



UNC
GLOBAL

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

STUDY ABROAD OFFICE

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July 20, 2011

Bob,

In relation to the previously approved semester study abroad program in Higuerote, Venezuela with the title "**Venezuelan Aspects of the African Diaspora**", taught by UNC Professor Joseph Jordan, attached to this letter please find the reasons to revise the program along with a description of adjustments for converting it into an eight-week summer program.

My recommendation to you is that we approve the program with the changes suggested by Dr. Jordan and make the program available to our students in summer 2012. The academic essence of the program is still there and I think the changes actually improve it by making it more compact and more focused.

Please let me know if you'll need additional details for your meeting with the Advisory Committee. I will conduct a site visit in early August 2011 to make the room and classroom and other logistical adjustments needed for the new program in summer 2012.

Thanks,

Rodney Vargas

Rationale for Modifications in the Venezuela Program

The initial Venezuela Study Abroad was structured as a pilot program and we were able to learn a great deal during that first experience. The current proposal, including the modification to eight weeks, provides a more effective, efficient and prudent use of resources while providing a richer study abroad experience with fewer unproductive periods.

Although we still recognize the advantages of a semester long program, the modification to a shorter period means we have identified several important realities associated with the scale of the program:

- 1) In the first program we planned for continuous, daily interaction as an approach to the immersion. But we found this was often offset by the considerable amount time the group spent together in classes, and during free time. Therefore, the extended period did not necessarily ensure a richer immersion experience.
We found that the 'cultural immersion' elements of the program could be accomplished more efficiently through careful programming, and by continuing to encourage and provide for informal interaction with local communities in informed settings;
- 2) The overall cost of the program, particularly housing, transportation, and meals. Inflation in Venezuela is a constant concern and, although we enjoy a favorable exchange rate, vendors in that country adjust their prices upward to offset this advantage. The cost of arranging additional formal cultural experiences proved to be prohibitive.
We found that targeted, well-planned formal experiences were most helpful and should remain as a key element of the program. It would be more costly and difficult to plan and provide for formal cultural encounters over the course of 15 weeks.
The shorter program will cost less, overall, in the areas where we can control expenditures (housing, travel/excursions, honoraria). It will then, also, be more competitive with other study abroad programs and make the program accessible to a wider range of students.
- 3) A lesser, but still significant, consideration is my freedom to travel for a full semester given my duties as a director of a Center, and as a faculty member in African/African American Studies.
Over the past 3 years the Stone Center's budget was cut by 25%. In the process 3 positions (of 8) were lost. The remaining staff is very specialized and less able to manage all of the administrative, program oriented, development and other functions without my supervision.
The move to a shorter summer program is helpful because it will not necessitate my absence during the height of the school year when I am most needed, and when most high-level administrative work occurs. Also,

it preserves my course offering sequence in diaspora studies that is part of both the AFAM and latina/o studies curriculums.

- 4) The academic year is in full swing during this period, and a number of internationally recognized cultural festivals occur during this period as well.
- 5) We also avoid the problem of the rainy season.

Introduction
Venezuelan Aspects of the African Diaspora (VAAD)
Venezuela Study Abroad Program - summer 2012

The following program description for the summer 2012 Venezuela Study Abroad Program revises several key elements of the 2010 program, while providing for a substantive educational experience. The program focus remains Afro-Venezuelan Culture and History, with specific focus on intangible cultural heritage in the Barlovento region.

The proposed program changes include:

- alterations in the program calendar, moving from a full term (15 week) program during the fall, to a short-term (8 week) program during the mid-summer
- addition of a mandatory, non-credit spring term workshop for all students accepted into the program
- adjustment in the number of credit hours offered from 12 to 6, and in the number of courses from 4 to 2
- a revised program contract that is more explicit on prohibited and actionable behavior
- stricter language requirements
- increased program fee, elimination of student allowance
- diversification of co-sponsoring institutions to include community-based and non-governmental organizations
- (possible) participation from Dartmouth College and Bennett College for Women; and
- securing a fixed local transportation contract

Summary

- Proposed Recruitment/Application Period: fall 2011 and spring 2012
- Mandatory Workshop Course: spring 2012
- Program Dates: 11 June - 3 August 2012

Courses Offered: AFAM 190 (AFAM Seminar) 3 cr. hrs.
SPAN* (Advanced Intermediate or Advanced) 3 cr. hrs.

