


2011

Three Sisters Exchange: Building Alliances and Promoting Justice from The United States to Ecuador

Ariel Climer
SIT Graduate Institute

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Three Sisters Exchange: Building Alliances and Promoting Justice from The United
States to Ecuador

Ariel Climer

PIM 69

A Capstone Paper submitted in partial fulfillment of the requirements for a Masters of
Arts in International Education at the SIT Graduate Institute in Brattleboro, Vermont,
USA.

Capstone Seminar Start Date: November 2011

Advisor: Rich Rodman

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Author's Signature: Ariel Beth Climer

Author Note

I dedicate this capstone to all the Ecuadorians who let me know how my work connects our countries and showed me real *sumak kawsay*, especially Christian, Gatito, Andrés, Marcelo, Santiago, Vinicio, Juanita, Luis, Alfonso, Andrés, and Hector. To all the foreigners and students with me in Ecuador who learned with me, especially Kelly, Brenna, Maria, Jamie, Lucas, and my English students. To my brother for always inspiring me with his radical words from within the empire that is the United States at this time. To all those who recommended the art and media I observed and read while abroad, which opened my eyes. To Eduardo Galeano, J. Melanie Young, Paul LeVasseur, Richard Rodman, Janaki Natarajan, and Tatsushi Arai for your writing, research, and critical eyes. To fellow students for reading my paper and encouraging me to write more daringly, especially Lauren, Manal, Rosie, Adam, Staci, Cara, Danny, Ann, Jota, Whitney, Ramina, Irine, Zamira, Hilal, Libby, Katy, Becca, August, and Catalina. To Craig Keen, Carrie Peirce, Monica Ganas, and the women of apartment 124 for being among the first to cure my blindness due to the indoctrination of my country and for continuing to support me to this day. To my friends of the BLVD for accepting me in our own experiment with living well in contradictory times. To my parents for always loving me and continuing to learn and teaching me what they learn. May we continue to nourish our friendships and to critically examine where we are, what we do, and how we move.

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Glossary

IE – International Education

IMF – International Monetary Fund

GX – Global Exchange

SACOM – Students and Scholars Against Corporate Misbehavior

SAP – Structural Adjustment Plan

TNC – Transnational Corporation

TSE – Three Sisters Exchange

UCE – Universidad Central del Ecuador

Abstract

This paper presents a proposal for a social justice and action-based study abroad program with foundations in the short-term reality tours of the education and human rights-based NGO, Global Exchange, a far-reaching non-profit with friendships built on solidarity against the spread of elite globalization. The program is called the Three Sisters Exchange to honor the sustainable design of indigenous crop planting prevalent around the world. The design comes at a time when international educators offer few programs with foci in social justice. The international education field needs more sustainable programs that take into account global systems. A propagation of such programs will help augment and justify internationalization within higher education by showing concern for the existence of elite globalization. The program's focus on creating alliances in the struggle for global social justice presents a unique design that grounds the participant in the skills and knowledge needed for actionable change.

Students in the program will study the workings and spread of elite globalization and its effects on human rights through an intentional program design. Each element of the program strives to uphold the commitment to people over profit with ample time spent in homestays, local communities, and with leaders with visions of a more just world. Global Exchange boasts of numerous connections compared to other existing and short-lived programs with similar goals. The design of the Three Sisters Exchange harnesses the connections to develop a design that provides opportunity for visible global change through cross-cultural solidarity, education, and lived experience. The program integrates the practice of a people's globalization not only into the curriculum but also into the day-to-day operations and practice.

Global Exchange Reality Tours
2017 Mission Street, 2nd Floor
San Francisco, CA 94110
Tel: 415-255-7296 Toll free: 800-497-1994
Fax: 415 255-7498 realitytours@globalexchange.org

Executive Summary

Global Exchange currently provides numerous reality tours linking ordinary citizens through international education and opportunities for meaningful meetings and relationships. The tours generally incorporate experiential learning and meetings with a variety of local groups. Whether traveling to Cuba, South Africa, or India, sojourners will always encounter "educational, interactive and inspiring excursions dealing with provocative themes" (Global Exchange, 2008a).

The Three Sisters Exchange will extend Global Exchange's people-to-people programs to a population eager to change the world: U.S. university students. The Three Sisters Exchange proposes a semester long, higher education program to Global Exchange that will take place in Ecuador. The program will last 15 weeks and provide a variety of learning environments for students. Three Sisters Exchange estimates a bottom line of approximately \$161,000 to fund this dynamic new program.

Three Sisters Exchange seeks to transform United States citizens in their second or third year of university. The program takes students on a journey from in-depth study of social justice within their own country to the struggles of indigenous people of Ecuador. Its unique, highly coordinated curriculum introduces students to the connections between social issues at the global level through personal interaction with local leaders and community members first in the U.S. and then abroad. From a tour of oil extraction in the rainforest to action-based internships and homestays in Quito, students will find ways to both witness and speak for those affected by elite globalization. Three Sisters exchange provides the opportunity for students to enter Ecuador with well-rounded knowledge, to meet and develop relationships with local people, and to collaborate on international action - all essential experiences to make the people-centered globalization a reality.

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“American students who travel abroad cannot be expected to transcend historical, political, social, and global systems of power in order to become cross-culturally immersed ‘global citizens.’ We can, however, be asked to become internationally conscious and self-aware American citizens who are responsible for thinking about those critical issues” (Zemach-Bersin, 2009, p. A34).

This capstone offers a fresh design for an experiential study abroad program centered around the model of Global Exchange (GX), a San Francisco-based “international human rights organization dedicated to promoting social, economic and environmental justice since 1988” (Global Exchange, 2008a, para. 1). The capstone design is predicated upon the assumptions held by GX that is

...changing the rules across the globe from a profit-centered global economy to thriving people-centered local economies; from the politics of greed to a living democracy that respects the rights of workers and nature; and from currency to community. Our holistic approach reaches thousands of members and supporters, through educating the U.S. public about root causes of injustice and the impacts of U.S. government policies and corporate practices. We inspire change by building people-to-people ties, engaging grassroots education for action and linking social and environmental movements. (Global Exchange, 2008a, para. 2-3)

Global Exchange, an “education and action resource center,” dedicates itself to raising awareness on both local and global issues regarding injustice and harm caused by elite globalization (Global Exchange, 2008b, para. 1). The vision of GX clearly presents its commitment to the peace and health of the planet and people through local and international collaboration.

This Ecuador-based program design takes inspiration from GX philosophies and promotes the education of U.S. American students through transformation into active and critical global learners who understand international problems from their roots (Global Exchange, 2008a). The design challenges students to generate an understanding of economic, cultural, and political globalization through relationships in alternative educational settings. The approach represents a contribution to U.S. American international higher education programming that upholds social justice as a key rationale in the creation of holistic and experiential programming.

International educators recognize the need for an education based in critical theory similar to the philosophies of GX. Jenkins and Skelly (2004) urge educators to develop study abroad program design that intentionally focuses on injustices in the world. They believe the path toward this global consciousness first takes the student out of the United States (Jenkins & Skelly, 2004). International education trends agree with this step as the 2010 Open Doors report concludes, “U.S. student participation in study abroad has more than doubled over the past decade” (Institute of International Education, 2011, p. 2). Jenkins and Skelly (2004) then assert the second step: “the United States must get out of the students” (p. 11). Jenkins and Skelly speak of a specific culture not typically discussed in study abroad circles: the destructive U.S. American economic culture. As the authors go on to refine their comment, they explain how the pernicious tendency to view everything as a commodity comes natural to U.S. American students and “distorts their understanding of other cultures and peoples” (Jenkins & Skelly, 2004, p. 11).

GX brings U.S. citizens to other countries to meet and develop relationships with people struggling against the governmental and corporate entities profiting from this

commoditization. The GX slogan, “Creating People-to-People Ties,” corresponds to the ideals of IE in the higher education context with a distinct intention to balance the dominant paradigms of U.S. and Latin American interests through education and interpersonal relationships. GX provides short-term educational delegations of “citizen ambassadors” to many countries called reality tours; the tours focus on the effects of globalization and local efforts to maintain sustainable communities through fair trade, locally and internationally based political and environmental action, and local economic development. The organization seeks to “inspire [participants] to challenge and change policies” related to global issues (Global Exchange, 2011b, para. 8).

This program design provides time for the development of closer connections between sojourners and local people based on a mutual understanding of the effects of elite globalization with extended programming. The design will examine the current need for a deeper, more coherent connection between internationalization, globalization, and programming, and it will integrate the study of conflict transformation into this endeavor. The program for GX supports the urgent need for U.S. international education programming to harness the mobility of U.S. students by directing them toward action and alliance-based cooperation in the worldwide movement for international social justice.

Literature Review

Disconnected Internationalization

Opportunities for study abroad have expanded enormously since the beginning of the current century (Knight & Altbach, 2007). Deeply enmeshed in the debate over defining and rationalizing this expansion lie the two most important motivations for

international educators everywhere: internationalization and globalization. Knight's (2003) definition of internationalization takes into account the variety within the internationalization of higher education and provides the most broad and useful elaboration: "Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (p. 2). Knight (2003) uses this definition to represent the broad spectrum of meanings associated with internationalization. U.S. universities push for more internationalizing of their education; this progression ranges from student mobility to curriculum integration.

The internationalization of higher education in the United States refers to the flow of students and ideas within the U.S. American university, but globalization represents a more powerful, daily influence on students. Knight and de Wit (1997) as international educators define globalization as "the flow of technology, economy, knowledge, people, values, [and] ideas . . . across borders" (p. 6). Staff, faculty, and students within a university daily live with the "flow" that Knight and de Wit identify as globalization. Internationalization helps students identify and interpret the values, ideas, and people that globalization propels.

Knight (2003) defines internationalization intentionally with a trio of words – international, intercultural, and global – to help explain the three domains of internationalization. She explains how "international" refers to exchanges and mobility, "intercultural" connotes the domestic exchange of cultural knowledge and awareness, and she relegates "global" to the status of a "controversial and value-laden term" that simply implicates worldwide connections (p. 3). As globalization affects and drives

internationalization which in turn informs changes to higher education, Knight's "global" represents the expressed controversial and somewhat ambiguous "flow" of globalization.

Knight is not the only international educator to speak in enigmatic terms about the specifics of how educators should approach globalization, especially as it relates to the current economic crisis. Adams and de Wit (2009) gloss over the urgency of modern events, speaking of the issue understandably as a phase but then expecting the world to return to its former state. Reimers (2009) moves closer to a critical approach; he believes students must conceptualize international issues at a deeper level of complexity by developing knowledge around multiple areas and issues. He lauds academia's ability and current practice of publishing publicly accessible articles regarding issues of globalization (Reimers, 2009). Leading IE researchers and educators alike publish for their peers analyses that range from superficial to cryptic, avoiding the opportunity to engage in the more politically charged analyses of globalization.

Brandenburg and de Wit (2011) only recently show a hint of Reimer's sentiment, finding the presence of internationalization ubiquitous and arriving at a significant iteration with cautions attached. They urge international educators to avoid the ongoing mistake of seeing globalization and internationalization as ends rather than as means. IE professionals in their programming need to spend more time considering "rationales and outcomes" (Brandenburg & de Wit, 2011, p. 4). If globalization is a rationale, educators must consider its breadth and implications.

The current state of globalization distinctly informs the rationale and root of the internationalization of U.S. universities. Sklair (2009) speaks on the many forms of globalization and affirms the dominance of capitalist globalization; she refers to Knight

and de Wit's interpretations as "generic globalization," such as the proliferation of technology, "postcolonialisms," and other intercultural and multicultural spaces (p. 525). Sklair (2009) goes beyond simple designations to expound on the hierarchy of globalizations, explaining how the capitalist version works to undermine the generic varieties. She cites the globalization of technology and its naïve hope of global, free education and then, in turn, the means for Transnational Corporations (TNCs) to co-opt that same technology to inundate the public with consumerist rhetoric (Sklair, 2009). Higher education straddles these two globalizations as both a service commodity and a community of people interested in education through technology and intercultural spaces.

In this climate of dueling globalizations, the U.S. American government pursues international education for its own economic and defense interests. Plainly stated in the title to an analysis of government run exchange programs, *International Education and Foreign Languages: The Key to Securing America's Future*, U.S. IE analysts along with editors from the National Research Council exhibit hesitancy about the future of the United States (O'Connell & Norwood, 2007). Leaders such as William M. Arnold of the Shell Oil Company and Michael C. Lemmon of the National Defense University both act as analysts of Fulbright programming; they extol the programs for their aid in fomenting "the strength of American businesses" and support U.S. "ability to compete in the global marketplace and produce an informed citizenry" (p. 1). The U.S. government supports international education as a means to support globalization but with the aim of keeping the United States in its economically superior position.

North American higher education institutions, as a whole, only vaguely reflect the sentiments of the National Research Coalition's rationales, with major interests from a

global survey topping off with “increasing international awareness of students” (Marmolejo, 2010, para. 8). The government documents reflect a market-driven rationale as compared to the general awareness desired by universities. In Marmolejo’s (2010) report on rationales, higher education institutions as well as researchers from the International Association of Universities avoid speaking directly for or against the government’s ideology and evade the economic rhetoric of their state officials. “Increasing awareness” could range from taking one basic language class to supporting Honduran anarchists, but the lack of pointed questions on this topic seem to indicate that surveying organizations do not care to expose such political differences.

Globalizations

Sklair (2009) delves into the unmistakable politics and power of globalization’s many faces. She emphasizes that capitalist globalization manipulates cultural, academic, and technological forms of globalization. For example, study abroad professionals debate over the ethics of commission-based middlemen for international student recruitment or Mexican workers worry about the entrance of even more outsourced automotive jobs and their lowered wages (Jaschik, 2011; Bloomberg Businessweek, 2007). People overtly put profit before people in these examples, even when a person’s education or livelihood might be at risk. The last decade of international education lacks cogent and critical acknowledgment of this co-optation and needs to make the differentiation between globalizations a priority both within programming and research. IE participants, from students to administration, must recognize their own participation within these systems and provide programming for student action based upon global awareness.

Sklair (2009, p. 528) cites an example for the “emancipatory potential of generic globalization” with university students who fight against abuses stemming from economic globalization. Students and Scholars Against Corporate Misbehavior (SACOM), an organization of students and scholars, work to “monitor corporate behaviour and to advocate for worker’s rights” especially in factories in China (Students and Scholars Against Corporate Misbehavior, 2005b, para. 1). It began with concern coming from students for the treatment of janitors and other workers at universities in China. Its scope of awareness of workers rights spread to the corporate sector, and through the usage of the “transnational social space” via the internet and relationships across oceans, students studying in China successfully launched protests and awareness campaigns with respect to sweatshop conditions in Disney toy workshops (Sklair, 2009, p. 533). Supporters in the United States stood in solidarity with workers whose rights were violated overseas through this transnational social space (Sklair, 2009). Their mobility manifested a justice-based movement related to corporate abuses that continues to this day.

SACOM’s activism technically fits under the category of “international awareness” in the broad terms of rationales, but its specific affects on students reveal a much more political and interactive story of study abroad. This action simultaneously shifted students and scholars from merely passive sojourners to active citizens who advanced to a “realistic perspective on world issues, problems and prospects, and an awareness of the relationships between an individual's enlightened self-interest and the concerns of people elsewhere in the world...” (Hanvey, 1976, p. 1). It introduced students to systems thinking and what Young (2010) describes as an ability to subjectively

evaluate one's position in global systems and act against the dominant economic and political structure that privileges some and inherently denies power to others.

Young (2010) challenges the simplistic and ineffective current version of global education, described as “international and/or intercultural learning;” her critique speaks directly to Knight's eggshell treatment of the word “global” (p. 143). She argues that a holistic view of global education lets students discover his or her position within world systems and allows competent action as a subjective participant. A student learning under the assumption that s/he observes from outside all systems, distant from any causes and effects, creates learners convinced of the singular merits of charity. Young (2010) offers the pertinent example of a classroom of children who learn about growing beans: while some teachers teach by talking about photosynthesis with seeds planted in Styrofoam cups on the windowsills of a classroom, others more keen on imparting a holistic understanding of growth talk to students about a bean in relationship to its environment and what happens when drought occurs, who traditionally eats beans, and why people are concerned about the genetic modification of plants (Young, 2010). This sophisticated placement of the bean within the living systems of the world requires a bit more effort but eventually prepares a student for his or her entrance into adulthood as a change agent and a member of living, changing systems. International educators, as senders of students to and from a variety of systems, need to provide equally informative programming to help students understand how global systems interact.

Alliances

When the students of SACOM awoke to the injustices in their universities in China, they embraced their agency through action that demonstrated their understanding

of the unjust education and globalization systems. SACOM's list of advisors indicates alliances created specifically through education with primary actors including scholars from all over the world (Students and Scholars Against Corporate Misbehavior, 2005b). The issues of mutual concern between the Chinese activists and the scholars exemplify an alliance dedicated to social justice.

