



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

STUDY ABROAD OFFICE

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September 1, 2017

Administrative Boards of the College of Arts and Sciences
Office of General Education
UNC-CH

UNC-Chapel Hill Spanish and Service in Peru Summer Program

Dear Colleagues:

This letter is to seek approval for the establishment of a UNC-Chapel Hill Spanish and Service in Peru Summer Program to be led by Assistant Teaching Professor Lornaida Avilés de León in Summer 2018. The 5-week program will run, tentatively, from June to early August and will be based at the Universidad de San Ignacio de Loyola (USIL) in Cusco, Peru. It is anticipated that the program, with the same academic content, will be offered annually thereafter, led by Professor Avilés de León or another faculty member. The establishment of this program is supported by the Department of Romance Studies.

Partner Institution

This program will be run by CISabroad, a reputable U.S. based provider of customized faculty-led programs that offers 24/7 on-ground support. CIS will provide all logistical support including; country orientation, predeparture trainings, classroom and faculty resources, student home stay allocations, ground transportation from arrival until departure, excursion booking and logistics, on the ground faculty and student support, and 24-7 support for all situations and emergencies that may arise. CIS has offices in Cusco and will assign a program manager to UNC whom will be out direct contact person in-country at all times.

For educational facilities and credit granting we will work with the Universidad de San Ignacio de Loyola (USIL) which was founded in 1995 as the first university created and approved by the National Council for the Authorization of University Operations (CONAFU). CSI and USIL have a long-standing relationship and partnership in Cusco and throughout Peru. The campus in Cusco is an entity of the San Ignacio de Loyola Education Corporation, which has 50 years of experience in education across various levels, and has a mission “to shape competent entrepreneurial professionals who are socially responsible and capable of performing successfully, both domestically and internationally.” For more information about USIL, see:

<http://www.usil.edu.pe/en/about-us/universidad-san-ignacio-de-loyola>

USIL has an International Extension Center in Cusco that welcomes students from around the world to study for a semester, year or summer term. As part of the existing summer terms, there are a host of courses offered in Spanish language, Quechua (language of the Incas), and content courses offered in English. Students take courses in an ancient 16th century Incan building that is only a short 5-minute walk from the main square. Along with classrooms and offices, the Center also offers amenities such as common spaces, a garden, student lounge, computer lab, and internet connectivity via Wi-Fi.

Program Rationale

The Spanish specialization in the Romance Studies department is by far the largest area of study in the foreign languages and it is underserved when it comes to faculty-led study abroad programs. At the moment, UNC only offers one language intensive faculty-led program in Latin America: Spanish for Health Professions in Costa

offers one language intensive faculty-led program in Latin America: Spanish for Health Professions in Costa Rica. This proposed program would provide students with another language intensive option, especially for the more advanced Spanish students. It would also be the first language program in South America, thus adding more geographical diversity to the study abroad offerings. The location in Cusco, the capital of the Incan empire, is a factor that would make this program appealing to students. Also, due to the low costs in Peru, it's possible to keep program fees relatively low and make it attractive to a broad group of students.

Proficiency and fluency in a foreign language are goals that require students to go beyond the repetitive practice of grammatical structures and constrained exposure that is characteristic of traditional language courses. While these serve as sound and necessary foundations for the development of communicative skills, studying a language in its true environment provides students with an array of cognitive experiences that cannot be replicated in a classroom. Even though instructors can create scenarios that encourage students to use their language skills in new and creative ways, that is not equivalent to the experience of interacting with a host family or asking for directions in a foreign country. Studying abroad entails going beyond the constraints of the classroom, encouraging students and pushing them to use the language as they go about their everyday lives, which exposes them to a form of experiential learning that reinforces their linguistic foundations while building their social understanding of others. The experiences they gain while being immersed in the language are invaluable.

A well-structured program provides immersion by actively engaging students in classes and activities, living with host families, participating in community engagement projects, and asking them to reflect on their experiences. Students are forced to think and speak in the target language all day while engaging with locals as well as their fellow students in an array of activities. This form of immersion leads to a high number of contact hours that surpass those of a regular semester course. Also, the opportunity to work side-by-side with local community members offers the opportunity for structured and informal learning about the host culture and society. All the aforementioned factors combine to make courses such as this advanced conversation class perfectly suited for being taught abroad.