Staff: Project Director, Project Assistant Director
Local Project Coordinator

Venezuelan Aspects of the African Diaspora (VAAD) Venezuela Study Abroad Program - summer 2012

The Sonja Haynes Stone Center for Black Culture and History (Stone Center), and the Study Abroad Office at UNC at Chapel Hill will sponsor an eight-week study abroad project in Higuerote, Venezuela, in the summer 2012. The additional two weeks allows for expanded and more dedicated intercultural experiences and activities outside of the required in-class time, and leaves room for exploration by students. This, we believe, allows us to fashion substantive, informal experiences that is the basis for the distinctiveness of UNC's study abroad programs.

The VAAD study abroad program will be offered in the same location in Higuerote in the Barlovento region, and builds upon the experience of the first VAAD program (Fall 2010). The focus of the program will be intangible cultural heritage in the Barlovento region and the persistence of practices that can be attributed to African and diasporic (creolized) histories.

The program is organized in collaboration with several cooperating partners:

- Red de Organizaciones Afrovenezolanas (Caracas and San Juan de Rio Chico);
- The Center for Investigation and Documentation of Barloventeno Culture (CIDOCUB) (Curiepe);
- Hacienda La Ceiba (Cumbe);
- Cumbre de Mujeres Afrodescendientes de Venezuela (Barlovento); and
- The Universidad Politecnica Territorial de Barlovento Argelia Laya (Argelia Laya). (Higuerote)
- Unidad Educativa Eulalia Buroz (Public High School, Tacarigua)
- Colegio Nuestra Senora del Carmen (Private High School, Higuerote)

Program Description

The program will include 15-20 students from UNC with the possible inclusion of students from Bennett College for Women of Greensboro, North Carolina, and from Dartmouth College of New Hampshire. All students will receive course credit through UNC.

Coursework

The program will feature a course on intangible cultural heritage in the Afro-descendant community in the Barlovento region (AFAM 190 - 3 cr.) that will be taught by a UNC faculty member, and Spanish Language Study (Accelerated Intermediate Spanish or Advanced Spanish Language and Conversation) that will be taught by a UNC Graduate Teaching Assistant. The program includes field trips, guest lectures by various faculty at Argelia Laya and other institutions, community resource persons, local elected and civic service officials, and artists and cultural workers. The program will also feature formal and informal joint sessions with students and social service sector workers. Our work will be enriched by periodic travel to nearby locales that figure prominently in the history of Afro-Venezuelan cultural heritage including Curiepe, Chuspa, Cumbre and Birongo.

**See Appendix 1 for 190 Syllabus*

Service Project

Students in the program will have the opportunity to participate in a non-credit service project with the VAAD Community English Workshop (CEW). The CEW will provide one-on-one, and small group tutoring/study assistance in English with IUB students, particularly those enrolled in English language classes. ** See Appendix 2 for Workshop Protocol*

Project Web-Log

Students participating in the study abroad program will produce a weekly web-log (blog) that will feature

weekly updates on project activities, individual student experiences, with each student team working on a weekly update. Students will operate in teams of four (possible 4-6 teams) with each team responsible for 2 productions. The project director and TA will write the initial and final postings.

The web-log will be available on the Stone Center web site and through the Dartmouth College and Bennett College for Women web site. Parents and others will also be able to subscribe and have the weekly postings sent directly to them. Updates will be mailed on Friday mornings covering the previous week (Saturday-Friday).