The international education field would benefit immensely from programming with goals similar to those of SACOM as intentional alliances with leaders in social justice that would connect U.S. students immediately to the struggle against elite globalization. Knight (2004, p. 23) lists developing "strategic alliances" as one of the rationales for institutional investment in internationalization, but she explains how this development bases its rationale in economic development and not international struggles. Educators should recognize the need to counteract this norm that puts profits over people and follow the cues of a few shining gems with long-term alliances between groups whose lives are deeply affected by U.S. policy. Mexico Solidarity, GX, and SIT Study Abroad are among a small handful of other program providers offering outbound programs dedicated to building connections that relate to the human right to autonomy and a healthy environment in the context of economic globalization within Latin America. With semester-long opportunities for study living in and amongst the Zapatistas of Chiapas, Mexico, the Mexico Solidarity Network Study Abroad program offers the chance for students, and specifically students of a low-income background, to understand the problems stemming from NAFTA and its effect on indigenous Mexican communities (Mexico Solidarity Network, 2011). SIT Study Abroad provides various opportunities in South America for students to meet with and learn from activists, political leaders, and

scholars on topics of social movements. SIT offers a semester-long program in Bolivia that reviews and compares revolutions all throughout Latin America as well as Bolivia's relationship to the idea of democratic development (World Learning, 2011).

After the economic collapse at the turn of the century in Argentina due to unsustainable IMF policies, workers recuperated factories abandoned by their bosses and later created the Argentine Autonomista Project. The project works to "bring news about events in Argentina to North America and Europe, through people-to-people exchanges and the internet (web and email) and to facilitate non-hierarchical communication within Argentina, especially among groups with a minimum of resources" (Argentine Autonomista Project, n.d.a, para. 7). The delegation program within the project collaborated with artists and activists to introduce them to Argentine strategies of resistance and coordinated participation in local actions. Though less involved with university exchanges, this model offers a design to foster action on the part of both the U.S. American and Argentine parties. Similar to the people-to-people connection exemplified by Global Exchange's programming, participants stayed in contact with each other, and some U.S. participants created demonstrations of solidarity in their home communities, as evidenced by their projects relaying the story of the change in Argentina through puppetry (Argentine Autonomista Project, n.d.b). Alliances based on a critical and justice oriented view of issues related to both countries guide these Latin America-based programs and foster the international interdependence that is needed in struggles for economic autonomy.

Codependent Origination

Conflict analysis provides a lens for critical education that connects past, present, and future issues between the parties in struggles for international social justice. Galtung's (1969) three definitions of violence help provide a basis for the analysis. According to Galtung (1969), violence manifests as direct (an immediate manifestation such as a hit), cultural (symbols or rituals that promote or celebrate violence), or structural (systems in place that cause a lack of basic human needs for a certain population). Amin (2010) describes the structure of current models of capitalism, naming it as "the accumulation by dispossession" and a "pauperizing dispossession" where the ruling elite seek to plunder natural resources for their sole gain (p. 262). This elite globalization creates an environment in which the accumulation of resources commits structural violence against the vulnerable, as demonstrated by such aforementioned examples as open pit mining (Amerigian, 2011; LeCain, 2009).

Pineo (2007) elaborates on the detailed history of structural violence between the United States and Ecuador in the latter part of the 20th century and the beginning of the 21st century, explaining how U.S. involvement in the country shifted from political to economic intervention at the end of the 20th century. Ecuador became beholden to the United States, like many Latin American countries, when it took out loans, could not pay them back, and then had to fulfill structural adjustment programs (SAPs) as a stipulation of the money they received. Electricity prices rose and restrictions on foreign imports and investments eased among other mandated changes brought about by the adjustments of the International Monetary Fund (IMF). After the enactment of the SAPs, Ecuadorian families suffered a huge blow: standards of living decreased by 50% across the entire

country. Ecuador became lost in a spiral of debt, and inflation grew until the country adopted the U.S. dollar in 2000 (Pineo, 2007).

Many would identify the new socialist-leaning president, Rafael Correa, as a critic of the IMF and other international entities but current realities in Ecuador still find outside investment creeping into the country, with Correa pushing responsibility onto the justice system to make judgment calls (Goodman, 2009). As Robinson (2011) notes, Correa closed a U.S. military base, defaulted on debts with success, and declared his love for socialism while at the same time drifting away from the demands of the indigenous groups that helped elect him. He passed a mining law in direct contradiction, many believe, to the progressive constitution that protects nature through community review of proposed extractions, which he helped push through early on in his presidency. While he touts his dedication to left-wing politics, activist groups such as Acción Ecológica (n.d.) now doubt his promised allegiance because of new mining laws allowing foreign mining operations to practice open pit mining, one of the most destructive forms of mining available, in loosely protected areas.

Amidst this climate of structural violence, Amin (2010) encourages the idea of people developing beyond the “domination of capital” (p. 263). In international education design, this development means connecting sojourners for a goal greater than a simple exchange of skills for money such as studying abroad only to learn Spanish grammar. GX speaker Kevin Danaher (2003) proposes an image to represent the alliances needed to reach grander goals in a world with elite globalization. International education in its service to students has the unique opportunity to form connections and represent and reinforce alliances for justice between the non-elites of the world. He speaks of two

triangles as representations of the structure of society under elite globalization (See Figure 1):

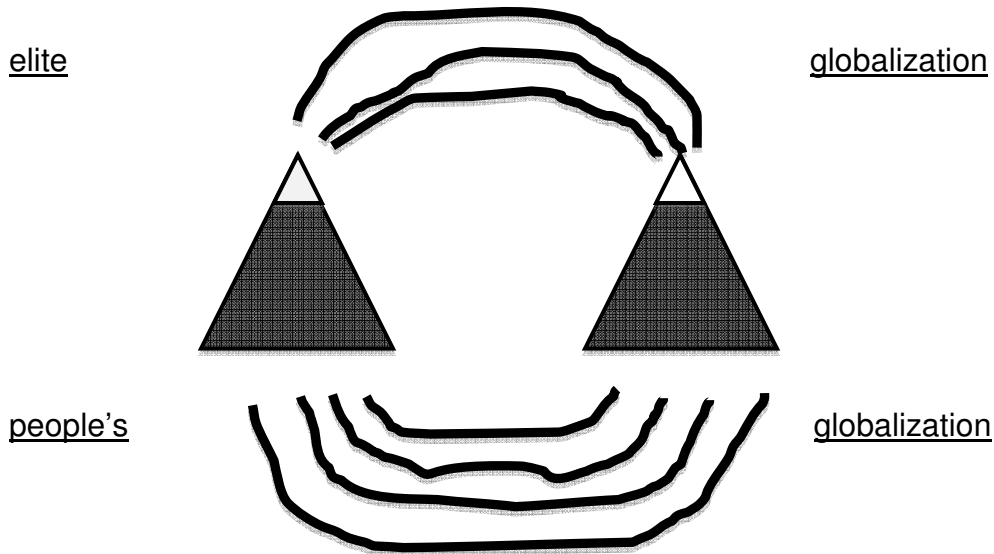


Figure 1. Model for a People's Globalization. This figure illustrates how a people's globalization forms through alliances across groups who earn much less than elites and who are the majority of people in the world.

The lines on the top of the triangles represent connections between the richest, corporate workers or “elite globalization” which values money and violence to create control. At the bottom of these triangles live the majority of those without large amounts of money—those who want to create a “people’s globalization,” with “life values” and the values of nonviolence. The lines connecting each triangle are people’s movements that generate real democratization and alternative structures (Danaher, 2003).

Educational alliances built through study abroad on the bottom of the triangles should draw inspiration from the principle within conflict analysis and peace building

called codependent origination to guide alliance creation. This concept sees conflict as arising out of highly connected phenomena: “nothing emerges in isolation” (Arai, 2009, p. 55). Sojourners within IE programs need programming that addresses the connection between globalization and structural violence within the communities while also understanding the strategies for working toward transformation within the local and global culture. As Danaher (2003) points out in his lecture, “...ultimately it comes down to consciousness, and do we feel connected to people, or do we say ‘the other’.”

Needs Assessment

The GX program hopes to build alliances between students and community leaders according to the stated needs of stakeholders. The program hopes to draw upon current partners as well as new ones to broaden their reach to other respected organizations and communities in need of collaboration and alliance building. Needs assessments were not conducted with current partners of GX, such as Amazon Watch, as their relationship through reality tours already exists and thrives upon an alliance driven by a mutual need to educate students about resource extraction in the rainforest. The other partners considered for the program include the Yanapuma Foundation, a community called Chilcapamba with an eco-tourism site in the Sierra, which is connected to Yanapuma, and the people of Quito. Each of these partners represent groups or people whose current work deals with international alliances and friendships around the themes of study abroad, agriculture, and indigenous survival amidst globalization.

To determine the needs of these potential partners, I spoke with an indigenous leader in Chilcapamba, local community members in Quito, and the Yanapuma

Foundation. I conducted one-on-one interviews with one person from each of the organizations or communities and three community members in Quito.

Indigenous Groups

In the Sierra, one of the leaders of the community of Chilcapamba expressed his excitement over the recent chance to partner with Canadian students conducting medical research within his community. He said he wants to continue to look for ways to connect the community with international students to mutually educate and provide research for the community as well as to bring in funds to help further projects that utilize local experts to their completion (A. Morales, personal communication, August 16, 2011).

The community leader named several projects on which their location currently focuses. The community needs a water duct that can send water to everyone in the community. Surrounding this desire are a few issues: a new study is needed to justify the need and money is needed to do the construction. Water money is not granted to the community because of legislation that favors mining and other interested investors over community needs (La Comisión de Legislación y Codificación, 2004).

The community has requested new alliances with student groups to educate on topics of sustainable and Andean agriculture. They also need constant help with farming and enjoy teaching through farming. The program hopes to bring in capable students whose research, labor, and ecotourism funds will benefit the projects of Chilcapamba.

Yanapuma Foundation

Yanapuma currently wants to connect with more programs in order to create exposure to help foment funding for their work within communities with agriculture, water, and education. Hosting study abroad programs brings needed exposure and

funding into the organization through volunteer registration so that the communities with which they work can continue advancing their development projects.

Yanapuma boasts in its literature of a commitment to sustainable development but provides little commitment to programming that discusses globalization. Hosting the program would expand Yanapuma programming, bring needed income to support local initiatives, and most importantly, add an element of critical education to their principle of social justice. Yanapuma hopes to "...counter all forms of deprivation resulting from marginalization" and a critical perspective related to links between globalization and foreign interests would help in this struggle (Yanapuma Foundation, 2011).

Student Participants and Community Member Perspectives

In her experience abroad on a Tibetan studies program in Tibet, India, and Nepal while attending Wesleyan University, Zemach-Bersin (2009) explains how the daily experience of privilege from race, nationality, etc. coupled with the lack of discussion on this and the topics of commodification and colonialism gave students no room to develop a critical awareness of global dynamics. Local perspectives on study abroad students reflect Zemach-Bersin's argument, with one citizen stating that he wished students would arrive better prepared with training in power dynamics on the topics of cultural, nationality, and class differences. He commented that the history between U.S. citizens and Ecuadorians carries overtones of oppression through economic, spiritual, and structural means (such as through the favoring of certain hierarchies or through spiritual coercion). He wants students to understand their social location and the privilege they have as U.S. Americans before arriving (C. Medrano, personal communication, August 4th, 2011). An activist who often assists indigenous movements believes students need to

recognize their culture's influence of individualism as compared to the indigenous understanding of the collective when studying in Ecuador (L. Herrera, personal communication, August 16th, 2011). This knowledge will help students' interactions demonstrate a more iterative, reflexive process.

Goals and Objectives

The Three Sisters Exchange program aims to facilitate a critical education through experiential learning amidst partners whose goals align with those of Global Exchange and offer both an invitation and an openness to study abroad programming. TSE intends to provide a semester-long program through Global Exchange that creates people-to-people ties according to stated needs of Ecuadorian partner organizations and people through dialogue and convivial living. The following goals and objectives synthesize educational and theoretical elements of the design to help fulfill both partner and student needs in this process.

Program Goals and Objectives

Goals.

- To create lasting friendships between U.S. and Ecuadorian families that foster mutual understanding and personal relationships that foster a critical awareness of common problems
- To reduce the extraction of unsustainable commodities taken from Ecuador by U.S. based businesses
- To reduce the spread of "elite globalization"
- To increase informed and active global citizens

Objectives.

- To receive positive reflections from all host families at the end of the program
- To increase participants' knowledge and confidence in the process of dialogues after the dialogue sessions have ended
- To increase the understanding of internship advisors of U.S. student activism by the end of the internships
- To increase community hosts' confidence and trust in U.S. American youth and their ability to build trustworthy alliances by the end of the community visits
- To create a convenio with the Universidad Central del Ecuador before the program begins
- To establish respect and receive a favorable review and renewal of the convenio from the Universidad Central del Ecuador at the end of the program

Student Goals and Objectives**Goals.**

- To empower students as defenders of indigenous people's rights, culture, and environment
- To empower students to see themselves as conflict transformers capable of helping to resolve international issues at the local and global level
- To increase critical intercultural communication skills in language, dialogue facilitation, conflict analysis, and international alliance building

Objectives.

- To increase Spanish language capabilities at least one level above the one at which they entered the program by the end of the program

- To increase Kichwa language capabilities to the advanced level as dictated by the professors by the end of the program
- To exhibit cognitive, interpersonal, and intrapersonal developments from the “mature” category on the spectrum of developmental intercultural maturity by the end of the program
- To increase knowledge of the systems inherent in different types of globalizations and how they affect groups of people within their social environment
- To increase knowledge of the connections between U.S. based business and structural violence in Ecuador by the end of the program
- To develop demonstrable skills for alliance maintenance between themselves and Ecuadorian colleagues by the end of the program

Program Description

The Three Sisters Exchange (TSE) will build off of the scope of GX’s reality tours—short-term experiential learning trips to help educate people about the effects of globalization around the world—by providing a semester long program, based in principles of critical and experiential education. GX bases the reality tours on their deep commitment to

...a people-centered globalization that values the rights of workers and the health of the planet; that prioritizes international collaboration as central to ensuring peace; and that aims to create a local, green economy designed to embrace the diversity of our communities. In a world where the economics of quantity fuels corporate power and political greed, the elite are reaping profits while working people and the planet are left to pay the price. In response to worldwide

degradation caused by this system of elite globalization, Global Exchange envisions an alternative economics of quality centered upon protecting international human rights to ensure that the cost of globalization does not come at the expense of us all. (Global Exchange, 2008a, para. 4-5)

GX's current reality tour of Ecuador focuses for only a few days each on the Sierra and Amazon regions of the country (Global Exchange, 2011a). In 2010, GX offered one study abroad program in Latin America, in Venezuela, which expanded their reality tour into a semester-long program, but this program no longer exists (C. Nolet, personal communication, September 29, 2011).

TSE will utilize the perspective of the reality tour and expand and elaborate it to develop a semester long program. The program will focus on developing skills in critical observation and analysis while providing experiential learning in-country with students from the United States in the country of Ecuador. The program's name comes from the tradition of planting together the three crops of corn, beans, and squash in order to sustain the health of the soil, the plants, and the people who eat the crops, thus looking to find an integration of "knowledges" to understand problems. The name also symbolizes the strategy of triangulation in research, which the program will address through the practice of dialogue and will encourage in students' research.

Students will study local ecological and economic realities and issues while discovering how these realities connect to U.S. influence in the region. An English-speaking Ecuadorian professor and a U.S. American professor with ample experience in Ecuador will co-facilitate the program and courses. Students will spend their first three weeks in San Francisco taking two intensive classes focusing on histories in the U.S. and

Ecuador and then transfer to Quito for a month. Students will then spend three weeks in the community of Chilcapamba to learn about development in the local context, indigenous organizing, and obstacles to development and one week in the Amazon to learn about oil extraction, see its devastating effects, and observe healthy forests as well. They will take four classes during the majority of the first eight weeks: Spanish, according to their level, and Kichwa for fluent Spanish speakers; and in English—Ecology of Ecuador, Theory and Practice of Conflict Transformation, and Dialogue with a focus on Indigenous Movements and Social Change.

Students will spend four hours a week during their first month working at internship sites and 6 hours a day at the same sites during their last month. Local organizations will employ the students as interns and they will work on personal research projects to be presented at a community group in the United States upon return.

GX will partner with the Universidad Central del Ecuador (UCE) because of its commitment to and experience with international exchange. The international relations department of the UCE notes as its mission to

...promote the formation of a planetary unity based in diversity, incorporating programs of exchange, through the mobility of teaching, both administrative and student, with a strategic perspective for the development of human values and the creation of spaces for the analysis of the problems of the country and the world.

