International Service-Learning Program in Guatemala On Mayan Education, Language Maintenance & Social Activism: A Program for The City College Of New York, CUNY

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INTERNATIONAL SERVICE-LEARNING PROGRAM IN GUATEMALA ON MAYAN EDUCATION, LANGUAGE MAINTENANCE & SOCIAL ACTIVISM: A PROGRAM FOR THE CITY COLLEGE OF NEW YORK, CUNY

Kenneth Yanes
PIM 69

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of International Education at the SIT Graduate Institute in Brattleboro, Vermont, USA.
Capstone Seminar: July 2011
Capstone Advisor: Prof. David Shallenberger
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Student name: Kenneth Yanes       Date: July 2011
**Cover Illustration**

Yaxchilan Stela 11. Drawing from the FAMSI archives\(^1\).

Transcription (in Yucatec style classic Mayan)

\[
\text{bolon baktun, waklajun katun, jun kin, chum winal, chum kin, buluk ajaw [lunar information]}
\]

\[
\text{waxak sek joy ti ajawlel yaxun balam u chaan aj uk aj jun kal, ox katun kalomte, k’ul ajaw Yaxchilan yal ixik ik chaanali ixik aj k’ujunil ixik b’akab’ u b’a u chit jo k’atun ajaw itzamna balam u chaan aj nik k’ul ajaw [Yaxchilan] b’akab’}
\]

Translation from the Maya

*On the day 11 Ajaw 8 Sek, 9 baktuns, 16 katuns, and 1 tun after the beginning of recorded time during the 5th day of [moon name] having x number of days, the ajawship passed to Bird Jaguar, captor of he of Uk, he of the 21 captives, a 3 katun kalomte of Yaxchilan. He is the son of the heavenly Lady Wind, who is called the upstanding Lady of the Books, and the divine five katun ajaw of Yaxchilan Shield Jaguar, the upstanding captor of he of Nik.*

**Acknowledgements & Dedications**

I am very fortunate to have grown under the tutelage of a number of leaders in the field of international education. To them I owe many lessons learned through careful linkage of theory to practice and practice to theory and the examples of professionalism, acumen and ethics in the workplace. I want to personally thank Dr. Marina Wikramanayake Fernando (The City College of New York, CUNY), Joy Phaphouvaninh (CUNY Central), Lauren Randolph (Rutgers University), Dr. Stephen Ferst (The Education Abroad Network), Prof. Stephen Reinert (Rutgers University), Dr. Seth Gopin (Rutgers University), Jenny Kawata (Allegheny College) and my advisor, Prof. David Shallenberger, who has always been a constant source of support during the low-residency program. Though, from afar, he prodded me on to do my best and helped me become an academic in our field along with the rest of the faculty at the SIT Graduate Institute.

I also owe much thanks to my mother, Maria Montoya-Schäfer, who has inculcated within me a love, respect and fascination for Mayan culture and our homeland, Guatemala. As a child, I would run around reciting Mayan phrases and rhymes, sing and dance to Marimba and broach the scary underworld of *Xibalba* during recess for good measure. These interests and experiences have manifested themselves today as my passion for international education.

This work is dedicated to the many students who have participated in CCNY’s International Service-Learning Programs. Their work is invaluable and they set a high standard for service and research on campus. This work is also dedicated to all young Guatemalans of every race, color, religion, and conviction. It is my wish to see them end the violence and racism that is still all too prevalent in our country. We are all children of *la tierra de la eterna primavera*...

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\(^1\) From the digital collections of the Foundation for the Advancement of Mesoamerican Studies, Inc. www.famsi.org.
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**Abstract:** The CLC program design, International Service-Learning Program in Guatemala on Mayan Education, Language Maintenance & Social Activism: A Program for The City College of New York, CUNY, proposes a six-week program with a chief focus on service, research and experiential learning. The program aims to introduce all participants to the current issues in Mayan culture and society through lectures and service-learning activities at Casa Xelajú and affiliated NGOs in the Quetzaltenango area. As an international service-learning program, its participants will be incorporated to assist host organizations that have a similar interest to the curriculum of the course. Participants are to learn from the host communities and are not to try to foment change based on uninformed sources or ideas. Participants should be observant of means and approaches of their host organization and should keep themselves from offering officious suggestions based on their Western traditions and training. Herein lies the challenge of the program itself: to render services through projects that can be continued after the program has ended and to create an environment of learning that is mutually beneficial to the host community and program participants. Participants will be students of public policy, international relations, sociology, anthropology, bilingual education, law, languages, and sociolinguistics. They will be undergraduate students with a dedication to service and will mostly likely have a concentration in Latin American Studies. Participants should demonstrate the ability and maturity to work independently and also as a team. Participants will have a desire to do in-depth research to produce a unique and possibly original study at the end of the experience. This CLC program design has a strong focus on the theoretical foundations of current Mayan linguistic and social issues, thus proposing the curriculum for a new International Studies course that will be taught on-site.

**Key Words:** international service learning, experiential learning, non-Western education, indigenous thought, Mayans, Guatemala, language maintenance, social activism, non-governmental organizations, The City College of the University of New York
INTRODUCTION

This capstone will serve as an actual proposal for an international service-learning program in Guatemala we are currently envisioning at The City College of New York, CUNY. The CCNY Study Abroad office is envisioning running the program during the summer of 2012. The program will continue CCNY’s commitment to service learning in Harlem, New York City, and abroad. CCNY is a comprehensive teaching, research, and service institution dedicated to accessibility and excellence in undergraduate and graduate education. Founded in 1847, the College is the oldest urban institution of higher education in the country, with a sustained mission of offering affordable access to higher education to the people of New York. City College gives its diverse student body opportunities to achieve academically, creatively, and professionally in the liberal arts and sciences and in professional fields such as engineering, education, architecture, and biomedical education. The College is committed to fostering student-centered education and advancing knowledge through scholarly research. As a public university with public purposes, it also seeks to contribute to the cultural, social, and economic vitality of New York.

With an enrollment of more than 15,500 students, City College boasts one of the most diverse student populations in the United States. Approximately 30 percent of CCNY students were born abroad, more than 100 languages are spoken on campus, from Spanish and Haitian Creole to critical languages such as Arabic, Hindi, Farsi and Mandarin, and the College enrolls a large percentage of first generation Americans (and first generation college students). With an undergraduate population approximately 35 percent Hispanic, 25 percent Black, 21 percent Asian and 19 percent White, City College has been classified under the Higher Education Act of 1965 as both a Minority-Serving Institution and a Hispanic-Serving Institution. In particular,
both the absolute number and percentage of Hispanic undergraduate students have increased substantially in recent years, with a 44 percent increase since 2005.

The program’s focus will chiefly be the polemic of educational access among Guatemalan Mayans. There is a discrepancy in the ratio between ladino (Guatemalans of mixed European and Mayan heritage) and Mayan attending university after secondary education is completed. The issue at hand is the languages in which they were educated. Many Guatemalan universities (especially in the capital city) are refusing to recognize the preparatory education in Mayan languages. This polemic stems from a tumultuous past regarding Guatemala’s language policies and the overall social context between both ladinos and Mayans.

The object of this international service-learning program is to support local NGOs such as Consejo Nacional de las Comunidades para el Desarrollo Integral de Guatemala (CONCODIG), which are engaged in improving access of the Mayan communities to education at the national level through our prospective partner institution in Quetzaltenango, Guatemala, Casa Xelajú. CCNY would sign an agreement with our tentative partner institution, Casa Xelajú, in Quetzaltenango (Xela), Guatemala, which offers placement for various other volunteer and internship positions in the Guatemalan Highland region. There is a need to assess the adequacy of such NGOs in order to report to the National Ministry of Education, which has kept no measurable data on the efficiency of the Escuelas Mayas. I will be traveling this coming June to visit both Casa Xelajú and CONCODIG, in order to set up the program. Our work with local NGOs would aim to prove the lack of data that is indeed still a de facto form of discrimination against Mayans, which impedes their access to higher education. The CCNY group will aim to collect statistical data in universities and high schools in different rural departments such as Huehuetenango, Quiché, Sololá, and Alta Verapaz.
THEORETICAL FOUNDATIONS

Literature Review

The literature pertinent to my research topic spreads throughout different disciplines and fields such as education, linguistics, public policy, sociology, and anthropology. Thus, I have found a wealth of sources, but must be careful to focus on those that are most effective in informing my research questions regarding the creation and use of language education policies and curriculum in Guatemala. Among these scholars are those who specifically focus on Mayan languages and education, but I have also included Michael W. Apple and Nancy H. Hornberger. It was through Apple’s expansive work that I have directed my own interests towards the uses of curriculum and cultural politics. Through Hornberger, one of the founders of new Educational Linguistics field, I gained approaches to indigenous language revitalization and the issues of linguicism – a form of prejudice based on choice and use of languages.

Fischer and Brown (1996) espouse that all significant strides towards indigenous rights, especially a place in language education and policymaking, start at the grassroots level. Fischer and Brown trace the formation of the Pan-Mayanism movement of Guatemala, which has its roots during the ladinization (the adoption of non-Indian culture) during the late 1940s. This movement was interrupted during the dictatorships and civil war of the 1970s and 1980s, a period in which an outright Mayan genocide was attempted. The movement saw its renaissance in the early 1990s and thereafter has been fighting equal rights for Mayans and fostering Mayan arts, traditional dress, literature, language and educational policy. The last chapter in the book documents the policies of Castilianization, which began during the Spanish conquest of Guatemala, the birth of the USAID-funded PRONEBI (National Program for Bilingual Education) in 1983 at the height of the civil war, and of the Escuelas Mayas, which were
developed privately within Mayan communities and funded by foreign aid and private donations (p. 208-221).

Brown (1998) continues the studies on Pan-Mayanism along with Grazon, Richards, and Ajpub’ in *The Life of Our Language: Kaqchikel Maya Maintenance, Shift, and Revitalization.* The authors focus specifically on the case of Kaqchikel, which is one of the most commonly spoken Mayan languages. The book offers a variety of case studies and even one chapter written by a native Kaqchikel speaker, who offers his insight on the relations between his native language and Spanish within Guatemalan society. At the end of the book, Brown offers a history of Mayan language revitalization in Guatemala within all the varieties of Mayan. She explains the new Mayan nationalism and its efforts for the implementation of bilingual education throughout the country.

Helmberger (2006) examines the evolution of bilingual education in Mayan communities in Guatemala, looking at the effects of various groups and historical events on the development of literacy programs in indigenous communities. She continues where Fisher and Brown (1986) left off nearly two decades after the inception of the PRONEBI program. The development of policymaking for Mayan bilingual education has improved in spite of the instable sociopolitical climate of the country. Literacy in both Mayan and Spanish is helping and supporting the pan-Mayan movement, which has enlightened many young Mayans socially, culturally, economically, and politically especially after the Peace Accords of 1996. Helmberger finds that Guatemala has a lack of accurate reporting of statistics and data collections after the twenty years of educational reform. Quantitative studies on the implementation of these policies would be difficult, yet necessary for the adequate monitoring of the implementation.
Reagan (2010), through his singular text, *Non-Western Educational Traditions: Alternative Approaches to Educational Though and Practice*, offers insights into different approaches to pedagogy outside the Western tradition, which is crucial to understand (in the case of this study) the discrepancies that exist when service-oriented programs attempt to aid a “native” or “indigenous” social issue. There have been several approaches to help the maintenance of Mayan languages outside of the Mayan communities, but they fail because they disregard the needs of native speakers, for instance. Reagan here compiles a study of nine chapters offering several case studies on different educational approaches from Mesoamerica to China, India, Africa, and Oceania. He uses these case studies chiefly to prove that the cultural ethnocentrism that is common among Western scholars interferes with objective research as there is room for personal biases and assumptions that will eventual skew a study altogether. The scholar must challenge him or herself to leave behind what is practically innate in order to gain a better perspective of non-western educational traditions.

The editors Bringle, Hatcher, and Jones (2011) present an entire text collecting volumes of research that have helped develop and evaluate the field and practice of international service learning. Much of the research done on the field of ISL includes developing hypotheses on the outcomes and measuring its impacts on all stakeholders of such educational programs: the student, faculty, and host communities. Their research goes into the role of experiential learning and student journaling, and how these approaches can be used to better evaluate our own international service-learning program. There is much for focus on the role of the host community, those who are ultimately most impacted by the presence of the program, and many suggestion as to use the community as co-educators and co-creators of curriculum along with the
home institutions. This text has offered my own study a theoretical framework that was issued out of best practices in the field.

Apple (1979) is a critical educational theorist who is well known for his neo-Marxist approach. *Ideology and Curriculum* specifically looks at the hegemony that exists within a society and the ways in which it weaves itself in the curriculum of a nation’s educational system. The hegemony uses curriculum as social control by creating “legitimate” knowledge. A system of power is instilled in every citizen through his/her education. Ideologies create expectations and actions. This process is cyclical and maintains the power of the hegemonic state.