Academic Credit and Prerequisites

All students will take two courses while in Cusco: the common core course - SPAN 300, for 3 UNC-CH graded-credit hours (taught by Professor Avilés de León) and one 3 or 4 credit hour course (taught by USIL faculty) based on their interest and language proficiency, which will count as a transfer course.

Common Course: SPAN 300 *see note below

SPAN 300 Advanced Spanish in Context (3 credits). Spanish 300 is the first course in the Spanish and Linguistics majors and the first course in the Hispanic Studies minor. This is a fifth semester course that focuses on improving students' writing, speaking, and cultural competencies in Spanish. It is assumed that students taking this course will have had four semesters of Spanish (minimum of Spanish 204 or equivalent, during which they have developed the four skills needed for success in foreign language courses (listening, reading, speaking, writing), and that they will be conversant with the language and with the grammatical concepts. Regarding grammar, the course focuses on review of those grammatical elements that are most challenging for English speakers.

An added component of this course will be a service-learning component run by CIS's partner volunteer organization [Kaya Responsible Travel](#). Students will work in the [Global Health and Nutrition Volunteering in the Andes](#) project once a week (for a minimum of 3 hours per week) and will use their Spanish in a practical setting as they work and interact with community partners and members. Professor Avilés has worked with this project before and has seen the significant impact it has in the lives of the local communities. This project has been sanctioned by the UN and aims to improve the health and living conditions of local indigenous communities surrounding the Cusco area. The project objectives, personal accomplishments, and interactions with community members that the students have will serve as the basis for reflection, class discussions, and

written assignments for the SPAN 300 course. Also, the final project and presentation for the course will be based on this project. Prerequisites: SPAN 204 or SPAN 402

SPAN 300, which is an already approved offering in the Department of Romance Studies, will be taught by Professor Avilés de León and will meet daily for the entirety of the program unless otherwise stated on the calendar.

Note: Effective fall 2018, SPAN 300 will be restructured; the new required course for majors and minors will be SPAN 261. For the purposes of this study abroad program, students will complete SPAN 300 in Summer 2018 and SPAN 261 in Summer 2019 and beyond.

USIL Course

Students will also enroll in a transfer credit course taught in Spanish by local professors in USIL. Course options for summer 2018 include:

- Intercultural Communication
- Introduction to Communication
- Written Communication (Comunicación Escrita)
- International Trade: Imports and Exports
- Latin American Literature (Literatura Latinoamericana)

Program Director

Professor Lornaida Avilés de León, Assistant Teaching Professor of Spanish in Romance Studies, has been teaching since 2007 and developing and leading study abroad and service-learning programs since 2009. Professor Avilés de León's professional background lends an added layer of benefit to the students and an international program. A committed educator, Professor Avilés de León is a native speaker of Spanish and previously taught all levels of Spanish at the University of Missouri. A social anthropologist by training, her area of research focuses on Latin American history and economic development focusing on the Andean region. In addition, she developed and taught a course focused on Latin American Civilization, which includes content that can be applied to the proposed program.

In her previous position at the University of Missouri, she served as faculty leader for study abroad programs to Costa Rica, Ireland, and Peru, where she led two successful programs to Cusco, which serve as the foundation for this proposed program. Aside from leading programs, she also conducted site visits to assess potential locations for new programs in Ecuador, Bolivia, and Italy. In the service-learning office, she worked to develop a new global-immersion curriculum for both faculty and students going abroad that seeks to prepare them for the challenges they may encounter while making the most of their experience and contributing in-depth to the organizations they serve abroad.

Program Location and Safety

Cusco is the hub and capital of the Inca empire and modern indigenous culture in Peru, and an UNESCO Cultural World Heritage Site. Its colonial architecture and historical cobblestoned streets are easy to explore, as well as other historical sites in the nearby Sacred Valley. It is a city of approximately half a million residents and just a short hour and thirty-minute flight from Lima.