(“Relaciones Internacionales,” 2004, para. 2)

The university upholds values similar to those of GX and opens up space for critical education. The following objectives from the international relations department further align with the purpose of the TSE: “To promote mutual knowledge between diverse

cultural realities” (“Relaciones Internacionales,” 2004, para. 10). TSE hopes to honor UCE’s tradition through an experiential study abroad that combines a mix of local interaction, intercultural communication, collaboration, and rigorous academic study.

The TSE program will also partner with the Yanapuma Foundation whose connection to the community of Chilcapamba will help bridge friendships and partnerships between students and community members in the region of the Sierra. GX will send students through Amazon Watch on a “Toxi-Tour,” observing the sites where Chevron previously dumped petroleum and petroleum waste.

Student Development

Programming will address student needs in the aforementioned areas with attention to three key theoretical concepts: Baxter Magolda & King’s (2005) developmental trajectory of intercultural maturity for college students, Kolb’s (Kolb & Fry, 1975 as cited in Smith, 2001) experiential learning cycle, and objectives presented in Shahjahan, Wagner, and Wane’s (2009) article, “Rekindling the Sacred” on taking into account spirituality in higher education.

The approach to programming will aim to respond appropriately to participants’ developmental needs as university students with a base in a holistic model. Students will pass through typical developmental stages in a different cultural context. Baxter Magolda & King (2005) present an integrated theory of intercultural maturity for college students called the developmental model of intercultural maturity (See Appendix A). The model considers student’s cognitive, intrapersonal, and interpersonal developmental stages and uses summaries of various researchers to support their theory in a way that holistically characterizes development. Baxter Magolda & King (2005) cite no patterns for in what

year and where students mature, so the goals for students on the TSE program center on working toward elements of mature levels of development for all students.

Highlights from the “mature” classification within the theory cite a student’s cognitive “ability to consciously shift perspectives and behaviors into an alternative cultural worldview,” her ability in the intrapersonal realm to “create an internal self that openly engages challenges to one’s views and beliefs and that considers social identities,” and her “capacity to engage in meaningful, interdependent relationships with diverse others that are grounded in an understanding and appreciation for human differences; understanding [human] effect on social systems” (Baxter Magolda & King, 2005, p. 576). These descriptions align well with the educational goals of GX, which aims to shift the worldviews of participants so that they can understand global systems, taking into account identities and social locations of others within the same world system. Students will interact with people from across their cultures, indigenous people of various groups in Ecuador, and urban city dwellers. Issues such as environmental conflicts that involve how all people and systems relate will emerge. Increasing the students’ abilities to depend on the truth of the realities presented by Ecuadorians is essential.

Specific accommodations will be available to provide appropriate programming for students with various needs according to their learning abilities to provide accessibility for a greater majority of applicants (See Appendix B).

Curriculum and other activities will include a range of styles for a variety of learners according to the concepts of design for experiential learning. The experiential learning cycle includes the following sections: Concrete Experience, Abstract Conceptualization, Reflective Observation and Active Experience (Kolb & Fry, 1975 as

cited in Smith, 2001). Moving in and around this cycle will require experience interacting with local stories and local people, in-class processing of these experiences, and time to view the effects of local issues, as well as interactive classroom synthesis and discussion. Field study, group discussion, presentations, and other group activities will help facilitate group learning and speak to the mature developmental stage where students learn interdependence as well as an understanding of the economic, political, and social systems of Ecuador and in some cases, the United States.

Critique of the experiential learning cycle has centered on its lack of emphasis on practice (Smith, 2001). Students will examine both familiar as well as highly unknown and untouched issues in their learning. To connect their learning from the classroom to their lives, students will design a final presentation to present within the United States regarding an issue related to both Ecuador and the United States along with a group plan of action to keep the group connected in their ally work.

Finally, TSE will adopt certain measures to render attention to the spiritual needs within the group. Shahjahan, Wagner, & Wane (2009) evoke a need for an integration of spirituality within higher education as a means to teach about social justice utilizing an anti-oppression framework. Their basis of spirituality is based on Tisdell (2007) whose definition presents a variety of points from a connection to a higher being, to meaning making, to the creation of knowledge and evolving identity development (as cited in Shahjahan, Wagner, & Wane, 2009). TSE hopes to honor these practices for students through readings and practicing “council,” an indigenous practice based on democratic talking circles. A unique council will be held with the U.S. American study abroad group apart from other dialogues within the program to help acknowledge different ways of

knowing, to help plant and harvest a learning environment of compassion and respect, and to “promote a language and embodiment of healing among students in an anti-oppressive pedagogy” (Shahjahan, Wagner, & Wane, 2009, p. 71).

Program Structure

Students will begin the program in San Francisco for three intensive weeks and then study in Ecuador for three months. The program resembles an island program in some ways, with students speaking English in most classes and speaking Spanish alone in host families, during Spanish classes, and on site visits. Though an island program may symbolize isolation from local culture, students leave programs with a more advanced ability to adapt cross-culturally and remain sensitive to intercultural situations than their on-campus counterparts at home (Maharaja, 2009). TSE hopes to counter the “island” aspects with hybrid elements such as the off-site study and internships.

Courses will take place primarily in Quito at the UCE. From the lens of the Kolb (Kolb & Fry, 1975 as cited in Smith, 2001) learning cycle, each portion of the program will loosely resemble a section of the experiential learning cycle. The first month of courses will focus on Reflective Observation and Abstract Conceptualization, as students will learn primarily in the classroom from professors and guest speakers.

The second month of the program will take place entirely in off-site locations where students will live within the daily life, cosmovision, and struggles of indigenous communities. This portion will offer students and community members Active Experimentation and Concrete Experience (Kolb & Fry, 1975 as cited in Smith, 2001).

The last month of the program, with students reflecting on their experience in the communities, will allow them to analyze their experience and integrate it into their work

with the NGOs and international efforts they encounter with them. Actively learning and creating opportunities for more experience will follow from student projects within the internships and encourage them to cycle through the complete circle of experiential learning (Kolb & Fry, 1975 as cited in Smith, 2001).

Program Timeline

Planning and hiring for the program will take place from the winter of 2011 until the spring of 2012 when the program will be announced and students selected, with a launch scheduled for the spring of 2013.

TSE TIMELINE	
Date	Event
2011	
November	Proposal Submitted to GX
December	Proposal Accepted by GX
2012	
January	Program Coordinator Job Announcement
January	Program Leaders Job Announcement
March	PC & PLs hired
March	Begin applying for convenio
June	Speakers scheduled
June	Secure convenio
June	Locations secured
June	Announcement of Program- accepting applications
September	Applications close
October	Students selected
December	U.S. American Program Leader arrives in San Francisco
2013	
January	Students arrive in San Francisco
January 7 th	First Day of Program – Orientation
January	In San Francisco – classes and activities
January	Program travels to Quito
January-May	Program in Ecuador
May	Final Wrap-up
May	Group Evaluations
May	Leader Evaluations
May	Program Evaluation
May	Community Evaluations (In Ecuador)

Potential participants include university students from the United States and they hail from a variety of backgrounds. The program seeks to lead groups of students who are majoring in subject areas such as international affairs or business, sociology, Latin American studies, or conflict resolution. With the variety of classes, TSE hopes to attract students who see the value in a program with an eye toward the holistic nature of international issues as well as experiential learning and intercultural interaction. This choice also relates to the openness of reality tours run by GX whose admissions are open to any participants. The number of students in the program will be limited to 15 for ease of travel and coordination purposes.

Curriculum

Curriculum will break down into two designations: an extended orientation for the courses in San Francisco and the in-country curriculum for all courses and activities in Ecuador (See Appendix E for a detailed description of the courses).

Extended Orientation

TSE will follow the framework of Global Exchange's commitment to anti-oppression and critical education with a three week intensive program including two courses: Modern History of Ecuador and Anti-oppression and Social Justice in the United States. Wall (2009) in a speech about myths of social justice explains how studying abroad does not inherently guarantee students an understanding of the issues; he believes students must have "some understanding of oppression and injustice in the United States, then study abroad can add a further dimension" (as cited in Cook, 2009). These classes will introduce the study and understanding of injustices to students with sociological topics such as white privilege, globalization, international development in Ecuador and

other topics in an effort to give students a broader understanding of where they come from and what they will represent as U.S. citizens while abroad.

The history class aims to inform students of the general history of the last one hundred years of Ecuador, with a special emphasis on the last thirty years, and to explore specific relationships between industrialized countries and Ecuador. Students will examine these relationships through lenses of anti-oppression to help classify and explore relationship dynamics. Alongside these comparisons, students will review a variety of case studies related to social justice within the United States in the Anti-oppression course. TSE aims to prepare students to speak about issues related to economic and environmental struggles within the United States in order to identify similar struggles once the students reach Ecuador. Students will research and present on issues personal to them or which are relevant to a location they call home within the United States. This portion of the orientation introduces students to profound issues that help students situate themselves within global systems when studying abroad.

The scope of the Anti-oppression course hones in on societal issues such as sexism and racism and examines their relation to capitalism and then surveys the way members of society struggle for healthier, happier lives amidst their difficulties. Students will investigate environmental and racial justice among other topics during this week. The third week moves beyond the local and connects the students to global struggles in relation to these problems. TSE provides this sequence within the course in order to give examples of the intersections between struggles within U.S. and international struggle.

While in San Francisco, students will listen to guest speakers and take part in a few extra-curricular activities to supplement their learning on the topics of social justice

within the United States. Students will welcome speakers from organizations such as EarthJustice, located in Oakland, an organization of lawyers who take on environmental cases (EarthJustice, 2011). They will also visit Hayes Valley Farm, a farm created where an old freeway ramp used to sit, to learn about the local urban greening movements within San Francisco (“Visit,” 2010).

In-Country

The more traditional orientation for students, regarding logistics, warnings, and intercultural communication, will take place over the first two days of the program in-country. Orientation topics on the first day will focus on logistics such as safety, handling of money, and transportation in Ecuador. The second day of orientation will turn to intercultural values dimensions and will include a common simulation that compares high context and low context cultures (See Appendix D).

GX hosts reality tours that support an integration of knowledge, linking the strengths of multiple disciplines in dialogue and learning (Global Exchange, 2011b). The curriculum design for the TSE program aims to do the same, guiding students to observe and analyze the ecology and conflicts within Ecuador in relation to the systems in which they exist. Young (2010) explains that a systems thinking perspective calls for students to think of living systems (such as societies and nature) as open systems that are constantly in flux and that an observer’s position within these systems will change what they see. Within these interdependent systems, the parts cannot be examined separately because the vision of their makeup will distort and the viewer will not comprehend the system.

TSE examined the needs assessment for the communities of Ecuador and aligned the community’s needs with the capabilities of U.S. students within an academic program

to determine the courses that would best fit a systems approach, a critical look at globalization, and the issues that connect the United States and Ecuador. Issues such as mining, petroleum, and sustainability all emerged as connective themes.

The courses will focus on the following themes: Spanish/Kichwa Language, Conflict Transformation, Dialogue, and Ecology of Ecuador. The sub-themes within the courses will interact with each other, with a primary focus on the idea of Sumak Kawsay, an idea that sums up the worldview of the Kichwa people and is, “as a system, the arm of the rights of nature demanding a reorganization and new foci on the political-economic model, that which transforms at the same time not only the society, but rather, above all, the State” (Simbaña, 2011, p. 23).

The Spanish and Kichwa courses will not only focus on reading, writing, and speaking but will also use cultural learning to develop the knowledge and skills in students. These courses will integrate the cosmovision of the indigenous communities, which relates to the way they interact with the environment and conflict. The Conflict Transformation course will focus on problems related to conflicts that threaten the ecology of Ecuador and the world. The Dialogue course will provide time for the students to not only learn the art of Dialogue and to practice it, but also time to informally discuss the information they are learning in other courses with experts as well as everyday citizens of Ecuador. In the Ecology course, students will consider the systems of plants, animals, and people that make up the country of Ecuador with a focus on the Sierra and the Amazon. The way these systems are threatened by outside systems and how conflicts arise will be integrated into the curriculums of the Conflict Transformation and Ecology courses.

The second month of the program in Chilcapamba and the Amazon will offer hands-on work in a more experiential setting where students will have the chance to learn from local leaders about agricultural opportunities and threats, water issues, and the extraction of resources from the perspective of the Andean and Amazonian people of Ecuador. Students will practice activities such as tending to crops, conducting community surveys, and working on building projects. Students will break into groups and focus on projects that correspond to the themes of work in their internship in Quito.

Evaluation of students within the courses will consist of presentations and papers that ask students to connect real case studies of conflicts or issues in Ecuador to their knowledge and skills learned within the course. The TSE program aims to stay true to its experiential learning format and will require students to complete final projects in a presentation format. Students will also write in journals for their Dialogue class each week and create coherent, reflective entries connecting their work and learning to be presented to their professors for review.

Students will also participate in internships located around the city starting from the beginning of their time in Quito. They will only work for four hours per week at their internships for the first month. During their third month, they will transition to working six hours a day for their chosen organization. Students in these positions will see first hand the Ecuadorian action and research working to transform the previously studied problems and conflicts. They will complete a final project for the internship that connects knowledge from all their courses. Students will come together as a group formally for one and a half hours per week to discuss their internships with peers and professors. The students will discuss concerns and reflect on individual experiences with facilitation from

professors. Students will also meet one on one with professors for an hour and a half each week to discuss their internships during the third month. Before each of these meetings, students will turn in their reflections, which connect their practice to course theory.

Students will come together as a group to work on developing a strategy for change within the United States at the end of their studies regarding issues they encountered within Ecuador. The gathering of resources such as posters or videos from internship sites will be essential in this effort, as well as consultation with sites in an effort to develop a needs assessment. After identifying the needs, each student will create a strategic plan that incorporates their skills and talents to plan educational sessions for groups at their home campuses in the United States to share key insights and plans on which the participants can act. Some examples include showing a film and teaching members of a group how to write letters to Congress, informing learners on helpful news sources, or helping learners to make personal goals for a reduction in their usage of fossil fuels. Students will develop two one-hour sessions to present in the United States (See Appendix E).

Staffing Plan

TSE plans to employ a project coordinator (PC) from their offices in San Francisco. The PC at the offices of GX will have experience living in Ecuador and will coordinate the entire program from start to finish, upon hire in San Francisco to the program in Ecuador to the evaluation of the program. The PC will coordinate the evaluations given to students and program leaders.

Two program leaders will coordinate and teach for the program: one will teach in San Francisco as well as in-country and the other will teach only in Ecuador. The San

Francisco PL will be a bilingual (Spanish and English speaking) U.S. citizen with teaching experience as a professor. The bilingual Ecuadorian professor will come with ample connections to local indigenous people and critics of globalization as well as connections to the UCE. One leader will focus on teaching Conflict Transformation and Dialogue while the other will lead the Ecology of Ecuador course while within Ecuador (See Staff Descriptions in Appendix I).

Numerous guest speakers in-country will also supplement as experts for a variety of courses and experiences. Local activists and professionals involved with environmental action, political struggle, and conflict transformation will speak with the students, including leaders from internship placements. The PLs will be responsible for organizing these guests. The leaders of the program will act as translators when needed. An appropriate number of Spanish teachers will be provided for students of different levels with a maximum of three teachers for three different levels. Students who speak Spanish fluently or at a highly advanced level as determined by the program leaders will take courses in Kichwa.

Program Marketing

The TSE program will market the program using techniques similar to other programs with similar missions. Pamphlets, to be distributed at study abroad fairs and in study abroad offices, will promote the ability to learn from, collaborate with, and live with indigenous and urban people of Ecuador. The literature will also promote the opportunity for people-to-people ties as well as academic rigor and experiential activities through internships and community living. The literature will target students whose

majors connect in some way to the program such as through environmental, political, language, or conflict studies.

GX, as a 501c3 organization, seeks to maximize the dollars it receives from programming and to avoid spending copious amounts on the promotion of its programs through materials in order to stay with its anti-capitalist roots. The program, wherever possible, will use existing outlets for marketing of the program as well as employing other organizations that espouse sustainable practices and work toward social change. Appropriate website content on GX's site will list the new program. GX's online newsletters will disseminate and announce information about the program. Study abroad advisors whose students previously attended the Venezuela program will be advised of the upcoming program through email from GX. Advisors and professors on mailing lists related to higher education and the Latin American Reality Tours will receive information about TSE as well. A special email will specifically announce the program launch and application procedure; this email will go to universities and higher education listservs such as SECUSS-L. A special link with the announcement of the new program will be added to the website on the main page for Reality Tours as this page also links to semester programs as well as to any "News" pages for the website.