Hornberger’s (1998) article focuses on the language rights of indigenous and immigrant populations. Language policy and education are the chief means of revitalizing indigenous languages by facilitating the intergenerational language transmission. After citing various examples of indigenous language programs throughout the world, she concluded that all policymaking has to occur “bottom-up” with “the involvement and initiative of the indigenous communities,” which can “provide the impetus and sustenance for language planning efforts” (p. 442). Hornberger concludes that it is essential to empower language minorities throughout the world in order to preserve their vitality since no government will help the cause (p. 454)

*The Political Issues*

Guatemalan Mayans have maintained their language under a shroud of shame ever since their indoctrination by the Catholic Church through the Spanish conquest. Castilianization was the foremost policy in the assimilation of the Mayan population since the Colonial period. Even after converting and becoming clergymen in the Church, Guatemalan Mayans kept their twenty-two languages alive by covertly practicing their new faith in their own languages (Fischer and
Brown, 1996, p. 209). During the Republican period after Guatemala’s independence from Spain in 1821, the Constituent Congress called for the eradication of all indigenous languages deeming them “so diverse, incomplete, and imperfect, […] not sufficient to enlighten the people” (Fischer and Brown, 1996, p. 209). After the rewriting of the constitution in 1965, Article 4 proclaimed Spanish as the official language of Guatemala and Article 110 declared that state must play “a key role in facilitating the integration of indigenous groups into the ‘national culture’” (Fischer and Brown, 1996, p. 210). Guatemala had suddenly shaped a new “national culture” for itself, one shaped by its Spanish vestiges, which had “benevolently” invited the Mayans to join.

With the new constitution of 1965 came the *Ley Orgánica de Educación*, which declared education to be the instrument of community development and that the integration of Indians is of national interest. Article 9 of the *Ley* suggested the possibility of using native language for instruction (Fischer and Brown, 1996, p. 210). This could have possibly been suggested due to a UNESCO (1951) conference, which declared education in the mother tongue of indigenous people to be imperative for their gaining of literacy. The *Ley Orgánica de Educación*, however, stealthily used the “education in the mother tongue” for the state’s *Castellanización Bilingüe* program – created in 1965 – in order to teach children to read and write in an alphabet, which included letters and phonemes that do not exist in Mayan languages and which did not include phonemes that are specific to Mayan languages. This was the same alphabet developed by the Summer Institute of Linguistics (SIL), a Protestant group based in Dallas, Texas focused on the proselytization of the Mayans (Helmerger, 2006, p. 70). This was an alphabet created to reflect the phonetics of Spanish and it was developed around the time the SIL officially joined the Guatemalan Ministry of Education in 1952. The use of the mother tongue was simply a transitional step towards the acculturation of Mayan children (Fischer and Brown, 1996, p. 211).
By 1982, the civil war had commenced in Guatemala after General José Efraín Ríos Montt’s coup d’état at the time his opponent won the presidential elections on March 7. He commenced a terror campaign throughout the country by hunting down “insurgents” and “communists.” Many Mayans in rural areas were rumored to be communists. An outright genocide against the Mayans commenced under Ríos Montt’s dictatorship. The brutality continued during Mejía Victores’ dictatorship from 1983 to 1986. Ironically, Ríos Montt, a devout Evangelical Christian, received counsel from the SIL and created policies that allowed for “Mayan cultural expression” and the use of indigenous language within the education section—all during his genocide (Helmberger, 2006, p. 73). The policies stood under Mejía Victores. Due to international pressure against the civil war, a new Constitution was written in 1985, which declared “the intention to recognize, respect, and promote the multicultural and pluralinguistic nature of Guatemalan society” (Helmberger, 2006, p. 74).

Grassroots Language Maintenance & Social Activism

The Programa Nacional de Educación Bilingüe (PRONEBI) began the institutionalized bilingual education program throughout the country in 1984 – the height of the war. The main intention of the program was to “strengthen Mayan ethnic identity” and to maintain “the cultural heritage of Guatemala, including indigenous languages” (Helmberger, 2006, p. 74). With funding from UNESCO and the UN Development Program, the PRONEBI program took on the mission of creating and implementing language policy, which included (1) a linguistic census of all of Mayan varieties, (2) the development of a standard written version of Mayan languages, (3) the training in linguistics in Mayan languages for native speakers, (4) the training of Mayan participants involved in building bilingual programs, (5) the training of bilingual teachers to
reach a level of literacy strong enough to teach, and (6) the commitment “to overcome serious, deep-seated mistrust of community members (both families and teachers) of instruction in the language of those who had held power for decades” (Helmberger, 2006, p. 75).

The Mayanist Movement arose in the mid-1980s. Through this movement came the process of standardization, which could be said began during a meeting in June 1987 at the Centro de Investigaciones Regionales de Mesoamérica. During this meeting a “unified alphabet” was proposed to be the first endeavor of the newly formed Academia de las Lenguas Mayas de Guatemala (ALMG) (Fisher and Brown, 1996, p. 182-183). The Mayanist Movement found national approaches to standardization to be a simple apologetic tool, which remained ineffective and they sent a call for state policy recognizing the cultural rights of the Mayans (Helmberger, 2006, p. 75). Grassroots efforts to establish Escuelas Mayas commenced after the Mayan community exclusively chose a new united alphabet. The alphabet recognized phonemes that are specific to Mayan languages and not found in Spanish. These Escuelas Mayas are private and community-controlled and depend on foreign aid and private donations. As much planning and policymaking that had taken place at the national level, implementation came down to the Mayan communities (Fisher and Brown, 1996, p. 219; Helmberger, 2006, p. 78). Almost twenty years after, these schools continue to thrive alongside the national programs, but there has been a lack of accurate reporting of statistics and data collections. Helmberger’s concluding grievance states that qualitative studies on the implementation of these policies would be difficult, yet vital for the adequate monitoring of the implementation (p. 81).
GOALS AND OBJECTIVES

1. To implement the theories and best practices of program planning and project design for the creation of an international service-learning program for CUNY, which is slated for either winter or summer 2012.

2. To fashion a curriculum that is equally beneficial for the host community and participating students, while avoiding patronizing or officious approaches to service.

3. To examine the political, cultural, and sociological implications of the national Guatemalan educational policies vis-à-vis the issue of access to higher education for the Mayan population.

4. To create a program with defined goals that keep it viable for recurring tours.

5. To foster fieldwork and research for both undergraduate and graduate students that will go beyond the period of the program.

NEEDS ASSESSMENT

There is a dearth of programs in Latin America and no programs that focus on Amerindians and Native Americans throughout the CUNY system. There are currently no CUNY programs based in a Central American country. This program would be the first to focus on non-Western education and Amerindian social issues. The Study Abroad Office and International Studies Program are both dedicated to the ethic of service. Service learning has always been touted as one of CCNY’s strong suits, thus there is a population of student who have a propensity for service-focused programs. International service-learning programs help a number of students majoring with the Social Sciences, Education, and Natural Sciences with experiential learning requirements.
The Study Abroad Office has designed successful international service-learning programs in the past that have been academically rigorous, challenging, and rewarding. Many students have produced original scholarship through fieldwork and research during the service portion of the program and have gone on to graduate programs and prestigious internships and professional potions.

Many students at The City College of New York cannot afford the time and money for a semester-long program. The majority of all CUNY programs are thus short-term. CCNY has been the only CUNY college to design international service-learning programs, which typically take place during the summer and winter intersessions, during which student have the opportunity to earn six credits. Guatemala offers an ideal location for such an international service-learning program as it a country of vast cultural varieties, issues, and need. Guatemala tourism season is not particularly busy during the summer months and the cost of airfare and in-country travel is relatively low. Our partner institution in Quetzaltenango, Casa Xelajú, have proposed very affordable rates for instruction, excursion, administrative fees, room and board (please consult Budget and Budget Notes).

Most of the CCNY international service-learning programs last from three to fours weeks, but we are aiming to run this program for six weeks in order for the service rendered to have a lasting effect for sustainability in the host community. We are able to do so because of the affordable program costs and because Quetzaltenango is a relatively safe site for the program. Though Guatemala has been recently plagued with some gang and drug-related violence, these incidences are contained along the country’s international borders and in some locations in the capital, Guatemala City. Quetzaltenango is a moderately sized city with a sense of community and tradition.
The following chart offers a comparison of each stakeholder’s need and the means to evaluating the needs through the running of our proposed international service-learning program in Quetzaltenango, Guatemala.

<table>
<thead>
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<th>STAKEHOLDER</th>
<th>NEEDS</th>
<th>PROCESS</th>
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</table>
| The City College of New York, CUNY Administration | o Design and manage successful, reputable international service-learning programs.  
o Positively impact participants.  
o Work within budget constraints. | o Successfully execute program.  
o Adherence to initial budget goals and careful financial tracking. | o Positive reputation within the IE field as seen in reviews, articles and word-of-mouth.  
o Interviewed participants will have their goals and expectations met. |
| Casa Xelajú & Partner Internship-Sponsoring NGOs | o Support mission of social development in the Quetzaltenango.  
o Have a positive impact on developing communities and Mayan populations through service and education. | o Evaluate participating organizations’ involvement in the program. | o Proven the progress of service rendered through the CCNY program after being taken over by host community. |
| Program Participants | o Experience life in Mayan communities in Guatemala through experiential learning.  
o Render services to communities in need.  
o Create an opportunity for critical reflection.  
o Improve technical Spanish language skills. | o Noting growth through journaling during the experience  
o Research in the field. | o An acquired sense of personal growth and academic achievement after the program.  
o Quality of research projects based on the issues covered during the program. |
| Host Community in Quetzaltenango and the environs | o Quantitative skills to measure community statistics.  
o Information technology assistance.  
o International attention to help aid local causes.  
o Community initiatives that can be sustained locally. | o All projects commenced through the ISL program will be continued locally. | o Local Mayan communities will be able to produce social studies with firm quantitative support.  
o Community members will have a better grasp of technology.  
o The community’s cause will be known abroad through students’ research. |
There is a need for this kind of project which addresses the lack of educational access and which brings up questions of human rights violations within Guatemala today. This sort of project is not new. NGOs such as CONCODIG have received funds and resources from USAID and the OHCHR (United Nations Office of Higher Commissioner for Human Rights). Yet, there is still a need to make realistic recommendations to the Guatemalan Governments. Mayans in Guatemala have much to teach our students about social activism and grassroots organizations. Students will have the chance to work among community leaders and NGO representatives who spearhead movements in educational access and Mayan language maintenance. Students in return can share their acumen in data collecting, in research skills in the social sciences and in technology. The experience will be a learning resource to CCNY students, who, in turn can, offer whatever support they may through data collection and written scholarship. It is a collaboration that should benefit both the local communities and visiting cohorts from CUNY.

**Program Description**

The design of any international education program at the City University of New York usually takes one full year of preparation. As the target date for the start of the program would be sometime during the summer of 2012, the CCNY Study Abroad Office would have to start its planning sometime in June 2011. The signing of an agreement requires the involvement of the not only CCNY’s legal counsel and President’s office, but also that of the CUNY wide legal council. All translations of study abroad agreements must be done professionally and evaluated by all stakeholders. Thus, a site visit to set up an initial rapport with our prospective partner in Quetzaltenango, Guatemala, Casa Xelajú, would have to take place during the early part of the
summer of 2011. The following is a timeline for delivery of the program, which will offer more details of its design step by step.

**Timeline for Delivery**

**June 2011 – July 2011**

- Recruit faculty member from International Studies Program for the position of Program Director.

- Site visit to Quetzaltenango, Guatemala and the environs with Casa Xelajú staff, the Program Director, and CCNY Study Abroad Office staff.
  - Start the initial rapport with Casa Xelajú staff and faculty and find who among them would be willing to participate as instructors, facilitators, and on-site managers of the program.
  - Plan and visit all locations to which the ISL program group will travel.
  - Agree on the academic content with Casa Xelajú faculty.
  - Visit all NGOs and other local organizations that will provide service opportunities for the ISL program participants.
  - Research and visit possible places for accommodations and in-country travel arrangements.

- Establish a tentative budget and the amount of logistical support that will be needed.

- Inform CUNY Central of the tentative partnership to begin the drafting of the Study Abroad Agreement.
July 2011 – August 2011

• Set a final itinerary to present to the Provost to draft the Study Abroad Agreement and Proposal for CUNY Central.
  o Send drafted agreement to Casa Xelajú for their initial revisions. If all is clear and feasible they should return the agreement with signatures of their senior administrators within a week.

• Determine deadlines in coordination with Casa Xelajú.

• Discuss marketing and recruiting strategies throughout all the CUNY campuses.

September 2011 – October 2011

• Submit signed agreement to the President of CCNY that will then be sent for approval during the next CUNY Board of Trustees meeting. Completion of the agreement to be expected before the end of the Fall semester.

October 2011 – March 2012

• Advise, recruit and collect program applications.

• Continue the designing and refining of the program.

March 2012

• All completed applications and deposit fees are due.

• Student interviews will be held up to the end of the month.

• Letters of acceptance are sent out during the end of the month.

• The Pre-Departure Packet will include information on travel arrangement to Guatemala, Physician’s Statement Form, and the CCNY Study Abroad Program Guide which includes information on preparing for the trip academically and culturally with a list of
suggest readings. There is also a section discussing the phases of culture shock and reverse culture shock on reentry.

April 2012

- Students must sign letters of acceptance and CUNY Waivers of Liability to register and commit to participating.
- All students who are in need of special travel documents for entry into Guatemala, such as a visa, must begin the application process at the Guatemalan Consulate of New York.
- All program costs are due during the last week of the month.

May 2012

- All program costs are wired to Casa Xelajú.
- Students must pay for tuition of six credits during the summer session.
- The CCNY Study Abroad Office will hold two mandatory pre-departure orientation sessions, one at the beginning and one at end of the month.
- Group travel will be organized through Delta Airlines, which will have flights leaving from LaGuardia Airport to Guatemala City’s Aurora International Airport with a connection through Atlanta.

June 2012

- Confirm all arrangements and itineraries with Casa Xelajú.
- Confirm all arrangements, course registration, and policies with students.

