

**Global Foundation  
LIBA 420 Study in Guatemala  
Briar Cliff University  
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**Course Instructors:**

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## **SYLLABUS FOR LIBA 420**

**Global Foundation:** This foundation presents an integrative study of contemporary global realities focusing on the increasingly interdependent relationships that are developing within the human community. Through this foundation students will:

1. Increase their understanding of significant global issues which are uniting and dividing people of today's world.
2. Gain insight into own society by studying other nations.
3. Analyze the characteristics, development and implications of a topic which is global in scope through a major paper or project.
4. Understand the ethical and moral implications of globalization.

**COURSE DESCRIPTION:** This service-learning course of contemporary global realities focuses on the increasingly interdependent economic, ecological, political, social, technological, religious and cultural relationships that are developing within the human community. Emphasis is placed on issues of social and economic justice and peace. Students will examine issues within this domain through the lens of culture, especially that of Central America.

The course begins with two weeks in Guatemala, including

- intensive and 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 intensive one-on-one Guatemalan culture and 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 advanced). Instruction is provided in a comfortable setting at a language school for six 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 – 17) - FOCUSING ON GLOBAL SERVICE AND SOCIAL AND ECONOMIC 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 (food distributions, caring for malnourished children, etc.), and daily debriefing of learning experiences from a global perspective.

**Week Three (January 19) – POWER RESEARCH:** Students will spend one day completing global foundation research in a selected area of study (justice issues for indigenous people, fair trade, etc.). Each student will complete an eight to ten-page research paper **OR** an annotated bibliography and team Power Point Presentation. Students will submit the draft research papers **OR** annotated bibliographies and the draft team Power Point Presentation by Friday, January 23. (Date for the community presentation is to be negotiated.)

**LEARNING OBJECTIVES – As a result of successfully completing this course, students will be able to:**

1. Increase their understanding of significant global issues which are uniting and dividing people of today's world.
  - a. This learning objective will be demonstrated through a written analysis of the values, traditions, and customs of Guatemala citizens (indigenous people, Ladinos, etc.) and their interactions/interrelationships with international systems.
2. Gain insight into own society by studying other nations.
  - a. This learning objective will be demonstrated through the student's written and verbal analyses of a specific current or historical Guatemalan social or economic policy or policies that impact or have been impacted by U.S. policy or policies.
3. Analyze the characteristics, development and implications of a topic which is global in scope through a major paper or project.
  - a. This learning objective will be demonstrated through an analytical research project (ten to 12 page paper or 40 - 45 minute team presentation) describing social, economic and/or environmental justice issues that impact indigenous Guatemalans, Ladinos (Spanish speaking Guatemalans), and/or others.
4. Understand the ethical and moral implications of globalization.
  - a. This learning objective will be demonstrated by the student's understanding of Guatemala's social problems and analysis/description of how an individual in Guatemala might (or does) respond with strategies of change to address global influences.

**TEXTS:** 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.
- The God's Child Project Service Team Handbook available at <http://www.gcpnc.org/guatemala.html> and <http://www.godschild.org/> and on D2L course page.

**OTHER RECOMMENDED READINGS:**

- Coatsworth, J.H., Nuccio, R.A. & Kinzer, S. (1982) *Bitter Fruit: The Story of the American Coup in Guatemala*. Cambridge, Massachusetts: Harvard University Press.
- Hannan, Monica. (2007) *The Dream Maker* (ISBN: 1-893757-59-8) – available used through amazon.com and also on God's Child Project web site
- Stoll, David (1999) *Rigoberta Menchu and the Story of All Poor Guatemalans*. Boulder, CO: Westview Press

## DESCRIPTION OF ASSIGNMENTS

- Develop an **10 to 12 page paper OR an 6 to 8 page annotated bibliography and team-developed Power Point presentation - uploaded to Angel by 6:00 pm, January 21.** The paper will include key points demonstrating the four learning objectives of the course. Participate in a research debriefing with faculty on January 21 at 2:00 pm (or other negotiated time).
- While in Guatemala develop a **daily journal** of reactions to experiences in Guatemala, including a focus on personal growth and development of multicultural knowledge. The journal may be online or hand written.
- **Visit five organizations or groups** such as hospitals, churches, schools, foster care organizations, foster homes, food and clothing distribution centers, mother's groups, malnourished children's center, etc. **Include reactions to each site visit in your journal.**

**ASSESSMENT OF REQUIREMENTS OF THIS COURSE:** Assessment will be based upon grading rubrics and the following requirements:

- Discussion of background information on Guatemala, ANA, and social, economic and environmental justice issues in Guatemala in daily debriefing sessions.
- Presentation of one 10 – 12 page APA style research paper or 6 – 8 page annotated bibliography and Power Point presentation, utilizing a minimum of six credible sources, including books and/or peer reviewed journals and interviews in Guatemala. (See the rubric for specific expectations.)
- Active, culturally responsive participation (self-assessed) in travel, study and service learning in Guatemala (See the rubric for examples of “culturally responsive demeanor”.)
- Daily journaling that includes some description of responses to culture, social policies, oppression, discrimination, and organization/agency visits.

## POINTS

Research Project	120
Daily completion of journal that includes thoughts about culture, social policies, oppression, discrimination, and organization/agency visits	40
Culturally responsive demeanor (self and instructor assessment)	40

**(200 Total)**

## 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	

## Important Web Sites:

- The God's Child Project : <http://www.gcpnc.org/guatemala.html> and <http://www.godschild.org/>