The PC will print booklets through a press that uses recycled paper and green printing practices and sent to 200 schools with majors that relate to the program and especially to those whose students or alumni have participated with GX in the past (Greener Printer, 2011). The PC will also send these booklets with outreach workers from GX going to study abroad fairs and other events that promote reality tours and study abroad.

Ease of access to San Francisco colleges will allow the PC to speak to students in nearby classrooms to announce the program. The PC will also develop relationships with interested faculty members to help promote the programs to students.

Student Recruitment and Admissions

GX will recruit students through advertising in universities by utilizing flyers and notifying study abroad advisors. A one-page description of the program will explain the program to the advisors. Examples of possible interests of incoming students include international affairs or business, sociology, Latin American studies, or conflict resolution studies students.

Because of the nature of program themes, only students attending schools in the United States will be admitted to the program. No other discrimination will be noted in the choosing of students (See Appendix C for the Diversity Statement).

The application will require a 2.0 GPA or higher for the interested student, two semesters of university level Spanish (one year of high school level AP Spanish could replace a semester of university Spanish), and four essay questions including one in which a student must describe his or her understanding of an environmental or ecological issue in his or her local community (See Appendix H for program applications). The TSE program chooses to open up admissions to students who may have received a couple of low grades in college to give an opportunity to those who might not normally be able to study abroad. The PC will vet the readiness of these students primarily through essays. To encourage students to attend who have little funds for studying abroad, the program coordinator will request and organize donations from former Reality Tours participants to provide scholarships for participants.

Logistics

For the first phase in San Francisco, students will live in one or two large apartments together near the Alliance Française de San Francisco in the Mission neighborhood in an effort to cut down on costs for food and housing and to help begin establishing relationships between the students. Students will walk to their courses and will receive a stipend for public transportation if traveling to see speakers. The courses will take place in a classroom at the Alliance Française de San Francisco (Alliance Française de San Francisco, 2011). All students will leave from the San Francisco Airport on the same flight along with the U.S. American Program Leader.

Students and faculty will apply for a passport, if they do not already possess one, upon acceptance. All passports must be valid until six months past the return date to the United States at the end of the program. Students may begin the application for a student visa upon acceptance. The Program Coordinator will collect the student applications and turn them in together to the Ecuadorian consulate a month before the program begins. The visa fees will not be included in the program tuition.

While in country, students will travel via public bus and taxi to specified locations. The bus transit in Ecuador is reliable and very cheap as the government subsidizes bus travel. Taxis will be used for nighttime travel in the city and visits to various cities and speakers in the city. Students will take truck taxis in the countryside.

Students will study in Quito in a classroom located in the respected university, La Universidad Central del Ecuador (UCE). The program coordinator and the Program Leader 2 will apply for a “convenio” or agreement with the UCE. Through this convenio, the program will enter into relationship with the university and respect its rules and

norms. Holding an agreement with the UCE will allow for the possibility of registering the classes through the university. The Ecuadorian PL will work toward this goal.

The phases of housing in Ecuador includes homestays for all students in Quito. Students begin living in their homestays upon arrival and stay with the families for the first and third months in Quito. Homestay families will reside within 20 minutes of the UCE. Homestays with personal or reasonably quiet rooms will be required for the students so that they can focus on their homework at home when needed. The prices of homestays have been calculated to avoid treating homestay families as a commodity, with students paying the cost of an average renter plus the cost of food (See Appendix J for homestay requirements and Appendix L for a packing list).

In Chilcapamba, students will stay in a hostel run through community eco-tourism and use the common room and table in the hostel as their classroom. In the Amazon, students will travel through a program with a complete package of activities available called the “Toxi-Tour” (See Appendix M for a sample itinerary of the Toxi-Tour).

Ecuador uses the U.S. Dollar, so students will not need to exchange any money upon arrival. Ecuador lacks change for large bills, so students will need to change any \$50 or \$100 bills before arriving.

GX does not currently possess a link to a specific university that accredits its classes. GX asks students to use to a current class syllabi and other information to convince their home university registrar and professors of the merits of the program as creditable classes. For a more reliable influx of students and a steady update of the viability of the program, it is the recommendation in this proposal that the PC make connections with interested universities in order to attach official accreditation to the

entire semester. This effort would include both the proposal for a convenio at the Ecuadorian university alongside U.S. university agreements. Program leaders will also work with students to provide support for earning credit for classes. GX's contact, professor Steve Tash, who often helps accredit classes, will also act as a resource for students (See Appendix F for more information on assistance from Professor Tash).

Health and Safety Plan

The health and safety of students and staff for the TSE program is of utmost importance. Arriving with appropriate knowledge and equipment will allow for participants of the program to complete the entire journey without taking days off because of sickness or injury. The PC and PLs are responsible for the health and safety of the students, though the PC will deal primarily with emergencies and health and safety issues that occur while the students are in San Francisco.

Students will receive an orientation upon arrival on staying safe in Ecuador on the topics of money, eating, drinking, and personal safety (i.e. robbery, scams, etc.) (See Appendix D for more details).

All students will be required to obtain a yellow fever vaccination and use anti-malarial drugs for the duration of the portion of the program experienced in the Amazon. Leaders will be trained in first aid and CPR and will carry small first aid kits with them at all times. Leaders will always be equipped with details of the nearest hospitals to locations where students will be traveling.

The emotional well-being of the students is just as important as their physical health to the TSE program. A reading and discussion on culture shock before leaving will prepare students for culture shock symptoms. Leaders will reference this literature again

half way through the program during a council to check up on the students and to discuss any changes. Bi-weekly councils on student emotional health held with same sex council leaders will occur to allow students time to discuss any emotional, physical, or spiritual issues with which they might be coping. The TSE program wants to keep students healthy by utilizing the resources at hand as much as possible to avoid dependence on parents or the PC abroad. By creating and maintaining trust through councils, the program will foster independence as well as interdependence between the students and their leaders (See Appendix K for more details on health and safety).

To promote the safety of students, students will purchase local cell phones for ease in communication while in country. Students can purchase credit each month and students will be asked to keep a minimum amount on their card if the credit runs out.

Students will be required to purchase travel insurance; the trusted option of Cultural Insurance Services International will be provided to them through GX and will include medical evacuation in the coverage (Cultural Insurance Services International, n.d.). If the student's family insurance can be extended to overseas travel, they are welcomed to stay with their current insurance plans.

Crisis Management Plan

Crises occur often when no one expects them during study abroad programs, so it is essential for the TSE program to provide proper procedures and guidelines in case of an emergency. Team leaders are the primary contacts for emergencies. In more dire situations, all participants will have a stake in responding to a crisis.

Ecuador has had several moments of political and environmental crisis, but rarely on a large scale. Generally, political agitation or natural disasters have been contained to

a small area. Most recently, in September of 2010, the national police kidnapped the president in Quito because he had threatened to cut off pending raises to their salaries. Though the program encourages critical thought and the study of indigenous movements, in cases of political unrest, students are forbidden from participating in local protests because of the legal ramifications; this prohibition is in line with the law that U.S. citizens are prohibited from protesting in Ecuador (Bureau of Consular Affairs, 2011).

Earthquakes, volcanic eruptions, and landslides are the most common natural disasters in Ecuador. The group will not be in the vicinity of any currently active volcanoes; if a volcanic eruption should occur and cause significant interruption to the student's ability to study and travel, the program will be moved to a safe location and possibly put on hold.

All members of the program will register as travelers in Ecuador through the U.S. Embassy website. In the case of international unrest or warnings to leave the country coming from the U.S., meetings will be held between the students and leaders as well as between the leaders and the program coordinator in the U.S. to make a decision.

In case of assault or other personal harm, students will be required to notify a leader. Leaders will assess the situation and take appropriate action (See Appendix G).

Budget and Budget Notes

The budget below presents a fiscal representation of the values present in the TSE program. It is broken down into three sections: labor, the program in San Francisco, and the program in Quito. This differentiation allows for a readable budget and smooth bookkeeping due to the differences in budget management between countries. The

section on Ecuador is broken down into labor and three locations of the program (See Figure 2).

Budget Notes

Pre-Program and Management.

The Program Coordinator's salary will cover the coordinator working out of the GX offices in San Francisco. The Program Leader 1's salary will cover his or her work in preparing classes and teaching and leading in the United States and Ecuador. The Program Leader 2's salary will cover the coordination and leading as well as the teaching of classes within Ecuador. All leaders and the coordinator will receive a salary commensurate with his or her experience and living wage needs according to location during each portion of the program. Ample benefits will be provided for the three main staff of the TSE program, including a health and dental plan and paid time off. Benefits are approximately 25% of the staff salary as per the average in California.

Program in San Francisco.

A classroom rental will provide a classroom for eight hours a day in San Francisco for the first two courses. A total of one day will be spent outside of the classroom on site visits. Supplies for the classroom will include paper, markers, and other small items for group brainstorming and other activities. A stipend for meals will be provided for students with lunches taking place in restaurants and breakfast and dinner in the student's apartment. Housing will be located in San Francisco with students sharing apartments for the three weeks they stay in the area. A variety of guest speakers will come to speak in the classroom and off-site. Different speakers will require different

Budget for Three Sisters Exchange

Pre-Program and Management	Fixed Costs	Variable Costs	Units	Quantity	USD Total	Total Cost to Participants	Assumptions	
Program Coordinator	40000				40000		Days	67
Program Leader 1	17000				17000		Nights	66
Program Leader 2	8100				8100		Staff	2
Benefits	15120				15120		Students	12
Program in SF							Total Participants	14
Classroom rental		180	rent/day	14	2520			
Supplies	50				50			
Meals		16	meals/day	21	4704			
Housing		700	person/ month	1	9800			
Guest Speakers		100	Speaker/ visit	6	600			
Program in Ecuador								
Labor								
Spanish Professor - Level 1		72	Professor/week	8	576			
Spanish Professor - Level 2		72	Professor/week	8	576			
Spanish Professor - Level 3		72	Professor/week	8	576			
Kichwa Professor		72	Professor/course	1	72			
Guest Speakers		50	Speaker/visit	10	500			
In Quito								
Supplies	25				25			
Room and Board		14	Person/day	67	13132			
Transportation		1	Person/day	67	938			
Lunches		2	Person/day	67	1876			
<i>Group Activities</i>								
Dancing Lessons		3	Student/week	4	144			
Museo Guayasamin		4	Person/visit	14	56			
Taxis to Museo Guayasamin		3	Fare/taxi	4	12			
In Otavalo and Chilcapamba								
Classroom Rental		25	Rental/day	15	375			
Supplies	20				20			
Room and Board		14	Person/day	21	4116			
Lunch		2	Person/day	4	112			
Buses		5	Person/trip	1	70			

Trucks		16	Truck/day	4	896	
Tickets to Lago Cuicocha		2	Ticket/person	14	28	
Truck to Lago Cuicocha		2	Fare/person	14	28	
In the Amazon						
Toxi-Tour	1750				1750	
Other						
Insurance		51	Premium/month	3	1836	
Flight (Program Leader 1)	1200				1200	
Indirect Costs	34000				34000	
Total Expenses					160808	
Revenues						
Student Fees						13450
Profit/Loss						592

Figure 2. Budget for the Three Sisters Exchange. The figure above outlines the expenses for the Three Sisters Exchange and provides an estimate for the students fees and profit/loss for the proposed program.

payments so the budget reflects an average payment for all guests.

Program in Ecuador.

Labor.

The Program in Ecuador covers all expenses regarding costs and labor in Ecuador. TSE will pay each language professor as part of the Labor. The Spanish Professor – Level 1 will receive a salary every week for teaching a portion of students at the Advanced Intermediate level. The Spanish Professor – Level 2 will receive a salary every week for teaching a portion of students at the Beginner-Advanced Intermediate level. The Spanish Professor – Level 3 will receive a salary every week for teaching a portion of students at the Advanced level. The Kichwa Professor will receive a salary every week for teaching any students previously fluent in Spanish in the Kichwa course.

Quito.

Supplies for the classroom will include paper, markers, and other small items for group brainstorming and other activities. Room and Board will include housing through homestays as well as breakfast and dinner. Transportation will cover stipends for bus and metro rides for students and program leaders going from their homestay to school.

Lunches will cover “almuerzos,” basic lunches in Ecuador at restaurants, for students and group leaders.

Salsa dancing lessons will be offered to students for the first month of their stay. Students and their leaders will take a tour of the Museo Guayasamín in English as a day activity. Students and their leaders will take taxis to Museo Guayasamín.

Otavallo and Chilcapamba.

A large room will be rented as a classroom rental near Otavallo for classroom instruction or special speakers when away for the special week in the Sierra. Supplies needed for this portion of the program will include supplies such as extra paper or markers for the dialogue course and other courses. Room and board will be provided by a community eco-tourism hostel near Otavallo. Lunches will cover “almuerzos,” basic lunches in Ecuador at restaurants, for students and group leaders while in the city.

Students and leaders will take buses from Otavallo to Chilcapamba and back upon arrival and at other times during their stay. Students and leaders will take trucks to go from Chilcapamba into Otavallo on the days they visit. Students and their leaders will travel to Lake Cuicocha to see one of the most sacred sites for the indigenous people in the area. A truck will provide transportation to Lago Cuicocha.

Amazon.

The Toxi-Tour is an all-expenses paid tour of the jungle and locations where Chevron has left toxic pits of petroleum in the ground.

Other.

Students will purchase monthly insurance coverage through Cultural Insurance Services International. Indirect costs will cover marketing, office expenses within the United States, recruitment expenses, human resources, and legal counsel. Indirect costs are 25% of the total expenses.

Each student will pay fees, which cover all tuition and stay but do not include flights or personal expenses. If a few more students sign on to the program, in keeping with the alternative economies theme, student fees per person will be lowered. The TSE

program seeks to minimize its profit in order to honor the purposes of the program, which focuses on identifying with people over profit. All profits from the program will be given back to the organization to be used in future programming.

Program Evaluation Plan

The TSE Program includes evaluation methods that seek to assess and evaluate all major parties involved in its programming. TSE will incorporate formative, summative, and decision-oriented evaluation in order to assess and evaluate the program before, during, and after its implementation (Gardner, 1977). Not all aspects of the program will receive formative assessment and evaluation because of a lack of time and processing resources.

The students in the program will provide feedback via an evaluation form regarding a number of experiences in the program including their courses, professors, homestays, activities, and independent study projects. For language courses, the program hopes for students to show improvement by at least one course level by the end of the semester. Those taking Spanish exams will take an exam before beginning the course and will complete exams and presentations throughout the course. Students of Kichwa will be evaluated during and after their courses. The students will assess their professors using appreciative inquiry at the end of each week in San Francisco and every two weeks in Ecuador for each course. Program leaders teaching courses will assist each other in interpreting and developing their facilitation of courses during summative assessment and evaluation. They will introduce the language teachers to appreciative inquiry (if needed) and check with them to confirm their use of this in evaluations every two weeks,

gathering up students comments after they are given and evaluated so that they can address any student needs in those classes.

Professors will evaluate students within their courses through a variety of means. Students will complete written papers and projects. They will often present findings using some form of multimedia, be it a poster, PowerPoint, or video. For their Dialogue course, students will design evaluations for their dialogue participants according to their abilities (literacy, ability, etc.) to be completed at the end of the dialogue. Students in the program will also evaluate each other's dialogues through reflective essays.

Students will take a mandatory program-wide survey online at the end of the program where they will be asked to rate various aspects of the program. They will also be interviewed aloud and asked to give open commentary on elements such as organization, course choice, program leaders, and other themes (See Appendix N).

Similar to this evaluation, independent study project advisors will fill out an evaluation of their student interns, giving them feedback on their fulfillment of their goals and their contribution to the organization. Students will equally evaluate their internship locations at the end of their time in the internship.

Homestay families are a group who are often overlooked in evaluation. Knight and Schmidt-Rienhardt (2004) warn that a stay with a local family in-country can ““make or break”” an experience abroad, therefore host family contact and evaluation is important for current as well as future semesters of the program. The PL in Ecuador will identify and solicit applications from potential host families, especially from people affiliated with Global Exchange in the past. The program may or may not provide host families that have hosted before, so program leaders will spend time checking on families

periodically. After the first week, students will discuss their host families in the circle talks of Council and program leaders will also call each family to ask about how the student and family are doing together; after five weeks, the program leaders will split up the families and each one will visit half of them to conduct a home visit with the same questions they asked when they called. During week nine, they will call again to check up on the families and students, and a week after the program ends, the Ecuadorian program leader will visit the families to interview them for a follow-up.

Conclusions/Implications

International education in the world's current global economic climate has the chance to make the next step in its evolution and join worldwide movements for social justice. Its unique ability to inherently value the sharing of knowledge across borders allows for people-to-people ties that enrich and empower participants. The connections created by globalization have inspired and created incredible opportunities for the sharing of wisdom and culture, but they have also allowed mass dispossession and endangered cultural wisdom and sustainability. Students traveling from the United States to countries of the Global South can no longer pretend that human rights violations and environmental destruction caused by elite globalization do not exist. Likewise, international educators within higher education must recognize that the economic globalization that students encounter now reigns as a key rationale for internationalization. International education professionals have the chance to reveal global issues to students through study abroad so that through the process of internationalization, students are also equipped to create lasting change with international partners they trust as friends.