June 30th – August 13th, 2012

- The City College of New York ISL Program in Guatemala takes place.
End of August

- Debrief between Program Director, Casa Xelajú staff, host community leaders, and CCNY Study Abroad Staff.
- Student’s evaluation of the program.
- Program assessment to be drafted by the CCNY Study Abroad Office to present to the Provost and President.

CURRICULUM

Orientation (Please see CCNY Study Abroad Orientation Program Guide in Appendix G)

The curriculum begins with the pre-departure orientation sessions on campus. The Study Abroad Office of The City College of New York tends to hold at least two sessions prior to travel. The sessions are meant to commence introductions between all participants, to set the overall tone of the program (approachable, yet academic and focused), and to go over the general outline I have below, which addresses issues about the host culture and community, culture shock, reverse culture shock, and the logistical issues of which all participants should be aware. There should always be a heavy emphasis on the cross-culture experience students will encounter through the entire duration of the program. The outline for the first orientation session includes:

1. Incorporate student participation
   a. Example- Ask questions throughout before revealing information on a topic. If a student answers correctly, toss them a piece of candy.
   b. Have students discuss questions they might get while abroad to get them thinking about how they will describe their home life.
i. What is American culture?

ii. Who are US national heroes and heroines?

c. Put students into groups and have them create and act out certain situations that they might run into while abroad. Some groups can be in charge of creating “what not to do” skits, and some can be in charge of creating “what to do” skits.

2. Talk about culture shock

a. Common symptoms
   i. Fatigue, generalized frustration
   ii. Feeling of helplessness
   iii. Irritability at slight provocations, perceived criticisms
   iv. Strong desire to seek out people from back home
   v. Loss of spontaneity, flexibility; work declines in quality
   vi. Difficulty communicating feelings to others
   vii. Excessive preoccupation with appearance and/or cleanliness
   viii. Excessive concern about cheated or being made fun of
   ix. Overwhelming urge to go home

b. Inform students that it is common to feel similar symptoms during reverse-culture shock upon their return home.
   i. Realities vs. expectations
   ii. Personal changes and growth
   iii. Becoming ordinary
   iv. Isolation from changes at home

1. Cover host-country customs that students should be aware of
2. Show top tourist and local spots
3. What to pack, what not to pack
4. Banking information
5. Best ways to stay in touch
6. How to get around town
7. Popular local dishes they should try
8. How to take care of health abroad
9. Academic differences between US and host country
10. Housing and meals
11. Host country resources (advisor, etc)
12. American Values that might not be the same abroad
   a. Individualism and Independence
   b. Privacy
   c. Egalitarianism
   d. Timeliness

Students in international service-learning programs are usually given a reading packet that they must study before the second orientation. For our program in Guatemala, participants will read selections from *Maya Cultural Activism in Guatemala* (Eds. Fischer & McKenna Brown, 1996), *The Life of Our Language: Kaqchikel Maya Maintenance, Shift, and Revitalization* (Eds. Garzon, et al., 1998), and *Non-Western Educational Traditions: Indigenous Approaches to Educational Thought and Practice* (Reagan, 2011). Participants would also received a list of basic phrases in Kaqchikel and Quiché Mayan in order to be acquainted with common greetings and such that will come across. The second orientation would consist of
thoughtful discussion on the readings as well as a quick verbal group quiz on Mayan phrases. The Coordinator of Study Abroad and Program Director would take the opportunity to address any last minute concerns with students and any other paperwork that might still be needed before departure. Participants should leave the final orientation session with a clear understanding of the program’s expectations, rules, and itinerary.

*Academic Plan for Coursework*

**Purpose**

The general goals of the program is to introduce all participants to the current issues in Mayan culture and society through their seminar on *Mayan Education, Language Maintenance, & Social Activism* and their service-learning activities through Casa Xelajú and affiliated NGOs in the Quetzaltenango area. As an international service-learning program, the students will be incorporated to assist host organizations that have a similar interest to the curriculum of the course. Participants are to learn from the host communities, they are not to try to foment change based on uninformed sources or ideas. Participants should be observant of means and approaches of their host organization and should retrained themselves from offering officious suggestions based on their Western traditions and training. Herein lays the challenge of the program itself: to render services through projects that can be continued after the program has ended and to create an environment of learning that is mutually beneficial to the host community and program participants. Aside from service component of the program, participants are expected to produce a fifteen-page research paper focused on an issued covered in the seminar. The paper will weave academic research and theory with the participants’ own observations and experiential learning.
Content

The learning experience will be embedded within the living history of the Mayan people of Guatemala. Quetzaltenango, the second largest city and economic center of the Western Mayan Highlands, is an excellent setting for the program. Students will be exposed to the current issues specifically focused on the lack of access to higher education of the Maya, the challenge to preserve and standardize Mayan languages against the social pressures of using Spanish as a lingua franca throughout the country, the uses of Mayan languages in a globalized Guatemala, national and international migration, and the plight for social equality of the Maya after many years of racism, genocide, and injustice since the onset of the Guatemalan Civil War of the 1970s and 80s.

![Critical reflection as the component of service learning that advances learning.](image)

Every participant will be placed as an intern in a host organization, which may focus on the participant’s topics of interest within the content of the course. Possible internship project areas include: education, human rights, women’s issues, environmental issues, social work, art and culture. As the service-learning internship is the main vehicle for experiential learning during the program, participants are to keep a journal that they should keep and write in daily. It
is up to each participant to share how much they would like with the instructor. An international service-learning program is comprised of three essential components as seen in the chart above\(^2\): (1) Relevant service, (2) Academic material and (3) Critical reflection. Journaling would be primary vehicle for critical reflection through the program as it helps fulfill the three goals of service learning, which are civic learning, academic enhancement, and personal growth (Bringle, Hatcher & Jones, 2011).

**Sequence & Instructional Processes**

The arrangement of the subject matter will be presented through the syllabus on the first onsite orientation meeting. Students will focus on an overarching topic each week during the program. Ideally there will be at least one participant focusing their service and research in one of the weekly topics. Participants will meet four times a week during hour-long morning sessions before their service internships. During these sessions, participants will debrief with the Program Director and attend guest lectures. Readings will be discussed during these sessions and short presentations will be given following the sequence of topics and the participants’ topics of interest.

The sequence will be as follows:

- Week One: Cultural History of the Guatemalan Highlands through Archeology, Anthropology, Literature and Linguistics
- Week Two: Mayan Approaches to Education
- Week Three: Movements of the Standardization of Mayan Languages
- Week Four: Grassroots Efforts of the Academy of Mayan Languages
- Week Five: *Escuelas Mayas* in the Shadow of Guatemalan Educational Policy

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\(^2\) Chart is from Bringle, Hatcher, Jones, 2011, p. 151.
• Week Six: Access to Higher Education in Guatemala and the United States / Reflection on the Outcomes of the ISL program / Evaluations

Learners

Participants will be students of public policy, international relations, sociology, anthropology, bilingual education, law, languages, and sociolinguistics. They will be undergraduate students with a dedication to service and will mostly likely have a concentration in Latin American Studies. Participants should demonstrate the ability and maturity to work independently and also as a team. Participants will have a desire to do in-depth research to produce a unique and possibly original study at the end of the experience. Participants will be selected throughout the entire CUNY system. The participants must have a working knowledge of Spanish in order to successfully complete the service component of the program.

Instructional Resources

Required texts will include:


There will be a course packet of articles as well that will be disturbed onsite. Students will have access to WIFI, computers, scanners and printers at Casa Xelajú. The city of Quetzaltenango is filled with cultural patrimony including public libraries and archives available to the participants.
The staff at Casa Xelajú will give participants a brief introduction to the available resources during the first week. Morning seminar sessions will meet at Casa Xelajú main campus in downtown Quetzaltenango before students leave to their service-learning sites.

*Extracurricular Activities*

Guatemala has a heritage that is enriched with the presence of Mayan, Garifuna, Spanish, and other European influences. Students are encouraged to take advantage of all the cultural events occurring the summer months in Quetzaltenango. There are plenty of small Spanish and Mayan language schools throughout the city that offer one-to-one courses for any number of sessions. The city is known for its museums, theatres, artisan markets, and restaurants. These restaurants also offer visitors cooking courses specializing in regional Mayan cuisine, one of the oldest culinary traditions in the world.

Guatemala is also known for its eco-tourism and lush wildlife. There are several conservatories in the rain forest that offer zoological and botanical tours of the various regions close to Quetzaltenango. The Department of Quetzaltenango is also known for its National Hot Spring Parks, such as Fuentes Georginas and Aguas Amargas, throughout the volcano valleys. This offers our participants a relaxing day of spa activities only minutes away from downtown Quetzaltenango. There are also several coffee plantations or *finca*s involved in fair trade in that offer tours of their facilities.

**STAFFING PLAN**

Either a faculty member or adjunct lecturer will lead this CCNY international service-learning program as Program Director. The Program Director will be chosen from the faculty of
the International Studies Program, which offers a curriculum for the completion of a BA focusing on development, international relations, sustainable development, intercultural relations, and regional studies. The Program Director would preferably have a background in Central American and indigenous studies. The Study Abroad Office will train the Program Director in best practices regarding the management of an international education program.

On-site the Program Director will work in conjunction with the Casa Xelajú staff and faculty, who will assist with the daily logistics and management of the program. Six instructors will be hired from affiliated universities to lecture on our focus topics mentioned in the curriculum section of the proposal.

**PROGRAM MARKETING**

The CCNY Study Abroad Office and Program Director have to make a personal commitment to get students to participate in the program. Our experience, enthusiasm, and expertise about the program will be our strongest marketing tool. The Office and Program Director will produce program brochures, a webpage, flyers and posters. Distribution can be any of the following:

- Bulletin boards on campus
- Information meetings and classroom visits
- Targeted academic departments
- CUNY Central website and CCNY Study Abroad Office webpage
- Emails to prospective participants
- Distribution in the Program Director’s classes and academic department
- Messages inserted student listservs, newspapers, and bulletins
• Study Abroad Fair held every spring.
• Presentations to relevant student groups and clubs on campus

The marketing should communicate the following to program participants:
• What the program will cost
• What is not included in the cost (as detailed as possible)
• How much additional money participants need to budget
• When the application fee and deposit are due
• The final payment deadline

Marketing is to be followed by thorough advising at the CCNY Study Abroad Office, which can be done individually or in group sessions.

PARTICIPANT RECRUITMENT AND ADMISSIONS

The Program Director and CCNY Coordinator of Study Abroad will spend most of the Fall 2011 semester marketing the program. The program’s marketing will strategically aim to recruit students in majors and courses that focus on the chief topics and issues covered during the ISL program in Guatemala. As the program’s curriculum is essentially interdisciplinary, it will benefit students of Latin American Studies, international relations, sociology, anthropology, bilingual education, public policy, languages, and sociolinguistics. The Program Director and Coordinator of Study Abroad will coordinate a schedule of classroom visits not only on the CCNY campus but at the other CUNY senior colleges as well. Classroom visits should target 200 and 300 level courses in the disciplines listed above. There will also be tabling events throughout the semester to have advising in a high traffic location on campus.
The ideal number of participants for this program would be between 15 to 20 students past their freshman year of college. Students should have a minimum of a 3.0 GPA. The application should include a well-written statement of purpose in which the student discusses her or his goal through service in a Central America. Each student should provide two strong letters of recommendation in which faculty members who have taught the student should attest to her or his academic performance, ability to work individually and in a group, level of responsibility, self-assurance, and capability to travel and represent the College abroad. The students should have a keen interest in individual research as well as being a part of a cohesive group with a common goal. A short interview of no longer than 15 minutes will conclude the application process. During the interview the Program Director and Coordinator of Study Abroad will pose questions regarding teamwork, the student’s experience abroad, and the student’s general desire to work and serve among the Mayan population of Guatemala. Each participant will receive a score after the interview and it will be considered along with the rest of the candidate’s application materials.

LOGISTICS

The CCNY Study Abroad Office usually arranges group travel with STA Travel’s Upper West Side office in New York. Delta Airlines usually offers the best rates to Guatemala City’s Aurora International Airport departing for nearby LaGuardia Airport with a short connection in Atlanta, Georgia. The average price per participant will be approximately US$400.00 for round-trip airfare. The best itinerary offered through Delta Airlines would have us arrive in Guatemala City before noon. There is an exit tax of US$30.00 for all Americans departing Guatemala by air. There are different rates for different nationalities. Students of other nationalities should
consult the CCNY Study Abroad Office for more information regarding Guatemalan immigration regulations.

A Quetzaltenango-based bus will be rented specifically to transport our group during the entire program. This bus will be used to pick up the group from Aurora Airport to take them to Casa Xelajú in downtown Quetzaltenango. The trip from Guatemala City to Quetzaltenango is approximately 5 hours long depending on weather, road conditions, and traffic through the mountainous landscape of the Highlands. Students must be warned of initial altitude sickness especially when traveling through the twisting and turning roads among the mountains and valleys. The bus will be used thereafter during our weekend excursions and to return all participants to Aurora International Airport on August 13th, 2012 for departure. The following schedule details the prospective weekend excursions:

July 7th & 8th, 2012

• Day trip to the Natural Pools of Semuc Champey in Alta Verapaz, Guatemala.
• Day trip to the Caves of Lanquin in Alta Verapaz, Guatemala.

July 14th & 15th, 2012

• Full weekend trip to Livingston on Guatemala’s Caribbean coast. Cultural activities and meeting with community leaders of the Garifuna – Guatemalans of African and Arawak descent.

