

**COURSE TITLE: LIVE & LEARN IN GUATEMALA:**  
A Week of Culture & Language on Lake Atitlán

**NO. OF CREDITS:** 5 QUARTER CREDITS  
(semester equivalent = 3.33 credits)

WA CLOCK HRS: 50  
OR PDUs: 50  
CEU HRS: 50  
541/296-1980 (HOME)  
541/506-3449 ext 5048 (WORK)  
hopefulist@yahoo.com

**INSTRUCTOR:** STACEY HOLEMAN, M.S.

<http://liveandlearninlatinamerica.blogspot.com/>

**TRAVEL DATES:** OPEN FOR INDEPENDENT TRAVEL

**COURSE DESCRIPTION**

Give your Spanish skills a boost at low cost while opening your eyes to the cultural differences and challenges of this fascinating, beautiful part of the developing world. Live with a friendly Guatemalan family in the charming Maya town of San Pedro La Laguna, Guatemala on beautiful Lake Atitlán. Study Spanish at the respected Cooperativa Spanish School, 1-on-1 for four hours per day. *All levels welcome - no prior knowledge required.*

Visit local indigenous markets, take traditional cooking classes, learn about local traditions and civil rights issues, boat to other villages around the lake, and enjoy the spring-like climate.

**ALSO AVAILABLE:**

- Additional weeks of language study
- Alternate and additional activities
- Volunteer opportunities
- Alternate housing arrangements
- Possible trip extension to other areas of Guatemala

Instructor will make school and homestay reservations and provide a list of activities and sights in the area surrounding the school but may not be traveling with participants. Participants will be purchasing their own flights but instructor will help as needed. Itinerary and packing suggestions will be provided.

**LEARNING OUTCOMES:**

As a result of this course, participants will increase their knowledge and understanding of:

- Spanish language
- Mexican culture
- Study abroad opportunities
- Their identity and role as a citizen of the world

**COURSE REQUIREMENTS:**

Following are the requirements weighted for determining the granting of university quarter credit. Antioch University Seattle requires 75% or better to issue 400 level credit and 85% for 500 level.

- |   |     |
|---|-----|
| • Attendance and active participation in all class sessions | 40% |
| • Required reading  | 30% |
| • Satisfactory completion of all outside assignments        | 30% |

## **400 & 500 LEVEL OUTSIDE ASSIGNMENTS:**

### **Prior to the Trip**

1. When you register, send an email to the instructor describing a) your current Spanish level, b) your travel history, c) why you chose this course, and d) what you hope to learn.
2. Read the history, background, and region-specific sections in your guidebook.
3. Make a list of 50 verbs you feel are most important to you and translate them into Spanish. Conjugate all 50 verbs into at least 5 tenses using a book or website (see last listing in bibliography for resource).

### **During the Trip:**

4. Attend 15-20 hours of Spanish instruction.
5. Live with a host family and spend at least 2 hours/day with family members, including meals. (Although a home stay is highly recommended, other living arrangements can be made and a substitute assignment designed by participant.)
6. Participate in at least two (2) cultural activities (provide description and reflection in your journal). See the list on Page 5 for examples of ACTIVITIES.
7. Keep a daily journal of your activities and reflections. This is the most important written assignment - please give it the weight it deserves.

### **During or After the Trip:**

8. Develop three (3) discussion topics appropriate to your teaching assignment that are informed by your learning on this trip (list books, websites, and other resources as appropriate)
9. Write a 2 to 3 page Integration Paper responding to the following statements:
  - Summarize what you learned versus what you set out to achieve
  - Explain which aspects of this course were most helpful and why
  - Comment on what could be done differently
  - State how you plan to use the learning from this course
  - Evaluate communication with your instructor

**NOTE:** 2 week participants complete 1 Integration Paper for both weeks

## **500 LEVEL OUTSIDE ASSIGNMENT:**

In addition to the 400 level assignment, complete **one** of the following:

- Read a recommended book and provide a brief reflection
- Develop a website that includes photographs and reflections from the trip
- Conduct additional reading or research from at least three sources on the culture, history, or geography of the region visited; produce a 3-5 page paper about your findings and include a bibliography of your references.
- Produce an annotated bibliography on at least 10 books (not included in the bibliography for this course) about the culture, history, and geography of the region we visit; each annotation should be approximately 1/2 page in length.
- Based on observation, reading, and research from at least three (3) sources, produce a 3-5 page paper on a cultural or historical figure we discuss on our trip; include a bibliography of your references.
- Another assignment of your own design with prior approval of the instructor.

