Arts Research Course Abroad Award Program

Proposal for Advanced research international-service-learning courses

Proposers: Professor Thomas Kemple, Sociology

Professor Sylvia Berryman, Philosophy

Group Study Abroad + Service Learning, Guatemala Summer Term One 2011

The Courses

Sociology 430, Civil Society in Theory and Practice (Thomas Kemple)

Philosophy 335A, Power and Oppression (Sylvia Berryman)

Prerequisites: 12 credits of previous study in Philosophy and/or Sociology and upper level Arts standing; Majors or Honors standing in Philosophy or Sociology. Requirements may be waived for upper-level students with equivalent background in related fields, especially First Nations Studies and International Relations, or for qualified upper-level students in related fields for whom these courses are being counted toward their major area of study. Course themes will be coordinated with one another each week, key course readings will occasionally overlap, and students will be required to develop and present research projects relevant to readings and discussions in both classes. Although each discipline brings a distinct methodology, Professors Berryman and Kemple each have cross-disciplinary interests, degrees in both subjects, and experience leading previous study groups in Guatemala.

Syllabuses: attached

Research and Service Learning in Indigenous Communities

Preparation: Students will participate in development projects initiated and led by local NGOs, particularly Asociacion Pop Wuj, Nebaj Language School (to be confirmed), and Cooperativa Nueva Alianza. The rationale for ISL is primarily to provide opportunities for field research concerning the challenges faced by small-scale locally-initiated civil society organizations in addressing problems of chronic poverty and engaging actors across borders, and to facilitate learning about the realities of systemic oppression and extreme poverty in these three different settings. Local actors play a significant role in academic preparation for service learning by presenting students with their own history and goals, guidance on culturally appropriate conduct, and their vision of changing relationships between North American and local actors in a post-colonial context.
Prior knowledge of Spanish or of Central American politics and history is not required of students enrolling in these courses. Instead, the application process—which includes submission of transcripts, a short essay on why they want to study in Guatemala, and a ½ hour interview—will allow for the selection of upper-level Honours and Majors undergraduates who express an interest in issues relating to global poverty and oppression and who demonstrate an intellectual awareness of the role of civil society organizations in a variety of contexts. Non-credit intensive language training, cultural immersion, and instruction in local practices will be provided the first week of the program in collaboration with the Asociacion Pop Wuj. This organization provides one-on-one language tutoring, opportunities to participate in ongoing local development projects, and in-depth lectures by local experts (anthropologist Dr. Roney Alvarado Gamarro and others) on the impacts of colonialism on local Maya indigenous beliefs and customs. In the second two weeks of study, course readings, student research projects, local lectures, and documentaries provide background on the historical experience of civil war in Nebaj, where students will also be able to work with area families in agricultural and ecotourism ventures. In the final three weeks of study, students will learn first-hand of the struggles of rural campesinos to confront land tenure issues on the Nueva Allianza cooperative and their relation to the world market in the cultivation and sale of coffee beans and macadamia nuts. Here students will continue coursework on the role of civil society organizations and on the nature of power and oppression while engaging in a variety of construction, schooling, and agricultural activities; student research presentations will focus on linking theory to practice by addressing the larger cultural and historical contexts of the struggles they encounter in the field.

The summer term abroad in Guatemala is a group study program which involves intensive collaborative research and ongoing interaction between faculty and students, among students, and of faculty and students with community group members. Course readings, discussion topics, and written assignments, and research projects require students and faculty to reflect on their experiences and encounters in various settings: while traveling, in home-stays with families, in response to lectures and presentations given by representatives of local organizations, and especially through their participation in service learning activities. Since faculty also participate in these activities with students, the group study format is essential in assisting students to discover the relevance of their academic studies to their volunteer and cultural immersion experiences.

Community Partners: In light of previous success in working with Guatemalan community partners and in exposing students to an extremely vulnerable social structure severely damaged by global impacts, Professors Berryman and Kemple seek to improve sustainability while developing new contacts with indigenous parts of the country. In a nation that is 40%-60% indigenous, extreme poverty is especially severe in indigenous communities, which can also offer a more intensive experience of cultural exchange. The extreme violence and oppression that is part of the recent history of these communities is highlighted by direct contact with survivors. Kemple's course on Civil Society in Theory and Practice considers how local organizations address the relationship between poverty and violence; Berryman's new course offering, Power and Oppression, more closely addresses the legacy of genocide and discrimination experienced by these communities.
The value of community partnerships consists of providing meaningful service learning opportunities which heighten students' awareness of indigenous issues and expose them to the effects of extreme poverty, violence and oppression on community structure. The affected communities largely welcome the presence of foreigners, and benefit financially by offering services to students (language instruction and hospitality), in addition to receiving needed volunteer participation in their projects to benefit the local communities. Students will have a choice of volunteer opportunities in a variety of agricultural projects, through participation in primary school activities with local children, and in local construction projects. Community partners offer a variety of programs to enhance the cultural sensitivity of students, including cultural orientation, non-credit formal language training, home stays with local families, and educational lectures on the history of the economic, political and social situation, and on the condition of women in the country. Each also offers educational videos, practical advice on living in Guatemala, as well as organized tours of local plant and animal life, of religious and archaeological sites, safe transportation to healthcare facilities, and contacts with representatives from other nearby communities and organizations. A key feature of these locations is that they can also provide us with comfortable and quiet classroom and study space for our own courses, in addition to receiving needed volunteer participation in projects which benefit individual members and the community as a whole.