In designing this program, I pursued a detailed integration of the ideals of alliance building, seeking to incorporate globalization issues and solutions into every piece of the program. As Jenkins and Skelly (2004) so eloquently exhort, “Only through programs where educators make clear that the intention is to teach about injustice and conflict will students understand that they must work for a more peaceful and just world order” (p. 12). The extended orientation intensives help students conceptualize and explore problems within their own country and within Ecuador. Student participation in homestays and living with local communities encourages students to connect these concepts to real life struggles, while the course theory allows students to critically examine the roots of globalization. Through internships, the students are empowered to turn their friendships into alliances for global justice and to take action using their skills and resources as students and young adults.

I also sought to infuse the practice of these ideals into design elements beyond the curriculum and theory. I discovered that creativity, an open mind, and accessible examples are necessary to counteract the thinking guided by traditional programming. The choice to stand in solidarity with a people’s globalization should affect all choices in design, even in the realms of salaries, marketing and crisis management.

The intimate connections and friendships existing through the Global Exchange network and programming continue to provide solid examples and outlets for the shift toward a people’s globalization. Extending its offerings to semester long programs will offer another blueprint for other study abroad programs, universities and NGOs of alliance and action-oriented programming. The community-oriented, needs-based program will ensure stronger alliances and necessary change. With the growth of the

program, GX can also extend its reach to more universities and pre-existing socially conscious groups who yearn for ways to act in meaningful ways.

The status of world economies and sustainable livelihoods everywhere continues to shift. Future leaders must learn to resolve conflicts over resources peacefully as populations continue to soar and world resources dwindle. The combination of courses in this study abroad design will equip students to face large problems with the knowledge and critical eye that takes into account all stakeholders before making a decision. It will provide them with time to know the stories of the dispossessed and to plan for change with details and experiences on hand to support calls for solidarity. The world needs young people whose experiences motivate them as capable decision-makers who look beyond the false security of borders and instead to the shared humanity of all people.

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Appendices

Appendix A

Three Dimensional Developmental Trajectory of Intercultural Maturity.

A Three Dimensional Developmental Trajectory of Intercultural Maturity			
Domain of Development and Related Theories	Initial Level of Development	Intermediate Level of Development	Mature Level of Development
<i>Cognitive</i> (Baxter Magolda, 1992, 2001; Belenky et al., 1986; M. Bennett, 1993; Fischer, 1980; Kegan, 1994; King & Kitchener, 1994, 2004; Perry, 1968)	Assumes knowledge is certain and categorizes knowledge claims as right or wrong; is naïve about different cultural practices and values; resists challenges to one's own beliefs and views differing cultural perspectives as wrong	Evolving awareness and acceptance of uncertainty and multiple perspectives; ability to shift from accepting authority's knowledge claims to personal processes for adopting knowledge claims	Ability to consciously shift perspectives and behaviors into an alternative cultural worldview and to use multiple cultural frames
<i>Intrapersonal</i> (Cass, 1984; Chickering & Reisser, 1993; Corss, 1991; D'Augelli, 1994; Helms, 1995; Josselson, 1987, 1996; Kegan, 1994; Marcia, 1980; Parks, 2000; Phinney, 1990; Torres, 2003)	Lack of awareness of one's own values and intersection of social (racial, class, ethnicity, sexual orientation) identity; lack of understanding of other cultures; externally defined identity yields externally defined beliefs that regulate interpretation of experiences and guide choices; difference is viewed as a threat to identity	Evolving sense of identity as distinct from external others' perceptions; tension between external and internal definitions prompts self-explorations of values, racial identity, beliefs; immersion in own culture; recognizes legitimacy of other cultures	Capacity to create an internal self that openly engages challenges to one's views and beliefs and that considers social identities (race, class, gender, etc.) in a global and national context; integrates aspects of self into one's identity
<i>Interpersonal</i> (M. Bennett, 1993; Chickering & Reisser, 1993; Gilligan, 1982; Kegan, 1994; Kohlberg, 1984; Noddings, 1984)	Dependent relations with similar other is a primary source of identity and social affirmation; perspectives of different others are viewed as wrong; awareness of how social systems affect group norms and intergroup differences is lacking; view social problems egocentrically, no recognition of society as an organized entity	Willingness to interact with diverse other and refrain from judgment; relies on independent relations in which multiple perspectives exist (but are not coordinated); self is often overshadowed by need for others' approval. Begins to explore how social systems affect group norms and intergroup relations	Capacity to engage in meaningful, interdependent relationships with diverse others that are grounded in an understanding and appreciation for human differences; understanding of ways individual and community practices affect social systems; willing to work for the rights of others

Note. A Three Dimensional Developmental Trajectory of Intercultural Maturity. Reprinted from "A Developmental Model of Intercultural Maturity," by M. Baxter

Magolda and P. King, (2005), *Journal of College Student Development*, 46(6), p. 576.
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Appendix B

Learning Abilities Plan.

The Three Sisters Exchange seeks to provide programming that extends the study abroad opportunity to students of all abilities. For this reason, the following plan has been instituted to help accommodate a wider variety of students.

- Learning activities, classrooms, and extra-curriculars will take place in locations that accommodate people with a variety of mobility issues such as those with the need for ramps, flat surfaces, or elevators.
- Professors will employ a variety of learning activities within the classroom including videos, discussions, games, simulations,
- Students will take short breaks at least once every 1-1.5 hours during class time. For longer classes, they will receive slightly longer breaks.
- Food and water will be allowed in the classroom to accommodate students who need snacks for energy throughout the day.
- Students with specific needs in the classroom such as for blind or partially blind students will have a conference call with the program coordinator and program leaders to discuss accommodations before beginning the program. They will be assisted with special computer programs to read texts or student partners who will act as readers as needed. A blind student will live with or near another student so that they can receive help on arriving to school and getting to know their surroundings as needed.
- Program leaders and the program coordinator will discuss and decide on strategies for any further needs that appear once applications have been accepted and participants chosen.

Appendix C**Diversity Statement.**

Three Sisters Exchange, a program of Global Exchange, does not discriminate on the basis of race, color, sex, age, religion, national or ethnic origin, political affiliation, sexual orientation, marital status, pregnancy, ability, genetic information, veteran status, ancestry, gender identity or gender expression.

Appendix D

Orientation.

Student Orientation Pack.

BIENVENIDOS A ECUADOR!!



Hey TSE Sojourners! You are about to embark on a journey that will both usher you into a new stage in your life as well as offer you amazing insights.

Ecuador is a beautiful country with amazing people.

I hope to offer you throughout your journey a few poems from Ecuadorian poets that relate to the journey. I believe you will find in them both a different perspective as well as a common humanity. For the beginning of your journey, I offer you this poem as a first gift. It is written by an Ecuadorian poet.

<p>PRIMER TIEMPO Por Ivan Oñate</p> <p>Recordar el ayer, es Otra de las habituales bromas Que el tiempo Suele ofertar En la sala de los espejos. Recordar,</p> <p>La juventud compartida Entre grandes males Que ignorábamos entonces. La certeza</p> <p>De que algún día Llovería fuego, pero había tiempo.</p> <p>Tiempo para reír, Tiempo para el amor, ¿y por qué no?</p> <p>Para el mismísimo dolor Que en ese entonces</p> <p>Era otra forma de ser felices.</p>	<p>THE FIRST TIME By Ivan Oñate</p> <p>Remembering yesterday, is Another one of the usual jokes that time tends to offer in the room full of mirrors. To remember,</p> <p>Shared youth Amidst great problems That we ignored back then. The certainty</p> <p>That one day It would rain fire, but there was time,</p> <p>Time to laugh, Time for love, and why not?</p> <p>For the very same pain That on that day</p> <p>Was another way of being happy.</p>
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I hope this poem reminds you to hold yourself in a spirit of reflection as you enter this journey. We will be periodically spending time in reflection as a group, learning to both critically think about where we are as well as where we have been and how who we are relates to our present location. And I hope it also encourages you to enjoy being with Ecuadorians, to find what you share in common and to delight in the differences as well.

PA' QUE SEPAN NO MÁS (Just so you know)...

It's also good to keep in mind the symptoms of *culture shock* when in a new place. I give you this sheet to refer back to for yourself if you find yourself experiencing anything like this. (Don't worry, I've traveled a lot, and I still experience moments of... "What am I doing here? Can I handle this?")

Symptoms of Culture Shock

Physical Signs or Symptoms

Disrupted sleep patterns

Exhaustion

Digestive problems

Muscular tension, aching, shoulders and neck

Frequent and/or severe headaches

Diminished control of fine motor movements

Susceptibility to minor ailments such as sties on the eyelids and other skin complaints

Uncharacteristic weight fluctuations

Behavioral Changes

Deterioration in appearance (dress and grooming)

Longer hours at work

Increased use of drugs and stimulants such as coffee and cigarettes or depressants such as alcohol and sleeping pills

Out-of-character behavior with others: family, friends, work colleagues

Erratic movements, tendency to be accident prone and clumsy

Emotional Changes

General sense of anxiety

Extreme loneliness and feelings of isolation

Paranoia, believing that people are plotting against you

Sudden bouts of tearfulness

Negative perspective on everything

Inability to concentrate

Lessening of creativity

Culture shock symptoms adapted from Partners of the Americas Costa Rica Exchange Program Culture Shock Information. Copyright 2002.

Strategies for lessening culture shock

Here are a few strategies for lessening culture shock, either before or after it begins.

Name it! Acknowledge that what you are feeling is culture shock. You can say it to yourself, write it down, or tell a friend. What is important is that you allow it to exist.

Deep breathing... When you are stressed, your body breathes in different ways, often with short breathes. Try to calm your breathing by taking in a breath that lasts five seconds and exhaling a breath that lasts five seconds. Repeat this a few times.

Listening... stop and allow yourself to become aware of what is around you. Listen to people around you speaking. Accept that they are people, living their lives normally, just like you. Take in the sights and sounds. See them as a gift.

Positive affirmation of circumstances... Remind yourself...I am in a new place. I am here for a reason. The reason is... I have people who care for me here. I have people who care about my well-being. This stress is normal. Many people have done this before me. I will be ok. I will learn to adjust in a new place.

Take time to be alone... Take some time out to be by yourself, whatever that may mean. Though you have now entered a culture where time alone is more rare, the moments still exist in passing, and often, time taken out to write, think, listen to music or nature, can be just the thing to set your mind at ease.

Take time to be with things you know... Talk to friends. But try not to immerse yourself in things you miss way too much though. Listen to music you love.

Health and Safety

Alcohol

Drinking in Ecuador is a very common pastime. All participants on the TSE program are allowed to drink, but certain precautions are encouraged. Remember that excessive drunkenness that impairs your ability to participate fully in courses is not allowed. It is also not recommended while on the program as it impairs your ability to be fully aware of your surroundings. Many locations that are popular for going out to can be dangerous and being in an impaired state increases your chance of being robbed or harmed. If you drink, please do so with a trusted friend and avoid following complete strangers anywhere alone. Always watch your drink and do not accept drinks from complete strangers.

Emotional Health

Remember that you will likely experience emotional changes when entering Ecuador and throughout your time there. It is important to stay aware of these changes and to let someone know if you feel you are feeling down or out of sorts for any long period of time. Your group leaders are always available to speak with about any concerns you may have regarding your emotional health. Your fellow group leaders are also an outlet for you. Biweekly, we will be having council discussions where you will be able to check in with your group and group leaders and talk about anything important personal topics as well as thoughts thus far on the trip of what you have seen or experienced.

Remember that food is important to maintaining a healthy body and mind. Changes in your diet will occur and if you ever feel sick or feel that your diet is not sustaining you in any way, please let a leader know. If you see yourself changing your diet in unusual ways or eating a lot less, please also let your leader know so that they can talk with you about finding a balance that keeps you healthy.

Dangerous Activities

Certain activities may be possible such as extreme sports or other dangerous activities. Please consult your travel insurance information to see if they cover any accidents related to such activities. Remember your commitment to scholarship and try to choose activities that reduce your risk of injury.

Intimate Relationship Health

It is common for students to develop relationships with friends while abroad, similar to the ways they would find boyfriends or girlfriends at their home university. We want to remind you however that the Ecuadorian view of foreigners is quite different than you might expect. The stereotype for people from the U.S. is that of being easy and of wanting to sleep around a lot as well. In your conception of having a relationship here, remember that fact; even though Quito appears fairly urban and conservative, the perception still abounds. Therefore, if you find yourself liking someone, remember that males and females here build relationships more slowly and actually do not hang out together with the opposite sex as friends as often as U.S. Americans.

For your sexual health, please plan accordingly, bringing whatever contraception you may use at home and taking normal precautions, all genders included. Many forms of contraception are available here, though it would be best to bring any prescriptions from home.

Drugs

Any drugs, which includes the abuse of prescription drugs, are prohibited on the TSE program. Not only for the sake of the integrity of the team do we hold this rule but also for severe legal penalties that can be incurred during your stay. The US Embassy website mentions this somber message:

“If you violate Ecuadorian laws, even unknowingly, you may be expelled, arrested, or imprisoned. Penalties for possessing, using, or trafficking in illegal drugs in Ecuador are severe; jail sentences average eight years. If you are convicted for drug charges, you can expect a long jail sentence and a heavy fine” (Bureau of Consular Affairs, 2011).

Students found with illegal drugs or drugs which would need a prescription by a doctor in the U.S. and which have not been discussed previously with the leaders of the program will be taken to an emergency group council and will be expelled from the program.

Personal Items

Though the culture of Ecuador encourages sharing much more than that of the United States, please keep expensive items such as laptops safe as they are essential to the completion of the program. Always lock the door to your room when you leave home. Please bring locks for your luggage and lock away any computers you leave at home when you are away. Passports will be kept in the Yanapuma offices and you will carry copies unless traveling on an overnight bus in which case you will carry you passport securely on your person.

Insurance

You are required to travel with health insurance. You can purchase insurance through a trusted option provided by Global Exchange. If you currently have insurance that you will be extending to receive international coverage instead of using the option we offer, please contact your program coordinator to let him or her know so that they can understand the extent of your policy and provide any needed recommendations.

Ecuadorian slang (and other useful words)

- Los Andes/La Sierra (mountain region crossed by the Andes mountains)

- Agringado (Refers to a local trying to act like someone from the United States)
- Bacán! (awesome)
- Farra/Farreear (party/to party)
- Chévere (cool!)
- Chompa (jacket)
- Saco (sweater)
- Cachar, Calar (to understand, to get it- mostly used in the Andes); Cachas? Calas? (You know? You understand? You get it?)
- Chapa (derogatory term for the police)
- Chiva (Old bus with no doors or windows, often used for partying)
- Ranchera (a chiva that is not a party bus)
- Este, ese, el man (this, that, the guy)
- Esta, esa, la man (this, that, the girl)
- Bacansísimo (super awesome!)
- Aló (Hello when answering the phone)
- Páramo (high altitude region, generally the top of the mountains beginning at 3000 meters above sea level, alpine tundra)
- Peña – de las montañas (vertical rock wall)
- Peña – fiesta (traditional party or bar where folklore music or popular Ecuadorian music is played)
- Plata (money, cash)
- Quebrada (rock wall, small stream)
- Mono (someone from the coast – somewhat racist sounding yet commonly used)
- Serrano (someone from the mountains)
- Shigra (bag made of sheep’s wool woven by hand by the indigenous people especially Otavaleños)
- s/n (sin número – without number, denotes addresses when the house has no street number)
- Soroche (discomfort caused by high altitude – weakness, exhaustion, lethargic state)
- S.S. H.H. (abbreviation used for bathrooms or hygienic services)
- Criollo (term for music or typical food or places)
- Buseta (Small bus that travels between the provinces)
- Flete (small boat)
- Curandero/ shamán (person who cures, medicine man of the indigenous communities)
- Chacra (Small garden plot outside the home)
- Montubio (typical person from the coast, basically fisherman or farm owners)
- Pilas (attentive, alert, smart, quick); Ponte pilas! (Get going, get excited!)
- Mar picado (water with bacteria or with salts that are toxic and allergic to the skin)
- Acolitar (to help out)
- Dele no mas, siga no mas – Go ahead
- Chuta (exclamation of surprise, slightly milder)
- Chucha (exclamation of surprise that is similar to, “Fuck!”; use only in informal settings)
- Chamo/a (used similar to muchacho, young person)

- Achachay! (It's so cold! I'm cold! Brr!)
- X (x-Wife or husband (used "La X" or "El X" or "Mi X"))
- Simón (Yes or yep)
- No sea mailto/a (Expression used when a favor is needed)
- Ñaño (Brother, sister, or very good friend)
- Michelin (Fat)
- Hacer dedo (Hitchhiking)
- El o la pana (friend)
- Gato o Gatito (Blue or green eyed person)
- ☞ Food Section...
- Locro (hearty cheese and potato stew)
- Choclo (a certain type of corn on the cob)
- Llapingachos (delicious plate of fried egg, sausage, and a mix of veggies)
- Menestras (kidney beans in a sauce)
- Chanco (pig, pork) Hornado (baked pork), Fritada (fried little pieces of pork)
- Habas (big beans)
- Verde (green plantains)
- Tomate de Arbol (a tomato that grows on a tree that makes a tomato-ish juice)
- Chirimoya (DELICIOUS fruit—green on the outside, black seeds with a white, milky meat on the inside)
- Guayaba (guava)
- Pulpo (octopus); Atún (tuna); Pescado (fish); Corvina (Sea Bass)
- Plátanos (plantains—like bananas, but you have to cook them to eat them)
- Bananos/guineos (bananas/small bananas or sometimes regular sized ones)
- Encebollados (soups with a lot of onion in them, with fish, shrimp, or shellfish)
- Patacones (thick chunks of fried plantain)
- Chifles (fried plantain chips)
- Chicha (fermented corn drink, often alcoholic)
- Yuca (a type of yam that looks more like a potato when cooked)

My favorite tip for a better accent:

Practice your vowels...