The Setting

Venezuela, a nation of approximately 28 million people and the birthplace of Latin American icon Simon Bolivar, owes a significant debt to its indigenous forbearers, whose presence there has been traced as far back as 1300 bc. The nation's population reflects this indigenous heritage as well as the legacy of European colonialism. Indigenous communities have persisted throughout Venezuela's history by depending on traditional forms of social organization despite 400 years of colonialism and commercial intrusions. There are also the indelible signs of the African diaspora as evidenced by the more than 10% of the population who describe themselves as Afro-Venezuelan, the additional 3-4% who describe themselves as Afro-descendant or mixed, and the various aspects of the national culture which can be traced to their African roots. The Afro-Venezuelan population has become more prominent in recent years and has both affirmed and sharply departed from various aspects of official Venezuelan pronouncements on race and ethnicity. Their departures have helped to redefine current notions of what it means to be Venezuelan and sharpened the debate on notions of diaspora, citizenship, authenticity and mestizaje.

Venezuela's contemporary political culture dates back almost 50 years and is reflected in the lively contests, debates and tensions that are often captured in international headlines, usually without proper exposition or context. The contemporary relationship between the governments of the US and Venezuela has been strained over the past 10 years although people-to-people/civil society and other non-governmental relations have remained strong. Despite the uncertainty in their relationship, Venezuela and the US have maintained trade ties that are mutually beneficial and, arguably, mutually vexing. But Venezuela's emergence as one of the major voices in Latin America over the past 10 years, and the tension between the governments, underscores the importance of providing students with a guided introduction to the historical, cultural and socio-political dynamics influencing these changes. Students will also benefit from observing elements of Venezuela's internal debates about its rise to world prominence and its relationships with the U.S. and its other neighbors.

Our program will feature a broad overview of the Venezuelan nation but will focus on Afro-Venezuelan culture(s), socio-political movements and community development with specific attention given to those who are resident in the Barlovento region. It will operate from the town of Higuerote, located approximately 1.5 hours east of Caracas on the coast of the Caribbean Sea. (* See Appendix 2 for a map of Venezuela. see a satellite map of Higuerote at <http://www.maplandia.com/venezuela/miranda/elhatillo/Barlovento/>. When the map loads, grasp and pull it down slightly until you see the coastline, and then move it to the left, following the coastline until you see Higuerote just beyond Carenero. You can then zoom in to see the town).

The Barlovento figures prominently in the history of Venezuela and in the record of the African diaspora in the Americas. Located approximately 60 miles east of Caracas, the Barlovento is the area where, more than 4 centuries ago, Spanish colonizers established cacao plantations and subsequently introduced enslaved Africans, taken from their original homes in Angola, Dahomey, and other areas of the West African coast. Cacao eventually replaced coffee as the most profitable crop for colonial producers. The cultivation of cacao remains a key agricultural activity for smallholders in the region and the production of chocolate is considered to be both a source of income as well as a craft that requires the knowledge and skills of local artisans.

Higuerote is known primarily as a resort site and vacation destination. But the surrounding towns, villages and communities, as well as most of the year-round residents of Higuerote itself, have held tenaciously to

their cultural heritage and most carry on their daily lives without contact with vacationers. The Barlovento region, home to a large Afro-Venezuelan population, has more local cooperatives than any other region of the country. More significantly, and because of the nature of the surrounding communities, students will find important and innovative local experimental projects in cultural recovery and preservation, community based political organization, cooperative agriculture, and community based education. Our program will include visits to the sites of these bold Venezuelan national experiments as part of the study abroad experience.

Program Requirements, Schedule of Operation, and Student Participants

The trip will occur in the summer 2012, and will operate over the entire duration of that term (June 11-August 3). The minimum GPA for students will be 2.75, or permission of the Coordinator. The target number for students is 15-20.

The Stone Center has a special mandate from the Office of the Chancellor to find creative ways to reach out and partner with HBCU's in the state of North Carolina. Working with Bennett College is part of our ongoing efforts to meet that mandate. Including Dartmouth as an additional partner will make it possible to achieve additional savings as well as enhance the experience for our students.

The target audience (juniors and seniors) includes those students who will have at least completed their sophomore year of study by the end of the spring semester 2012. Applicants should have evidence of proficiency in Spanish at the advanced beginner level and all participants must complete the equivalent of Spanish 204 before the program begins. All participants will be enrolled in one of the Spanish language courses offered as part of the program curriculum.