These community partners offer a variety of service opportunities and research sites designed to enhance intercultural communication between students and local Guatemalans as they work together toward achieving practical outcomes. These volunteer activities normally entail about 20 hours of service per student or faculty member over the six weeks of study. Practical participation in these projects, as well as through formal and informal study and lectures by representatives, helps broaden student knowledge of different models for making connections with international participants while protecting local autonomy.

Background: The conception of Global Citizenship Term Abroad (GCTA) took its inspiration from the University of British Columbia’s Trek 2010 mission statement, enhancing some sections of existing UBC courses with experiential learning. Many UBC Arts courses study various aspects of global disparities, extreme poverty, civil society engagement and global justice issues from different humanities and social science perspectives, yet Canadian students sometimes feel distant from the realities of extreme poverty and global impacts on more vulnerable societies. Unlike commercial travel experiences, living abroad and service learning bring students a more authentic and lasting awareness of the human impact of poverty and vulnerability; unlike individual service learning placements, the group study experience and integration with existing coursework provide a richer academic support for reflecting on experiences and integrating them with theoretical learning. Two successful GCTA programs have already taken place: GCTA Fall 2009 Guatemala (Profs Spaccio, Berryman, MacFadyen, Cameron) and GCTA Summer Term One 2010 Guatemala (Profs Berryman, Kemple); another is in preparation, lead by Professor Manuela Ungureanu of UBC-Okanagan to southeastern Europe, Summer 2011.
The Travel

Predominantly indigenous communities are more remote and typically have less developed facilities and services, greater cultural differences, and virtually no English speakers. Tourism is relatively new to these communities, some of which are still suspicious of outsiders in the wake of the recent genocide and the ongoing political exploitation that is endemic to an agro-industrial-feudal society. These conditions place extra burdens on instructors, who must secure appropriate accommodations and classroom spaces, facilitate communication and cultural exchange in service learning and daily living, make local travel arrangements, and ensure student access to health care.

Student safety builds on the Safety Monitoring protocols developed with Go Global and improved with ongoing feedback, relations with the Canadian embassy and local Peace Corps workers, and trusted local contacts. Berryman and Kemple are enrolling in a Tropical Wilderness Team Leaders First Aid Course developed by Habitat for Humanity Canada in connection with Wilderness Travel Associates in October; Berryman will travel to Guatemala in October/November to visit all three community partners, discuss improvements, and to confirm the suitability of the Nebaj Language School.

Accommodations. Week one: home stay with families arranged by Asocacion Pop Wuj using local middleclass families in the town of Quetzaltenango. Pop Wuj is an established and respected language school with an 18 year record offering services to North American language students. They offer first-class cultural orientation and medical support, as well as service learning and one-on-one Spanish instruction.

Weeks two-three: bunk-house accommodation at Media Luna, meals at El Descanso Nebaj (to be confirmed). Nebaj Language School is a centre for language study and volunteer activities in a small indigenous highland town with few visitors. It was the epicentre of the Guatemalan civil war.

Weeks four-six: bunk-house accommodation and family-style meals at Nueva Alianza, a rural coffee cooperative offering ecotourism and service learning in a large patronal house converted into a simple hotel.

Attached: Budget, Itinerary, Programme Overview, Safety Planning Record

The Homecoming

Students from previous Global Citizenship Term Abroad courses have showcased their research and experiences in open-access web logs, course papers, research projects, power point presentations, and photographs in various student and public venues, including the UBC Mix website, Sociology and Philosophy Student Associations, and Go Global information sessions. They have submitted essays for publication (comparing the global social networks of educated families in Xela and Vancouver, for example), and they have organized fundraisers and information sessions on indigenous struggles Guatemala or posted websites and conducted discussion groups to disseminate their experiences (raising awareness of fair trade and organic agricultural practices, for instance). The annual ARCAAP reception would provide an ideal opportunity for students to focus these activities in a public forum.
Soci 430 -- Global Citizenship: Civil Society in Theory and Practice

Professor Thomas Kemple
Summer Term One 2011
Taught on location in Guatemala
as part of Global Citizenship Term Abroad

This course, taught on location in Guatemala in coordination with Phil 335A -- Power and Oppression, examines major ideas concerning the nature and role of civil society in an era when there has been great optimism about its potential to oppose the oppressive power of states and markets. In recent years, the concept of 'civil society' as a distinct field of experience which has emerged between the private and the public spheres has increasingly become both a focus of research for the social sciences and a rallying cry for political action.