The program will be housed at the USIL Extension Center in Cusco. The Center is housed in a 16th century building lined with Incan walls that is only a short walk to the central and bustling Plaza de Armas. It is also easily accessible to other parts of the city via public transportation. To encourage further cultural immersion, students will stay in homestays with local families carefully vetted by the provider. Host families will provide two meals a day, utilities, Wi-Fi, linens, laundry services, and an immersive language environment. Most homestays will be a 15-25-minute commute to the Center by bus, or less than 10 minutes by taxi. As an alternative, USIL also has dormitory style housing at La Casa de Don Ignacio Cusco, just a few blocks from the main square. The facility offers 24-hour security, Wi-Fi, shared common spaces (bedroom, bathroom, kitchen, living room), housekeeping, and daily breakfast.

Students will be required to purchase international travel and health insurance via our insurance provider, GeoBlue. An initial search on the GeoBlue provider website lists over fifty doctors and three traveler clinics within a 25-mile radius. Peru in general is a safe travel destination, but the US State Department does advise travelers of crimes such as petty theft and armed robberies. While violent crimes against foreign visitors are infrequent, armed robberies have been on the rise. Upon arrival, students will first participate in a thorough orientation program that will highlight safety issues, how to remain alert and aware of their surroundings, and how to act in the event of safety concerns and violations.

Health concerns and safety matters will be addressed with students during pre-departure meetings and materials. The State Department does not require any special vaccinations for the Cusco area where this program is located. Students are advised to receive the malaria immunization series if they are planning on traveling on their own to the jungle areas of Peru, but the program does not include travel to these areas. Water safety is a concern in the area due to the presence of waterborne contaminants. Student will be provided with filtered water in their host family homes and will have safe water available to them at all times at USIL. In case of illness, students will be taken to a clinic if their symptoms do not improve within 24 hours.

Another health concern for many travelers to Cusco is altitude sickness. Due to Cusco's elevation at 11,200 ft. above sea level, altitude sickness, which is caused by the decreased amount of oxygen and can include symptoms such as fatigue, shortness of breath, and dehydration can be an issue. Students will receive tips on measures they can take to prevent and alleviate the symptoms before they arrive in the pre-departure meetings. They will also go through a health orientation in-country and be closely monitored by program staff, Professor Avilés, host family, and site director, all of whom have experience with altitude sickness and know how to recognize the symptoms and alleviate them. If a student shows severe symptoms they will be immediately taken to a clinic for hydration and medication.

USIL and CISabroad Support Services

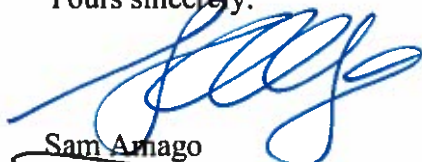
USIL and CISabroad provide our students with online pre-departure orientation materials, on-site health and safety orientation, 24/7 support through on-site coordinators and directors, and also airport pick-up on arrival. They will also arrange homestays and service-learning placements for our students for the duration of the summer program. On weekends and at the conclusion of the academic program, they can also assist in coordinating excursions and cultural activities.

Program Requirements and Size

The minimum GPA requirement will be 3.0 and students must have at least Sophomore status and completed the equivalent of four semesters of Spanish or SPAN 204. The program is open to UNC students of all majors and minors. The minimum required size for this program is 10 students and maximum enrollment is 20.

We are happy to provide any further information that you may need to evaluate this proposal.

Yours sincerely:



Sam Amago
Chair, Department of Romance Studies



Bob Miles
Associate Dean: Study Abroad and International Exchanges

Spanish Perú Summer Program

2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
24 Inti Raymi- Festival of the Sun	25	26	27	28	29	30 Arrival to Cusco
Jul-1 Orientation- City Tour and hike in Saqsayhuaman	2 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	3 Morning Transfer Class (2 hrs) Service project afternoon (2.5 hours)	4 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	5 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	6 Free day	7 Maras, Moray excursion
8 Valle de los Incas- Pissac hike and artisan market trip	9 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	10 Morning Transfer Class (2 hrs) Service project afternoon (2.5 hours)	11 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	12 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	13 Free morning Afternoon departure to Ollantaytambo	14 Afternoon travel to Machu Picchu Pueblo
15 Machu Picchu with late departure back to Cusco	16 Free day	17 Morning Transfer Class (2 hrs) Service project afternoon (2.5 hours)	18 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	19 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	20 Free day	21 Free weekend
22 Free weekend	23 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	24 Morning Transfer Class (2 hrs) Service project afternoon (2.5 hours)	25 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	26 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	27 Free morning Afternoon departure for Puno	28 Floating Islands- Puno Region in Lake Titicaca
29 Floating Islands- Puno Region in Lake Titicaca	30 Free day	31 Morning Transfer Class (2 hrs) Service project afternoon (2.5 hours)	Aug-1 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	2 Morning Transfer Class (2 hrs) 1-3 pm SPAN 300 (2 hrs)	3 Morning Transfer Class (2 hrs) Free afternoon	4 Travel to Lima/ Departure to US (August 5)

