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April 2019

Dear Students:

Greetings from the Central America staff of the Center for Global Education and Experience (CGEE)! We are excited that you have decided to come to Guatemala and Costa Rica to participate in the “Social Change in Central America: Peace, Justice and Community Engagement” program. Throughout the semester we will be exploring the dynamics of socio-economic, political, and cultural change. We will place particular emphasis on listening to the voices of people who are usually under-represented in academia and in the mainstream media. We have been busy planning the program and are looking forward to working with you.

CGEE’s educational philosophy emphasizes critical thinking for personal and social transformation. Hence, our approach is both experiential and rigorously academic. We try to create many opportunities for you to meet with Central Americans who represent different viewpoints and sectors of society. Throughout the program, we encourage you to sharpen your observation skills, as well as your critical thinking skills, and to reflect upon your emotional reactions to concrete experiences in addition to critically analyzing them and the social and economic theories which shed light upon them. The first part of the semester will provide you with an experiential basis to ground your analysis of the more theoretical components that come later in the program. Finally, we challenge you to contemplate ways in which you can act upon and apply what you learn in Central America. This approach is consistent with Paulo Freire’s philosophy of education which promotes social transformation and recognizes students and teachers as co-learners, in contrast to a more traditional "banking" philosophy of education, in which the teacher deposits knowledge into the minds of passive students without ever questioning the status quo.

There is only one book you need to purchase to bring with you:
De La Torre., Miguel A.  Liberation Theology for Armchair Theologians. Westminster John Knox Press, 2013. This will be used for RLN 336: Latin American Liberation Theologies.

We encourage you to read the entire manual and the following book before the program begins: Understanding Central America, 4th Edition by John A. Booth and Thomas W. Walker (Boulder, CO: Westview Press, 1993). If time permits, you may also find it helpful to read I, Rigoberta Menchú; An Indian Woman in Guatemala by Rigoberta Menchú (NY: Verso, 1984), One Day of Life/Un Día en la Vida by Manlio Argueta (London: Windhus, 1984), and Upside Down: A Primer for the Looking-Glass World by Eduardo Galeano (Picador, 2001). We trust you will agree that these books provide an excellent introduction to the issues we will be studying throughout the semester. In addition, we ask that you bring a journal in which to record your experiences throughout the semester; you may wish to begin writing before you leave the United States.

Again, let us tell you how delighted we are that you will be learning with us next semester. We look forward to meeting you on August 19, 2019!

Sincerely,

Ruth Garrido  Fidel Xinico  César Acevedo
Elisa Vanegas  Fernanda Soto Joya
The Center for Global Education and Experience has staff in Central America who coordinate our educational programs. In addition, Study Abroad Facilitator, Ruth Garrido will accompany you throughout the semester. Fidel Xinico is the Program Director for the Guatemala Program. César Acevedo, who is the Program Director for El Salvador, will be coordinating the program in Costa Rica and David Castillo will teach the Religion course. Elisa Vanegas is the instructor for the Political course; the instructor for the History/Women’s Studies course is Dr. Fernanda Soto Joya.

**Ruth Garrido**

Ruth Magaly Garrido Gómez is a Guatemalan citizen who received a bilingual degree at the Instituto Guatemalteco Americano (IGA), and then studied business in Stow, Ohio from 1993 to 1995. After working at the Akron Music Center in administrative accounting, Ruth returned to Guatemala where she handled all programming and interpretation for North American student groups as the Associate Director for Central America Study and Service (SEMILLA) from 1996 to 1999. Ruth has also served as the co-coordinator for Sister Parish Linkage, accompanying North American Sister Parish delegations to Guatemala. Currently, Ruth has been coordinator of handicap projects for the Sharing the Dream Organization, and worked as a Program Coordinator for CGEE in Guatemala from 2005—2009. She has served as Study Abroad Facilitator for the semester program since 2013.