July 21st & 22nd, 2012

• Weekend trip to Guatemala City first to meet with Director of Institutional Research at Universidad de San Carlos, Guatemala’s premier public university, and then spend the night and all of Sunday in La Antigua Guatemala, the old colonial capital of Guatemala and a UNESCO world heritage site.
July 28th & 29th, 2012

- Free weekend for students to plan their own activities within the region. The Program Director must first approve the travel plans and have reliable way of contacting students during their travel.

August 4th & 5th, 2012

- Day trip to Chichicastengo, Guatemala, one of the most traditional Mayan cities in the Highlands whose cathedral is the site in which the sole copy of the *Popol Vuh*, the Mayan “Genesis” was found hidden. The city is also known for it picturesque market. Participants will meet with local NGOs and *Escuelas Maya* staff.

- Day trip to Huehuetenango, Guatemala, another large traditional Mayan community in the Highlands. Participants will also meet with local NGOs and *Escuelas Maya* staff.

August 11th & 12th, 2012

- Closing exercises at Casa Xelajú. Farwell party on Sunday will have a traditional Guatemalan churrasco and Mayan cuisine will be served with accompaniment of live Marimba music. All Casa Xelajú and partner organizations’ staff will be invited.

Participants of the program will stay with host families in central Quetzaltenango in a typical homestay arrangement. There will be two participants of the same sex per host family, unless there is an odd number of participants either sex. Host families will provide breakfast and dinner. Students will have to purchase or take lunch with them during their service hours during the week. Students will be provided with breakfast and lunch during the College-organized weekend excursions.

Casa Xelajú will provide participants with passes for public transportation during the duration of the program so that students can travel freely to and from their service sites in the
area. Casa Xelajú will also provide participants student identification cards in order to qualify for student discounts at theatres, museums, and some restaurants around the city.

**HEALTH AND SAFETY PLAN**

Participants should consult a physician before departing the United States for the study abroad program. In the application packet, the participants will find a form to be completed by her or his physician to be returned to the CCNY Study Abroad Office. It is vital that we have this information before all participants leave. Participants may wish to use the health center on their home campus for the medical consultation, or they may wish to visit their private primary care physicians. Either option will be fine. However, they should be sure to leave plenty of time in case they need to make an appointment, schedule a checkup or other exam, or order any medication they may need for the journey. Participants should print out and bring with them information on their destination that could be found on the CDC web site. This way, they can ask specific questions they may have about required or recommended immunizations, preventative measures for certain diseases, and any other precautions the CDC or theirs doctors deem important.

Participants should remember that a doctor is best able to advise on all medical concerns. No participant should take medication, receive immunizations or other preventative care, or follow medical advice before consulting with her or his personal doctor. If a participant takes prescription medication of any kind, she or he will definitely want to bring a supply, along with the written prescription itself. Each participant must consult a doctor before she or he departs the United States about how to handle medication while abroad. In some cases, a participant may be able to have a doctor in the host country prescribe the medication; in other cases, the participant
may have to bring enough medication for the entire stay abroad. Only a doctor can counsel a participant on this. Everyone should be aware that certain medications, including birth control pills, might be illegal in some countries. Birth control, however, is legal in Guatemala.

*Sexual Health*

Today we live in an age of the HIV/AIDS pandemic. Participants should be sure to educate themselves about AIDS and other sexually transmitted diseases so that they do everything possible to avoid them and/or treat them. Participants should visit “Health Topics AZ” on the CDC home page, and then scroll down to “Sexually Transmitted Diseases” for further links.

*Students with Special Needs*

If any participants have a physical/mental condition, illness or limitation, they should contact the Study Abroad Office immediately after receiving the admissions notice from the CCNY Study Abroad Program to let us know the nature of their condition and their needs while abroad. Even if a participant is sure that her or his condition under control, it is best the participants alert us so that we can take any precautions necessary to ensure her or his safety and well-being. Working with facilities abroad can take time and can often be frustrating, so the further in advance of departure from the United State that we know of a participant’s condition, the better able we will be to serve her or him. If a participant waits too long to make us aware of any special needs, we may not be able to accommodate her or him.
Medical Insurance

Participants on CCNY Study Abroad programs will be enrolled in HTH Worldwide Health and Travel Insurance covered by the program costs.

HTH programs combine comprehensive, competitively priced insurance products with critical travel health information, known as CityHealthProfiles, and online medical assistance services. Participants will have access to pre-selected, contracted physicians in over 180 countries, and translation guides for brand name pharmaceuticals and common medical terms and phrases. HTH administers its insurance products, provides customer services via a dedicated toll-free, multi-lingual call center, and delivers medical assistance services to its members who are traveling outside of their home country. Students have access to their policy details and other interactive menus on www.hthstudents.com.

Safety

Students’ safety while on a CCNY Study Abroad program is given full attention. The CCNY Study Abroad Program constantly monitors the safety and security of our programs and program locations. We discuss with our staff and colleagues in our program locations any safety concerns or measures as they arise. We treat each location individually and specifically; we do not make blanket decisions or recommendations for all of our programs. If participants or their parents have particular safety concerns, they should not hesitate to contact the office with questions.
**CRISIS MANAGEMENT PLAN**

Program directors must use their best efforts to be prepared for any type of situation during sponsored trips. The following guidelines are meant to assist the College in thinking through appropriate responses in the event of an emergency. As applicable, program directors shall:

a. contact local police or law enforcement to report theft, vandalism, or any other criminal activity;

b. contact the local emergency medical provider for medical emergencies;

c. contact the office of the provost and the office of the vice president of student affairs;

d. contact the central office of public safety, particularly if a student is involved with the police abroad;

e. report all injuries or illnesses to designated campus officials;

f. complete any accident or incident reports within 24 hours to the appropriate campus officials;

g. be prepared to contact appropriate service providers; and

h. develop an emergency plan to deal with the following key issues:

1. emergency response and rescue;

2. stress and psychological issues and effects resulting from an emergency event;

3. post-incident responses: returning students home, medical treatment, follow-up information and debriefing;

4. students’ emergency contacts;

5. press and media, if warranted; and

6. legal and liability issues that may arise.

Effective communication is critical when responding to an emergency abroad.

a. **Communication with the International Program Site**

The Program Director must be able to reach the international program site contact person, such as a CUNY faculty member for faculty-led programs, the director of the
program at the host institution, or the director of the third-party program provider, at all times (24/7). The Program Director or contact person at the international program site must have access to various forms of communication such as mobile phone, landline phone, e-mail, fax, and in remote locations, satellite phone (if available) in order to communicate with the home campus in New York on its activities and participants’ well-being.

b. Communication within the CCNY campus

Best practices within the international education field include campuses establishing a coordinated communications and crisis management plan in order to efficiently and effectively deal with international emergencies. *The CCNY International Education Crisis Management Team* has been set up to handle crises or emergencies related to participants or programs abroad should they occur. Members include:

1. College Chief Academic Officer, the Provost
2. College Head of Campus Security
3. College Vice President of Student Affairs
4. College Director of the Health and Wellness Center
5. College Vice President of Public Relations (i.e., to address the press)
6. College Counsel to the President
7. College Coordinator of Study Abroad
8. College Committee for Risk Management

The Program Director must decide on a communication tree and delegate responsibility for the emergency or crisis to individuals in the International Education Crisis Management Team based on each member’s area of expertise. The international
Program Director must document all emergency incidents and follow-up actions. Such information must include:

- the name of the program;
- the location;
- description of the incident;
- date and time of the incident;
- names of people involved;
- contact information for the people involved (including witnesses);
- name and contact information for the person submitting the report; and
- date and time the report is submitted.

c. Communication with the Central Office

The Program Director must inform the CUNY Central Office of any emergencies abroad. Contact the International Education Coordinator in the Office of Academic Affairs at international.ed@mail.cuny.edu or the Office of Environmental, Health, Safety, and Risk Management at riskmanagement@mail.cuny.edu.

d. Student Access to Assistance

In addition to the student participants’ having access to the Program Director, the CCNY campus has installed a 24-hour emergency assistance hotline through the Office of Public Safety, which student participants can call at any time.

e. Missing Participants

In the event that one or more participants cannot be accounted for at the destination site, authorities at the site must be notified immediately. If, following an immediate search, the participant(s) cannot be located the on-site Program Director shall contact local police and a senior college administrator and shall make every effort to reach
the participant’s emergency contact. A Program Director shall remain at the site until all participants are accounted for. The Program Director in consultation with college officials shall determine whether other participants should leave the site. Emergency contacts must be notified and kept updated as to the status of the search for the missing participant(s). This section applies to students, faculty or staff who may go missing.

f. Program Participants Who Cannot Continue to Travel

In the event that a participant is severely injured, requires hospitalization or experiences another event that requires a substantive change to the overall program itinerary, the Program Director must contact United States program staff to determine the best course of action. The Program Director and other participants must not leave a hospitalized student behind without program assistance, for instance, in order to maintain the program schedule.

**Budget Notes**

The program’s budget first presents a summary of the larger analysis of figures. It first considers costs that are entirely used for administrative purposes during the pre-departure season of the spring semester. The $100.00 application fee is used to cover supplies such as photocopies, telecommunication, mailing, and orientation meeting presentation materials and refreshments. There is a succinct review of the program costs, which are divided into pre-departure costs, on-site costs, reentry costs, and the contingency fund. Through these figures, we are able to arrive to the total amount it would cost the Study Abroad Office to run the program. The budget then differentiates between the total cost per student for program cost and
the grand total cost per student, which includes expenses that are additional and at the student’s expense.

Pre-Departure Program Costs

Pre-departure program costs must be arranged and paid before arrival to Guatemala. Miscellaneous cost include the expenses for a modest luncheon that is held during the two mandatory pre-departure orientation meetings. It is a CCNY custom to treat students during these long meetings and it usually about $5.00 per student for each meeting. Reading packets are assembled on campus through the Duplicating Office. These readings are mandatory and part of the orientation curriculum. Each packet will cost $15.00 per student and is not for sale as it is covered through the administrative fee. Before the date of travel, every student must be enrolled for international health insurance through HTH Worldwide Insurance Services. The CCNY rate for six weeks is $54.00.

Lodging costs include accommodations for every student throughout the entire trip to Guatemala. Students will stay with host families in central Quetzaltenango in a typical homestay arrangement. The host families will provide breakfast and dinner. This arrangement comes to $700.00 per student for the entire six weeks. The rest of the lodging cost includes hotel accommodations during two of the weekend excursions. The group will spend one night at Hotel Garifuna in Livingston and one night in Posada San Diego in Antigua, Guatemala.

Airfare is included in the program costs for students and the office will be arranging the flight itinerary through Delta for a group discount. Airfare for a round-trip ticket between New York La Guardia Airport and Guatemala City Aurora Airport will be $400.00 including taxes. The program will be renting from two different bus companies. The first company, which does
trips specifically for groups traveling from Aurora Airport to Quetzaltenango, will charge the program a flat rate of $260.00 for the entire group to and from Aurora Airport. The second company, a local bus company in Quetzaltenango, will provide transportation during the organized excursions during the program. This company has offered a flat rate of $1,200.00 for the duration of the program.

Cost of leadership will cover the Program Director’s pre-departure expenses, which includes her or his airfare, homestay arrangements in Quetzaltenango, hotel accommodations during the two overnight excursions, and insurance coverage through HTH Worldwide.

On-Site Program Costs

These costs must be well budgeted as the Program Director will need to carefully trace and spend this money during excursions. The Program Director should be well aware of the prices in order to be given a sufficient amount for her or his travel advance fund (this is separate from the $1000.00 contingency fund that is usually given to all study abroad program directors). The Program Director will have to keep and document every ticket stub, receipt, or voucher for every program participant and return it all to the Department of Financial Account after the program is over. Aside from excursions, CCNY and Casa Xelajú will arrange a catered farewell dinner at the end of the program, which will be paid then. It is estimated to cost $10.00 per program participant.

Reentry Program Costs

Reentry program costs include the Program Director’s expenses at the end of the program. The program should pay for the Program Director’s expenses during the excursions,
which is estimated to come to $67.00. There is also an exit tax of $30.00 that every American must pay when leaving Guatemala. The program will pay this tax for the Program Director.

_Casa Xelajú Program Cost Revenue_

Aside from the Study Abroad Office’s program costs, an additional amount of revenue will go directly to Casa Xelajú to pay for instruction, administration, student activities fees, and on-ground logistics. Casa Xelajú charges $195.00 per week for each student, which comes to $1,170.00 per student for six weeks. The Study Abroad Office will collect this money in advance from program participants as a part of the total program cost and will wire the funds to Casa Xelajú’s bank account before departure.

_Salaries & Tuition_

The Program Director salary is estimated through the CCNY Office of Payroll. A salary of $3,400.00 is the norm for an adjunct lecturer per three-credit course. The Program Director will be in charge of teaching INTL 3151: _Mayan Education, Language Maintenance, & Social Activism_. Tuition is not covered by the program cost. Students will be registered for the INTL 31513 and INTL 31003 and will pay the six credits through the Bursar. Any summer financial aid the student may have can be applied towards the cost of tuition.

_Additional Student Costs_

Students always spend more beyond the program cost and tuition when participating on an international program. This part of the budget is meant to help advise students as to how much they should expect to spend in additional costs. Here, the program offers estimates for
reasonable personal spending expenses, independent excursions and meals not included in the program. Students must also be aware of passport fees and the Guatemalan exit tax they must pay on their own at the time of departure.