Another requirement will be a mandatory non-credit spring term workshop for all students accepted into the program. The purpose of these workshops is to address some of the issues we encountered during the first program in the fall of 2010. After that experience, and follow-up sessions with participants in the first program, we found that most felt they were not fully prepared for the social and cultural adjustments that were necessary, or for other program related rules and regulations. Some pointed out that it took them over half of the program to make the adjustments, despite being given written materials that outlined what would be required of them. The mandatory workshops will directly address these areas that presented the most profound problems for participants including personal safety, gender relations, program rules and regulations, local and regional transportation, interpersonal dynamics, local and regional customs, and other issues. Another request from past participants is to use part of the mandatory workshop time to begin building group solidarity and camaraderie, and I agree with that sentiment. It will also provide an opportunity for new participants to speak with fall 2010 participants and to share student perspectives on some of the challenges they faced in both adapting, and contextualizing their international experience.

Program Content

Students will follow a curriculum supplemented by field visits that illuminate topics presented in selected courses. The program features two courses at 3 credit hours each:

AFAM 190 – AFAM Seminar – Venezuela's Barlovento Region: Intangible Cultural Heritage – 3 cr. (Tues. 1:30-4:30pm)

a course that is already approved as one of the offerings in the African/African-American Studies Dept., and cross-listed with the Curriculum in Latina/o Studies.

**SPANISH – Accelerated Intermediate Spanish – 3cr. (TTH 9am-12 noon)
(requires 3 semesters of previous study or Spanish 203)**

**SPANISH – Advanced Spanish Language and Conversation – 3 cr.
(TTH 3pm-6 pm)**

APPENDIX 1

AFAM 190 SYLLABUS Intangible Cultural Heritage in the African Diaspora Venezuelan Aspects of the African Diaspora Program African /African-American Studies Department Summer 2012

Joseph Jordan (jfordan@email.unc.edu)

Class Meeting Times: Mon. 9am-12 noon; Fri. 9am-12 noon

Course Description

Intangible Cultural Heritage Project in the African Diaspora is an independent study course that will be part of the Venezuelan Aspects of the African Diaspora Project Study Abroad Program that will travel to the Barlovento region of Venezuela from August 20-December 16, 2010. This independent study will (1) examine the significance of Afro-Venezuelan culture as a part of Venezuela's larger cultural landscape, and; (2) provide a preliminary essay/survey of the elements of intangible cultural heritage (ICH) in Birongo and Curiepe, two Afro-Venezuelan communities situated in the Barlovento region of the country. These geographic sites have been generally neglected when considering the inventory of Venezuela's intangible cultural heritage.

Course Objectives

The specific objectives of the course are to:

(1) provide a practical introduction to the conceptual and the intellectual foundations of intangible cultural heritage; (2) provide opportunities for students participating in the study abroad to gain practical experience in recognizing and documenting elements of intangible cultural heritage while in the field; (3) interrogate the notion that some communities have values and legacies that may exist outside of mainstream ideas of what is valuable when it comes to national culture; and to (4) help students develop skills in assaying, surveying and documenting the various elements of intangible cultural heritage.

Prerequisites

Students will be expected to have completed one course in African American Studies, Latin American Studies, Latina/o Studies or in the Curriculum of International Studies.

Course Requirements: Students are required to:

(1) Participate actively in discussions and other learning activities that take place in the classroom and participate fully in field work and complete all assignments according to our schedule;
(2) Read all materials assigned. Readings will serve as the basis for classroom discussions and field practice. All readings are to be completed prior to the class date listed on the course outline. At times additional readings not listed in the original syllabus may be assigned to help clarify classroom discussions or to prepare for work in the field;
(3) All students are required to complete a final research/documentation paper based on their field observations and to take the final exam.

Criteria for Evaluation and Grading

Students will be assessed on (1) your level of preparation for daily discussions and fieldwork; (2) the quality of written work both for in-class as well as field assignments; and (3) daily participation in classroom discussion and fieldwork.