By drawing on first-hand participant observations of a society heavily dependent on transnational nongovernmental organizations, the course invites students to discover some of the strengths and weaknesses of civil society organizations and the challenges of social transformation. By combining academic reading and writing with training in field research methods and service learning, students will be encouraged to draw connections between the arguments of key social thinkers on cosmopolitanism, globalization, and civil society, on the one hand, and their own experiences with local struggles, on the other.

Readings: The book and Course Packet are available at UBC-V bookstore.
Readings and classes marked with an asterisk (*) coincide with Phil 335A.

Classes 1-2: The Local Experience and Global Context of Civil Society

Anthony Giddens, Runaway World: How Globalization is Reshaping our Lives

Conceptualizing 'Civil Society'

Classes 3-4: Images of Power and Civil Society

Ulrich Beck, “The Cosmopolitan Perspective: The Second Age of Modernity"
* Michel Foucault, ch. 3, 'Panopticism' in Discipline and Punish
* Hannah Arendt, 'Ideology and Terror', The Origins of Totalitarianism
* Herbert Marcuse, ch. 1, One-Dimensional Man
* Marx and Engels, The Communist Manifesto

Classes 5-6: Civil Society as Capitalist Hegemony

Immanuel Wallerstein, “Hegemony in the Capitalist World Economy”
Antonio Gramsci, from Selections from the Prison Notebooks
Alexis Tocqueville, from Democracy in America
Class 7: *Research Presentations*: Guatemalan Civil Society in Theory and Practice
Students chose additional reading on the Guatemalan context and present their findings to the group, either individually or in pairs. Presentations should link themes addressed in either course to the particular situation, showing e.g. how local conditions illustrate general ideas or show weaknesses or gaps in general theories. A selection of reading materials will be made available to students, who will be encouraged to choose topics relevant to their final research papers.

Classes 8-9: Civil Society as Critical Ideal
Nancy Fraser, "Reframing Justice in a Global World"
Mary Kaldor, "The Idea of a Global Civil Society"
Immanuel Kant, from "Idea for a Universal History with Cosmopolitan Purpose"
Immanuel Kant, from "Perpetual Peace"

Problematizing Civil Society

Classes 10-11: Resistance
Ulrich Beck, "Cosmopolitan Society and its Enemies"
* Iris Marion Young, 'Civil Society and Its Limits,' ch. 5, Inclusion and Democracy

Class 12: Ethics
Immanuel Wallerstein, "After Developmentalism and Globalization, What?"
* Hannah Arendt, 'The Duties of a Law-Abiding Citizen,' Eichmann in Jerusalem

Evaluation: Two one-page journal entries and/or class presentations should include a critical assessment of two or more readings in light of your experiences in Guatemala. Your participation in the course as a whole will also be factored into the final evaluation of these assignments. A research project presented to the class in conjunction with Phil 335A should draw on literature concerning the local environment (a selection will be made available) as well as participant-observation in the field, and can be done singly or in pairs. Two short essays on a topic of your choice which make use of course readings will be due in the middle and at the end of the course. Due dates for the assignments will be announced in the first class. A written exam in the last class will focus on knowledge of course readings.

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<tr>
<td>Research Presentation:</td>
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<td>Exam:</td>
<td>25%</td>
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<tr>
<td>Second Paper:</td>
<td>25% (option to combine with first paper)</td>
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Classes will meet for three hours/day on alternate weekdays, although some flexibility may be needed to adapt to local contingencies. Students are expected to read the assigned material before class, to attend all class meetings, and to take an active part in discussions. Late penalties will be waived in case of illness or family emergencies. Papers can be typed or handwritten: students are cautioned against bringing laptops or other valuables to Guatemala, and may find internet cafes to be a good alternative.
Phil 335A Power and Oppression

Professor Sylvia Berryman
Summer Term One 2011
Taught on location in Guatemala as part of Global Citizenship Term Abroad

This course, taught on location in Guatemala in coordination with Sociology 430, Civil Society in Theory and Practice, examines philosophical theories of power and oppression and the significance of these phenomena in human interactions. The image of power and its potential oppressive effects on the human psyche and on social structure and civil society are themes throughout political thought, as different social structures produce different nightmares and narratives of oppressive power.