**Evaluation Plan**

According to the CCNY’s policies, every international program must be evaluated in collaboration with the Offices of Academic Affairs and Institutional Research. The evaluation plan must be coordinated among the Coordinator of Study Abroad, the Program Director, College Provost and Director of Institutional Research. When considering the principles of good assessment and evaluation, one must go back to the *Needs Assessment* portion of this proposal in order to recall all stakeholders: (1) the College and its administration, (2) Casa Xelajú and sponsoring NGOs, (3) program participants and (4) the host community in Quetzaltenango. The evaluation plan should use the cautious Illichian concept of “intensions” and service (take from his notorious “To Hell with Good Intensions” speech) as a point of departure and establish a standard of good practice that will aid in the amount of progress earned after the running of the program. A study on the research on ISL programs posits that

[0]nce the risk/benefit assessment of the service learning course or program has been made, a systematic evaluation of the ethical considerations of the planned research must be conducted […]. In an ISL context examples of such benefits of research include increased knowledge, improved welfare of a particular population, greater cultural sensitivity of students, a clear demonstration of the anticipated positive outcomes of the project, and increased intercultural understanding for all involved parties. (Bringle, Hatcher & Jones, 2011, p. 321).

The Program Director will need to evaluate the program according to her or his observations throughout the running of the program. The Program Director should meet with participants frequently during the trip in order gauge their progress and feedback. It will be the Program
Director’s duty to report field observations on what is perhaps gained or at risk in terms of intercultural communication, knowledge, and host community welfare during the program.

Two different surveys will be conducted among the program participants and the host community (including the partner institution) at the end of the program. The survey for participants will be handed out in Guatemala, which should then be returned on campus after reentry in order to allow students to adjust and have time to clearly reflect on the program. The survey should include questions that will aid the evaluation of knowledge gained, personal growth, civic learning, and the outcome of initial expectations. The survey for the host community should aid with a qualitative evaluation of the outcomes of the program. Questions should focus on the feasibility of the projects that were commenced or aided by program participants and on the host community’s reception of the program participants. The evaluation should essentially aim at answering the overwhelming question: Is the program’s presence needed within the host community?

**Conclusions & Implications**

As a Guatemalan-German, I have been aware of the inequalities that exist in my country, which are chiefly based on race, language, and culture. I am drawn to cultures that have suffered and survived the Western conquest through modern history. I cannot help but find parallels between the Mayans, Berbers, Burmese Karen, Maori, etc. It would be very simple to label these people as “oppressed” or “subaltern.” Indeed, it could be posited that there are systems of cultural hegemonies - a neo-Marxist term Antonio Gramsci first coined to connote cultural dominance. Both Michael Apple and Paulo Freire have based their approaches on neo-Marxist theory on the study of the western paradigm of education, which is prevalent throughout the
world. Many governments use this paradigm as a vehicle to propagate their national identity and ideologies through their curricula. The cultural hegemony of society is the key factor in determining how education is accessed and who will benefit from it. Through this ISL program, CCNY program participants will be faced with these issues and will be invited to tackle, deconstruct and explain what they observe during their stint of service in Quetzaltenango.

Apple argues that cultural hegemony “relies on winning consent to the prevailing order, by forming an ideological umbrella under which different groups who usually might not totally agree with each other can stand” (Apple, 1996, p.15). Apple’s theory would work in explaining the status quo in which many linguistically threatened communities in the world. The neo-Marxist approach, however, does not necessarily help us understand the entirety of the linguistic history of the Mayans. The oppressor/oppressed dichotomy does not get at the root of the conflict of systems of knowledge. Each culture has its own “universal knowledge.” There is a Western system of knowledge and then there are “others.”

As Edward Said (1978) explained, the Other is a construct of Western discourse just as are terms such as “indigenous,” “native,” and “aboriginal.” Post-colonial theories such as Said’s attempt to understand the aftermath of European colonization through hybrid discourses that are born out of the contact of diverse cultures. Post-colonial theories could be a strong approach to question the plight and resistance of “indigenous” peoples throughout the world. Yet, as we question the very core of education and of knowledge through neo-Marxist and post-colonial theories, which are Western theories, we are still working inside Western discourse. Thus, I posit that we cannot fully consider and grasp the education, culture, and systems of knowledge of non-Western peoples through these theories. These theories focus on the distribution of power
among societies, but this power-knowledge cannot be considered universal. Even the most radical of theories, such as Marxism, are still inextricably Western.

Through my own experiences while living and working among the Mayans, I know that the best approach to language policymaking and linguistic rights among these communities is the inculcation of autonomy and agency. These are people who function communally within high context cultures. The ideal social theory to question the state of language and educational policy in Guatemala today would be born out of a Mayan system of knowledge, in which the Occidental or non-Mayan is labeled as the new Other. How do Western languages and cultures fit into Mayan culture? How does globalization matter in the Guatemalan Highlands? Why must Mayan languages depend on non-Mayans in order to be revitalized and standardized? These are the issues that will hopefully challenge CCNY program participants through the program and curriculum I have proposed. They should be open to learn and apply “indigenous” or rather local approaches rather than only offer what they know from an entirely different context – another world.
Bibliography


Appendix A: Budget

Program Summary

<table>
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<th>Program Title: ISL Summer 2012</th>
<th>Site: Guatemala</th>
<th>US$</th>
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<td>Exchange Rate: 7.85 Quetzales = $1.00</td>
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<td></td>
</tr>
<tr>
<td>(Students = 15)</td>
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</table>

<table>
<thead>
<tr>
<th>ADMINISTRATIVE COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Administrative Costs</td>
</tr>
<tr>
<td>Cost Per Student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Departure Costs</td>
</tr>
<tr>
<td>On-Site Costs</td>
</tr>
<tr>
<td>Reentry Costs</td>
</tr>
<tr>
<td>Contingency Fund</td>
</tr>
<tr>
<td>Total Program Costs</td>
</tr>
<tr>
<td>Cost Per Student</td>
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</table>

Grand Total Cost Per Student | $4,627.93

Administrative Costs

<table>
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<tr>
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<td>$100.00</td>
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Total Administrative Costs | $1,500.00
## Program Costs

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<td>$225.00</td>
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<tr>
<td>3. HTH Worldwide Insurance</td>
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<td>$810.00</td>
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<td><strong>B. LODGING</strong></td>
<td></td>
<td></td>
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<tr>
<td>1. Homestays in Quetzaltenango</td>
<td>$700.00</td>
<td>Student</td>
<td>15</td>
<td>$10,500.00</td>
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<td>2. Hotel Garífuna (Livingston)</td>
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<td>Night</td>
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<td>$500.00</td>
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<tr>
<td>3. Posada San Diego (Antigua)</td>
<td>$650.00</td>
<td>Night</td>
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<td><strong>C. TRANSPORTATION</strong></td>
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<td></td>
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<td></td>
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<tr>
<td>1. Airfare with taxes (LGA-GUA and GUA-LGA)</td>
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<td>Student</td>
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<td><strong>D. LEADERSHIP</strong></td>
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<td>Leader</td>
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## ON-SITE COSTS

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<tr>
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<td>$97.50</td>
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<td>2. Caves of Lanquin</td>
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<td>$37.50</td>
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<td>7. Museo Nacional de Arqueologia y Etnologia, GC</td>
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<td>$0.00</td>
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</thead>
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<td>$10</td>
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<td></td>
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<td><strong>$1,165</strong></td>
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### REENTRY COSTS

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<td>Leader</td>
<td>1</td>
<td>$30</td>
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<td>2. Excursions</td>
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<td>Leader</td>
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<td><strong>Total Cost of Leadership</strong></td>
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<td></td>
<td><strong>$97</strong></td>
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<tr>
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**A. Contingency Fund**                    |      |        |     | $1,000  |

### GRAND TOTAL

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### Casa Xelajú Program Cost Revenue

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<td>Student</td>
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<td><strong>Total Revenues</strong></td>
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### Salaries & Tuition

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**B. TUITION**

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</thead>
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<td>Credits</td>
<td>6</td>
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<td>2. CUNY Undergraduate/Non-New York Resident</td>
<td>$435</td>
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### Additional Student Costs

**INDIVIDUAL COSTS**

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</thead>
<tbody>
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<td>Passport</td>
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<tr>
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<td>Exit</td>
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<td>$30</td>
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<td>$180</td>
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<td>4. Meals not included in the program</td>
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<td>5. Optional Independent Excursions</td>
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<tr>
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<td><strong>Total Individual Costs</strong></td>
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APPENDIX B: EVALUATION SURVEYS

The City College of New York, CUNY
Student Evaluation of ISL Program in Guatemala

Please take this anonymous evaluation back home with you. Give yourself time to reflect after traveling and adjusting to life back in New York City. Return to the Study Abroad Office before our reentry meeting.

1. Why did you want to go to Guatemala initially?

2. What were your goals before you started the program? Did you meet them? Did they change during the program? If so, how?

3. What was the focus of your service project in Quetzaltenango? Do you feel that you have gained a grasp of the issues within which you were working?

4. How do you think the host community perceived your service?

5. How will your contribution help the future of the host community? The future of your education and personal growth?

6. Do you find yourself thinking of current global events and problems more often than before?

7. What is your take on “making a difference” in the world? Did it change during the program?

8. Was the program well designed and did it allow you to make the most of your experience? What hindered you?

9. What did you think of your Program Director’s role during the trip?

10. What would you do differently if you could do it all again? Would you like to participate in another international service-learning or study abroad program?
The City College of New York, CUNY
Encuesta para la comunidad de acogida

*Host Community Survey*

Favor de contestar anónimamente las preguntas sobre su interacción con el grupo de americanos de CUNY, quienes participaron en el programa de servicio a la comunidad de Quetzaltenango.

*Please answer anonymously the questions regarding your interaction with the group of Americans from CUNY, which participated in the service program for the Quetzaltenango community.*

1. ¿Que tipo de interacción tuvo usted con el grupo de americanos? ¿Que tipo de proyectos fueron desarrollados durante este periodo de colaboración?
   *What kind of interaction did you have with the group of Americans? What kind projects were developed during this period of collaboration?*

2. ¿En que se necesita ayuda en su comunidad? ¿Ofrecieron estos voluntarios algo nuevo e innovador, y aprendió algo nuevo usted?
   *What help is needed in your community? Did these volunteers offer something new or innovative, and did you learn something new?*

3. ¿Cuánto tiempo cree usted es suficiente para que un extranjero aprenda bien sobre la cultura maya y sobre los problemas dentro la comunidad maya en Guatemala? ¿Porqué?
   *How much time do you think is sufficient for a foreigner to learn well about Mayan culture and about the issues of the Mayan community of Guatemala? Why?*

4. ¿Que piensa usted de la continuación de este tipo de programa en Quetzaltenango? ¿Valdrá la pena?
   *What do you think of continuing this kind of program in Quetzaltenango? Is it worth the effort?*

5. ¿Que cambiaría usted del programa?
   *What would you change in the program?*
6. ¿Se puede sostener los proyectos que ha comenzado el grupo de americanos de CUNY? ¿Porque sí/no?
Are these programs, which the American group from CUNY started, sustainable? Why or why not?

7. ¿Qué aprendió usted sobre la cultura americana? ¿Siente que aprendió algo nuevo sobre los americanos? ¿Le sorprendió algo?
What did you learn about American culture? Do you think you learned something new about Americans? Did something surprise you?

8. ¿Qué cosas aprendieron los americanos de usted?
What did the Americans learn from you?

9. ¿Cuál era la calidad de la comunicación entre usted y los americanos? ¿Era clara o confundida a veces?
What was the quality of communication between you and the Americans? Was it clear or confused at times?

10. ¿Le gustaría aprender mas de otras culturas del mundo y conocer gente de otros países?
Would you like to learn more about other cultures in the world and meet people from other countries?
APPENDIX C

CCNY INTERNATIONAL SERVICE-LEARNING SUMMER PROGRAM IN GUATEMALA
JULY 1 – AUGUST 13, 2012

APPLICATION FORM

NAME: ________________________________ (as it appears in your college transcripts)

CUNY COLLEGE: ________________

COLLEGE ID #: ____________________

HOME ADDRESS: ____________________________________________________________

CITY, STATE, ZIP CODE: _____________________________________________________

TEL #: (____) ___________ OR (____) ___________

EMAIL: ___________________________ DATE OF BIRTH: ___________ GENDER: ________

CITIZENSHIP: _______________ PASSPORT #: __________________ (please provide a copy)

CURRENT GPA: _________________ (provide an official copy of your transcript)

STATUS: ___FRESHMAN ___SOPHOMORE ___JUNIOR ___SENIOR ___GRADUATE

MAJOR(S) ___________________________________________ MINOR _________________

SPANISH COURSE(S) YOU HAVE TAKEN OR HAVE PLACED INTO

_________________ ___________________ ___________________ ___________________
PLEASE LIST A FACULTY REFERENCE (who will write a letter of recommendation for you):

<table>
<thead>
<tr>
<th>NAME</th>
<th>E-MAIL</th>
<th>TEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLEASE ATTACH

1. A one to two page statement of purpose. You should express why you want to participate and how you think you can contribute to the host community. What do you think you will gain from the experience and how will you use it in your future?