UNC-Chapel Hill Spanish 300 and Service in Perú Summer Program

Instructor: Lornaida Avilés

Email: avilesl@unc.edu

Course Description.

Spanish 300 is a fifth semester course taught in Cusco, Peru that uses traditional classroom work, service-learning, excursions, and culture as a basis for reviewing grammatical concepts, developing writing competency, and improving overall communication skills in students that have completed previous Spanish courses and SPAN 260. Students are expected to have mastered the vocabulary and grammatical concepts taught in those classes and this course continues to focus on refining the four language skills of reading, writing, speaking, and listening using authentic written, visual, and oral texts. A key component of this course is participation in a service-learning project in which students will help improve the living conditions of families while working with local community members.

Course Objectives

In this course students will:

- Focus on, recycle, and expand Spanish grammatical structures through guided reviews and in-context oral and written practice
- Develop practical oral proficiency through daily interactions with host Peruvian family and others
- Be introduced to authentic written, visual, and oral texts
- Incorporate personal experiences and interactions with local community members from the service-learning project into class discussions and reflections
- Develop critical thinking and analytical skills exemplified through writing samples
- Learn about significant historical and cultural events in class excursions and guest lectures
- Improve vocabulary and grammar skills in both accuracy and fluency by participating in many, mostly oral, guided activities

Learning Outcomes

By the end of the course, students should develop:

- Advanced proficiency in speaking, reading, and writing the language.
- A deeper understanding of community issues and diversity
- Ability to use critical thinking and problem-solving skills
- Exposure to authentic Peruvian culture in their host families and service project
- Knowledge of significant cultural and historical events in Hispanic and Peruvian culture.
- Confidence and experience navigating aspects of everyday life in a Spanish speaking country.

Required Texts (you must bring this to class every day)

Punto y Aparte (5th ed.) by Sharon Foerster and Anne Lambright published by McGraw Hill

(ISBN: 9780077945756)

Suggested text: **Collins Beginner's Spanish Dictionary** HarperCollins Publishers

(ISBN-10: 0061374938)

Grading

Your grade will be based on the following criteria:

Pre-departure meetings and work on Sakai	10%
2 Exams	35%
5 Vocabulary/Grammar Quizzes	10%
3 Essays (30pts. each)	15%
Homework	5%
Class/Service-learning/Excursion Participation (4 grades)	15%
Final paper and presentation	10%

Pre-departure meetings and work in Sakai 10%: A required and key part of this course will begin before the spring semester of 2018 ends. You will have 5 mandatory meetings in which an array of topics will be discussed. These will include: health and safety; travel requirements and recommendations; Peruvian history and society; culture shock and how to deal with it; and personal research on your part on the country and its people. The objective of these meetings is to get you as prepared as possible to be a responsible, knowledgeable representative of UNC, and a culturally sensitive individual. The dates and details of these meetings will be provided in the Sakai site for the course.

Exams 35%: The focus of this course is on verbal and written production using structured review and the incorporation of local experiences and history into assignments. Therefore, the tests are not composed mainly of multiple choice or mechanical fill-in-the-blank exercises. Instead, they will offer you the opportunity to use what you have learned in productive and creative ways. Because you cannot become proficient in a language without understanding the cultures that speak it, you will also be responsible for demonstrating your understanding of the cultural information included in each lesson. The main objective of the exams will be for you to express your thoughts and opinions on the subjects discussed in class while using the grammar that is reviewed. There will be 2 cumulative exams, a midterm and a final, as indicated in the calendar.

