Tentative Syllabus, 6-5-09

GLB 298: International Development and Community Service in Peru

University of Illinois at Urbana-Champaign
Laura Hastings, Instructor
Fall/Winter Break 2009-2010

This service-learning course explores four classic development issues: health, education, small-business financing, and the role of women in development. Over half of Peru's 25 million people live in poverty, making it one of the poorest countries in South America. It faces many social and economic challenges. On site in the Urubamba Valley of Peru, the course explores these issues at the local level and challenges the student to reflect on how “development” occurs. Students are not required to have Spanish or Quechua language training, although any background in these languages will improve the experience.

Course Objectives

1. Understand theories of international development and explore how they play out in practice.
2. Experience cultural differences in a rural village in Latin America.
3. Explore different ways of learning, from observation to critical thinking, to experience.
4. Learn to work effectively in cooperative learning teams in an international environment.
5. Conduct independent research projects.
6. Develop effective writing skills.

Requirements

1. Participation in class and in service project in Urubamba, Peru.
2. Short classroom assignment, due prior to departure.
3. Journal Writing – review readings in book report formats, describe on-site experiences, analyze feelings, and reflect on observations. (Hand in journal at end of class).
4. Critical Reflection Assignments – Respond to three (3) prompts on-site.
5. Group Presentation.

In the Classroom at Illinois

Meeting 1: Development History and Theoretical Perspectives

- Bring to class a set of development statistics – any data you think will provide trends on Peru’s development.

Meeting 2: Service-Learning: Bridging the Gap between Theory, Practice and Cultures

- ServiceBook.org, an internet community for academic service learning, Jimmy and Rosalynn Partnership Foundation. (on Compass)

Meeting 3: The Incas, the Sacred Valley, Quechua, and Development Policy Revisited
(Guest lecture: Professor Nils P. Jacobsen, Department of History, University of Illinois)
- Peruse *The Incas*, Terence D’altroy, available on Google Scholars

**Meeting 4: Development Policy in Peru and Beyond**


**Meeting 5: The Issues: Health, Education, Women in Development and Micro-Finance**


**Meeting 6: Getting Ready for the Trip – What to Pack, what to Expect and the Quechua language** (Tentative guest lecture: Prof. Sixto Clodoaldo Soto, University of Illinois)

- Peruse the “Quechua” entry on wikipedia.com

**Meeting 7: Peru Today**


**On-Site at Urubamba, Peru**

Arrival on December 26/27/2009: Lima International Airport. Pick up and transfer to flight to Cuzco, bus ride to Urubamba arranged by ProWorld, a non-governmental organization that helps to facilitate service-learning programming.

**Daily Schedule**

8:00 Breakfast with host family  
8:30 Meet in town center for ride to project location  
9:00 Work at service project  
11:00 Snack! Do journaling
1:00   Lunch with class at area restaurant  
2:00   Rest, journal, carry out individual project work  
4:00   Meet with health care workers, religious leaders, or school teachers.  
6:00   Light dinner and class reflection/discussion (See below for schedule)  
8:30   Rest, journal, do laundry, enjoy the evening  

Class trips and hikes (2 day trips)  

The Incan towns of Pisaq and Ollantaytambo to view Incan ruins (better than Machu Picchu); the city of Cusco, the historic capital of the Inca Empire and declared a World Heritage Site in 1983 by UNESCO.  

Presentations  

Director, Women’s Center, Urubamba, Peru  
Mayor, Urubamba  
Director, Cuzco Community Agrarian Bank  
Station Manager, local radio station  
Community Health Worker, Urubamba clinic  
Local elementary school teachers  
Environmental leader, Cuzco, Peru (tentative)  

Class Meetings  

Meeting 1:   Exploring new ways of learning: The Experiential Learning Cycle  

   “The Art of Journaling”, unpublished manuscript, Eric Hartman, Executive Director, Amistade, Pittsburgh, PA.  

Assignment: Work in groups and present project idea on health, gender, or micro-finance.  

Meeting 2:   Where are We? Urubamba in Historical Perspective  


Meeting 3:   Reflection in Service Learning  


Assignment: We learn differently. What type of learner are you? You win a prize to travel to Peru! You took 4 years of Spanish in high school but you don’t remember much. You leave in 1 month. How do you most effectively learn enough Spanish to feel comfortable in Peru?  
1. Get a hold of Rosetta Stone and put yourself on a disciplined lesson plan.  
2. Rent all the Spanish films you can find, buy CDs by the famous Peruvian singer and immerse yourself in the sounds of culture and music.  
3. Take a conversational Spanish course at the local community college.
4. Call your best friend’s grandmother who is a native Spanish speaker; spend every Wednesday evening and Sunday afternoon with her and converse only in Spanish.

Meeting 4: Women and Development


Meeting 5: Can We Make a Difference? Illinois and Urubamba


Selected readings from Andrew Furco, Expanding Boundaries: Serving and Learning, Florida Campus Compact, 1996.

Assignment: Respond to the assigned questions in your journal

Meeting 6: Health Issues in the Community


Meeting 7: Micro-Finance


Meeting 8: Peru in Practice: Indigenous issues and Development


Meeting 9: Peru: The view from the Outside


Meetings 10/11: The Development Question Revisited –

Assignment: Student Presentations