In Spanish, luckily, there are only 5 vowel sounds, unlike English, which has over 10.

They are

A = AH (like, open wide!)

E = AY (like the letter A)

I = EE (like the letter E)

O = OH (very rounded O, the letter O)

U = OO (the OO in oops)

Repeat these for one minute each day for a week and your accent will improve. ☺

Orientation In-Country.

Day 1

Topics introduced via Powerpoint:

Safety

Money- ATMs (bring a friend!), how much, small bills, hide it on you
 Robbery- pickpocketing and robbing tactics that occur- how to avoid them
 (white powder, ketchup, knives, little kids, etc.)

Cultural Differences

Gender and Machismo- catcalls, friendships, dating, household roles,
 Time- “ya mismo,” arrive later to parties, arrive on time to appts., long-
 term thinking

Culture of Alcohol- frequency of drinking, drunkenness, review of
 policies for TSE, what not to drink/warnings

Greetings- one kiss on right cheek (m-w = kiss, w-w = kiss, m-m =
 handshake), Buenos Días, etc. instead of hola or adios, always greet
 walking into a store, greet family members, greet everyone when leaving
 or coming, Buen Provecho before meals

Homestay

Courtesy- tell them when you are leaving and coming, let them know
 if you are bringing friends, “Ya no avanzo” “Que rico! Que sabroso!”
 (Mm and yum do not exist)

Family/Collective culture- kids live at home until married often, meal time
 together, less alone time, dar una vuelta juntos, direct questions- Tienes
 una novia?, Cuantos años tienes?, La gorda/o

Food and Health

Food- lunch is the main meal- typically soup and a main dish, street food,
 water, ice cubes, washed salad, only unpeeled fruits (when not in a
 restaurant)

Health- street dogs, malaria, traveler’s diarrhea, medications over the
 counter

Transport

In Quito- taxi prices, take yellow taxis, buses

Outside of Quito- taxi prices, trucks, overnight bus etiquette, bus prices

Day 2

Simulation: Rockets and Stars

Students for the first hour and a half will play an adapted version of RafáRafá
 called Rockets and Stars. The game is played as follows:

Two teams: Rockets and Stars

Split the class in half by counting off with ones and twos. Have the two groups
 spread out to either side of the room or one to a hallway if the room is small. The
 simulation has three rounds. Each group will read the following description and act
 accordingly for each round.

Rockets: You come from a society that is very outgoing. You love talking to new people
 and enjoy people from different cultures as you find other languages fascinating. Your
 style of speaking is very direct as well. You spend a lot of your social time dishing out
 compliments and jokes. In general, you speak in a loud voice and want to know
 everything you can about new friends you meet. You like to hug people as a greeting.

In social situations you may be easygoing, but at work, you are sticklers. When
 something needs to be started on time, you are on the ball, and it annoys you when others

are not. You love how everyone is unique in their own way and you value what each unique person brings to the table. When doing a project, you like to outline everything first and discuss everything before beginning. You make decisions as a group. You enjoy doing projects that have abstract or artistic value.

In the ensuing exercise, you are very set on making a castle out of the chairs.

Stars: You come from a society that is friendly and very connected to each other. You generally hang out with people who are within your family. When meeting new people, you tend to stick to small talk and do not ask deep questions. You speak in a quiet voice and try to avoid conflict. You see yourself and others in relationship to their place in their community. You only speak to others not from your community if they ask you about your family. You only kiss on the cheek as a greeting.

At work, you work hard, but you see projects in the long term and not with specific deadlines unless there is an immediate need to your community. You enjoy making decisions according to the suggestions of leaders in your community though everyone's opinion is important. It is more important to enjoy the work you are doing together and to have a good time that it is to accomplish a task with measurable outcomes. You enjoy talking as a group to get projects started and do not enjoy formal discussions. You only enjoy doing projects that have value to your community as well as the friends with whom you might be working.

Simulation Activities

Round 1: Welcome Party

You have come together to work on a project in Classroomlandia and this is your first time meeting. This meeting is also to outline the details of the planned work project which is to move all the chairs from one side of the room to the other and to build a sculpture with them. Decide how your group will act during this encounter.

Round 2: Work Project Day 1

The project has begun. Move forward with the chair sculpture project as you see fit.

Round 3: Work Project Day 2

The project has changed and the sculpture, if done at all, is completely wrong. You need to build a pyramid of chairs on the other side of the room. Proceed accordingly.

Just after the game, students will be led through a debriefing, followed by a discussion of a variety of values dimensions taken from different intercultural studies research (Hofstede, 1980 and Kluckhohn and Strodtbeck, 1961 as cited in Tirmizi, 2008).

Debriefing Activities:

Write out short phrase answers to questions on sheets of paper and discuss them with the class:

1. Describe characteristics of the culture of the other group.
2. What was difficult to deal with in each round, coming from the perspective of your group?
3. How did you feel during each round?

Have each group present their culture to the other (according to the description given).

Questions to discuss as a group:

1. How did differences in your cultures affect the final project?
2. How did your groups deal with differences?
3. What would you do in the future in order to work together more coherently?

Discussion on values dimensions:

High context-low context

Power Distance

Activity: Being, Being-in-Becoming, Doing

Uncertainty Avoidance

Masculinity-Femininity

Relationships of Humans to Nature

Individualism v. Collectivism

Take the high context/low context battery (Halverson, 1993 as cited in Tirmizi, 2008).

Questions for debriefing in analyzing and connecting simulation:

How do the discussed values dimensions play into the simulation?

How did they affect the outcome of the work?

Did you find ways to work together? Describe them.

How can these values dimensions possibly assist you in future interactions?

Appendix E

Curriculum.

San Francisco Intensives.

Council (2 hours each week)

Week 1: Introduction to Council

Why did you choose this study abroad program?

What do you hope to learn?

Response Round

Closing Round

Week 2: Discussing U.S. Issues

Students will research an issue of domestic struggles in environmental issues.

Why and how are the people in your article struggling?

How do you see yourself involved in this struggle on some level?

Response Round

Closing Round

Week 3: Considering Global Dynamics

What is your role in globalization?

Response Round

Closing Round

Modern History of Ecuador – Ecuador (3 hours/day, 3 credits)

Topics to Cover: Brief overview from independence to Liberal Revolution

Social: cultural differences, indigenous groups, healthcare, religious influences in the Amazon, NGOs, extraction and social issues

Government: presidential turnover, indigenous movement, constitutions, the assembly

Economic: international influence, exports, dollarization, Quito and Guayaquil, divide between rich and poor, tourism, oil discovery and extraction

War with Peru

Current Issues: Correa, dollarization, indigenous movement, nature with rights, mining, exports, and other current events, pharmaceuticals/intellectual property rights, human rights

Anti-oppression and U.S. Social Justice (3 hours/day, 3 credits)

The following curriculum gives a suggested syllabus for the course of Anti-oppression and U.S. Social Justice to be taken in San Francisco. Students are required to read, do, and/or watch homework before the start of each class. Everything designated as “In class” will be done during the class period.

Week 1

Theme: Anti-Oppression 101

Day 1 Anti-Oppression 101: Privilege

Homework: Chapters 1-3 in *Privilege, Power, and Difference* by Allen (2006); “The U.S. Creation Myth and its Premise Keepers” by Martinez, p. 13, “White Privilege: Unpacking the Invisible Knapsack” by MacIntosh, p. 17 in your Anti-Oppression Reader.

In Class: Council Number 1; Small group discussions

Day 2 Anti-Oppression 101: Isms and CapitalISM

Homework: Chapters 4-5 in *Privilege, Power, and Difference* by Allen (2006);

Read the Class and Ableism sections of your Anti-Oppression Reader.

In class: Anti-racism training- “Step one if…” activity; Capitalism defined; the Triangle

Day 3 Anti-Oppression 101: LGBTQ, Direct Action

Homework: Chapters 6-7 in *Privilege, Power, and Difference* by Allen (2006); Read the LGBTQ section of your Anti-Oppression Reader.

In class: Being an Ally, Poster making- Where do I come in?

Guest speaker- Mary from Gay Shame (<http://www.gayshamesf.org/>) to speak on LGBTQ dissent.

Day 4 Anti-Oppression 101: Sexism

Homework: Read the Sexism section of your Anti-Oppression Reader;

“Feminism’s challenge: Articulating alternatives to unsustainable hierarchies” by Jensen (2009)- <http://uts.cc.utexas.edu/~rjensen/freelance/feminismschallenge.htm>

In Class: Guest speaker- Christina Rose, Masters candidate in Women’s Spirituality, on Sexism and Spirituality; group discussion

Day 5 Anti-Oppression 101: Racism and the Prison-Industrial Complex

Homework: “Masked Racism: Relections on the prison industrial complex” by Davis (n.d.); “From Attica to Pelican Bay: A Brief History of Prison Rebellions” by Gerhart (2011) and watch all videos within the article

In class: Activity- Capitalist Mailman; Discussion- relating race and capitalism

Assignment: Turn in a 4-5 page paper reflecting critically on the last week’s readings and discussions. Answer the following: What is anti-oppression? Where do you fit into these social movements? How have you seen these issues come alive in your own life?

Week 2

Theme: Domestic Resistance

Day 6 Racial Justice

Topics and readings/activities

Homework: Read the “Ten Point Platform of the Black Panthers” and “Legacy”

<http://www.blackpanther.org/Legacy1.html> (all pages),

<http://www.blackpanther.org/TenPoint.html>;

“Color in the Anti-War Movement”, by Martinez, p. 27

The Black Panthers: An inspiration to new generations

In class: Guest Speaker: Emory Douglas presenting chosen Black Panther video

Day 7 Environmental Justice

Homework: Read all Sections- The Facts

<http://mountainjustice.org/facts/index.php>

Read two of the five most recent posts from this blog...

<http://www.crmw.net/crmw/index.php>

Write- a notecard with notes on one of the articles you read; draw one small picture representing what you read to go along with a short presentation of one article. Be ready to explain it to someone in a small group.

In class: Presentations of articles read in small groups; Protest song writing workshop; Speaker from Global Exchange on coal mining

Day 8 Economic Justice

Homework: Read the sections—About, Actions, Members, Mission, History, Issues, FAQs, University of the Poor, and Past Actions on

<http://old.economichumanrights.org/about/mission.html>

Lecture: The Poor People’s Economic Human Rights Campaign, Video on PPEHRC

Day 9 Food Justice

Homework: Read “Local and Organic Food and Farming: The Gold Standard” by Allen, Cummins and Duesterberg (2011)-

http://www.organicconsumers.org/articles/article_22627.cfm; browse Hayes Valley Farm website- <http://www.hayesvalleyfarm.com/>;

Watch “TEDxWindyCity -- Mari Gallagher -- Food Deserts” by Gallagher (2010)-

http://www.youtube.com/watch?v=iEWriN6kh3c&feature=player_embedded

In class: Visit and Volunteer at the Hayes Valley Farm; guest speaker at farm

Day 10 Environmental Justice II

Homework: research and bring to class information on how to contact your local congressperson by phone and email (according to your home or school address);

Read about EarthJustice on their History page and watch the video-

http://earthjustice.org/about/our_history; choose and read two cases from the links on this page-

In class: Speaker from EarthJustice, workshop on contacting congresspeople, connections between movements (graphing intersections)

Week 3

Theme: Globalization and International Resistance (Oppression on a world scale)

Day 11 Globalization Basics

Read The Emancipatory Potential of Generic Globalization by Sklair (2009) and

Watch “All I Need” video of Radiohead song -

<http://www.youtube.com/watch?v=cdrcalO5BDs>

In Class: Bernie the Banana Activity; Globalization discussion

Day 12 Globalization Policies and the Americas

Homework: NAFTA article- “Economy and Trade: NAFTA”-

http://worldsavvy.org/monitor/index.php?option=com_content&view=article&id=661&Itemid=1130;

The Hidden Side of Mexico’s Drug War-

<http://www.globalexchange.org/countries/americas/mexico/dispatches/6401.html>

Bring in to class two articles from newspapers (online or in print)- one advocating NAFTA and one opposing NAFTA

In class: Small and Large Group Discussion and Video -

Day 13 The Economic Crisis

Watch video- “RSA Animate Crises of Capitalism”

http://www.youtube.com/watch?v=qOP2V_np2c0&feature=player_embedded#at=343

Read- “In Economic Crisis, Capitalism Delivers the Bads” (Wolff, 2011)

<http://www.truth-out.org/economic-crisis-capitalism-delivers-bads/1311177245>

and “Financial Crisis Was Avoidable, Inquiry Finds” (Chan, 2011)

In class: Watch The Corporation, discussion with Global Exchange speaker to follow.

Day 14 International Efforts-

Read-“The Audacity of Free Trade Agreements” by Carlsen (2011)-

<http://www.cipamericas.org/archives/5102>

Read- The Sixth Declaration of the Selva Lacandona, <http://www.serazln-altos.org/eng/sixth.html>

In class: Watch “Two Kinds of Globalization” by Danaher (2003); Discuss the triangles; Discuss the Zapatistas; strategies and tactics workshop

Day 15 Going International— Read “Exiting the Crisis of Capitalism or Capitalism in Crisis?” by Amin (2010)- Write up and bring in three discussion questions revolving around this article

In class: Tactics of international movements; Use student questions in small groups; Review final assignment

Final Assignment (8-10 pages): Choose an issue from a specific location related to social justice within the United States. Explain how anti-oppression principles inform actions being taken around this issue. Discuss how capitalism informs and influences the issue. Put the issue into a global or at least a national context (Who else around the world or the nation is facing similar problems? How are they connected?).

Courses in Ecuador.

Spanish

Intermediate 203

Topics: subjunctive, past subjunctive, writing short stories and journals, reading Ecuadorian literature, summarizing, etc.

High Intermediate 303

Topics: pluperfect, past subjunctive, reviewing verbs from SPAN203, writing essays, reading and reviewing Ecuadorian literature, etc.

Advanced 403

Topics: prepositional phrases, reviewing verbs from SPAN303, writing essays, reading and reviewing Ecuadorian literature, etc.

Sample cultural conversations (once a week): Kichwa “complementarity,” space, relationship to nature, Sumak Kawsay (Conviviality)

Kichwa

Introduction to Kichwa

Grammatical teachings: Presentations, states of being, descriptions, orders and desires; present progressive, simple past, future, subjunctive, talking about present and past desires

Sample cultural conversations (once a week): Kichwa “complementarity,” space, relationship to nature, Sumak Kawsay (Conviviality)

Activities related to language courses:

Week 1- Casa de la Cultura (museum)

Week 2- Capillo del Hombre (Guayasamin Museum)

Week 3- Artisan workshops in Otavalo and Cotacachi

Week 4- Medicinal plant tour

Optional evening/weekend events in Quito: concerts and films

T & P of CT

In Quito

Week 1

Themes: What is Conflict Transformation? Conflict Triangle. What is violence?: Types of violence. The three R's. Plan Colombia and paramilitaries. Community Dialogue.

Special Speakers: Renard Sexton and another speaker from Futuro Latinoamericano; Esteban Falconí- environmental justice lawyer.

Week 2

Latin American dispute resolution. The work of Futuro Latinoamericano. The work of the Center for Peace, Mediation, and Resolution of Conflict (CEMPROC). Conflict Analysis.

In Class: Speaker from CEMPROC. Juan Auz- environmental justice lawyer.