This course will ask students to work with both abstract theory and particular narrative accounts of oppression, drawing on the local environment. We will begin with a challenge to the method of pursuing philosophical inquiry without engaging in empirical investigation; diverse readings about the local context will provide a counterpoint and commentary on the adequacy of theoretical frameworks to analyse the complexities of power and oppression. Paper writing will challenge students to integrate service learning experiences and individual research into issues in the local context with general theoretical frameworks.

Readings: Course Packet available at the UBC bookstore. Readings and classes marked with an asterisk (*) coincide with SOCI 430.

Class 1: Contexts

Victor Perera, 'La Violencia,' ch. 2, Unfinished Conquest

Class 2-4: Images of Power

Thomas Hobbes, Leviathan Part 1, ch. 10, 13-14
Bartolomé de las Casas, 'Preface,' In Defense of the Indians
*Marx and Engels, The Communist Manifesto
*Michel Foucault, ch. 3, 'Panopticism' in Discipline and Punish
*Hannah Arendt, 'Ideology and Terror', The Origins of Totalitarianism
Dianna Ortiz, ch. 4, The Blindfold's Eyes: My Journey from Torture to Truth
*Herbert Marcuse, ch. 1, One-Dimensional Man

Class 5-6: Theories of Power, Theories of Freedom

Stephen Lukes, 1-7 in Power: A Radical View, 2nd Ed.
Rigoberta Menchú, selection, I, Rigoberta Menchú
Daniel Stoll, 'La Situacion,' ch. 1, Between Two Armies in Ixil Towns of Guatemala
Isaiah Berlin, 'Two Concepts of Liberty'
Phillip Pettit, 'Freedom as Anti-Power'

Class 7: Research Presentations
Students choose some additional reading on the Guatemalan context and present their findings to the group, individually or in pairs. Presentations should link themes from either course to the particular situation, showing e.g. how local conditions illustrate general ideas or show weaknesses or gaps in general theories. A selection of reading materials on Guatemala will be made available; students may wish to choose topics that will be helpful to their final research papers.

Class 8-10: Theories of Exploitation, Forms of Oppression

Iris Marion Young, 'Five Faces of Oppression'
Vittorio Buffacli, 'The Injustice of Exploitation,' CRISPP 5.2 (2002)
Linda Green, 'Fear as a Way of Life,' Cultural Anthropology 9.2 (1994)
Amartya Sen, 'Goods and People'
Tracy Bachrach Ehlers, ch. 6, 'Women and Men,' Silent Looms

Class 11: Global Economic Oppression, Civil Society Resistance

James Orbinski, 'The Fight for Essential Medicines,' ch. 7, An Imperfect Offering
*Iris Marion Young, 'Civil Society and Its Limits,' ch. 5, Inclusion and Democracy

Class 12: Ethics, Character and Power

*Hannah Arendt, 'The Duties of a Law-Abiding Citizen,' Eichmann in Jerusalem
John Doris, 'Moral Character, Moral Behaviour,' ch. 3, Lack of Character

*Readings for both Phil 335A and Soci 430.

Evaluation: Students will be asked to write two short papers, a comprehension exam, and to present a small research project to the class. The research project should draw on literature concerning the local environment (a selection will be made available) and can be done in pairs. The first paper will be a traditional analytical philosophy essay concerning the assigned readings; the second will ask students to draw on their service learning and research to link theoretical perspectives to the particular environment. Participation will be based on short in class exercises as well as preparation and contributions to discussion.

1st paper: 20% 2nd paper: 30% Exam: 25% Presentation: 15% Participation:10%

Classes will meet for three hours/day on alternate weekdays, although some flexibility may be needed to adapt to local contingencies. Students are expected to read the assigned material before class, to attend all class meetings and to take an active part in discussions. Late penalties will be waived in case of illness or family emergencies. Papers can be typed or handwritten: students are cautioned against bringing laptops or other valuables to Guatemala, and may find internet cafes to be a good alternative.
## Budget

### Global Citizenship Term Abroad Summer 2011

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| Students   | 19 students | 20 students |

