

**CORE 101 - January 2014**  
**Briar Cliff University**  
**Course Instructors:**  
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## **SYLLABUS FOR CORE 101**

### **COURSE DESCRIPTION**

Franciscan service learning experience that empowers students to think critically and act meaningfully in promoting charity, care, and justice in our communities, whether at home or abroad. This philosophical underpinnings of this course are rooted in the Franciscan tradition of service. We will spend time reading about and discussing Franciscan values, like reverencing creation, promoting peace, building community, and serving society. We will investigate relationships from an interdisciplinary approach and at our best, instructional methods will be collaborative. Expect minimal lecture and lots of discussion, reflective writing, and group projects and presentations.

The course begins with pre-travel research followed by two weeks in Guatemala, including

- individualized Spanish language study at the student's competency level (beginning to fluent)
- a service learning project with a Guatemalan social service agency (including building a house in three days)
- exploration of social and economic justice issues through agency visits, interviews, and background reading

**Week One (January 4– 9) – FOCUSING ON CULTURE AND LANGUAGE:** The first week of the course is reserved for one-on-one Spanish study. Each student will work individually with a Guatemalan language instructor who will develop a learning plan based upon the student's level of Spanish expertise (beginner to fluent speaker). Instruction is provided in a comfortable setting at a language school for four hours a day. Breaks include food and beverages and an hour at noon to return to the host family for lunch. The curriculum includes field trips to study aspects of the culture and language in Antigua and the surrounding area.

**Weekend Multicultural Studies (January 10 – 11) – FOCUSING ON INDIGENOUS CULTURES:** The weekend between week one and week two is reserved for group travel and study of indigenous cultures around Lake Atitlán and Chichicastenango. The excursion includes exploring and shopping at Guatemala's largest "mercado" (market).

**Week two (January 12 – 16) - FOCUSING ON GLOBAL SERVICE AND JUSTICE :** A volunteer service learning experience with the Asociación Nuestros Ahijados (ANA), also known as The God's Child Project, gives students an opportunity to work directly with children and families and to explore issues of social and economic justice in Guatemala. One of the service projects will be the construction of a house with a poor family. The house will be fully constructed in three days. Students will also explore cultural, educational, health, economic, and social justice issues through hands-on service work, volunteering in social service agencies, and holding and feeding children in the malnourished children's center.

### **COURSE OBJECTIVES**

1. Learn how to further develop and apply Franciscan values and critical thinking skills in complex, 21<sup>st</sup> century situations.
2. Learn how to function as a productive member of a service community, based heavily on the Franciscan service learning model.
3. Learn how to build meaningful community partnerships, whether in Sioux City or in a developing country like Guatemala.
4. Learn some of the techniques involved with creating and executing service-oriented activities.

**COURSE PREREQUISITES:** CORE 100 & CORE 120M

**Required Readings:** Students will read the following two articles to facilitate the Franciscan service-learning discussions:

- Cipolle, SB (2019). *Service-learning and social justice: Engaging students in social change*. Latham, MD: Rowman & Littlefield Education.
- Haessly, J. (N.D.) *Franciscan values, kinship, and academic service learning*.
- The God’s Child Project at <http://www.gcpnc.org/guatemala.html> and <http://www.godschild.org/> and the Service Team Handbook

**Recommended Readings:** The following two texts are recommended reading before traveling to Guatemala. The Menchú text is easy to read and provides an excellent description of experiences common to many Indian communities in Latin America today. Menchú won a Nobel Peace Prize in 1992 for this autobiography. The Arias text provides chapters that very clearly present the varied perspectives on the controversy which was created by the publication of David Stoll’s book, *Rigoberta Menchu and the Story of All Poor Guatemalans*. The Arias text includes contributions and responses from David Stoll, on the Menchú book. The short chapter format makes this book very readable.

- Menchu, Rigoberta. (1984) *I Rigoberta Menchu – An Indian Woman in Guatemala*. New York, NY: Verso (Spanish edition for students taking SPAN 450)
- Arias, Arturo (2001) *The Rigoberta Menchú Controversy*. Minneapolis, MN: University of Minnesota Press.

**ASSIGNMENTS:** Grading rubrics will specify the specific requirement for the following course requirements.

Planning for campus presentation after the trip	120
Daily discussions based upon daily journal and course readings	40
Culturally responsive demeanor (self and instructor assessment)	40
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	200 Total

**ASSESSMENTS:** Assessment will be based upon the following requirements and activities.

- Active, culturally responsive participation (self-assessed) in travel, study and service learning in Guatemala (See the rubric for examples of “culturally responsive demeanor”.)
- Daily discussions of experiences informed by the background readings on Guatemala, ANA, Franciscan service-learning, and social/economic justice issues in Guatemala.
- Planning for a community/campus presentation during second semester to help others understand the Franciscan service-learning experience. (See rubric for specific expectations.)

**GRADING SCALE ON WRITTEN WORK AS OUTLINED ABOVE:**

A = 94 – 100 percent	C = 74 – 76 percent
A- = 90 – 93 percent	C- = 70 – 73 percent
B+ = 87 – 89 percent	D+ = 67 – 69 percent
B = 84 – 86 percent	D = 60 – 66 percent
B- = 80 – 83 percent	F = 59 or less
C+ = 77 – 79 percent	