During the term In-Class Essay assignments will be given (includes a documentation report and the final). Final grades are calculated using the following formula: Exercises/Daily assignments - 50%; documentation report - 25%; Final Exam - 25%.

Course Readings

All course readings have been selected from a variety of texts, NGO and government sources, journals and on-line sources. The list below has been compiled from sources readily available in the U.S. These should be downloaded and archived for your personal use before traveling to Venezuela. Additional readings will be added during the archival and literature review periods of the Venezuela trip.

Readings

Noriko Aikawa. An Historical Overview of the Preparation of the UNESCO International Convention for the Safeguarding of the Intangible Cultural Heritage. *Museum*. Vol. 56. No. 1-2. 2004. pp. 137-149.

Mohammed Bedjaoui. The Convention for the Safeguarding of the Intangible Cultural Heritage: the Legal Framework and Universally Recognized Principles. *Museum*. Vol. 56. No. 1-2. 2004. pp. 150-155.

Janet Blake. The International Legal Framework for the Safeguarding and Promotion of Languages. *Museum*. Vol. 60. No. 3. 2008. pp. 14-25.

Reinaldo Bolivar. Afro-Venezuelan Day. Speech in the National Assembly of the Bolivarian Republic of Venezuela, Caracas, April 7, 2009. <http://www.radiomundial.com.ve/yvke/noticia.php?24187>

Bolivarian Republic of Venezuela. Ratified Conventions on Cultural Heritage. http://portal.unesco.org/la/conventions_by_country.asp?language=E&typeconv=1&contr=VE

Bolivarian Republic of Venezuela. Properties inscribed on the World Heritage List. <http://whc.unesco.org/en/statesparties/VE>

Development Strengthening of Birongo's Community. Project No. VE-M1010: Inter-American Development Bank. 2009. <http://www.iadb.org/projects/project.cfm?id=VE-M1010&lang=en>

Hafstein, Vladimir. The Making of Intangible Cultural Heritage: Tradition and Authenticity, Community and Humanity. Dissertation. Scandinavian Studies. University of California-Berkeley. 2004.

La Cultura es el Pueblo: Venezuela's Investment in Culture and the Arts. <http://www.rethinkvenezuela.com/downloads/cultura.htm>

Karen Larkins. Endangered Site: Port City of Coro, Venezuela. *Smithsonian Magazine*. March 2009. <http://www.smithsonianmag.com/travel/Endangered-Cultural-Treasures-Port-City-of-Coro-Venezuela.html>.

Katharyne Mitchell. Memory and Spectacle: The Politicization of Art, and the Aestheticization of Politics. *Urban Geography*. Vol. 24. No. 5. 2003. pp. 442-459.

Dawson Munjeri. Tangible and Intangible Heritage: From Difference to Convergence. *Museum*. Vol. 56. No. 1-2. 2004. pp. 12-20.

Nadezhda Dimitrova Savova. Heritage Kinaesthetics: Local Constructivism and UNESCO's Intangible-Tangible Politics at a *Favela* Museum. *Anthropological Quarterly*, Vol. 82, No. 2. 2009. pp. 547-586.

Organization of American States. The Role that Culture Plays in Social Development and Economic Integration in Our Hemisphere. August 18, 2004. Mexico City, Mexico

Margarita Sanchez. Best Practices in Afro-Latin Community Development: Lessons from a pilot Project on the Atlantic Coast of Honduras and Guatemala. Inter-American Development Bank. <http://www.iadb.org/sds/doc/soc-sanchezmargaritai.pdf>

Stockholm Intergovernmental Conference on Cultural Policies for Development. A Short History of UNESCO's Culture and Development Agenda. http://portal.unesco.org/culture/en/ev.php-URL_ID=35397&URL_DO=DO_TOPIC&URL_SECTION=201.html

María Ismenia Toledo. Management and Prevention of Risks to the Cultural Heritage: Case of Venezuela. ICOM Venezuelan National Committee. Venezuela. 2000.