**Fidel Xinico Tum**

Fidel is a Guatemalan citizen of the Cakchiquel Maya ethnic group. He is from a small village called Chipiacul, in the Department of Chimaltenango. He studied at the Catholic High School Seminary in Sololá, and at Francisco Marroquín University in Guatemala City, where he received a B.A. in Secondary Education and Philosophy. In 1984, Fidel received a scholarship from the New Ulm Dioceses of Minnesota to study at St. Paul Seminary at the University of St. Thomas in St. Paul, Minnesota, where he graduated with a M. Div. in 1988.

Since returning to Guatemala in 1988, Fidel worked with the San Lucas Tolimán Parish as director of catechists and delegates of the word, as well as teacher and high school principal in his home village. He also worked closely with Sister Parish since its inception in Guatemala, organizing parish-to-parish linkages, and working with delegations.

Fidel joined the staff of the Center in 1993 working with the Center’s short-term travel seminars, then with semester programs. Fidel feels that this work has taught him about his own society and its problems, and he really enjoys an active exchange of ideas with U.S. citizens and people from other countries who participate in the programs. He currently lives in San Lucas Sacatepéquez, a town near Guatemala City with his wife and three children.
César Augusto Acevedo

César was born in El Salvador and as a youth participated in the Christian Base Community movement and other social movements. In 1982, due to the political repression, Cesar and his family were forced to leave El Salvador. He lived in exile in Canada until returning to El Salvador in 1993. In Canada, he maintained close contact with the situation in El Salvador, primarily through his work with the El Salvador Ethno-cultural and Humanitarian Society and the Salvadoran Base Christian Community in Exile. Prior to working for CGEE, Cesar was youth educator for FUNDASIDA, the Salvadoran National AIDS Foundation. His work entailed training youth promoters in HIV/AIDS issues, including transmission and ways to avoid AIDS, human sexuality, gender roles, and self-esteem. He also has worked with Sister Parish in El Salvador and with organizations in Canada working on refugee resettlement.

While in Canada, César received a Social Work Diploma from Grant MacEwan College and has worked as a social worker. He recently concluded his studies in Latin American Social Work at the Salvadoran Lutheran University and completed a thesis on the process of reinsertion of Salvadoran deportees from the United States. Currently he is pursuing a Masters in Political Science at the Central American University.

Fernanda Soto Joya

Fernanda has a Phd in Social Anthropology from the University of Texas at Austin, and prior to coming to Augsburg was Dean of Humanities at the Central American University (2015-2017) and since then has been part of the research team at the UCA. She has also worked on research and development projects with indigenous people in Nicaragua and Honduras for the United Nations Development Program and for Diakonía, a development organization of the Swedish churches.

Elisa Vanegas

Elisa holds a Licentiate in Diplomacy and International Relations and a Master's Degree in Rural Sustainable Development from the National Autonomous University. Elisa worked for over six years (2007-2013) with cooperatives facilitating training processes that included women empowerment, lobbying and marketing strategies for farmers and their families. Subsequently she coordinated projects for promotion and awareness of Fair Trade’s principles and values through the Latin American Coordinator of Small Scale Fair Trade Farmers-CLAC. Most recently she worked for the Nicaraguan Government at the Ministry of Family Economy building marketing strategies for Small and Medium scale business.
BOOKS AND READINGS

Required Text

The only book you need to purchase ahead of time and bring with you is the required text for the RLN 336 course:


All of your course materials will be provided in reading packet form once you are in Central America

Recommended Pre-Trip Reading

We encourage you to read the following book before the program begins:


You may also find it helpful to read:


Registration
You will be registered for classes based on the “Course Selection” questionnaire found in your Global Gateway account. Course listings and syllabi may be found on CGEE Course Catalog page. All students will be registered for a “Traditional” grading option unless the home school will not accept a traditional grade. If this is the case, please contact Margaret Anderson at anderso4@augsburg.edu.