3. CUNY Waiver of Liability (signed and notarized)

4. Copy of your VALID Passport and/or any pertinent immigration documents.

5. An official transcript.

6. Your class schedule, indicating times during which you are free for an interview.

7. Certified check or money order for $100.00 made out to “City College 21st Century Foundation.”

STUDENT SIGNATURE: ___________________________ DATE: ____________

Please return your complete application ON OR BEFORE MARCH 30th, 2012 to:

KENNETH YANES  
COORDINATOR OF STUDY ABROAD  
The City College of New York  
160 Convent Avenue  
North Academic Center, 6/293  
New York, NY 10031  
T: 212.650.6909  
F: 212.650.5841  
E: kyanes@ccny.cuny.edu

www.ccny.cuny.edu/studyabroad
APPENDIX D

THE CITY UNIVERSITY OF NEW YORK
WAIVER AND RELEASE AGREEMENT FOR INTERNATIONAL PROGRAMS

I, ___________________________________ ("Applicant"), am a student at ____________________ College ("College") of The City University of New York ("University") and have agreed to participate in the College’s international studies program ("Program") in ____________________, from ________________ , 20___ until ________________, 20___. In consideration for being permitted to participate in the Program, I hereby agree and represent that:

1. Risks of Study Abroad

A. I understand that participation in the Program involves risks not found in study at the College. These include risks involved in traveling to and within, and returning from, one or more foreign countries; foreign political, legal, social and economic conditions; different standards of design, safety and maintenance of buildings, public places and conveyances; local medical and weather conditions; and other matters described in the attached U.S. Department of State Consular Information Sheet (and Travel Warning, if any) that I have received, reviewed, and initialed, and which are incorporated by reference in this Waiver and Release Agreement ("Release").

B. Knowing these risks, and in consideration of being permitted to participate in the Program, I agree, on behalf of my family, heirs and personal representative(s), to assume all the risks and responsibilities surrounding my participation in the Program. I understand that, although the University has made every reasonable effort to assure my safety while participating in the Program, there are unavoidable risks in travel overseas, and I hereby release and promise not to sue the City of New York, the State of New York, the College, the University, and the officers, employees or agents of any and all of them, for any damages or injury (including death) caused by, deriving from, or associated with my participation in the Program, except for such damages or injury as may be caused by the gross negligence or willful misconduct of the officers, employees or agents of any of them.

2. Institutional Arrangements

A. I understand that the University does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer or other provider of goods or services involved in the Program. I understand that the University is not responsible for matters that are beyond its control. I hereby release the University from any injury, loss, damage, accident, delay or expense arising out of such matters.

B. I understand that, although the University will attempt to maintain the Program as described in its publications and brochures, it reserves the right to change the Program, including the itinerary, travel arrangements and accommodations, at any time and for any reason, with or without notice, and that neither the College, the University, the State of New York, or the City of
New York nor the officers, employees or agents of any or all of them, shall be responsible or liable for any expenses or losses that I may sustain because of these changes.

C. I understand that the University is not in any way responsible for my well being with respect to any travel to destinations beyond those specifically required under the Program that I may choose to undertake before, during, or after the Program.

3. Health and Safety

A. I have consulted with a medical doctor with regard to my personal medical needs. There are no health-related reasons or problems which preclude or restrict my participation in the Program.

B. I have or will secure health insurance to provide adequate coverage for any injuries or illnesses that I may sustain or experience while participating in the Program. By my signature below I certify that I have confirmed that my health care coverage will adequately cover me while outside the United States, and hereby release the City of New York, the State of New York, the College, the University, and the officers, employees or agents of any and all of them, from any responsibility or liability for expenses incurred by me for injuries or illnesses (including death) occurring during and/or arising from the Program, that I may incur because of those injuries or illnesses.

C. The University may, but is not obligated to, take any actions regarding my health and safety that it considers to be warranted under the circumstances. I agree to pay all expenses relating thereto and release the University from any liability for any such actions.

4. Standards of Conduct

A. I understand that each foreign country has its own laws and standards of acceptable conduct, including dress, manners, morals, politics, drug use and behavior. I recognize that behavior that violates those laws or standards could harm the University's relations with those countries and the institutions therein, as well as my own health and safety. I will become informed of, and will abide by, all such laws and standards for each country to or through which I will travel during the Program.

B. I also will comply with the University's rules, standards and instructions for student behavior. I waive and release all claims against the University that arise at a time when I am not under the direct supervision of the University or that are caused by my failure to remain under such supervision or to comply with such rules, standards and instructions.

C. I agree that the University has the right to enforce the standards and conduct described herein, in its sole judgment, and that it may impose restrictions, up to and including removal and termination from the Program, for violating these standards or for any behavior detrimental to or incompatible with the interest, harmony and welfare of the College, the University, the Program or other participants. I agree that, due to the circumstances of foreign study programs, procedures for notice, hearing and appeal applicable to student disciplinary proceedings at the
University do not apply. If I am terminated from the Program, I consent to going home at my own expense with no refund of fees.

D. I will attend to any legal problems I encounter with any foreign nationals or government of the host country. The University is not responsible for providing any assistance under such circumstances.

5. Miscellaneous Legal Provisions

A. I agree that, should any provision or aspect of this Release be found to be unenforceable, that all remaining provisions of the Release will remain in full force and effect.

B. I represent that my agreement to the provisions herein is wholly voluntary, and further understand that, prior to signing this Release, I have the right to consult with the adviser, counselor, or attorney of my choice.

C. This Release represents my complete understanding with the College and the University concerning their responsibility and liability for my participation in the Program. It supersedes any previous or contemporaneous understandings I may have had with the College or the University on this subject, whether written or oral, and cannot be changed or amended in any way without my written concurrence.

D. I represent that I am at least eighteen years of age or, if not, that I have secured on the following page, the signature of my parent or guardian as well as my own.

I HAVE READ THIS RELEASE FORM CAREFULLY BEFORE SIGNING IT.

________________________________________
Signature

STATE OF ____________________________

COUNTY OF _________________________

On this _____ day of ____________, 20___, before me personally appeared __________________________

__________________________________________ to me known and known to me to be the person described in and who executed the foregoing instrument and acknowledged that s/he executed the same.

Notary Stamp

__________________________________________
Notary Public

Note: If Applicant is under the age of 18, then the following page must be completed, signed, and notarized.
IF APPLICANT IS UNDER THE AGE OF 18:

I, ____________________________:  
   print full name

   (a) am the parent or legal guardian of the Applicant;

   (b) have read the foregoing Waiver and Release Agreement (including such parts as 
       may subject me to personal financial responsibility);

   (c) am and will be legally responsible for the obligations and acts of the Applicant as 
       described in this Release; and

   (d) agree, for myself and for the Applicant, to be bound by its terms.

__________________________________________
Signature of Parent or Guardian

STATE OF __________________________
COUNTY OF _________________________

On this _____ day of ____________, 20___, before me personally appeared ____________________________
   ____________________________ to me known and known to me to be the person 
   described in and who executed the foregoing instrument and acknowledged that s/he executed 
   the same.

Notary Stamp
   ____________________________
APPENDIX E

CCNY STUDY ABROAD PROGRAM / EMERGENCY CONTACT FORM

Student’s Name: _________________________________________________

Address: _________________________________________________________

__________________________________________________________________

Day/Evening Phones: _____________________________________________

E-mail: ___________________________________________________________

Emergency Contact 1

Name: ___________________________________________________________

Relation: _________________________________________________________

Address: _________________________________________________________

__________________________________________________________________

Day/Evening Phones: _____________________________________________

E-mail: ___________________________________________________________

Emergency Contact 2

Name: ___________________________________________________________

Relation: _________________________________________________________

Address: _________________________________________________________

__________________________________________________________________

Day/Evening Phones: _____________________________________________

E-mail: ___________________________________________________________
APPENDIX F

The City College of New York, CUNY / HEALTH INFORMATION QUESTIONNAIRE

NAME ______________________________ DATE OF BIRTH ____________ SEX _____

PROGRAM ________________________________________________________________

The purpose of this form is to help CITY COLLEGE to be of maximum assistance to you should the need arise during your study abroad experience. Mild physical or psychological disorders can become serious under the stresses of life while studying abroad. It is important that the program be made aware of any medical or emotional problems, past or current, which might affect you in a foreign study context. The information provided will remain confidential; and will be shared with program staff, faculty, or appropriate professionals only if pertinent to your own well-being. CITY COLLEGE may not be able to accommodate all individual needs or circumstances. This information does not affect your admission to the program. Please note: the nondisclosure of a physical or medical condition may affect our ability to provide information relevant to your specific needs abroad.

MEDICAL HISTORY

1. Are you generally in good physical condition? (If no, please explain.) Yes___ No___

2. Have you ever been treated or are you currently being treated for any psychological or emotional problems? (If yes, please explain.) Yes___ No___

3. Do you have any allergies to drugs or foods? (If yes, please list ALL) Yes___ No___

4. Are you taking any medications? (If yes, please list ALL medications.) Yes___ No___

5. Have you had any major injuries, diseases or ailments in the past five years? Yes___ No___ (If yes, please explain.)

6. Are you a vegetarian or are you on a restricted diet? (If yes, please explain.) Yes___ No___

7. When was your last tetanus shot? ____________

8. Is there any additional information (concerning medical conditions or mental, learning, or physical disabilities) that would require accommodation or be helpful for the Program Director to be aware of during your study abroad experience? (If yes, please explain.) Yes___ No___

I certify that all responses made on this Health Information Questionnaire are true and accurate, and I will notify CITY COLLEGE hereafter of any relevant changes in my health that may occur prior to the start of the program. I further understand that, in the event of an emergency abroad, CITY COLLEGE reserves the right to notify my parent(s), guardian, spouse, or designated agent (if not a minor.)

_______________________________________________________________
SIGNATURE OF PARTICIPANT & DATE

_______________________________________________________________
SIGNATURE OF PHYSICIAN DATE
PHYSICIAN’S STATEMENT

TO THE APPLICANT: Please authorize by your signature below the release of any medical information that may be relevant in the opinion of your physician to your participation in the study abroad program.

____________________________________________________________________________

Your Name / Program name and location

Application for:
Spring 20____ Fall 20____ Summer 20____ Intersession 20____ Academic Year 20___ - 20___

____________________________________________________________________________

Length of term away

____________________________________________________________________________

Signature & Date

TO THE PHYSICIAN: Please indicate if the student named above has a history of chronic or disabling physical conditions; any allergies which may require either continuing or emergency treatment; any special dietary problem; or any other physical or emotional condition which might affect his/her well-being or that of fellow students while living or traveling outside the United States for an extended time. Please list the generic names for any prescription medicine the student requires which may not be readily obtainable abroad.

Physician’s Name (print): _______________________________________________________

Address: ____________________________________________________________________

Signature: __________________________________________________________________ Date: __________________

A DOCTOR’S STAMP AND/OR LICENSE # IS REQUIRED

NOTE: An extension may be provided for submission of physician’s forms if necessary. Please hand in the rest of the application as soon as possible.
APPENDIX G

Study Abroad Program

International Service-Learning Program in Guatemala
Mayan Education, Language Maintenance, & Social Activism

Summer 2012 Program Guide
WELCOME!

And congratulations for having been accepted into the Summer 2012 International Service-Learning Program in Guatemala, “The Land of Eternal Spring.” Choosing to study abroad is often described as the best decision a student can make. From buying a newspaper on the street to sampling the cuisine of your host city to attending class with local students, the world will truly be your classroom. A successful study abroad experience takes courage, a sense of adventure, and planning. We know you possess the first two; we are here to help you with the planning.

IMPORTANT CONTACTS

The City College Study Abroad Program
Telephone: 212.650.6909
Fax: 212.650.5841
Kenneth Yanes, Coordinator
kyanes@ccny.cuny.edu

CUNY Central, International Education
Telephone: 212.794.5666
Joy Phaphouvaninh, Coordinator
international.edu@mail.cuny.edu

The City College Financial Aid Center
Telephone: 212.650.5819

The City College Wellness Center
Telephone: 212.650.8222

GENERAL INFORMATION

State Department Travel Information
Overseas Citizens Services
travel.state.gov
317.472.2328

Health Information
CDC Traveler’s Hotline
www.cdc.gov
877.394.8747

Student Travel Agencies
STA
Student Universe
www.statravel.com
www.studentuniverse.com

International Student ID Card
www.myisic.com
PROGRAM BASICS

The general goals of the program are to introduce all participants to the current issues in Mayan culture and society through our seminar on Mayan Education, Language Maintenance, & Social Activism and their service-learning activities through Casa Xelajú and affiliated NGOs in the Quetzaltenango area. Participants should be observant of means and approaches of their host organization and should retrained themselves from offering officious suggestions based on their Western traditions and training. Aside from the service component of the program, participants are expected to produce a 15-page research paper focused on an issued covered in the seminar. The paper will weave academic research and theory with the participants’ own observations and experiential learning.

The seminar will include the following topics:

• Week One: Cultural History of the Guatemalan Highlands through Archeology, Anthropology, Literature and Linguistics
• Week Two: Mayan Approaches to Education
• Week Three: Movements of the Standardization of Mayan Languages
• Week Four: Grassroots Efforts of the Academy of Mayan Languages
• Week Five: Escuelas Mayas in the Shadow of Guatemalan Educational Policy
• Week Six: Access to Higher Education in Guatemala and the United States

Admitted participants must enroll in the following courses. Special permission codes are needed. Please visit the Division of Social Sciences for assistance.

1. INTL 31003: International Service-Learning Seminar (3 credit)
2. INTL 31513: Selected Topics in INTL: Mayan Education, Language Maintenance, & Social Activism (3 credits)

Program cost is $2,682.93, which includes airfare, housing, two meals per day, and excursion.