### Faculty costs

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### Student costs

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<td>May 7, 2011</td>
<td>Arrive in Guatemala City by 9pm (mandatory)</td>
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<td>May 8, 2011</td>
<td>Bus to Quetzaltenango (Xela) with stop at Iximché archeological site; meet host families; evening orientation meeting.</td>
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<td>May 10–14, 2011</td>
<td>Informal non-credit Spanish language study; cultural presentations; volunteer opportunities in indigenous villages (K'iche'); first class meeting. Accommodation is homestay with local families.</td>
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<td>May 15, 2011</td>
<td>Travel to Nebaj (location to be confirmed following October site visit), remote indigenous (Ixil) village in northern Quiché</td>
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<tr>
<td>May 16–May 27, 2011</td>
<td>Live in bunk-room accommodation (El Descanso); classroom instruction on site for 3 hours a day; eco-tourism project in indigenous village (Nebaj Language School); service learning opportunities available.</td>
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<tr>
<td>May 27–29, 2011</td>
<td>Two-night field trip to Lago Atitlan; visits to local indigenous villages (Kakchiquel, T'zutujil), women's cooperative (Ixch Ajkeem), development project (ANADESA), Mayan textile market (Chichicastenango)</td>
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<tr>
<td>May 30–June 15, 2011</td>
<td>Live on coffee cooperative Nueva Alianza; classroom instruction on site; volunteer opportunities in teaching, agriculture, developing eco-tourism, and fair trade</td>
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<td>June 16–18, 2011</td>
<td>Bus to Antigua. Optional visit to the Guatemala city garbage dump (Camino Seguro). Free time and cultural activities in Antigua; farewell dinner</td>
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Programme Overview: What to Expect
GCTA Guatemala, May 7th-June 19th 2011

Guatemala: Realities

Guatemala is one of the poorer nations of the Americas; its history of instability and conflict reflects the vulnerability of Central American political and economic systems to military intervention and economic domination by more powerful neighbours. It is culturally diverse: about half its inhabitants identifying as indigenous and maintaining traditional languages, religious practices, dress and local custom, while others speak Spanish and adhere closer to customs typical of Latin American countries. Since the end of a bloody civil war in 1996, Guatemala is a struggling democracy, with the political process plagued by the problems including illiteracy, systemic corruption and violence. International civil society organizations play a significant role in development efforts, a situation complicated by the frequent association of international aid with evangelical Protestant missions.

The level of comfort in daily living is less than is typical in Canada. Towns are noisier and dirtier, with less infrastructure or regulation. Public transportation is primarily by buses, which are usually crowded and erratic. The countryside is beautiful, especially in the mountains, which are dominated by volcanoes, three of which are active. Tremors and inconveniences like power cuts, flooding and construction delays on highways are to be expected. May and June are the beginning of the rainy season; rain often falls rather heavily in late afternoon.

Personal safety is always a concern throughout the country, particularly in some areas, and is especially problematic in Guatemala City. Group travel arranged as part of GCTA will be primarily by private rented buses. Students should not travel after dark or go out alone at night, and must give written notice of any individual travel plans during free time. During their time as part of a UBC programme, students will be expected to understand and follow Safety Abroad advice provided in their Pre-Departure Training in Vancouver, to register in UBC’s Emergency Contact Database for students traveling abroad, and to register with the Department of Foreign Affairs “Registry of Canadians Abroad” or their home country’s consulate in the region. For further information, visit the Department of Foreign Affairs Guatemala country profile at http://www.voyage.gc.ca/dest/report-en.asp?country=112000

The GCTA Experience

Quetzaltenango (Xela), where we will stay for the first week, is a temperate highland town about four hours west of Guatemala City. Services such as internet cafes, restaurants, ATMs and medical clinics are available. Students will study Spanish at a local language school during this first week, and can experience Guatemalan life by homestay placement with local families. Spanish is taught one-on-one on an informal
non-credit basis, allowing students to work at their own pace and level. The school offers cultural orientation, lectures, activities and optional volunteer opportunities.

Weeks two and three will likely be spent in an indigenous village in the northern mountains where students will learn about indigenous issues, the history of oppression, effects of the recent civil war, and reemerging civil society. We expect to stay in simple bunkhouse style accommodation and improvised classroom facilities in a small town, surrounded by rural poverty and indigenous culture. Many highland families living in crowded mud brick huts and survive by growing corn and beans, supplemented by a small cash income from trading or labour on distant plantations. Nights can be cold in the damp mountain climate; guided hiking and stove-building or agricultural work in local villages are the only local form of tourism in an area that attracts few foreign visitors. Fast food, western entertainment or consumer goods will be limited.

Following a two-day break visiting villages around Lake Atitlan, the final three weeks will be spent living on a rural coffee cooperative in the lower-lying coastal region. The climate is significantly warmer than in the mountains. Coffee planting, composting and community workshops surround the central patronal house where we will be living. Students will be accommodated in simple bunk-rooms and shared rooms. Meals will be prepared by the co-op and eaten together around a large communal table, which will also be our classroom. Walks around the cooperative land feature a waterfall and some great views of Volcan Santiaguito. The co-op has a school and a tiny store selling some snacks, but little else. It lies about an hour from a paved road and urban services. Access to mass media and internet is limited; electricity is often available evenings.

Coffee provides a particular window into the Guatemalan economy and the impact of globalization; the story of the cooperative of 40 families—one of a very small number of fair trade ventures—is a telling introduction to the problems faced by poor families. The cooperative offers accommodation as a form of ecotourism and education as well as a source of income.