Vocabulary/Grammar quizzes 10%: An important objective of the class is to build upon and considerably expand vocabulary. Daily interactions with the host family, class excursions, and locals will augment practical vocabulary while the textbook will concretely build on thematic areas. This in addition to the grammar review and expansion will be tested in short weekly quizzes.

Essays 15%: To test written proficiency you will complete 3 essays (1 – 2 pages each) on specific topics that incorporate your personal experiences in Cusco. You will be given the topic and requirements 5 days in advance of the due date. Each essay is worth 100pts. You will receive 2 grades for each essay, one for the first version (70pts) and one for the corrected and final version (30pts). After submitting your essay, your instructor will grade it and give you specific comments such as “wrong tense” or “agreement error” along with a sheet specifying the grading criteria (see course supplements). You will then have 2 days to correct your mistakes and submit a final version. The topics for the essays are listed below and more details will be provided by your instructor.

Essay #1: Situation: they are a program manager that connects students with host families in Cusco. They are having a problem placing a student, named Sunshine, who has a unique personality, dresses out of the ordinary, and gets judged by her appearance despite being an excellent student.

Grammatical content assessed: Comparisons, physical descriptions, present tense, the imperfect tense, and plans in Cusco (based on their own personal experiences in the city).

Essay #2: Situation: their best friend (a female) is about to marry a Peruvian man and she is very worried about meeting his family and how she should behave. You write her a letter giving her advice based on what you have learned about Peruvian families. Then you speak of what their future will hold as a multi-cultural couple.

Grammatical content assessed: Verbs like “gustar”, observations and conversations with host family about social norms and behaviors, wishes and desires (subjunctive), recommendations and suggestions (subjunctive), the future tense.

Essay #3: Situation: you are the Dean of Arts and Sciences at UNC and have to prepare a speech for incoming freshmen class speaking about their future, but also about your personal study abroad experience and the benefits of a global education.

Grammatical content assessed: preterit and imperfect, impersonal expressions, suggestions, real si clauses, future tense, and time conjunctions.

Homework 5%:

Every day you will have homework to review the material covered in class. NO LATE WORK WILL BE ADMITTED

UNDER ANY CIRCUMSTANCE unless you can provide a valid excuse. Homework is extremely important for language learning and should be done every day before class. By doing homework you will build up good foundations to perform successfully in your target language. Homework is assigned on the calendar and sometimes in class. Your instructor will occasionally assign homework activities, that were not in the calendar, in class, when he/she decides that some of these activities are appropriate to get further practice on grammatical topics and specific structures. If you miss class, it is your responsibility to contact any of your classmates about homework.

Incomplete homework does not count at all; not even if you did 90% of this homework. Finishing homework up in the last minute (in the **hallway**) does not count either. If your instructor notices that you are doing this while he is about to get into the classroom, he/she will not give you any points at all. Also, homework that is turned in must be legible and neat- no notebook paper with the rings still attached will be accepted.

Participation and service-learning project 10%:

Active participation from you is essential for your own learning and for the development of the class. Due to the nature of this program, participation is more significant than it would in a regular class. The term “participation” in this program incorporates your behavior in the 3 mayor components of the program: class, excursions, and work during service-learning projects. The participation grade you receive in this Spanish class is a combination of many aspects of your behavior. Merely attending does not translate to a good participation grade. Daily participation points are earned by actively participating in all activities as well as answering questions, but other aspects of participation are also considered. You must show your instructor that you are paying attention and following along with anything that is happening by actively participating. Things such as falling asleep, taking a long time to begin working on activities, speaking in English, using electronic devices, talking to friends instead of completing the activities, and not paying attention to what is happening will lower your participation grade and can result in no participation points for the day. Excused absences that are not excessive (as defined in the attendance policy) will not affect your participation grade and necessary adjustments will be made by your instructor.

Your instructor will keep a daily record of your participation in the course which will be weighed by the participation criteria (see supplemental documents). You should see your instructor periodically during office hours to discuss your participation and progress in the course – to verify that your perception is the same as the level of participation seen by your instructor. Participation is worth 10% of your overall grade and you will receive 4 participation grades throughout the semester. The criteria for grading can be found at the end of this document.