Wim van Zanten. Constructing New Terminology for Intangible Cultural Heritage. Museum. Vol. 56. No. 1-2. 2004. pp. 36-44.

UNESCO. Convention for the Safeguarding of the Intangible Cultural Heritage, Paris, 32nd Session. 17 October 2003.

UNESCO. Universal Declaration on Cultural Diversity. Adopted by the 31st Session of UNESCO's General Conference. Paris. 2 November 2001.

Report of the World Commission on Culture and Development. Our Creative Diversity. (Javier Pérez de Cuéllar, Lourdes Arizpe, Yoro K. Fall, Kurt Furgler, Celso Furtado, Niki Goulandris, Keith Griffin, Mahbub ul Haq, Elizabeth Jelin, Angeline Kamba, Ole-Henrik Magga, Nikita Mikhalkov, Chie Nakane, Leila Takla). Culture, Development and Society Series. 1997.

Schedule of Course Content

(1) Week 1 Onsite Orientation – Caracas City tour; El Hatillo; cultural activities

(2) Week 2 Course Introduction - Understanding Intangible Cultural Heritage

UNESCO. Convention for the Safeguarding of the Intangible Cultural Heritage, Paris, 32nd Session. 17 October 2003.

UNESCO. Universal Declaration on Cultural Diversity. Adopted by the 31st Session of UNESCO's General Conference. Paris. 2 November 2001.

Stockholm Intergovernmental Conference on Cultural Policies for Development. A Short History of UNESCO's Culture and Development Agenda.

http://portal.unesco.org/culture/en/ev.php-URL_ID=35397&URL_DO=DO_TOPIC&URL_SECTION=201.html

Report of the World Commission on Culture and Development. Our Creative Diversity. Culture, Development and Society Series. 1997.

(3) Week 3 Course Introduction - Understanding Intangible Cultural Heritage

Organization of American States. The Role that Culture Plays in Social Development and Economic Integration in Our Hemisphere. August 18, 2004. Mexico City, Mexico.

Noriko Aikawa. An Historical Overview of the Preparation of the UNESCO International Convention for the Safeguarding of the Intangible Cultural Heritage. Museum. Vol. 56. No. 1-2. 2004. pp. 137-149.

Mohammed Bedjaoui. The Convention for the Safeguarding of the Intangible Cultural Heritage: the Legal Framework and Universally Recognized Principles. Museum. Vol. 56. No. 1-2. 2004. pp. 150-155.

- *Field observation, workshop and documentation - Curiepe
- *San Juan Festival - Curiepe
- *Collating and Compiling Observations
- ** In-Class Exercise 1

(4) **Week 4 A Review of the Evolution of ICH Practices and the Controversies**

Katharyne Mitchell. Memory and Spectacle: The Politicization of Art, and the Aestheticization of Politics. *Urban Geography*. Vol. 24. No. 5. 2003. pp. 442-459.

Dawson Munjeri. Tangible and Intangible Heritage: From Difference to Convergence. *Museum*. Vol. 56. No. 1-2. 2004. pp. 12-20.

Nadezhda Dimitrova Savova. Heritage Kinaesthetics: Local Constructivism and UNESCO's Intangible-Tangible Politics at a *Favela* Museum. *Anthropological Quarterly*, Vol. 82, No. 2. 2009. pp. 547-586.

Wim van Zanten. Constructing New Terminology for Intangible Cultural Heritage. *Museum*. Vol. 56. No. 1-2. 2004. pp. 36-44.

- *Field observation, workshop and documentation - Hacienda La Ceiba - Cocoa Cultivation
- *Collating and Compiling Observations

(5) **Week 5 Venezuela and ICH**

María Ismenia Toledo. Management and Prevention of Risks to the Cultural Heritage: Case of Venezuela. ICOM Venezuelan National Committee. Venezuela. 2000

La Cultura es el Pueblo: Venezuela's Investment in Culture and the Arts.
<http://www.rethinkvenezuela.com/downloads/cultura.htm>

Karen Larkins. Endangered Site: Port City of Coro, Venezuela. *Smithsonian Magazine*. March 2009. <http://www.smithsonianmag.com/travel/Endangered-Cultural-Treasures-Port-City-of-Coro-Venezuela.html>.