Week 3

Themes: The indigenous movement and their complaints. CONAIE. Guest Speakers from CONAIE and Luis Herrera photo essay. Otavaleñan political action. Direct action. Codependent Origination.

Week 4

Themes: Conflict case studies. Presentations.

Projects/Presentations: Research the indigenous movements of the Sierra and present on a specific event, case or a specific group involved. Discuss their issues as they relate to various types of violence, strategies specific to the region, and results in terms of transformation.

In Chilcapamba

Week 5

Themes: Environmentally based conflicts: water in Chilcapamba.
 Community organizing in the Sierra. Land ownership.
 Guest Speaker: Alfonso Morales and others from Chilcapamba.

Week 6

Themes: Strategies of TNCs. Lives vs. Development: Development for whom? Conflict Analysis. Designing strategies.

Week 7

Themes: Environmentally based conflicts in the Amazon. Chevron case. Yasuní.

In the Amazon

Week 8

Themes: Structural violence- Health effects: jungle life. Conflict Analysis and jungle conflicts.
 Projects/Presentations: Research a conflict connected to indigenous rights and present on a specific event, case or a specific group involved. Discuss their issues as they relate to various types of violence, strategies specific to the region, and results in terms of transformation.

Ecology of Ecuador: Threats and Opportunities (in Ecuador)

In Quito

Week 1

Themes: Bio-diversity. Plants and trees.

Week 2

Themes: Endangered and recently extinct species. Eco-tourism and animal reserves.

Week 3

Themes: Threats to bio-diversity. Human pressure on the environment.
 Watch- Después de la Neblina.

Week 4

Themes: Global action related to ecology of the sierra. Speaker from Acción Ecológica.

In Chilcapamba

Week 5

Themes: Bio-diversity. Plants and trees.
 Weekend Trip: Parque Condor.

Week 6

Themes: Endangered and recently extinct species. Eco-tourism and animal reserves.
 Watch Crude.
 Weekend Trip: Lake Cuicocha.

Week 7

Themes: Extraction: petroleum and mining. Deforestation.

In the Amazon – Toxi Tour

Week 8

Themes: Global action related to the ecology of the Amazon. Travel with Toxi-Tour.

Projects: Choose a region of a province of Ecuador and in a paper of 8-10 pages, analyze the threats to its ecology as it currently exists. Analyze current efforts to improve threats to endangerment, extinction, contamination, and other issues.

Final presentations from the Conflict Transformation and Ecology classes will take place during the third month. Students will present at the end of the 9th week for the conflict transformation class and the Ecology class.

Dialogue: Indigenous Social Movements & Urban Social Change

In Quito

Week 1

Themes: Introduction to Dialogue. Dialogue on study abroad. Forming Dialogue questions. Choosing Dialogue participants. Ivan Illich's "To Hell with Good Intentions." Appreciative Inquiry.

Week 2

Themes: Culture shock. Racism. Urban Cycling. Sexism. Chosen dialogue run by students.

Invited guests- Cristian Medrano, Elly Levy, Pablo Ortiz (members of urban cycling organization), students from the UCE; host brothers and sisters

Week 3

Themes: Kichwa and language survival. Indigenous movements in the Sierra. Eco-tourism. Water rights.

Invited guests- Jael Maco (Kichwa teacher); leaders from Indigenous organizations

Week 4

Themes: Social justice movements. Tactics within movements. Consensus making: indigenous and Western perspectives.

Invited Guests- leaders from Indigenous organizations

Projects: Organize as two teams two dialogues to take place during your last week in the Sierra. Design relevant questions and carry out your dialogue. Each member of the group must write a three-page reflection paper discussing the results of their own dialogue. Utilizing appreciative inquiry after the other dialogue, evaluate the other teams': question(s), facilitation, and selection of participants.

In Chilcapamba

Week 5

Themes: Meaning and purpose of nature. Indigenous cosmovision of the jungle.

Invited guests- Esteban Falconí; guest from the Ministry of the Environment

Week 6

Themes: Animal rights/extinction. Plant extraction and pharmaceuticals.

Week 7

Themes: Oil dependency. Community health. Quality of life. International action.

Invited guests: members of various communities in the jungle

In the Amazon

Week 8

Themes: Indigenous language survival. International action. Alliance-building.

Invited guests- Members of organizations related to international campaigns and local issues

Internship

In Quito

Week 9-12

Theme: Independent Study Projects in Quito. Final Presentations from previous courses.

For the final month in Quito, students will transition into interning 3/4 time for the same organization with which they have been interning.

The internship phase during the last month requires each student to spend 6 hours per day working at a chosen internship site. The choice of site should reflect the student's interest and might connect to his or her major in university.

Students must also attend formal and informal weekly meetings with peers and professors. Students will meet for an hour and a half on Thursdays as a group to discuss and reflect on their internships together. Once a week, students will also meet privately with one of the program leaders. During this meeting, students will turn a weekly two-page reflection connecting current experience in practice to the theory learned in one or more courses.

Internship Final Assignment:

Conduct a written analysis of threats to a specific area's ecology within Ecuador using the lens of conflict analysis and anti-oppression, considering historical and current events. Create a presentation and ensuing dialogue to present in the United States a group of your choice with whom you are familiar (community, religious group, large family, organization, school, etc.).

Some internship site options:

Futuro Latinoamericano (Latin American Future)- organization that focuses on conflict transformation, dialogue, and related research within Latin America

Acción Ecológica (Ecological Action)- organization that focuses on environmental action within Ecuador related to a variety of issues such as saving the rainforest, the use of plastics, etc.

The Center for Mediation, Peace, and Resolution of Conflict- center that focuses on community dialogue and conflict transformation

Amazon Watch- organization that focuses on campaigning and education related to indigenous peoples and the Amazon rainforest

Appendix F

Earning credits.

Professor Steve Tash assists students of Reality Tours in earning credit for their time spent abroad. His contact information can be found below and should be counted as a resource in accrediting classes through TSE:

“For Students: Earn academic credit for language study; study abroad excursions as well as work-intern-volunteer abroad experiences. Professor Steve Tash works with an accredited college (Northwest Association of Colleges and Universities) to provide various course credit options. Most major colleges and universities in California and across the country have accepted the transfer of credit. Sample schools include Stanford, San Diego State University, UCLA, UC Santa Cruz, UC Berkeley, U.S. International University, UC San Diego, San Francisco State University, California State University of Los Angeles, University of Texas, University of Oregon, University of Washington, and the University of Florida, Texas A&M.

If you are interested in receiving more information contact:

Professor Steve Tash, LANGUAGE, STUDY ABROAD & TRAVEL PROGRAMS
COLLEGE CREDIT/INTERNSHIPS/LANGUAGE HOMESTAY/WORK ABROAD

23786 Villena Mission Viejo, CA 92692 USA
tel. 949-916-1096 9am-9pm PST fax. 413-683-7153
toll free tel.1.888.573.9148 9am-9pm PST
e-mail: travelstudy@yahoo.com
web: <http://westudyabroad.com>”

Appendix G

Crisis Management Plan and Documents for TSE.

General Prevention

1. Health and Safety

First aid kits, Council, and small group and one-on-one counseling by leaders are the first response for crises that do not need help from outside the group. Local hospitals and clinics will assist in medical emergencies when needed.

2. Early Warning

Students will participate in councils every two weeks to air various emotions and problems they might be going through. First warning signs of any deeper troubles will be taken into account by program leaders. Students will be encouraged to share with program leaders in private if they have any specific health or emotional concerns.

In orientation, students will be informed of a variety of precautions to take regarding safety and health. The warnings will include issues related to both personal safety within the city and within the countryside.

3. Host Families

Students living in host families often will not know where or how to share problems that may be occurring there, be they recurrences or one-time occasions. For this reason, leaders will conduct bi-weekly visits to host families to assure the health and safety of both the families and student.

4. Emergency Contacts and meeting place

Emergency contacts of leaders, cell phone numbers of other students, a call chart in case of emergency, and an emergency meeting place will be given to students.

Urgent Crisis Steps

1. Assess the situation: Evaluate the problem and ask basic questions.
 - What happened?
 - Who is or was involved?
 - Who might need help?
 - Is care needed immediately from outside sources (if so, move on to further steps)?
 - If care is not needed immediately from outside, who can and will help?
 - Where are the other students? Are they ok and do they need help?
(This step should be delegated. It is important to find a healthy person to watch over others who may be traumatized.)
2. Provide care: If the person or people in crisis do not need help from outside authorities, identify necessary supplies if needed, and provide care. Ask the victim as well what they would like to do. If they would feel more comfortable going to a hospital, discuss this option.
3. Call for help: Call or nominate someone else to call for help. If incident is related to local animals or plants, call or find your local health contact in the community along with mobilization toward the nearest hospital. Contact local police

authorities if those involved would like to receive immediate protection. Call local embassies in the case of a political emergency or natural disaster.

- 4. Inform: Tell the rest of the group who might not be informed about the incident, with the consent of the victim. If the incident is sensitive but the victim would like to share, an appropriate time might be during a Council.
- 5. File incident report: File an incident report recording the information pertinent to the occasion. File a police report if those involved in the incident would like it reported.

Incident Report

This form is for all incidents regarding inappropriate student behavior, crises, and other minor medical or health-related incidents. The form should be completed within two days of the incident. The resolution section should be filled in as applicable.

Reporter’s Name: _____ Reporter’s Position: _____ Date: _____
 Name of Program: _____
 Location of Incident: _____
 Date and Time of Incident: _____
 Student(s) involved: _____

Description of Incident (be as specific as possible): _____

Action Taken (be as specific as possible): _____

Resolution of incident – to be filled out when resolution occurs (resolution between parties, end of crisis, disciplinary action etc.):

Other reports filed (police, embassy, etc.; include report #s):

Reporter’s Signature: _____ Date: _____

Contact information

U.S. Embassy in Quito
 Address: Ave. Avigiras E12-170 y Ave. Eloy Alfaro Quito, Ecuador
 Phone(s): 593-2-398-5000
 Email: contacto.usembuio@state.gov

Website: <http://ecuador.usembassy.gov/contact.html>

Yanapuma Offices

Address: E8-125 Veintimilla y 6 de Diciembre Quito, Ecuador

Phone(s): (593) 2 290 7643

Email: kelly@yanapuma.org

Website: <http://www.yanapuma.org/en/index.php>

Universidad Central del Ecuador

Ciudadela Universitaria

Av. América

Quito, Ecuador

Phone(s): (593)252-1500 / 290-4799

Email: rel_int@ac.uce.edu.ec

Website: http://www.uce.edu.ec/asi_estamos.php

Closest Hospitals Index

San Francisco

The Alliance Francaise de San Francisco

Saint Francis Memorial Hospital

Bush & Hyde St. or Bush & Pine St.

San Francisco, CA

(2 blocks from classroom)

Global Exchange

California Pacific Medical Center- St. Luke's Campus

3555 Cesar Chavez

San Francisco, CA 94114

(415) 600-6000

Hayes Valley Farm

California Pacific Medical Center- Davies Campus

Castro & Duboce Streets

San Francisco, CA 94114

(415) 600-6000

Ecuador

Quito

Hospital Metropolitano

Av. Mariana de Jesús y Nicolás Arteta

02-399-8000

Clinica Pichincha

Páez N22 - 160 entre Ramírez Dávalos y Veintimilla

022998700

Otavalo and Chilcapamba
Hospital San Luis Otavalo
Sucre and Estados Unidos
Otavalo, Ecuador
06-2922-461 or 06-2920-600

Jungle

To be filled in when schedule is confirmed

Appendix H

TSE Program Application.

Three Sisters Exchange Spring 2013 Program Application

Full Name (as it appears on your passport): _____

Name (as you preferred to be called): _____

Birthdate (mm/dd/yyyy): _____ Social Security Number: ____ - ____ - _____

Gender: _____ Age: _____

Passport #: _____ Date of Issue: _____ Expiration Date: _____

Country of Citizenship: _____

Address: _____

Telephone: _____ Email: _____

Emergency Contact- Name: _____

Address: _____

Email: _____

Telephone: _____ Secondary Telephone: _____

Education

High School: _____ GPA: _____

Address: _____

University: _____ GPA: _____

Address: _____

Current year in school: _____ Major: _____

Other languages spoken (languages, levels of speaking?, reading? writing?):

Other Information: How did you first hear about our programs?

- School Friend Family
- Web search Consultant Other

Please specify _____

Letters of Reference: Please attach two letters of reference— one personal, one professional.

Medications:

Please list all medications you are currently taking and any you have taken in the last three months. This information is kept completely confidential – including from parents and guardians – and will only be used for health and safety purposes. If you will be taking new medication with you, changing the way you take any certain medications or stopping a specific medication while traveling, please also make a note of this below.

Allergies (Please list all allergies including allergies to food, nature, medications, etc.):

Pregnancy: Students who are pregnant before beginning the program need to inform the program coordinator and speak with him or her to see if the program can meet their needs while abroad.

Questions: Please answer the following questions and prompts. Be honest and thorough. Please do not let your answers for each question exceed two pages. Attach documents/sheets as necessary.

1. Why does the Three Sisters Exchange interest you? What do you hope to gain from the program?
2. Describe an issue the United States that you care about that pertains to issues of social justice or fair treatment of people and/or animals and/or nature. Discuss any efforts from groups to work on solving the issue. Discuss your personal understanding and thoughts on the issue.
3. Tell a story about a time you felt out of your element or comfort zone when you were in an unfamiliar place or with unfamiliar people. Talk about how you reacted and what you may have learned.
4. In 300 words or less, briefly discuss an issue relevant to both Ecuador and the United States. Why is it important? What are people doing about it today? Please research a topic if your knowledge of Ecuador is limited.

Please call our offices if you have any questions about the application.

Application Procedure: Please submit all materials by September 15th, 2012.

Please send documents to:

Global Exchange

2017 Mission Street, 2nd Floor

San Francisco, CA 94110

Or email or by fax

e: web@globalexchange.org

f: 415.255.7498

If you fax your documents, please provide a cover page with the note- "Attn: TSE Program Coordinator"

Main phone: 415.255.7296

Appendix I

Staff Descriptions.

Program Leader 1 Description

Three Sisters Exchange is a semester long program of Global Exchange taking place in both San Francisco and Ecuador. The program aims to provide an integrated study experience with an orientation based in social justice principles and taking place in San Francisco. Students will then fly to the culturally diverse country of Ecuador to study a variety of themes with classes in both English and Spanish. The Program Leader acts as a cultural mentor, professor, and guide.

Institutional Setting:

Global Exchange's Mission

“As an education and action resource center, we advance our vision by working to ensure our members and constituents are empowered locally and connected globally to create a just and sustainable world.

Global Exchange takes a holistic approach to creating change. With nearly twenty-five years of working for international human rights, we realize that in order to advance social, environmental and economic justice we must transform the global economy from profit-centered to people-centered, from currency to community.”

Global Exchange's Work

“Global Exchange is tackling some of the most critical issues of our time— from limiting corporate power and greed to oil addiction and global climate change, from the exploitation of the current global economy to the creation of the local green economy. Our campaigns inspire people across the U.S. and around the world to resist injustice, envision alternatives, and take action.”

Key Qualifications:

Experience in all or most of the following- teaching of Conflict Transformation and Dialogue (general as well as specifically Latin American strategies)

Experience in or sufficient ability (with preparation) to teach classes entitled Ecuadorian history and a class themed on Anti-oppression and U.S. social justice (related to social movements and struggles).

Experience advising and guiding international students

Experience with collaboration between colleagues

Key Duties:

The program leader 1 position for the Three Sister's Exchange program is a position with many hats. The program leader will act as both a co-teacher and an intercultural guide. The TSE program begins in San Francisco with two classes taught by the program leader called “Anti-Oppression and U.S. Social Justice” and “Modern History of Ecuador.” For this reason, the position requires experience teaching at a university level. The person in this position will be the main guide and contact in San Francisco, facilitating classes and field trips. He or she will have office space in the offices of Global Exchange and work in conjunction with the coordinator of the program

who will be based out of the same office. This professor/leader will develop curriculum for the class of the Modern History of Ecuador according to the themes presented by Global Exchange with guidance from the program coordinator.

Students will be traveling with the Program Leader 1 to Ecuador where the program leader will join with another leader to teach classes in Ecuador. Curriculum for classes of Conflict Transformation and Dialogue will be developed before the program begins with supervision from the Program Coordinator. The Program Leader 1 will be responsible for this class.

The Program Leader 1 will be in charge of student safety, intercultural adjustment, and continuing development of students. They will help lead an orientation along with the other leader upon arrival as well as evaluation at the end and after the program. The Program Leader will conduct bi-weekly checkups on host families to ensure student and host family safety and satisfaction. Experience living in Ecuador is required. They will help lead circle talks similar to dialogues called Councils.