Courses are taught in a manner similar to the same courses on UBC campuses, with some adaption to take advantage of local learning opportunities. Each instructor sets course requirements according to the norms of the particular discipline, e.g. readings, lectures, papers, exams, and seminar-style discussion. Approximately three hours of a typical day will be spent in class, with additional time needed for reading and assignments. Students may submit handwritten assignments or taking advantage of internet cafes during weekends. Those who elect to bring personal laptops are cautioned about security while travelling: thefts have turned violent on occasion when tourists have resisted attempts to steal laptops.

Because of the nature of a group study experience and the demands of study in a developing country, students will need to be flexible around the exact scheduling of class times, field trips and enrichment activities. The GCTA involves interacting with local organizations that may not be accustomed to planning far in advance, and schedules may be adjusted to take account of variables such as weather, local customs, cultural events, availability of spaces, power cuts, or unforeseen opportunities. There will be limited time for independent exploring or free time activities: academic and programme activities will take priority, and students are asked to be accommodating.
Outside study time, students can volunteer as they choose in various projects in the communities: stove-building, agricultural work, teaching, trail building. Experiential learning will be discussed in academic courses and assignments, but no specific academic credit is assigned to service learning. Cultural visits will be offered to cooperatives, markets, cultural events and archaeological sites. Lectures and visits will offer opportunities to learn about the work of other civil society organizations. The experience of living in a significantly poorer country and negotiating interactions across barriers of language and culture will offer valuable experience.

Many visitors are enchanted by the magic of Guatemalan culture, particularly the warmth and kindness of the people. At the same time, the conditions of people’s lives can be distressing; students will be exposed to the realities of poverty and the difficulties faced by organizations working for change. Ongoing discussions among students and faculty will help students reflect on their own experiences and make connections between the themes discussed in academic courses.

Practicalities

Students are advised to bring a minimum of luggage and especially valuables. Internet cafes in towns offer computer access at less than $1/hour. A good option for telephone service is to purchase a cell phone locally (~$20; you can buy 1-3 hours of international service for $15). Simple, modest clothing (jeans and t-shirts) are culturally appropriate; shorts are not appropriate for women, particularly in indigenous areas. Long pants and boots or sneakers are needed for rural conditions and service learning; towel, sweater and rain jacket are also necessary. Pack a flashlight, reusable water bottle, hat, bathing suit, mosquito repellent and sunscreen if you burn.

Some North American products can be purchased in larger locations like Xela, but students should bring adequate supplies of any required medications, tampons and contact lens solutions. Credit cards are not widely accepted, although they may be useful in emergencies. ATM withdrawals are available in towns, and often give a good rate, although cards are not infallible. US dollar traveller’s cheques can be changed at banks in larger locations. US dollars are a useful backup; Canadian currency is costly and difficult to exchange. A money belt is advisable while travelling.

Guatemalan cuisine is not known for being spicy or varied. A typical Guatemalan breakfast and dinner consist of fresh hand-made corn tortillas, scrambled eggs and black beans. A typical lunch is rice, chicken and boiled vegetables. Vegetarians should be prepared to eat lots of eggs and beans: specialty products are hard to find. Fruits and vegetables need to be treated, cooked or peeled, and street food is not recommended. Some imported items can be purchased in larger towns. Water must be treated: the co-op filters its own water.

Accommodation will be homestay with local lower-middle class families during the first week in Xela, then bunk-house style accommodation, with shared hotel rooms during fieldtrips. Students will be asked to respect family customs and requests while staying in private homes, and to adapt to local customs when visiting indigenous villages and staying on the coffee cooperative. Examples include not smoking or drinking alcohol in
private homes or bringing strangers home; dressing modestly and being respectful with photography and alcohol use in indigenous villages; reasonable quiet hours at night.

Most of GCTA will be spent in locations some hours distant from western standard medical care. The stress of intensive study, group living, different food and exposure to unfamiliar bugs typically cause at least minor illnesses for every participant, and can exacerbate existing medical conditions. Common experiences among participants include traveller's diarrhea, colds, insect bites and flu: students new to third world travel should talk to experienced travellers, read travel guides, and consider their own ability to handle illness and discomforts. Guatemala offers western standard private emergency medical care in cities, some hours away; the mental health care system is not well developed, and serious conditions will likely require evacuation. Students currently under medical care should consult their doctor and are strongly encouraged to discuss their participation with instructors or Go Global. In all cases, consultation with a travel clinic and purchase of travel and evacuation insurance is expected.

Costs

Students will need to pay regular UBC tuition/fees (6 credits) and airfare (currently about $1200). Go Global fees of $363 covers UBC administration; the programme fee of $1600 covers in-country costs: school fees for informal Spanish instruction, accommodation, most meals, field trips and cultural activities. Students will need at least $500 spending money for approximately 8 meals during free time, phone calls and internet, personal travel/spending, any alcoholic drinks or snacks, plus out of pocket medical expenses.