- *Field observation, Wetlands Environmental Project - La Pergola
- *Collating and Compiling Observations
- **IN Class Exercise 2

(6) **Week 6 Assessing ICH in Action**

Reinaldo Bolívar. Afro-Venezuelan Day. Speech in the National Assembly of the Bolivarian Republic of Venezuela, Caracas, April 7, 2009.
<http://www.radiomundial.com.ve/yvke/noticia.php?24187>

Bolivarian Republic of Venezuela. Ratified Conventions on Cultural Heritage.

Bolivarian Republic of Venezuela. Properties inscribed on the World Heritage List.
<http://whc.unesco.org/en/statesparties/VE>

Development Strengthening of Birongo's Community. Project No. VE- M1010: Inter-American Development Bank. 2009. <http://www.iadb.org/projects/project.cfm?id=VE-M1010&lang=en>

- *Field observation and documentation - San Juan
- *Collating and Compiling Observations

- (7) **Week 7 Oral Research Reports**
***FINAL EXAM**

- (8) **Week 8 Program evaluation with participants and local partners; end of Program Events;**
depart to Caracas/US

Program Calendar Summer 2012

June	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
						1	2	
3	4	5	6	7	8	9		
10	11	12	13	14	15	** During each week the program will arrange the tours, workshops, demonstrations, and meetings for the students. Students will also have the opportunity to volunteer for English workshops in area schools.		
	Arrival, Caracas City tour, Onsite Orientation		AFAM 190 - 9-10:30 am		Field Trip			
	16	19	20	21	22			23
Free Time								
	25	26	27	28	29	Free Time		
Free Time								
July								
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	7	
1	2	3	4	5	6	Students work on projects		
Field Trip								
8	9	10	11	12	13			14
						Free Time		
15	16	17	18	19	20	Free Time		

Program Calendar Summer 2012

July (cont'd.)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
22	23	24	25	26	27	28
Extended Field Trip						
29	30	31				
Evaluations, final projects end of Program Events		Departure to Caracas				
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Depart to the US	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18

APPENDIX 2

Venezuela Study Abroad School/University English Workshops Project Project Protocol

Sites:

1. Unidad Educativa Eulalia Buroz (Public High School, Tacarigua)
2. Universitario Politecnica Experimental Argelia Laya (Univ., Higuerote)
3. Colegio Nuestra Senora del Carmen (Private High School, Higuerote)

Purpose of the Workshops

The English workshops at each site are intended to assist and support the classroom work and work plans of English teachers at each institution.

Objectives of the Workshops

The objectives of the workshop are to: (1) supplement English language learning activities that occur in the classroom; (2) provide practice, homework, and other assistance to students to help improve pronunciation, conversation, and other elementary skills; and (3) provide partial relief for English teachers whose classes may be overcrowded, or who may be unable to spend extra time with students.

In addition to working with teacher lesson plans, workshop teams may devote a short period to free and open conversation during the session, or design exercises that illustrate actual work the students are covering in the classroom. However, the majority of the time session work will be devoted to standard work following what has been presented in the classroom.

Preparation

Students will work with our local liaison in Venezuela (English language teacher in both the University and the high school) to prepare students for their work as volunteer English language tutor. The workshops will function, as they were previously, as labs where local students will be able to practice lessons for their beginning English language course sequences.

Structure of the Workshops

There will be teams of two (2) persons each.

- Workshops at Unidad Educativa Eulalia Buroz (Public High School, Tacarigua) will be staffed by three teams (6 persons);
- workshops at Colegio Nuestra Senora del Carmen (Private High School, Higuerote) will be staffed by two teams or a total of 4 persons.
- Workshops at Universitario Politecnica Experimental Argelia Laya (Univ., Higuerote) will be staffed by 1 team (2 persons)

Workshops at Unidad Educativa Eulalia Buroz will operate on Tuesdays and Thursdays on a morning (10 am-noon) and Afternoon (2pm-4pm) schedule. Other schools will operate on a similar basis. Team members at other schools will staff the workshop together on their selected days at a time that is mutually agreeable for them and school officials.