Final paper and presentation 10%: The culminating assessment in the course will consist of a partnered research paper and associated presentation. you will be able to research a topic of their choice that pertains to Peruvian culture, social and literary traditions, history, current social movements, indigenous people, or economic history. You will be given specific instructions on what the paper must include and will have 4 weeks to research their topic. A key component is that you must incorporate a personal interview into their paper. Then, your and your partner will present your paper to the class and must be ready to answer questions from fellow students and the instructor during the last week of classes.

Grading scale:

At the end of the semester, the following scale will be used to convert your points into a letter grade:

92% – 100% = A	80% – 81.9% = B-	68% – 69.9% = D+
90% – 91.9% = A-	78% – 79.9% = C+	62% – 67.9% = D
88% – 89.9% = B+	72% – 77.9% = C	60% – 61.9% = D-
82% – 87.9% = B	70% – 71.9% = C-	59.9% or below = F

Course policies

Daily routine and preparation for class: Your daily schedule is set in detail in the course calendar that accompanies this syllabus and two types of work will be required of you: preparation prior to each class and

homework exercises to review each day's lesson. Your instructor will start each class with a brief warm-up that typically covers the previous day's material. In order to be prepared, you must have completed the homework and reading exercises outlined in the course calendar. It is absolutely necessary that you read the assigned textbook pages BEFORE class; your instructor will start the lesson assuming that you have read them. If you have not, you will not be prepared for class. In particular, do not expect your instructor to spend a lot of class time explaining a concept that is clearly laid out in your textbook --s/he will assume you are acquainted with it already. Also, you are expected to complete the homework exercises at home as indicated. These activities will help you practice and review what has been covered in class, thus preparing you for the daily warm-up activities as well as the exams. If you miss a class, it is your responsibility to find out whether there is extra homework; missing a class is never an excuse for not doing it.

Spanish in the Classroom: This class is taught completely in Spanish. Making Spanish the language of communication in the classroom entails some effort for you as well as for your instructor. It can be much easier for both if you find ways to cooperate and help create a comfortable class atmosphere. Learn a few useful expressions: *¿Qué significa X?* 'what does X mean?'; *¿Cómo se dice X?* 'how do you say X?'. There is no reason to say 'I don't understand' if you already can say '*no entiendo*' and if you do choose to use the English phrase you may disrupt the kind of classroom environment that your instructor is working hard to build. Similarly defeating is asking the person sitting next to you to translate what the instructor just said. Be expressive: if you don't understand something, or you want your teacher to repeat something, let her/him know at once.

Attendance policy and behavioral expectations: The Department of Romance Studies follows a strict attendance policy and this is also the case in this faculty lead program. Attendance is required to all classes, service-learning projects, and excursions and is a stipulation of being in the program. If you miss any class, project, or excursion without a valid excuse during the program without a valid excuse your participation in the program may be at jeopardy. If absences exceed 3 activities, you may be sent home. For an absence to be excused (and to make up missed coursework), you MUST be able to prove to your instructor why you were absent (illness, etc.). Exam and composition day absences are excused only for last minute and unforeseen emergencies/illnesses which are supported by official documentation. Also, please be considerate and make it to class on time. Every tardy will count as a 1/3 of an absence. Deductions to your final grade will be taken due to excessive absences.

Students abroad are subject to the same [Code of Conduct](#) policies than students on campus at UNC. Students found in violation of the Code of Conduct will be reprimanded and may be potentially sent home depending on the severity of the offense.

Students with disabilities

Students needing accommodations should contact the office for Accessibility Resources & Services to obtain the necessary accommodations to help them succeed in the course.

CB# 7214 SASB, Suite 2126, 450 Ridge Road,
UNC-Chapel Hill
Chapel Hill, NC 27599-7214
(919) 962-8300 (V/T), Email: <https://accessibility.unc.edu/>

Honor Code

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of online resources. Please consult the Acceptable Use Policy on topics such as copyright, net-etiquette, and privacy protection.

As a UNC student, you are responsible for obeying and supporting an honor system that prohibits lying, cheating, or stealing in relation to the academic practices of the University of North Carolina at Chapel Hill. The University of North Carolina at Chapel Hill's Honor System also requires you to refrain from conduct that significantly impairs the welfare or the educational opportunities of others in the University community. You are expected to do your own work in all aspects of your course.

Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. Outside help of any kind on any assignment that is to be turned in for a grade is considered academic dishonesty. With the exception of consultation with your instructor, no help

may be received on any homework assignment or composition. Doing so is a violation of the honor code. "Help" includes any aid received from personal tutors, friends, native speakers, or anyone other than your instructor on any assignment.

Your textbook may be consulted for assignments, compositions, and other course work unless you are specifically instructed otherwise. You are prohibited from using Internet translator sites. Furthermore, do not "copy and paste" from the textbook or the Supersite.

Finally, if you have any problems or questions concerning this course, please contact your instructor. I hope that you will find studying Spanish exciting and that you will feel that the hard work you put into this class will be rewarding.

UNC-Chapel Hill Spanish and Service in Peru Summer Program

Pre-departure Objectives

The pre-departure meetings seek to prepare students with a critical and reflective framework for approaching the transformative experiences that await them. With this in mind, we discuss

- Personal and identity development
- Professional and transferrable skills
- NGOs and service in cross-cultural contexts
- Ethics of cross-cultural collaboration
- Sustainable service
- Challenges of crossing national borders - cultural identity development, coping strategies, cross-cultural competencies
- Exploration of expectations

Throughout the program (pre-departure and in-country), we will explore:

- A broad array of knowledge of host countries including society, politics, history, cultural values and norms, and communication styles
- Awareness of personal growth and critical consciousness of culture, power and privilege
- The development of cultural competency and professional skills for civic engagement, social responsibility and interpersonal interactions

Expectations

Attendance: Attendance at all pre-departure sessions is required and is part of the course work for SPAN300.

Participation: These meetings revolve around travel to prepare you for the active participation in the life of the host community for the duration of the program. This participation will include direct community engagement through living with host families and collaboration with a community partner organization during service projects. We will discuss the required service work and additional designated activities. The intercultural service experience will serve as a basis for course discussion, writing, and professional development opportunities.

Class Discussion: Throughout the program, students will be expected to be activated learners, engaged in questioning content and involved in regular discussion. Each student is expected to offer reasons for the opinions he or she puts forward and all students are expected to share their opinions. No personal attacks will be tolerated, but you are otherwise strongly encouraged to disagree.

Session #1: Global Citizenship, Culture, Social Attitudes

- **Before the meeting:** Read Iyer, Pico (2000). "[Why we travel](#)"
- **Introductions and ice breaker**
- **Warm-up discussion:** Understanding student's cultural backgrounds and personal identity and values in relation to international travel and service
- **Presentation:** Social Justice with an emphasis on the current situation of indigenous people in Perú followed by a short discussion
- **Group Discussion:** how to be culturally sensitive and in particular with the many indigenous populations students will interact with in Perú
- **Group Discussion:** Study abroad logistics (travel arrangements, immunizations, passports, etc)

Session #2: Peruvian culture, history, social norms, and daily life

- **Before the meeting:** students have to look up on basic history of the country and come up with 2 interesting facts that they want to share with the class. They also will research stereotypes about Perú
- **Warm-up discussion:** students share information on stereotypes, which is transitioned into the presentation
- **Presentation:** Survey of Peruvian history (focusing on current events) and daily life in country
- **Group Discussion:** daily life with a host family and program expectations on that matter, answer student questions
- **Group Discussion:** Study abroad logistics (travel arrangements, immunizations, passports, health & safety) – review info provided by Study Abroad Office at Pre-departure Orientation

Session #3: What is service?

- **Before the meeting:** Read Cole, Teju (2012). "[The white-savior industrial complex](#)" optional recommended reading "[What I didn't know then](#)" by Kelli Covey
- **Warm-up discussion:** Discussion about what service is in relation to the program
- **Presentation:** Ethics and Service
- **Group Discussion:** What is service?, social and behavioral ethics during service, in-country program expectations
- **Group Discussion:** Last minute questions and final logistics

Additional items to consider as you prepare:

- [How to Deal with Culture Shock while Studying Abroad](#) - Think about potential challenges (homesickness, mindfulness, culture shock, etc.) and how to deal with them while abroad
- Review Heels Abroad Handbook & Program Handbook