Please keep a record of your course selection for your own records. You can also review them any time by accessing the Course Selection Questionnaire in your Global Gateway account. Any changes to your registration must be made in writing, whether this is before or after the program starts. You are responsible for knowing what classes you signed up for, and submitting any changes in writing either to anderso4@augsburg.edu.

Some changes in registration may be made after the program has begun. As the deadlines for drop/adds approaches, the Minneapolis office will send you your current selection of classes and a drop/add form to use for any changes.

Deadlines for drop/adds are as follows:
- for the Spanish course (Guatemala): Friday, September 6
- for the religion course (Costa Rica): no changes allowed
- for the political science and history/women’s studies courses (Nicaragua): Friday, November 1.

No drop/adds will be made after designated deadlines.

Available Courses

Taught in Guatemala

1. Intensive Individualized Spanish
   Students may choose one of the following Spanish courses:
   - Spanish 111: Beginning Spanish I
   - Spanish 112: Beginning Spanish II
   - Spanish 211: Intermediate Spanish I
   - Spanish 212: Intermediate Spanish II
   - Spanish 218: Spanish for Health Care Professionals
   - Spanish 311: Conversation and Composition
   - Spanish 316: Conversations in Cultural Context
   - Spanish 335: Contemporary Latin American Women: Texts and Voices
   - Spanish 336: Guatemalan Civilization and Culture
   - Spanish 356: Latin American Literature (open only to non-Augsburg students)
   - Spanish 411: Advanced Conversation and Composition

Taught in Costa Rica

2. History/Women’s Studies 355: Cultural Conflict and Change

3. Religion 336: Latin American Liberation Theologies

4. Political Science 310: Citizen Participation within a Globalized Economy
Spanish Instruction

This semester program is not a language immersion, but it does include four weeks of intensive language study, family stays in each country, and subsequent opportunities to listen to, speak, and write in Spanish.

Students will study for a total of eight weeks in Guatemala. Four of these weeks will spend studying Spanish intensively. Instruction is provided by teachers from Casa Xelaju language school, which is based in Quetzaltenango. Their Spanish immersion program is fully accredited by the Guatemalan Ministry of Education, and the college credit courses follow the cultural and linguistic proficiency guidelines ACTFL (American Council on The Teaching of Foreign Languages). The courses have been approved by the chair of the Language and Cross-Cultural Studies Department at Augsburg University as well. For more information about the school see their website.

In terms of course selection, students should simply register for whichever course follows the last Spanish course they took, or if they are at the 300-level and above, whichever course most interests them. In the case of SPA 316, students do not need to have taken SPA 311 first.

Spanish 212, 311, 316, and 411 count toward the Spanish major or minor at Augsburg University. SPA 335 fulfills a Culture requirement for the Spanish major. If you are from another school and are majoring or minoring in Spanish, check to see which course will count toward your major or minor.

Check with your Spanish department BEFORE registering for your courses so that you make the appropriate choice in advance.

Comments on Courses

A full course-load is 3-4 courses, and most students take four courses. Each course is worth four credits.

Students will note differences among the courses in the two countries. In Guatemala, the focus is on learning Spanish, adapting to Central American reality and culture, and exploring Mayan spirituality and the influence of Catholicism in Guatemala and understanding the configuration of race, class and gender in Guatemala through understanding the life of Guatemalan indigenous women and men. There is a great deal of time devoted to experiencing the new surroundings and reflecting on that experience.

It is expected that through their family stay experiences and other outside-the-classroom experiences in Guatemala, students will get a feel for how the average Central American family lives and the challenges they face on a daily basis, and therefore the principal motivation for movements for social change, while working on their Spanish proficiency.