Ideally each workshop will operate for a minimum of two hours, with 3-4 hours being the upper limit. Each workshop session should be divided into 2 parts with a change at the halfway point of a shift. This allows for contact with more students during a session. Team members should conduct their sessions separately. This also allows for contact with more students.

Teams or team members may determine if they need to set aside workshop time for one-on-one work with some students, but should be aware of the time consumption this practice entails.

Logistics

Transportation

Those assigned to Tacarigua should consider the travel time necessary to reach their assignment site which is located 10 km outside of Higuerote. Transportation to the site should be arranged with the VZ Project Assistant, however, it is likely you will have to use the bus services. You will be provided with a supplement to your monthly dole to cover the expense of round trip bus fare to the site.

Note: it is recommended that at least one member of each of the two teams at Tacarigua have telephone access during their time on-site.

Dress

Recognize that team members **MUST** present themselves as professionals and as part of the instructional staff. Therefore, a strict dress code will be active for all site placements. This code must be strictly adhered to at all times. Persons who don't, or cannot adhere to dress code guidelines will not be able to participate in the English Workshops:

- **For men** – long pants at all times, no shorts of any kind please. T shirts may be worn but regular buttoned shirts preferred. If t-shirt is worn it should not carry inappropriate graphics and must be tucked into your pants as is required of students at the school. Tennis shoes may be worn, shoes are preferred however. No sandals unless they are dress sandals; no flip flops.
- **For women** – pants, skirts, or dresses at all times. No shorts of any kind, no tights. T-shirts may be worn but other informal wear is encouraged. If t-shirt is worn it should not carry inappropriate graphics. Necklines should be more formal. No halter-tops, tops with thin straps or uncovered arms or bare midriffs. Dress sandals are acceptable but no flip-flops.

Ethics and Professional Comportment

As you take up your placement find out immediately who your contact will be at the institution. This will be the person who keeps you advised of schedules and schedule changes at the school, who will tell you where your workshop will take place and assign you new quarters should things change, and who will generally handle most problems as they arise.

Team members should be aware that, as Americans, you represent a novelty for many of the young students at these institutions and you will often find yourself at the center of attention. This can be tremendously disruptive for the school community and for administrators and other teachers, particularly where discipline has been a problem. It is your responsibility to quickly become a part of the school community and to limit any disruptions that might occur because of your presence.

Remember also that teachers at these institutions have been working with these students for a long time and, often, are not recognized for the hard work they put into their jobs. It is important for us to recognize them for this work, openly and often, and to understand the dynamic we create when we arrive on site. We should regularly seek teacher advice on what we will implement in the workshop and, on occasion, even ask to sit in on one of their classes. We don't want professional jealousies to hinder our efforts, or embarrass the school administrators.

We should also understand the limitations of our Spanish proficiency and how this will affect our effectiveness working with students. Therefore, we should endeavor to stay close to the protocols for the project, including depending on school staff to provide guidance and to refrain from altering plans to suit your own language needs or limitations.

Evaluations

Brief evaluations will be conducted to determine the effectiveness of our work.

Student/Team Leader Interaction and Protocols

We also want to be aware of the way we interact with students and understand the excitement that is generated because of the novelty of our presence. Many of the students, both boys and girls, will be interested in a relationship beyond student and teacher, usually on a friendly and innocent level. Many will ask for contact information including email, telephone and other personal data. It is important for you to set limits on what you will divulge to these young people.

You should also, very early into your placement, set very clear limits on personal space and your rules on student comportment when you are at the school whether in the workshop or not. This is particularly important for women members of the team as the doors of the school are not effective barriers to some of the more egregious examples of verbal sexual harassment. You must let students know what you consider to be acceptable interpersonal behavior and to adhere to those rules throughout your placement.