## **ASSIGNMENT FORMAT & DUE DATES:**

- Hardcopies of papers should be typed using size 12 font and double spacing
- Alternately, assignments may be sent in the body of an email or as attachments
- Assignment 1 is due as soon as possible after you register
- Assignments 2 and 3 are due 2 weeks prior to departure
- Assignments 4 through 9 & 500 Level are due during the trip or within 2 wks after return
- Please send your journal with return postage or a photocopy

**REQUIRED BOOKS** (*Additional notes about these books in the Bibliography*)  
Moon Guatemala (Moon Handbooks) or other current guidebook  
A pocket-sized Spanish/English Dictionary

**RECOMMENDED BOOKS** (*Additional notes about these books in the Bibliography*)  
Paradise in Ashes: A Guatemala Journey of Courage, Terror, and Hope  
I, Rigoberta Menchu: An Indian Woman in Guatemala

### **QUALIFICATIONS FOR TEACHING**

**Stacey Holeman** has taught in public schools in Oregon since 1978, kindergarten through 5th grade. She earned her Masters in Special Education in 2003 and National Board Certification in 2005. Currently Stacey coordinates the Structured Learning Centers for students with autism and multiple disabilities in The Dalles, Oregon.

Stacey and her husband, Mike, first traveled to Guatemala in the 1980's and brought home a son who was 4 years old at the time. All 3 of their kids have studied abroad and the family continues to travel, individually and together, most commonly to Central America. In recent years Stacey has taken seven college Spanish courses and has attended eight Spanish Immersion programs in Central America; she knows first hand the huge benefit immersion programs have when learning a language.

### **COST OF COURSE**

#### **Program cost is \$200 per week which includes:**

- Course conception, planning, and oversight
- Assignment guidance and grading
- Travel research and assistance
- Communication and negotiations with Spanish schools
- Communication and credit filing with Heritage Institute & Antioch University Seattle

#### **Additional expenses are the responsibility of each participant:**

- Payment to Spanish school, \$150-350 depending on country and homestay/study options
- Air and ground transportation
- Cost of credits or clock hours
- Additional excursions, museum and other entrance fees (recommend \$25-\$100)
- Optional meals out
- Alternate housing arrangements
- Lodging and meals in addition to homestay, depending on flight schedules
- Souvenirs

#### **Cost of Credits at Antioch University Seattle:**

- 5 Qtr Credits - 400 or 500 Level: \$300
- 50 Clock, CEU, and PDU Hours: \$175

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## BIBLIOGRAPHY

### **BOOKS**

#### **Required Books:**

Argueta, Al. Moon Guatemala (Moon Handbooks). 2nd Edition. Avalon Travel Publishing, 2007. (*You might also want to consider The Rough Guide to Guatemala by Iain Stewart for additional cultural background.*)

A pocket-sized Spanish/English Dictionary (*My favorite is the bright yellow [approx.] 3x4 inch Langenscheidt Universal Dictionary, but any pocket-sized version will work. Keep in mind that "pocket" dictionaries are sometimes twice that size and small is better for travel.*)

#### **Recommended Books:**

Manz, Beatriz. Paradise in Ashes: A Guatemala Journey of Courage, Terror, and Hope. University of California Press, 2005. (*A detailed, powerful ethnography about an Indian village in northern Guatemala*)

Menchu, Rigoberta, and E. Burgos-Debray. I, Rigoberta Menchu: An Indian Woman in Guatemala. Verso, 1985. (*A controversial but important book by an Indian woman who received the Nobel Peace Prize for her work with indigenous groups.*)

#### **Maya History and Culture:**

Demarest, Arthur. Ancient Maya: The Rise and Fall of a Rainforest Civilization. Cambridge University Press, 2005.

