

Faculty International Field Seminar: Teaching Latin America Today

Extending the Walls of the Classroom: Infusing Central America into Harper College

Instructor: David Richmond

I. Course Description

As it prepares to transition to Latin America as its next Global Region of Focus for the academic years 2017-2020, the Office of International Education is proposing its second Faculty International GEC and International Field Seminar. For this second iteration of the program, we are proposing two versions of the program:

1. GEC for 6-8 faculty who would complete all requirements for the on-campus GEC.
2. GEC for 10-12 faculty who would complete all requirements for both the on-campus GEC and the Field Seminar.

In both cases, all faculty development experiences will be aimed at increasing faculty capacity to develop and teach concepts, issues, and material in the area of Latin American studies.

The proposed on-campus GEC will include five mandatory face-to-face meetings of 2.5 hours each and a minimum of two additional excursions and/or interactive programs. As in the case of the first iteration of the Faculty International GEC, participants will study global learning outcomes and assessment techniques, review effective study abroad design, acquire new competencies in inter-cultural communication, create curriculum projects for infusion upon their return, and gain the ability to mentor students based on their field experiences in Central America. The GEC with Field Seminar includes an international field experiences in Central America.

This seminar is planned for a group of faculty from a variety of disciplines represented on campus. The course is equally suited to faculty who are new to the concept of internationalization and to those who are familiar with the practice.

II. Teaching Methods:

Participants will learn through

- Field- and classroom-based lectures, discussion, and/or workshops
- Small and large group discussions in the field, online, and in a classroom setting
- Field- and library-based research

All sessions will be complemented online utilizing a dedicated Blackboard course shell.

III. Learning Goals and Outcomes

After successfully completing this Faculty International Seminar, faculty members will be expected to

- Understand the history, conceptual frameworks, and key trends in international education within the United States, focusing on the best practices for curriculum infusion.
- Possess cognitive competencies to integrate international knowledge in curricula through a variety of pedagogical and assessment models of infusion.
- Understand significant events in the natural and human history of Central America with special attention to Guatemala, El Salvador, and Nicaragua.
- Examine contemporary sociocultural, economic, and environmental issues in Guatemala, El Salvador, and Nicaragua and the surrounding region.
- Understand the essential elements of effective inter-cultural communication.
- Evaluate assumptions, perceptions, and biases towards Central and Latin America in the United States, and their pedagogical and personal impacts.
- Propose a classroom project, at the unit or course level, that infuses international field work in Guatemala, El Salvador, and Nicaragua into the curriculum. This classroom project will be shared with other instructors.
- Understand the leadership competencies, best practices, and procedures to follow in order to develop a successful study abroad program for students at Harper College.

All on-campus meetings will run on Fridays from **10 am to 12:30 pm** (room TBA).

IV. Daily Schedule

<p>Friday, February 24, 2017:</p> <p>Introductions and Expectations</p>	<p>Expectations for participating faculty Best practices in International Education, Curriculum Infusion, Global Learning Outcomes and Assessments, and Study Abroad Design Explain Professional Development Project Prospectus (due next meeting) Field program itinerary Create Terra Dotta accounts for participants Discussion of <u>Inevitable Revolutions</u> and US involvement in Central America Online Reading: <i>Latin America: Myth and Reality</i></p>
<p>Friday, March 10, 2017:</p> <p>Guatemala</p>	<p>Guest speaker: Pat Hamlen <i>The Mayans</i> Online Reading: <i>Guatemala: Snapshot</i> Online Reading: <i>Enigmatic and Enchanting Guatemala</i> Online Reading: <i>A Changing Economy</i> Online Reading: <i>The Colossus of the North</i> Response 1 paper on readings</p>

Friday, March 31, 2017: El Salvador	Online Reading: <i>El Salvador: Snapshot</i> Online Reading: <i>Central America's Security Predicament</i> Online Reading: <i>Violence Against Women</i> Online Reading: <i>Youth, Violence, and Democracy</i> Online Reading: <i>Grim News in Central America: Waves of Gang Violence Grows</i> Discussion of <u>The Massacre at El Mozote</u> Response 2 paper on readings
Friday, April 21, 2016: Nicaragua	Online Readings: "Nicaragua's Dry Canal" Online Reading: <i>Nicaragua: Snapshot</i> Online Reading: <i>Shade Coffee and Tree Cover Loss</i> Guest Speaker: Craig Stettner: Natural Environment and Ecology in Central America Response 3 paper on readings
Friday, May 5, 2016: Final Preparations	Presentations of projects Pre-departure orientation

V. Methods of Evaluation and Procedures

- Critical Response papers will be a key element of this course, since they will reflect insights gained from the course material.
- Submission of the Professional Development Project Prospectus is required and will comprise 50% of your grade. In addition, the prospectus must be orally presented to the group.

Grade Points for this course will distributed as follows:

Critical Response Papers (3)	30
Field Blog	20
Attendance and Participation at 5 On-Campus Sessions	50
Attendance and Participation in Field Activities	100
Professional Development Project Prospectus (and Presentation)	200
TOTAL	400

Grade Summary and Points:

A: Excellent – 360 - 400 points

- Denotes work that is consistently at the highest level of achievement in a graduate college or university course.

B: Good - 320 - 359 points

- Denotes work that consistently meets the high level of college or university standards for academic performance in a graduate college or university course.

C: The lowest passing grade – 280-319 points

- Denotes work that meets some college or university standards for academic performance in a graduate college or university course.

F: Participant did not meet the course requirements. Grades of lower than C are not acceptable for graduate level work

VI. Required Texts

Danner, Mark. *The Massacre at El Mozote*. New York: Vintage Press, 1994.

LaFeber, Walter. *Inevitable Revolutions: The United States in Central America*. 2nd Edition. New York: W.W. Norton & Company, 1993.

A separate folder of additional readings will be maintained in the Blackboard shell as well.

VII. Field Seminar provisional itinerary

Guatemala:

- Guatemala City
- Chichicastenango
- Lake Atitlan Villages Tour
- Xela
- Laguna Chicabal
- Fuentes Georginas Hot Springs
- Banana Plantation Tour

El Salvador:

- San Salvador
- Tazumel and Casa Blanca
- Joya de Ceren
- San Andres Tour
- Imposible National Park
- Mozote and Perquin

Nicaragua:

- Esteli: Tobacco farm and Cigar Factory Tour
- Managua
- Carazo Solar Farm
- Granada City Tour
- Laguna de Apoyo
- Isla de Ometepe