Estimated Budget (all costs approximate)
Programme Cost 1600
Go Global Fee 363
Flight (current approx.) 1200
Tuition 904
Books 140
Vaccinations/insurance 300
Incountry spending (minimum) 500

total:  $5007

Students may be eligible for Go Global scholarships (approx. $1000); UBC-V Arts students are encouraged to apply for ATLAAS awards through CASS.
Faculty-Led Group Study Programs
Safety Planning Record

Overview:
The purpose of this Record is to document the potential risks that students and faculty participating in a Term Abroad Group Study Program may encounter in the international location, and to create a plan for mitigating those risks. This Record will form the basis for portions of the Health and Safety Pre-Departure Student workshops, and the Student Handbook for the Term Abroad Program. Our goal in planning ahead is to prepare students and faculty as fully as possible, thereby mitigating the chance they will encounter difficulties during the experience.

This form is to be completed by the Activity Sponsor as soon as possible after the initial agreement with Go Global to move forward with the Group Study Program, and at least two weeks in advance of the first Student Orientation Workshop.

Department(s)/Unit(s) involved in Group Study Program:

Philosophy; Sociology; Political Science

Co-Directors' Name and Contact Information:

Dr. Sylvia Berryman, Associate Professor, Philosophy
Buchanan E269/604.827.5730/sberrym@interchange.ubc.ca

Dr. Thomas Kemple, Associate Professor, Sociology
kemple@interchange.ubc.ca

Describe the range of activities that will be engaged in during the Group Study Program (in point form):

- Pre-departure orientation on UBC campus (March 2011)
- Flight to Guatemala City
- On-site orientation in Guatemala
- Travel as a group by bus to Quetzaltenango
- Home Stay for one week in Quetzaltenango
- Informal noncredit Spanish instruction, orientation and volunteer opportunities
- 5 weeks' living in guest accommodation in Nebaj and coffee cooperative
- Classroom instruction on site for UBC courses
- Field trips to various locations
- Weekly group meetings in student hostel to reflect on learning
- Some free weekends
- Group travel to Antigua for final two days; free time in Antigua

Location(s) of Study Program and dates:

Country: Guatemala
Geographical Site: Quetzaltenango, Nebaj and rural coffee cooperative El Palmar

Number of Student Participants: 20 (tbc)

Modes of Transportation (check all that apply):

_x_ Private vehicles:
_x_ Commercial Carriers (bus, plane, etc.):
___ Other:

Date of Departure: May 7th, 2011
Date of Return: June 19th, 2011

Chain of Responsible Leadership:
List all those who have a leadership role (including alternates):

<table>
<thead>
<tr>
<th>Name and position</th>
<th>Leadership Role</th>
<th>Trained First Aider (current)</th>
<th>Other special training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvia Berryman</td>
<td>Philosophy Professor, Co-Director</td>
<td>Yes</td>
<td>Previous activity director; HFH leader, wilderness first aid</td>
</tr>
<tr>
<td>Thomas Kemple</td>
<td>Sociology Professor, Co-Director</td>
<td>Yes</td>
<td>Previous activity director; tropical wilderness first aid</td>
</tr>
<tr>
<td>Tilli EViss</td>
<td>Go Global Coordinator of Student Safety and Group Study Programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katherine Beaumont</td>
<td>Go Global Director</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Risk Assessment:
List identified hazards associated with activities or environment (i.e., extreme heat or cold, high altitudes, disease, crime, violence, political instability, disease, etc.) and risk management measures planned or taken for eliminating or reducing risks to acceptable levels. Append additional pages as required.