Computer Game: MayaQuest, The Mystery Trail CD-ROM by The Learning Company

#### **Spanish Language Learning Books:**

Kendris Ph.D., Christopher. 501 Spanish Verbs: with CD-ROM. 6th Edition. Barron's Educational Series, 2007.

Kraynak, Cecie. Spanish Verbs For Dummies. For Dummies Publishing, 2006. (*Beginning and Intermediate Spanish also available*)

Learning Spanish Like Crazy: Spoken Spanish, Vol. 1 (Audio CD). Learning Like Crazy, 2005.

Madrigal, Margarita. Madrigal's Magic Key to Spanish. Reissue Edition. Main Street Books, 1989.

Resnick, Seymour. 1001 Most Useful Spanish Words. Dover Publications, 1996.

#### **ONLINE**

Online Conjugator (Select Free conjugator, type in Spanish verbs, select desired tenses, hit "Conjugate" - sweet!): <http://prologo.net>

Online Translator: [http://babelfish.yahoo.com/translate\\_txt](http://babelfish.yahoo.com/translate_txt)

Essential Spanish Structures: <http://www.bowdoin.edu/%7Eeyepes/newgr/ats/index.htm>

Think Spanish Magazine with optional audio: <http://www.readspanish.com/>

Currency Converter: <http://www.oanda.com/convert/cheatsheet>

Packing Light: <http://www.onebag.com/> <http://ricksteves.com/plan/tips/packlight.htm>

## PROPOSED ITINERARY

### DAY 1 (Saturday):

Opt. early arrival to Guatemala for week-end trip to Chichicastenango market, hotel

### DAY 2 (Sunday):

AM: Shuttle to Panajachel, lunch and shop

PM: Boat to San Pedro La Laguna

Taxi to school, delivered to host families for introductions, dinner out

### DAY 3 (Monday):

AM: Breakfast with host families

Class at Cooperativa School 8:00 am - noon with mid-morning break

PM: Lunch with host families

Optional gathering at school for CULTURAL ACTIVITY\* in afternoon or evening

Dinner with host families

### DAY 4 (Tuesday):

AM: Breakfast with host families

Class at Cooperativa School 8:00 am - noon with mid-morning break

PM: Lunch with host families

Optional gathering at school for CULTURAL ACTIVITY\* in afternoon or evening

Dinner with host families

### DAY 5 (Wednesday):

AM: Breakfast with host families

Class at Cooperativa School 8:00 am - noon with mid-morning break

PM: Lunch with host families

Optional gathering at school for CULTURAL ACTIVITY\* in afternoon or evening

Dinner with host families

### DAY 6 (Thursday):

AM: Breakfast with host families

Class at Cooperativa School 8:00 am - noon with mid-morning break

PM: Lunch with host families

Optional gathering at school for CULTURAL ACTIVITY\* in afternoon or evening

Dinner with host families

### DAY 7 (Friday):

AM: Breakfast with host families

Class at Cooperativa School 8:00 am - noon with mid-morning break

PM: Lunch with host families

Optional gathering at school for CULTURAL ACTIVITY\* in afternoon or evening

Dinner with host families

### DAY 8 (Saturday):

Shuttle to Guatemala City and fly home OR

Shuttle to Antigua, stay in hotel, explore & shop

### DAY 9 (Sunday):

Shuttle to airport in Guatemala City and fly home OR

Fly to Flores for optional overnight extension to Tikal, shuttle to hotel, explore

### DAY 10, Tikal Extension (Monday):

AM: Dawn tour of ruins

PM: Shuttle to island village of Flores, check into hotel, explore

### DAY 11, Tikal Extension (Tuesday):

AM: Flight to Guatemala City airport, home

*NOTE: Classes may be offered in the afternoon with activity time in the mornings.*

### \* **EXAMPLES OF CULTURAL ACTIVITIES**

Evening culture discussions

Traditional cooking classes

Local indigenous markets

Volunteer opportunities

Lakeside village visits

Hike local trails

Salsa lessons

Cultural films

Local museums