Program costs do not include one meal per day, personal travel expenses such as passport and travel taxes, personal spending, optional excursions and CCNY. Tuition is billed separately for six credits total during the summer session.
**PROGRAM RESOURCES**

**Some guidebook-related web sites**

- Lonely Planet Series | www.lonelyplanet.com
- Let’s Go Series | www.letsgo.com
- Rough Guides Series | travel.roughguides.com

**For travel and tourism information**

- www.visitguatemala.com
- www.aroundantigua.com

**The Guatemalan Media**

- www.prensalibre.com.gt
- www.guatevision.com

**Required Readings**


**HEALTH & SAFETY**

Your safety and well-being are one of our top priorities for the City College Study Abroad Program. Please read the following information very carefully and be sure to discuss the information with your parents, with your doctors, and with your medical providers. In some cases, you will also want to talk with your insurance company. We cannot stress enough the importance of the following Health and Safety sections, and we urge you to ask questions until you thoroughly understand the content and its meaning for you individually.


**RECOMMENDATIONS FROM THE CCNY STUDY ABROAD OFFICE**

**Centers for Disease Control (CDC)**

For the latest information on health concerns, you should contact the Centers for Disease Control and Prevention (CDC). The mission of the CDC is to promote health and quality of life by preventing and controlling disease, injury, and disability. The CDC is responsible for monitoring health and health problems, researching solutions to health problems, developing and implementing health policies, promoting healthful behaviors and environments, and providing training in the health field. Please visit:

http://www.cdc.gov

You can click on “Travelers’ Health” from the menu on your left. From there you will be asked to choose a region of the world in which you will be traveling. The site will then display health information, common health problems, recommended immunizations or precautions and more. On your left, you can also click on menu items for reference material, information for travelers with special needs, etc.

**Talking with Your Physician**

You should consult a physician before you depart the United States for your study abroad program. In your application packet, you will find a form to be completed by your physician and returned by you to the CCNY Study Abroad Program. It is vital that we have this information before you leave. You may wish to use the health center on your home campus for your medical consultation, or you may wish to visit your private primary care physician. Either option will be fine. However, please be sure to leave yourself plenty of time in case you need to make an appointment, schedule a checkup or other exam, or order any medication you may need for your journey. You should print out and bring with you the information on your destination that you found on the CDC web site. This way, you can ask specific questions you may have about required or recommended immunizations, preventative measures for certain diseases, and any other precautions the CDC or your doctor deem important. Remember, your doctor is best able to advise you on all medical concerns. Please do not take medication, receive immunizations or other preventative care, or follow medical advice before consulting with your personal doctor.

If you take prescription medication of any kind, you will definitely want to bring a supply with you, along with the written prescription itself. You must consult your doctor before you depart the United States about how to handle medication while abroad. In some cases you may be able to have a doctor in your host country prescribe the medication for you; in other cases, you may have to bring enough medication for your entire stay abroad. Only your doctor can counsel you on this. Be aware also that certain medication, including birth control pills, may be illegal in some countries. *Please remember to always use bottled water for drinking and for brushing teeth.*
Sexual Health

Today we live in an age of the HIV/AIDS pandemic. Sexual activity is prohibited during the CCNY study abroad programs. Africa, in particular, has a very high rate of people with AIDS or with people who are HIV positive. Please be sure to educate yourself about AIDS and other sexually transmitted diseases so that you can do everything possible to avoid them and/or treat them. You can click on “Health Topics AZ” on the CDC home page, and then scroll down to “Sexually Transmitted Diseases” for further links.

Students with Special Needs

If you have a physical/mental condition, illness or limitation, please contact us immediately after you receive your admissions notice from the CCNY Study Abroad Program to let us know the nature of your condition and your needs while abroad. Even if you are sure you have your condition under control, it is best to alert us so that we can take any precautions necessary to ensure your safety and well-being. Working with facilities abroad can take time and can often be frustrating, so the further in advance of your departure from the U.S. that we know of your condition, the better able we will be to serve you. If you wait too long to make us aware of any special needs, we may not be able to accommodate you.

Medical Insurance

Students on CCNY Study Abroad Programs will be enrolled in HTH Worldwide Health and Travel Insurance covered by the program costs. HTH Worldwide (HTH) applies its dynamic Internet expertise to bring innovative online healthcare services and insurance to international travel, study and commerce.

HTH programs combine comprehensive, competitively priced insurance products with critical travel health information, known as CityHealthProfiles, and online medical assistance services. Members enjoy access to our community of pre-selected, contracted physicians in over 180 countries, and our interactive translation guides for brand name pharmaceuticals and common medical terms and phrases. Through its HTH Worldwide subsidiary, HTH administers its insurance products, provides customer services via a dedicated toll-free, multi-lingual call center, and delivers medical assistance services to its members who are traveling outside of their home country. For more information, visit: www.hthstudents.com.

Safety

Your safety while on a CCNY Study Abroad program is given our full attention. The CCNY Study Abroad Program constantly monitors the safety and security of our programs and program locations. We discuss with our staff and colleagues in our program locations any safety concerns or measures as they arise. We treat each location individually and specifically; we do not make blanket decisions or recommendations for all of our programs. If you or your parents have particular safety concerns, please do not hesitate to contact the office with questions.
The Media

You should use a wide variety of sources to learn about what life is like in your host country and city. CNN and other news channels are a common source of information about world events; however, television should not be your only resource. Quite often, news reports give us a very distorted perspective about what is going on abroad. This is largely because American television news spends most of its time reporting on American events. There are only a few minutes or even seconds in which to summarize what is going on in the rest of the world; thus, what you see is typically the most extreme or dramatic examples of world events. And you see these pictures repeatedly. Television news does not report on the fact that most people in other countries are living their lives contentedly just as you are. On the other hand, take a few moments to really look at and listen to the headlines for events happening in American cities. Imagine that you are from another country and do not know much about United States geography, politics, etc. What would you think about people who live in the United States? What would you think about cities like New York City, Los Angeles, Detroit, Miami, or New Orleans? What would your parents say to you about the United States - that we all carry guns, use cocaine, or become pregnant in high school? If possible, talk to a few students from other countries who have come to the United States to study. What did they think about the United States before they arrived? What are their impressions now?

Personal Safety Advice

The CCNY Study Abroad Program provides a number of tips and cautions to help keep you and your belongings secure while abroad:

1. Be aware that you are a potential victim of crime. Stay alert and attuned to people and circumstances around you.
2. Avoid the use of alcohol and other drugs. Persons under the influence are much more likely to be the victims of a serious crime.
3. Know how to immediately notify the local police and your Program Director/advisors of any person or activity that arouses your suspicion.
4. Avoid isolation. After dark, walk with others. Use well-lighted routes.
5. Indoors, avoid being alone in study rooms, laundry rooms, and other isolated areas.
6. Use public transportation and escort services. Do not hitchhike or pick up hitchhikers.
7. Do not prop open any building doors. Keep the door to your residence hall room or apartment locked when you are alone or sleeping, or when it is unoccupied.
8. Lock first floor windows, fire escape windows, and security screens.
9. Do not allow strangers into residence buildings.
10. Do not leave property unattended or unprotected.
11. Record the serial numbers of your valuables. Digital photos of your property can be a valuable tool.

The U.S. State Department

As an American (or if not a U.S. citizen, a participant on an U.S. program) traveling abroad, it is your responsibility to read information pertaining to your destinations on the State Department
web site. This site will give you important information concerning crime, local U.S. embassies or
consulates, suggestions for travel, and other basic safety information. This information is
updated as needed regarding events going on around the world. The CCNY Study Abroad
Program recommends that you check this site frequently. Please visit:
   http://travel.state.gov

On this site, scroll down to see a menu of links that contain important information for you. If you
click on “Consular Information Sheets,” you will find a list of countries. Click on a country and
you will find security information for that country. Be sure to click on “Studying Abroad” on the
International Travel page. This has a wealth of information just for you. The U.S. State
Department also publishes “Background Notes,” which is a comprehensive summary of facts,
statistics, and information on foreign countries. You can find links to Background Notes on the
travel.state.gov site, but the most current site for Background Notes is
http://www.state.gov/r/pa/ei/bgn/. You should spend some time reading through the various
types of information on your host country, bordering countries, and any countries you plan to
visit while abroad. You can also subscribe to various listservs offered by the U.S. State
Department. You can find these listservs and instructions on how to subscribe at
http://www.state.gov/www/listservs_cms.html. For example, DOSTRAVEL is a listserv that will
email you updated travel warnings and public announcements as they are made. Travel Warnings
and Consular Information Sheets are required reading.

You must have a passport to leave the United States even if you are only going to Canada or
Mexico.

How to Apply for a Passport

Getting a passport is easier than you think. Timing, however, is everything! You should start
your application no later than three months before your date of departure.

- Fill out an application form
- Take 2 passport photos – make sure they meet the requirements
- Prove you're an American citizen
- Show your ID
- Pay the application fee
- Drop it all off at a Passport Acceptance Facility

Sexual Assault

Sexual violence is an important safety issue to consider in all your travels. You should be as
informed as possible prior to your departure from the United States. Sexual violence can happen
at home or abroad. Being a victim of sexual assault is always difficult, but it can seem
particularly so if you are far from home in a culture with which you are not familiar.
If you have been a victim of sexual assault, you have been through an experience that may have been very frightening and one that you probably thought would never happen to you. Maybe you’ve always thought that something like this could only happen to other people, but no matter how you’ve viewed sexual assault before your experience has most likely changed your thoughts, feelings and beliefs. During the days or weeks following an assault, you may experience some feelings that are unfamiliar to you or that are different from what you normally feel. Although this may be difficult for you to accept, understand that these feelings are normal for someone who has been through a trying experience. They will lessen in time. You may feel confused about what you are experiencing, and that is also normal.

If you have been a victim of sexual assault, take time to take care of yourself. Try not to put additional stress on yourself. For example, if you have academic commitments such as exams or papers, ask the professor for an extension, or if you prefer, ask your study abroad coordinator or a staff person from the CCNY Public Safety Department to intervene on your behalf.

Many people think that if they ignore their feelings and thoughts and pretend that nothing happened, they will feel better faster. Although this may work for some, it usually helps to talk about what happened and to acknowledge the feelings that you are experiencing. Some feelings that others have experienced and that you may also experience include anger, isolation, as if no one understands, unclean and dirty, different from your friends, frightened of your assailant, or fearful of being alone or in crowds. You may also find eating and sleeping difficult. You may have “aches and pains” throughout your body and feel as though you have no energy. At times, you may feel out of control with your emotions.

No matter where you are in the world, you are not alone. If you or someone you know is a victim of sexual assault, there is help available to you. CUNY provides a wide array of resources to help students who are the victims of sexual assault, and your study abroad director has been trained to assist you in receiving the help you need at your study abroad location.

Many people say that talking about an assault makes them feel more in control. You can choose to talk to a friend or relative, to your study abroad director, or to someone who has had experience helping people who have been sexually assaulted. If you would like more information or to talk with someone while you are abroad, please contact the CCNY Public Safety Department. All services are confidential.

http://www.ccny.cuny.edu/public_safety/
212.650.7777

**TRAVEL SURVIVAL TIPS**

**What to bring**

You have a million things you want to bring, and a million more ideas that will come to you as you are packing. How do you cope?

One important lesson is that, with a few exceptions, you can purchase your daily use items abroad just as you can in the U.S. Toiletries, linen, small appliances and electronics, clothes, and
school supplies are commonly found in stores all over the world. This means that you don’t have to bring everything-but-the-kitchen-sink with you. Remember to consider your clothes as items that can be mixed and matched, and layered. Having a few pants, shirts, sweaters, and shoes that all go together will save you lots of luggage space. While most of the time you will wear casual clothing, one dressier item might come in handy. Good walking shoes are a must (wear them on the plane). Underwear is always key to your comfort. Some kind of rain gear is useful. Towels - one big fluffy towel - will keep you sane in a sea of thin travel towels. You will want to buy local clothing at some point, so remember to leave space in your luggage for this. You can bring travel-sized toiletries - enough to get you through a few days until you get settled - but leave the economy-sized shampoos and shaving creams at home. There is no reason to bring electronic gadgets with you if they work on a different voltage system than in the U.S. Please see the “Voltage” section below for more information. You may also wish to consider a little flashlight such as one that might fit on a key chain or in a backpack just in case.

Outside of daily use items, you'll want to bring this Program Guide, a good guide book, sun block, a camera and film, pictures from home, and a map of the U.S. (I know this seems strange, but people will ask where you are from and other questions about U.S. geography).

You will definitely want to bring any prescription medication along with the written prescription itself. Remember to consult your doctor about how best to handle any medication abroad. In addition to prescription medicine, you will want to bring a first aid kit and any over the counter medicines that you might need (allergy, gastrointestinal, vitamins, etc).

Finally, you’ll want to have some items to make traveling easier. Luggage or travel stores can help advise you. Some items that students have found usefully in the past are money belts, luggage locks, fitted backpacks, hostel sheets (ask your student travel agent), and any other item designed to help you save space or time while traveling, or to help keep your passport, money, and other belongings secure. Also be sure to keep emergency information close to you at all times. Some students have typed out phone numbers for the program coordinator, family or contacts abroad; emergency hotlines for insurance companies, hospitals, police and other services; and phone numbers for their credit card companies. They then reduced the list down to a wallet-sized piece of paper. That way, they always had the information handy.

Voltage

If you have any questions about the voltage in your host country, plug adaptors, and other information related to traveling with electronic gadgets, you can visit:

http://www.voltagevalet.com/country.html

Guatemala has the same plug and voltage as the United States.

Phones and Dialing Codes

You should be familiar with how phones and dialing work in your host country. In some countries, public phones take coins; in other countries, you need a local phone card available at most newspaper stands. You can purchase international phone cards here in the U.S. and abroad;
however, make sure you understand exactly what you are paying per minute as it differs for each phone card system. You need to know how to do all of the following:

1. call someone in your host country when you are in the United States;
2. call someone in your host country when you are in the host country but in a different city;
3. call someone in your host country when you are in the same country and city;
4. and call someone in another country while you are in your host country.

