship Bridge to learn about women’s empowerment, microcredit, health services 2 hrs. (1 contact hr.)  Lecture— Environmental Issues and Lake Atitlan 1.5 hrs.  Boat transport to Santiago Atitlan 1 hr. (0.5 contact hrs.)	<u>Santiago Atitlan</u>  Tour of Santiago Atitlan, visit the church and room where Fr. Apla was killed, visit the massacre site 4 hrs. (2 contact hrs.)  Tour of Hospitalito 3 hrs. (1.5 contact hrs.)  Evening Reflection 1 hr.	<u>Rural Issues</u> Travel to San Lucas Toliman  Visit Friends of San Lucas, elementary school, women’s center, hospital, coffee process 2 hrs. (1 contact hr.)  Visit IMAP Mesoamerican Permaculture Institute—tour site 2 hrs. (1 contact hr.)	Travel to San Juan la Laguna  Visit to fundamaya agency 3 hrs. (1.5 contact hrs.)	<u>Disability Rights</u> Visit Assoc. of Parents and Friends of People with Disabilities 4 hrs. (2 contact hrs.)  Learn to make handicrafts with people with disabilities 3 hrs. (1.5 contact hrs.)	<u>Women’s rights, LGBTQ rights</u>  Meeting with Comite Campesino del Altiplano about access to land and recognition of Human/Women’s rights 2 hrs. (1 contact hr.)  Lecture— Domestic Violence 1.5 hrs.  Lecture—LGBTQ rights and challenges 1.5 hrs.
2.0 lecture  1.75 activity	1.5 lecture  1.5 activity	1.0 reflection  3.5 activity	2.0 activity	1.5 activity	3.5 activity	3.0 lecture  1.0 activity

Sun., May 19	Mon., May 20					
<u>Immigration</u> Lecture— Migration 1 hr.  Visit DESGUA, Sustainable Development for Guatemala, that works to create economic and educational development with and for returned migrants 2 hrs. (1 contact hr.)  Final Reflection 1.5 hrs.	Return to US					

1.0 lecture

1.5 reflection

1.0 activity