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Risk Analysis</th>
<th>Risk Management Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime at Guatemala Airport</td>
<td>Travelers at risk of theft</td>
<td>Advise students not to display signs of affluence in airport and stay together with the group; group will arrive at night but travel in rented bus as a group to hotel; otherwise, for travel within Guatemala City, will travel during daylight hours</td>
</tr>
<tr>
<td>Travel to and within Guatemala City</td>
<td>High risk of crime against foreigners, including car and bus hijackings, especially in Zones 10, 14, and 15</td>
<td>Students will travel by charter bus as a group in Guatemala City; charter company chosen for its reliability; student field trips will not involve travel within Zones 10, 14, and 15; students will be advised not to use cell phones in vehicles; travel within Guatemala City will be during daylight hours</td>
</tr>
<tr>
<td>Travel after dark</td>
<td>Robbery; sexual assault</td>
<td>Students will be advised not to travel alone at night, and to be alert to their surroundings</td>
</tr>
<tr>
<td>Theft</td>
<td>Higher level of risk in Guatemala City, Antigua, and at tourist sites</td>
<td>Students will be advised not to display outward signs of wealth; to leave laptops at home; to be</td>
</tr>
<tr>
<td>Risk/Threat</td>
<td>Area</td>
<td>Description</td>
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</tr>
<tr>
<td>Political Unrest</td>
<td>Risk throughout Guatemala</td>
<td>Activity Sponsor and other participating faculty will regularly monitor DFAIT, US State Department, and local information and will avoid travel to unstable regions; this may involve cancelling or rescheduling planned field trips if an area is unsafe.</td>
</tr>
<tr>
<td>Unwanted attention from men/Sexual Assault</td>
<td>Women in provocative dress or walking alone at higher risk of drawing attention to themselves</td>
<td>Women students will be advised about appropriate dress and not to travel alone, particularly at night.</td>
</tr>
<tr>
<td>Drunkenness</td>
<td>Students become vulnerable when not alert to their surroundings</td>
<td>Students will be advised against excessive drinking and informed of penalties that Activity Sponsor can impose.</td>
</tr>
<tr>
<td>Photography of women and children</td>
<td>Locals fear that children may be kidnapped</td>
<td>Students will be advised not to photograph women and children without approval of Activity Sponsor.</td>
</tr>
<tr>
<td>Travel to Lake Atitlan</td>
<td>Risk of theft and kidnapping</td>
<td>Group will travel with reputable guides &amp; charter bus company.</td>
</tr>
<tr>
<td>Routes to Lake Atitlan</td>
<td>Pan-American Highway (CA-1) is only safe route; avoid smaller roads</td>
<td>Activity Sponsor will advise charter bus company to travel via this route.</td>
</tr>
<tr>
<td>Street hailed taxis, “chicken buses”, and local public buses</td>
<td>Mechanically unreliable and often involved in major road accidents</td>
<td>Students will be advised not to travel in these modes of transport.</td>
</tr>
<tr>
<td>Night travel</td>
<td>Higher risk of accidents and highjackings</td>
<td>Group will not travel after dark.</td>
</tr>
<tr>
<td>Armed Gangs</td>
<td>Risk of highjackings, robbery, and rape</td>
<td>Group will not travel after dark, and Activity sponsor will stay advised of safety alerts on particular roadways; faculty members will read US State Department and DFAIT advisories and adhere to their advice; students and faculty will receive training in responding to a highjacking in pre-departure training.</td>
</tr>
<tr>
<td>Antigua night life</td>
<td>Recent reports of violent rapes and assaults against those in after hours bars in Antigua</td>
<td>Students will be advised to exercise extreme caution and not be involved in excessive drinking, not to walk after dark unless in a large group.</td>
</tr>
<tr>
<td>Routes in and out of Antigua</td>
<td>Armed assaults on minor routes in and out of Antigua</td>
<td>Charter bus will use main route from Guatemala City; students will be advised to only use this route when traveling themselves.</td>
</tr>
<tr>
<td>Rabies</td>
<td>Rabid dogs in cities pose risk</td>
<td>Students will be advised to be cautious; not to feed or engage</td>
</tr>
<tr>
<td>Tetanus</td>
<td>At risk</td>
<td>Students will be advised of this risk during pre-departure training, and advised to visit Travel Clinic to discuss possible inoculations/medications.</td>
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</tr>
<tr>
<td>Flooding</td>
<td>Rainy season throughout Fall term; mudslides leading to road closures and power outages affecting communication systems are common</td>
<td>Activity Sponsor will monitor weather reports and advise students accordingly; students will be advised to be prepared for these conditions during pre-departure training. Students will be advised during on-site orientation in Xela to return to the Hostel if any wide-spread problems in city; Activity Sponsor will collect students’ contact information to be able to account for all students in crisis situation; all students and faculty will register with ROCA; Activity Sponsor and participating faculty will be trained in Emergency procedures and UBC protocols prior to departure.</td>
</tr>
<tr>
<td>Earthquakes</td>
<td>Possible, although less likely than flooding</td>
<td>Activity Sponsor will monitor weather reports and advise students accordingly; students will be advised during on-site orientation in Xela to return to the Hostel if any wide-spread problems in city; Activity Sponsor will collect students’ contact information to be able to account for all students in crisis situation; all students and faculty will register with ROCA; Activity Sponsor and other participating Faculty will receive pre-departure training on emergency situations to be prepared to support the group and follow UBC protocols.</td>
</tr>
<tr>
<td>Independent student travel</td>
<td>Important to check local security conditions before traveling; south-eastern districts close to borders with El Salvador, Honduras, and Mexico, experiences drug-related violence</td>
<td>Students will be required to review individual travel plans with Activity Sponsor prior to their travel, and required to take her advice otherwise they can be removed from the program.</td>
</tr>
</tbody>
</table>