It sounds funny, but many students have found themselves stranded because they could not figure out how to call a taxi or a friend using a public phone in their host country. A good guide book can help you figure out the dialing system in your host country/city. Also, you can go to the following web site for information that might be useful:

http://kropla.com/dialcode.htm

You may also wish to consider using a cell phone while you are abroad. Increasingly, students find having a cell phone abroad very useful and handy. Parents are also grateful for this private way of reaching you. If you decide that you would like to use a cell phone while abroad, we suggest that you wait until you have arrived in your host city before you rent/purchase your phone. While you can purchase phones in the U.S. that will work in your host destination, quite often these phones have U.S. phone numbers. This means that if your friends in your host city want to call you, they have to dial internationally to do so. If you wait until you are settled abroad, you can purchase a phone that will have a local phone number. Having a local phone is also convenient if you need service, replacements, phone cards/chips, etc.

Mail

You should be familiar with how the mail works, especially international mail. In most countries abroad, mail can take anywhere from two to four weeks to reach the U.S. This can vary given the country, the nature of your mail/package, the time of year, etc. Sending and receiving large packages is often problematic and always expensive. Once you are abroad, you should be sure to ask your program coordinator or your host institution’s international office about the feasibility of using express mail services like Fed-Ex or DHL. Often, there are complications involved with these services. Time sensitive information should be emailed or phoned to you. In order to avoid delays due to international mail, you may wish to give your parents/guardians “power of attorney” while you are away. Power of Attorney allows someone to sign documents in your name in your absence. This often comes in handy for paperwork such as refund checks in your name. Major bookstores often carry Power of Attorney kits that you can purchase for under $20.

International Student ID Card

If you are under 26 years of age, and are a full time student, you are eligible for the International Student ID Card (ISIC). ISIC can be helpful in proving your student status while abroad so that you can receive any available student discounts and fares for museums, shows, public transportation, hostels, etc. The card is helpful in some locations more so than in others; it is particular helpful in Europe. In addition, ISIC also offers insurance, which may be useful in
addition to your current insurance policy. The card is not required. There is a fee and you must submit a passport-style photo before we can process the card. This card actually carries some basic medical insurance as well. The card is available at STA Travel on 2871 Broadway in the Upper West Side near the Columbia campus. Tel: 212.865.2700.

**CULTURE SHOCK**

Studying abroad is challenging in a very personal way. You will find yourself examining your own assumptions and your own way of life frequently as you immerse yourself in something new and different. Change is inherent in studying abroad. In fact, adapting to change is one of the skills you will gain from your experience. However, change can sometimes be uncomfortable and overwhelming. These feelings are normal and are shared by most people who have traveled and lived abroad. We call these feelings Culture Shock.

Culture Shock is not something that you catch and then quickly get over; it is a cycle of readjustment that may take quite a while. The cycle is marked by four basic phases and most people experience at least two low periods during their stay abroad. The length and severity of these low periods vary greatly for different individuals and it is important for both students abroad and their parents at home to be aware of these phases. The four basic phases of culture shock are:

*Euphoria*

This is the initial phase or tourist phase. You are excited about living in a new place, and at first glance it strikes you that the people and their way of life are not that different from what you are used to. Cultural differences are viewed as “charming.”

*Irritation and Hostility*

After the initial excitement is over, you start noticing more and more dissimilarities between life in the foreign country and life at home. Your initial curiosity and enthusiasm turns into irritation, frustration, anger, and depression. Minor nuisances and inconveniences lead to catastrophic upsets. Symptoms experienced during this phases include:

- homesickness
- boredom
- withdrawal (e.g., spending excessive amounts of time reading, only seeing other Americans, avoiding contact with local people)
- need for excessive amounts of sleep
- compulsive eating or drinking
- irritability
- exaggerated cleanliness
- stereotyping of or hostility toward local people
- loss of ability to work effectively
- unexplainable fits of weeping
- physical ailments (psychosomatic illness)
This second phase of culture shock is the most difficult period. Many people only experience a few of these symptoms, but it is helpful to be aware of these symptoms so that you can understand what is happening to you or your friends, and can take steps to counteract them. Remember, culture shock is normal even among the most experienced travelers.

Gradual Adjustment
Over time you gradually will change your perspective and will adapt to the new culture. Once you begin to orient yourself and are able to interpret some of the subtle cultural clues and cues, the culture will seem more familiar and more comfortable. You feel less isolated and your self-confidence returns.

Adaptation or Biculturalism
Full recovery has occurred when you are able to function in two cultures with confidence. At that time you will find that you enjoy some of the very customs, ways of doing and saying things, and personal attitudes that bothered you so much in phase two. You may not realize how well you have adjusted to the new culture until you return to the U.S., at which point you may well experience REVERSE culture shock, which we will address further in later sections of this Program Guide.

How to Cope with Culture Shock

Since culture shock is a cycle of readjustment, people who make the effort to learn as much as possible about their temporary home country before they leave, and who arrive abroad with an open mind, often find it much easier to adjust. To make the transition easier, remember not to wait for people around you to make the first move, but start reaching out right away: buy a map of the city and become familiar with your own neighborhood; find out where the closest bank, post office, telephone, and grocery store are located. Your next step might be to familiarize yourself with some of the basic names and phrases, which appear on signs, menus, etc. Even most English-speaking countries use many phrases, which are unfamiliar in the U.S. A British passerby will not know that you are looking for a chemist when you are asking for a drug store.

Some ways of coping with culture shock are:

Listen carefully to people and remember that they most likely are not making the same assumptions as you are. If you are not sure of what they mean, ask.

Speak the host language as often as possible.

If you have certain hobbies or are involved in sports at home, try to do the same abroad. This is the best way to make friends.

Set time aside each day to do something special. Then do it. Keep active.

Find a place where you feel comfortable and spend time there.

Talk to (new) friends or your Program Director if you feel that you have problems coping; try to look at your problems one at a time, and set out to solve them, one at
a time. Do not let the combination of problems overwhelm you.

If you feel depressed, ask yourself, “What did I expect?” “Were my expectations reasonable given the national culture and local situation?” “If so, what can I do to make them come true?” “If not, how can I make the best use of my time?”

If you develop physical problems, such as headaches, stomach aches, or have trouble sleeping, realize that these may be signs of stress, rather than physical problems. Discuss your symptoms with your directors, and try to deal with the stress.

**Understanding Yourself & Your Culture**

Adjusting to a new culture requires a good amount of examination of your own values and outlook. Many students come back more appreciative of their own customs and culture, as well as those of the host country. One way to prepare yourself for living in a new culture, and for dealing with culture shock, is to have a clear idea of your own goals and your possible contribution abroad. What do you hope to do or learn abroad? What are your personal values and how might they be viewed in the foreign culture? What can you bring to the foreign culture? It also may be helpful for you to realize how people in foreign countries tend to view Americans and why.

Before going abroad, take a look at the recent historical and political developments in the countries you will be visiting, and ask yourself how, if you were in their shoes, you would most likely perceive Americans. You will find that Americans are no longer the heroes of World War II, and have not always endeared themselves to people in other countries. In fact, due to anti-Americanism abroad, people may not want to get to know you at first.

Some stereotypes you may encounter abroad are beliefs that Americans are:

- outgoing, friendly
- informal, disrespectful of authority
- loud, rude, boastful, immature
- hard working
- extravagant, wasteful
- confident that they have all the answers
- lacking in class consciousness
- racially prejudiced
- ignorant of other countries
- wealthy, generous
- always in a hurry, selfish

It is also commonly believed that:
- all American women are promiscuous
- American students abroad are looking only to party

Given the content of American movies and television shows, and the behavior of some Americans abroad, you probably have a good idea of how some of these perceptions may have
arisen. Before you decide to unpack and stay home, however, there are a few things you may want to keep in mind.

First of all, not all foreigners believe that all Americans are this way, and there are several things you can do to counteract these perceptions.

Second, some of these perceptions are based on cultural differences. For example, in several countries, people speak in a softer voice than in the U.S.; hence people in these countries perceive Americans as speaking loudly. Similarly in many other countries, people are not used to calling acquaintances by first names and they consider Americans to be disrespectful or informal. Cultural differences may also mean that while most Americans perceive some of the above-mentioned traits as positive (i.e. “lacking in class consciousness”), people in other countries see them as negative. You may also find that people in other countries place less emphasis upon individual achievement and results, and are less task-oriented. They also frequently place less emphasis upon being self-reliant and are more willing to depend upon others. To Americans, people in other cultures frequently seem too relaxed or even lazy, and not concerned enough about meeting schedules and deadlines.

Again, the best way of coping with certain preconceptions is to keep an open mind, and to try to understand why people feel, think, or behave in a certain way. Logic, arguments, and denials will not convince people that you are different from what they previously thought.

Reverse Culture Shock

Just like you prepared to go abroad, you need to prepare to return home. Though it seems that going home would not require an adjustment, you will be surprised to find that it does. Life has gone on without you at home and you have changed tremendously while you have been away. You will discover that you are not returning to the “familiar” culture you expect, because not only have there been many small changes, but also you will be viewing home with different eyes. A successful, and a less stressful, re-entry is possible if you understand the concept of Reverse Culture Shock.

Reverse Culture Shock can be defined as “temporal psychological difficulties that a returnee experiences in the initial stage of the adjustment process at home after having lived abroad for some time.” It takes place over time and is completely normal. It is important to remember that many others in similar situations share the feelings you will experience.

Phases

Reverse Culture Shock begins before you even leave your host country. In the first phase you will feel anticipation and excitement about going home, as well as sadness about leaving your host country.

Once you return home, you will be treated like a celebrity by family and friends, and will do all the things you missed doing while you were away. In this second phase, you will not notice all that has changed. Soon, however, things will settle down and the novelty of being home will wear off. In the third phase you will begin to notice all of the changes and may begin to feel
lonely, left out, or marginalized. Personal changes and growth that have occurred may make you feel as though you do not have as much in common with your peers. Eventually, in the fourth phase, these feelings subside and you will get back into a routine and rekindle your friendships. You will feel comfortable again and have readjusted to life in the United States.

Factors affecting reverse culture shock

- length of stay in host country
- opportunity to visit home
- frequency of keeping in touch with family and friends
- quality of experience
- emotional change (maturity)
- how one is received at home upon return
- Signs of reverse culture shock
- feeling isolated
- feeling marginalized
- loneliness
- frustration at lack of interest in your experience from family and friends
- frustration at not being able to continue speaking a foreign language
- depression

Helpful Tips

- stay in close contact with your friends from your exchange - plan a reunion
- take a group picture of all your friends on your exchange
- keep writing in your journal
- re-read your journal
- share your experiences abroad as well as your re-entry experiences with other study abroad participants
- volunteer your time in the study abroad office - help with recruiting and orientation
- get involved in local international and cultural activities
- stay flexible
APPENDIX H

USEFUL PHRASES IN KAQCHIKEL (KAQCHIKEL CH’AB’ÄL)

The 'scribe rabbit' comes from a scene on a painted Classic Maya (circa 300 to 900 AD) vase, quite possibly used to hold the traditional xokolatl drink.

The Kaqchikel or Kaqchiquel language. It is spoken in the Central Highlands of Guatemala by about half a million people. It is a member of the Quichean-Mamean branch of Mayan languages and is closely related to K'iche' (Quiché) and Tz'utujil. The name of the language used to be written Cakchiquel or Cakchiquiel.

An orthography for Kaqchikel was developed by the Academia de Lenguas Mayas de Guatemala (Guatemalan Academy of Mayan Languages).

Kaqchikel Pronunciation in IPA

Vowels

\[ a \, ä \, ë \, e \, ê \, i \, ï \, o \, ö \, u \, ü \]


Consonants

\[ b' \, ch \, ch' \, j \, k \, k' \, l \, m \, n \, p \, q \]


\[ q' \, r \, s \, t \, t' \, tz \, tz' \, w \, x \, y \]

\[ [q'] \, [r] \, [s] \, [t] \, [t'] \, [tz] \, [tz'] \, [w] \, [x] \, [y] \]

Greetings

Good morning. Saqarik.
Good afternoon. Xb’equij.
Good evening/night. Xobaq’ab’.
Goodbye. Chab’ej.
See you soon. Kimpetik ri.
Thank you. Mantiox. / Utz awäch.

\[3^3 \text{ All phrases are taken from Schechter, D. & Vidgen, L. (2010). Lonely Planet Guatemala (4th ed.). Footscray, Australia: Lonely Planet Publications.} \]
Excuse me.     Kyunala.
What’s your name?   Su ra’b’i?
My name is…       Nu b’i…
Where are you from? Ja kat pewi?
I’m from…        Ch’qap ja’kin pewi…

Useful Phrases

Where is a/the…?     Ja k’uichi’ ri…
   bathroom          b’anb’al chulu
   bus stop          tel’lib’al
   doctor            ajkun
   hotel             jun worib’al

Do you have (a)…?     K’olik…?
   boiled water      saq’li
   coffee            kab’e
   copal             kach’
   rooms             k’plib’al

bad            itzel
closed          tzapilik
cold            joron
good            utz
hard            ko
hot             miq’in
open            teb’am
sick            yiwab’
soft            ch’uch’uj
blanket         k’ul
vegetables      ichaj

north (white)   saq
south (yellow)  k’an
east (red)      kaq
west (black)    k’eq

Numbers

1     jun     6     waqi’
2     kat     7     wuqu’
3     oxi’    8     waqxqa’i
4     kaji’   9     b’eleje’
5     wo’o’   10    lauj