The last month of the program, students will be completing internships for organizations in Quito and the Program Leader 1 will check in with students periodically, consulting with half of the students on their internships and final projects. The students specifically advised will be graded by the Program Leader 1.

Required Characteristics/Skills/Experience:

3+ years teaching experience teaching at a university level

Valid driver's license and passport (viable until September 2013)

Advanced Spanish skills in reading, writing, and speaking, with at least 2 years speaking in Spanish full-time

Experience with international students

Experience leading discussions in a circle

Knowledge of Ecuadorian business, culture, history, transportation methods, and norms

At ease in rural environments

Able to think critically and solve complex problems

Excellent organization and communication skills

Experience working successfully with diverse populations

Knowledge or ability to learn to work with students with diverse abilities

Experience teaching biology or ecology in a Latin American environmental context

Strong computer skills and ability to use Microsoft Office (especially Word and Excel)

Experience managing a budget

Responds openly to suggestions and feedback

Preferred Experience:

Master's Degree with an international focus

Application Procedure: A cover letter, resume, and two references (professional) from people who can speak to your abilities for this position must be received by February 13th, 2012 at 5pm, PST.

Please send documents to:

Global Exchange

2017 Mission Street, 2nd Floor

San Francisco, CA 94110

Or email or by fax

e: web@globalexchange.org

f: 415.255.7498

If you fax your documents, please provide a cover page with the note- "Attn: TSE Program Coordinator"

Main phone: 415.255.7296

Program Leader 2 Description

Three Sisters Exchange is a semester long program of Global Exchange taking place in both San Francisco and Ecuador. The program aims to provide an integrated study experience with an orientation based in social justice principles and taking place in San Francisco. Students will then fly to the culturally diverse country of Ecuador to study a variety of themes with classes in both English and Spanish. The Program Leader acts as a cultural mentor, professor, and guide.

Institutional Setting:

Global Exchange's Mission

"As an education and action resource center, we advance our vision by working to ensure our members and constituents are empowered locally and connected globally to create a just and sustainable world.

Global Exchange takes a holistic approach to creating change. With nearly twenty-five years of working for international human rights, we realize that in order to advance social, environmental and economic justice we must transform the global economy from profit-centered to people-centered, from currency to community."

Global Exchange's Work

"Global Exchange is tackling some of the most critical issues of our time— from limiting corporate power and greed to oil addiction and global climate change, from the exploitation of the current global economy to the creation of the local green economy. Our campaigns inspire people across the U.S. and around the world to resist injustice, envision alternatives, and take action."

Key Duties:

The Program Leader 2 position for the Three Sister's Exchange program is a position with many hats. The program leader will act as both a co-teacher and an intercultural guide. The TSE program begins in San Francisco with two classes taught by the other program leader called "Anti-Oppression and U.S. Social Justice" and "Modern History of Ecuador."

The Program Leader 2 will be in charge of organizing logistics for the program before students arrive in country, including the choosing of host families and coordination with the host university. Curriculum for classes of the Ecology of Ecuador will be developed before the program begins with supervision from the Program Coordinator. The Program Leader 2 will be responsible for this class.

The Program Leader 2 will be in charge of student safety, intercultural adjustment, and continuing development of students. They will help lead an orientation along with the other leader upon arrival as well as evaluation at the end and after the program. The Program Leader will conduct frequent checkups on host families to ensure student and host family safety and satisfaction. Residency in Ecuador is required. They will help lead circle talks similar to dialogues called Councils.

The last month of the program, students will be completing internships for organizations in Quito and the Program Leader 2 will check in with students periodically, consulting with half of the students on their internships and final projects. The students specifically advised by this leader will also be graded by the same leader. After students have left the country, the Program Leader 2 will be in charge of certain evaluations and follow-up in Ecuador.

Key Qualifications:

Experience in all or most of the following- teaching of The Ecology of Ecuador
Experience advising and guiding international students
Experience with collaboration between colleagues

Required Characteristics/Skills/Experience:

Highly advanced in Spanish and English writing, reading, and speaking
3+ years teaching experience teaching at a university level
Experience living in Ecuador for a minimum of 10 years, preferably in the Sierra or the Amazon
Experience with international students
Experience leading discussions in a circle
Broad knowledge of social and economic issues facing low-income and indigenous Ecuadorians
Knowledge of Ecuadorian business, culture, history, transportation methods, and norms
At ease in rural environments
Able to think critically and solve complex problems
Excellent organization and communication skills
Experience working successfully with diverse populations
Knowledge or ability to learn to work with students with diverse abilities
Experience teaching biology or ecology in a Latin American environmental context
Strong computer skills and ability to use Microsoft Office (especially Word and Excel)
Experience managing a budget
Responds openly to suggestions and feedback

Preferred Experience:

Master's Degree with an international focus

Application Procedure: A cover letter, resume, and two references (professional) from people who can speak to your abilities for this position must be received by February 13th, 2012 at 5pm, PST.

Please send documents to:

Global Exchange
2017 Mission Street, 2nd Floor
San Francisco, CA 94110
Or email or by fax
e: web@globalexchange.org
f: 415.255.7498

If you fax your documents, please provide a cover page with the note- "Attn: TSE
Program Coordinator"
Main phone: 415.255.7296

A Guide to Homestay Selection.

The following is a guide for homestay selection for the TSE program.

Ideal homestays will include Ecuadorians who:

- Have a connection to social justice, the indigenous movement, or environmental action.
- Understand reasons for international education.
- Do not want to host a student solely for monetary gain.
- Can express many reasons for hosting a student that do not include monetary gain.
- Want to learn about another culture.
- Are proud of their culture and/or want to share their culture and customs a student.
- Are generally open and engaging people.
- Are respectful and kind.
- Are not suffering from any severe or debilitating diseases.

Homestays must be able to provide the following for their student:

- A personal or relatively quiet room for living.
- Two healthy meals per day.
- Adequate shelter, electricity, and heating.
- A bed.
- Constant in home access to clean water.

Health and Safety Plan Information.

Vaccinations

Yellow Fever Vaccination (required):

We will be traveling in the Amazon region for which the CDC recommends getting vaccinated for yellow fever, therefore the TSE requires a Yellow Fever vaccination.

CDC statement on Yellow Fever vaccination:

“*Recommended* for all travelers ≥ 9 months of age traveling to the following provinces east of the Andes Mountains $< 2,300$ m in elevation^d: Morona-Santiago, Napo, Orellana, Pastaza, Sucumbios, and Zamora-Chinchipe.”

Website listing possible clinics for vaccination across the U.S.:

<http://wwwnc.cdc.gov/travel/yellow-fever-vaccination-clinics/search.htm>

Please bring the following vaccination history to be filled out and signed by a medical doctor. This document is to be turned in with your application.

Please note that as an adult, a recent tetanus shot (within the last 5 years) is required.

Hepatitis A Vaccination (required):

Hepatitis A is a recommended vaccine for Ecuador and for the TSE program, it is required because the risk exists within general tourist interactions.

CDC statement on Hepatitis A vaccination:

“Recommended for all unvaccinated people traveling to or working in countries with an intermediate or high level of hepatitis A virus infection where exposure might occur through food or water. Cases of travel-related hepatitis A can also occur in travelers to developing countries with "standard" tourist itineraries, accommodations, and food consumption behaviors.”

Malaria Pills (Recommended):

Though a majority of the program hours will be spent in the Sierra where no threat of malaria exists, a week will be spent in areas of the country where anti-malarials are highly recommended. Students are highly encouraged to bring anti-malarials with them. They will only need enough to cover a week's time in the Amazon.

For more information on Anti-malarial choices, please visit the CDC website:

<http://www.cdc.gov/malaria/travelers/drugs.html>

For more information on where to find anti-malarials, talk to your doctor or visit a travel clinic near you: <http://wwwnc.cdc.gov/travel/yellow-fever-vaccination-clinics/search.htm>

Sexual Harassment

Sexual Harassment Clause and Action

TSE has adapted the legal definition of sexual harassment and defines it as the following: “unwelcome verbal, visual, or physical conduct of a sexual nature that is severe or pervasive and affects working conditions or creates a hostile... environment” (“Equal Rights Advocates,” 2011). Because the location of the students will vary throughout the program, TSE has chosen to omit the word “work” from the definition. It is important that the victim of sexual harassment communicate with the person harassing if they feel comfortable, to tell them to stop, as a first action.

If a student has complaints of sexual harassment that they cannot address with the harasser, they should bring their concern immediately to a program leader in private. Certain local customs can be misinterpreted as intense advances so the program leader is essential in interpreting these differences. If the incident is found to be sexual harassment, the program leader will speak with the offender in question. Disciplinary action will be taken in the case of the harasser being within the program participants according to program guidelines (See Appendix ??).

Discipline

Students on the TSE program are expected to behave in mature, responsible, and independent manner. They are also encouraged to recognize their interdependence within the program and that their actions affect their own and other’s ability to learn, study, interact with local people, and enjoy the program. Student’s whose actions injure or affect in a strongly negative manner the emotional, physical, mental, spiritual, or psychological functioning of other participants will be taken through the following steps with one or both of the program leaders.

Step 1 – Program leader will speak with the student one on one.

Step 2 – Program leader will bring the problem to all students together in a council if the problem relates to a concern shared by everyone.

Step 3 – Leaders will give the student a warning and discuss ways to avoid the problem from happening again.

If the problem still persists or began as a serious offense:

Step 4 – Leaders will call the student’s parents, guardians, or emergency contacts to discuss the issue. The leader has the right to send the student home if the problem identified is very severe or will not stop soon or involves illegal drug use. There will be no refund of tuition for the student.

Step 5 – Program Coordinator will contact parents to disclose the program’s official statement on the issue depending on the confidentiality and severity of the issue (problem must reach a Step 4 level to call all parents).

Appendix L

Packing List.

The Basics

The following are educated suggestions. Remember that you can also buy clothing here if you feel you have forgotten anything commonly worn once you arrive.

Underwear (having more is better, around 7 pairs)
Seven pairs of socks (some extra long ones)
Four T-shirts (some sleeveless if you like- good for the jungle)
Two long sleeved tops
Pair of leggings (if you like wearing them- good for the jungle)
Three pairs of pants (one nice pair for going out or formal occasions and one pair of lightweight fast-drying pants)
One dress (if you like wearing them)
Two pairs of shorts
Pijamas (lightweight)
High SPF waterproof sunblock and aftersun lotion
Insect repellent (suggested – Ultrathon, contains DEET, very strong or Herbal Armor, all-natural)
Warm sweater or jacket
Raincoat or poncho
First aid kit, medicines and any prescription medication you are taking
Bathing suit and flipflops
Towel
Sneakers or hiking boots
Shoes to wear to formal/dancing occasions
Flashlight or headlight
Small backpack for daytrips
U.S. dollars in small denominations – NO \$50 OR \$100 BILLS!
Passport and color photocopy
Malaria tablets (enough for however long you might be in the Amazon)
Makeup (minimal amount)
Student ID card
Resealable Sandwich bags (a few)
Laundry bag
Pepto Bismol
Nail clippers
Small mirror
Books – for class and for leisure
Water bottle
Razor
Chargers for all electronics
Memory stick (USB key or SD card -- for storing pictures)

Medicines:

Prescriptions- any that you take normally; please bring enough for the trip and continue taking them. Always keep these medications in their original bottles and in your carry-on luggage only.

Anti-malarials- bring enough to be in the jungle for one week.

Diarrhea medication- bring over the counter medication for help in case of mild to severe diarrhea or upset stomach.

Things to bring that you could also easily buy in Ecuador

(so don't worry if you will run out or if you want to wait until you get to Ecuador to buy them)

Shampoo, conditioner, and soap, toothpaste, hair ties, etc.

Hat or cap

Sunglasses

Blank notebooks for class notes

Babywipes

Band-aids

Feminine supplies

Anti-itch cream

Journal and pens

Earplugs

The Extras (things that could come in handy – choose for yourself whether or not to bring)

Camera

Musical device (Ipod, mp3 player, etc.)

Playing cards

If you have questions about anything essential you believe is missing from the list, feel free to contact your program coordinator.

Sample itinerary for Toxi-Tour.**Amazon Watch Rainforest Delegation****2011***Ecuadorian Amazon: from toxic legacy to rainforest paradise*

Monday: The group will be picked up and brought to Café Cultura. Formal group welcome and check in- prep for trip into Amazon.

Tuesday: Group meets for breakfast and departs to the airport to fly to Lago Agrio, in the Amazon. Donald (toxi tour leader) picks up group and heads directly on tour of oil contamination sites around Lago, including Texaco's first well ever drilled in Ecuador. We will be joined by Emergildo Criollo, a Cofan leader who will share his first hand stories of how oil as impacted his territory, culture, and people. Head to Cofan territory and spend the evening and night in the Cofan village.

Wednesday: Breakfast with Cofan, followed by a full day tour of oil contamination sites and affected communities such as Sushufindi, Sacha and San Carlos. Visit a local health clinic and later view oil's effects on the region's river systems. Arrive in Coca by late afternoon.

Check in to Hotel Auca. Dinner at the hotel.

Thursday: Depart Coca to visit Quichua community. Spend the day and night with the Quichua of Rumipamba.

Friday: Breakfast and day spent in Quichua community. Head back to Coca in evening. Spend the night at Hotel Auca in Coca.

Saturday: Group meets for breakfast and is picked up by Napo Lodge representatives at 7:30AM. Then we travel by motorized canoe for 2-3 hours down the Rio Napo to a spectacular jungle lodge. Following lunch, we take an afternoon hike in primary forest, looking at microfauna and the uses of different medicinal plants. Time to relax, dinner, and then a night excursion to view nocturnal animals such as caiman, monkeys, insects and owls.

Sunday: We get an early start after breakfast, to spend the day in Yasuni National Park. We travel by motorized boat to the park, where we first visit a salt lick where parrots and macaws congregate, and then we continue. After lunch, we take a trek through the parks' interior rainforest, exploring its extraordinary biodiversity. Return back to the jungle lodge for dinner, relaxation.

Monday: Breakfast and jungle activities at the rainforest lodge. A box lunch from the lodge is provided for our boat travel back to Coca. Late afternoon flight to Quito.

Appendix N

Summative Program Evaluation for Students.

Program Evaluation for the Three Sisters Exchange

We are very happy you chose to participate in the Three Sisters Exchange. Our hope is to make each year of this program even more successful than the last. Global Exchange is dedicated to the assessment and evaluation of its programs using participant feedback. Please fill out the following evaluation and turn it in to one of your program leaders. Please attach extra sheets of paper as needed.

The scale for evaluation runs from left to right with 1- Poor being a low rating to 5- Excellent being a high, very favorable rating. Please use the “Other Comments” sections to make any comments about each section. We especially appreciate comments left with explanations for any boxes checked with 1s and 2s.

Extended Orientation Courses in San Francisco	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Modern History of Ecuador					
Overall					
Speakers					
Readings					
Other Assignments					
SJ and Anti-Oppression					
Overall					
Speakers					
Readings					
Other Assignments					

Other Comments:

Orientation in Ecuador	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Helpfulness					
Relevance					
Timeliness					

Other Comments:

Courses in Quito	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Ecology of Ecuador					
Overall					
Speakers					

Readings					
Other Assignments					
Dialogue					
Overall					
Speakers					
Readings					
Other Assignments					
Conflict Transformation					
Overall					
Speakers					
Readings					
Other Assignments					
Other					
Classroom choice and amenities					
Extra-curricular activities					
School location					

Other Comments:

Chilcapamba	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Overall Experience					
Relevance					
Theory to practice connection					
Community leaders					
Accommodations (housing and facilities)					
Activities					
Food					

Other Comments:

Toxi-Tour	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Overall Experience					
Relevance					
Theory to practice connection					
Community leaders					
Accommodations (housing and facilities)					
Activities					
Food					

Other Comments:

Internship	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Overall Experience					
Placement					
Advisor assistance					
Advisor knowledge					
Assistance with cultural adjustment					
Resources for project					
Sufficiency of available work					
Spanish usage					
Alliance building					

Other Comments:

Homestay	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Overall Experience					
Relevance					
Theory to practice connection					
Host parents					
Host siblings					
Accommodations (housing and facilities)					
Friendliness					
Personal connection					
Food					

Other Comments:

Program Leaders	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Program Leader 1:					
Facilitation of Courses					
Organization					
Assistance with cultural adjustment					
Punctuality					
Friendliness					
One on one assistance					
Grading					
Professionalism					

Assistance during internship phase					
Assistance during courses					
Responsiveness					

Other Comments:

Program Leaders	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Program Leader 2:					
Facilitation of Courses					
Organization					
Assistance with cultural adjustment					
Punctuality					
Friendliness					
One on one assistance					
Grading					
Professionalism					
Assistance during internship phase					
Assistance during courses					
Responsiveness					

Other Comments: