Draft Schedule and Learning Outcomes for the Social and Environmental Justice Experience to Guatemala
(Faculty-led International Immersion Experience)
October 14, 2014

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Learning Outcome (R2): Evaluate the impact of systems, institutions, and issues in local and global contexts and across cultures

By the end of this experience, students will
- demonstrate knowledge about the world’s diverse cultures by comparing mining and water quality issues in Guatemala and Wisconsin (A)
- evaluate the historical and current systems, institutions, and relationships of power which led to social and environmental disruption in Guatemala (B)
- identify and describe the effects of their own decisions and lifestyles on global environmental and social systems (C)

Pre-trip assignments, discussions, and training activities
(TBS = To be scheduled; TBD = To be determined)

- Oct. 11: Pre-trip preparations, paperwork, logistics, and focus group discussion about participant expectations, hopes, and concerns
- TBS: Focus group discussion: Benefits and challenges of short-term international service trips
  - Readings: *The Cost of Short Term Missions* by JoAnn Van Engen; *Rethinking Volunteerism in America* by Gavin Leonard
  - Hand out Writing Assignment: Comparing and contrasting the social and environmental issues associated with the Marlin gold mine in Guatemala and the Gogebic taconite mine in northern Wisconsin (A)
  - Readings for assignment (Guatemala Reader TBD)
- TBS: Discuss and turn in mining essays (A)
  - Spanish language training and language assignments
- TBS: Turn in language assignments
  - Discussion with Jody Slocum, local expert on Guatemala fair trade and environmental issues
  - Reading assignments (Guatemala Reader TBD)

Contact hours

Pre-trip sessions: 2 hours/day x 4 days = 8 hours
Trip: 10 hours/day x 14 days = 140 hours
Post-trip sessions: 2 hours/day x 1 session = 2 hours
Total contact hours: 150 hours
<table>
<thead>
<tr>
<th>Day 1-2</th>
<th>Location</th>
<th>Activities</th>
<th>Learning Outcome Element</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>De la Gente, San Miguel Escobar</td>
<td>Homestay and meals with coffee farmers; participate in coffee harvest and processing</td>
<td>C</td>
<td>Focus group discussion on experiences related to learning outcome element; team photo essay blog</td>
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<tr>
<td>Day 3</td>
<td>San Vincente Pacaya</td>
<td>Pacaya Volcano Tour</td>
<td>A</td>
<td>Focus group discussion on experiences related to learning outcome element; team photo essay blog</td>
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<td>Day 4-6</td>
<td>Nuestros Pequenos Hermanos</td>
<td>Live and dine at orphanage; assigned service learning projects with orphanage children teaching, projects, gardening</td>
<td>B, C</td>
<td>Focus group discussion on experiences related to learning outcome element; team photo essay blog</td>
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<td>Day 7-11</td>
<td>San Lucas Toliman</td>
<td>Reside and dine in mission hotel; assigned to service learning projects with local Mayan people- women’s center; health clinic</td>
<td>A, B, C</td>
<td>Focus group discussion on experiences related to learning outcome element; team photo essay blog</td>
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<td>Day 12</td>
<td>De la Gente, San Miguel Escobar</td>
<td>Civil War hike; meals with local farmers</td>
<td>B</td>
<td>Focus group discussion on experiences related to learning outcome element; team photo essay blog</td>
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<td>Day 13</td>
<td>Project Safe Passage</td>
<td>Tour of City Dump; learn about efforts to improve education, housing and welfare of people; complete local art project</td>
<td>B, C</td>
<td>Focus group discussion on experiences related to learning outcome element; team photo essay blog</td>
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<td>Day 14</td>
<td>Return</td>
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<td>Hand out final reflection paper assignment with guided questions to address the 3 learning outcomes</td>
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- **Post-trip meeting** *(TBS--first week of Spring classes)*
  - Turn in final reflection paper
  - Post-trip discussion and debriefing