This year, the USU International Alternative Spring Break location is Antigua, Guatemala where we will have the opportunity to volunteer with an organic coffee cooperative eco-agriculture project. Students will be given the opportunity to learn about Fair Trade (a strategy for poverty alleviation and sustainable development) and organic agriculture while engaging in community-driven service and intercultural immersion and exchange. Students meet daily throughout the trip for debrief and reflection.

Course: USU 2160: Leadership in International Service & Sustainability
CRN:  
Section: 2
Credits: 2

Dates: Pre-Trip Meetings: Once per week Jan 8 – Feb 27, 2018 (arranged)

Faculty/Staff Advisor: Kate Stephens, MA
Office: TSC # 318
e-mail: kate.stephens@usu.edu
Phone: (435) 797-8135

Student Trip Leader: Ruth Campos, ruthcpsg@gmail.com

Course Description:

This International Service-Learning course gives students the opportunity to travel to Guatemala where they will learn about Fair Trade principles and organic agriculture while engaging in community-driven service. The Alternative Breaks program is offered through the Center for Civic Engagement & Service-Learning (CCESL) and the Val R. Christensen Service Center.

Alternative Breaks promote critical thinking, social action, and continued community involvement by combining direct service, education, and reflection with local, regional, national, and global perspectives. Alternative Breaks are student-driven, meaning that advisors give student leaders the opportunity to exercise their leadership muscles. If student decisions could result in harm to either the community partner or students, it is expected that the advisor step in and suggest a different approach. Otherwise, advisors are encouraged to let the students figure things out for themselves and learn from the experience.

Prior to the trip, students will participate in a series of weekly sessions, held once per week during the first 7 weeks of spring semester. Topics will include standards of fair trade learning, safety and risk management, health and food safety, cultural awareness and etiquette, socially responsible international service, Spanish for travelers, and trip logistics. During the Guatemala service trip, 30-60 minute sessions will be set aside regularly for reflection. The advisor and student trip leader will provide readings and guided reflection, allowing students to critically think about the experience.
Students will use their field journal to record their daily responses/reflections. The final paper will be a synthesis in which students reflect on their experience and develop a plan to apply their experience to their home community. The final paper (5-7 typewritten pages) will be submitted to Kate Stephens at the end of the trip.

The final paper will discuss 1.) the service performed, 2.) impacts of service, 3.) how students will apply the experience and continue to serve beyond Guatemala, and 4.) the value of Fair Trade Learning.

Final papers reports are due on **March 18, 2018**.

**Learning Objectives:**
- Become more informed and aware of socially responsible international service
- Become more informed and aware of Fair Trade principles and practice
- Become more informed and aware of community-driven service and project sustainability
- Become more informed and aware of organic gardening/agriculture
- Engage in meaningful discussion and learn how to integrate your voice and ideas with those of others
- Express opinions and ideas through writing
- Develop a plan to continue service beyond Guatemala

**Course Schedule: Students meet 1x/week for 7 weeks**

**Week 1:** Itinerary, Logistics, Policies, & Paperwork
**Week 2:** Alternative Breaks & Active Citizenship
**Week 3:** Principles of Fair Trade Learning
**Week 4:** Cultural Awareness & Sensitivity
**Week 5:** Social Justice & Sustainability (Local Service Project)
**Week 6:** Safety & Security & Student Panel
**Week 7:** Final preparations, Q & A

**Fri. March 2:** Meet IVHQ staff at airport & travel with IVHQ to homestay in Antigua

**Sat. March 3:** On-Site Orientation

**Sun. March 4:** Optional Excursion: Tour Antigua or hike Pacayo Volcano (transportation provided by IVHQ)

**March 5 – 9:**
- **9am-12pm:** Volunteer with *De la Gente* Coffee Coop: harvesting beans, weeding, planting shade trees, assisting with reforestation, and learning about steps of the process
- **12pm:** Lunch at local restaurant
- **1-4pm:** Volunteer with *De la Gente* Coffee Coop: harvesting beans, weeding, planting shade trees, assisting with reforestation, and learning about steps of the process

**March 10:** Optional excursion with IVHQ or relax in Antigua

**March 11:** Meet IVHQ to travel to airport & home

**April (Date TBD):** Debrief – Taking action at home
Grades will be based on the following:
Participation in Group Projects & Reflection  70%
Final Reflection Paper  30%

Course Reading: Articles pertaining to the social/environmental issues addressed will be provided.

International Community Partners:

International Volunteer HQ (IVHQ)
PO Box 8273
New Plymouth 4342
NEW ZEALAND
Toll Free: 1-877-342-6588
info@volunteerhq.org

IVHQ has partnered with our colleagues at Weber State University & Southern Utah University and both institutions have had very positive experiences. IVHQ sets tough standards for responsible volunteer travel and ensures that projects are sustainable over time.

Students with Disabilities
The Americans with Disabilities Act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille.”

Grading Rubric

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<th>Criteria</th>
<th>Superior</th>
<th>Sufficient</th>
<th>Minimal</th>
<th>Unacceptable</th>
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<td>Course Participation, Field Application,</td>
<td>Responses demonstrate an in-depth reflection on and personalization of the</td>
<td>Responses demonstrate a general reflection on and personalization of the theories, concepts and/or strategies presented. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.</td>
<td>Responses demonstrate a minimal reflection on and personalization of the theories, concepts and/or strategies presented. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to.</td>
<td>Responses demonstrate a lack of reflection on or personalization of the theories, concepts, and/or strategies presented. Viewpoints and interpretation are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.</td>
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<td>Presentations &amp; Experiential Exercises</td>
<td>theories, concepts and/or strategies presented. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.</td>
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<td>Course Writing Assignments</td>
<td>Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.</td>
<td>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are some minor errors in sentence construction, usage, grammar, or mechanics.</td>
<td>Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There is a moderate number of spelling, grammar, or mechanics errors.</td>
<td>Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or mechanics errors.</td>
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