The history course traces gender, class and racial conflict within different historical periods beginning with the mid-nineteenth century. Students examine the root causes of conflict and the processes of social change in Central America, with a focus on Guatemala. While this ese last two courses is are participatory, it they involves a high level of theoretical analysis.
In Costa Rica, students examine both the theory and practice of liberation theology and observe specifically church-related social movements. The course involves a great deal of participation and observation of organized church sectors and draws from the popular education models of those sectors. You will explore how the reality of the impoverished majority has affected one social sector, the Churches, even in the formulation of theology, and how they have organized to respond to that reality.

The political science course engages students in public policy debates while providing a theoretical framework for discussions of governance and citizen participation. The course aims to help students understand the interplay between global processes and local participation.

In their progression the courses move from the concrete to the abstract, from the life experience of a Central American family, to the response of the Churches to these conditions, to an examination of organizing in general, the historical processes that shape the region’s present, the ways in which class, race, and gender are articulated, and the economic theories that underlie current and past attempts at economic development. Through the variety of experiences in the four courses, students exercise observation, participation, and analytical skills.

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**Grading Policy**

**Explanation of Grades**

Augsburg University uses a numerical grading system using the following definitions:

<table>
<thead>
<tr>
<th>Grad</th>
<th>G.P.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>95-100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Highest standard of excellence; Goes above and beyond stated expectations; Deep integration of discussion, lecture, theory and/or service learning in assignments.</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>93-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>86-89%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above basic course requirements. Some integration of class discussion, lecture, theory and/or service learning in assignments.</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>84-85%</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>81-83%</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>77-80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic standards and expectations for course met; minimum integration of class discussion, lecture, theory and/or service learning in assignments.</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>75-76%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The letter grade equivalent for a ‘P’ grade is a C-/ 1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>73-74%</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>71-72%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below basic standards and</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
<td>70%</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>69% and</td>
</tr>
</tbody>
</table>
The Point System
Each assignment offers a certain maximum number of points to be earned corresponding to a given percentage of the total course grade. In other words, an assignment, which is worth 10% of the total course grade, will offer a maximum of 40 points. For each individual assignment, students will be given a detailed assignment description, which will break down the number of points given for the quality with which specific criteria are met. As a result, once each assignment is returned, to you, students will know exactly how many total points they have and how many more points they need to achieve the grade for which they are striving in the course.

For example, a student who is striving for a B must achieve a minimum of 332 points, whereas someone who is striving for a C need only achieve 292 points. Many students have found that this system gives them a great amount of freedom and reduces their stress about grades, allowing them to focus more on accomplishing their learning goals. For example, depending upon the number of total points they are seeking, students may choose to omit certain assignments. (Please note that the church accompaniment project is not optional.) Students who have questions about the point system should be sure to ask the course instructor.

Grading Philosophy
While many students are required to take their courses for grades, we believe that grading often hinders rather than helps the learning process. As a result, we would rather spend more time focusing on the honest assessment and evaluation of student’s learning rather than on grading. What we mean by this is that we would like to create an atmosphere in which students are encouraged to reflect upon their learning styles and to honestly assess and evaluate their own academic work and academic progress, while also receiving constructive criticism from instructors and peers.

Grading Criteria
While criteria will vary slightly from assignment to assignment, most work will be graded on the following four criteria: 1.) Form, 2.) Content, 3) Interpretation and Analysis, and 4.) Connections. The instructor considers superior work to be work which fulfills the following criteria:

1) Form (10%):
- Extremely well organized
- Articulates ideas clearly and concisely
- Correct grammar and spelling
- Legible
- Typed or handwritten on 8 ½ x 11” paper
- Accurate citation of readings and speakers (using footnotes or endnotes and bibliography)

2) Content (30%):
- Demonstrates accurate and profound knowledge of the subject
- Includes an articulate statement of your thesis and/or questions for further exploration
- Scales down information to what is most important
- Exhibits a profound understanding of the main points expressed by guest speakers and in required readings
- Employs solid logic and well-documented data
- Supports arguments with concrete examples from readings, speakers, class sessions, and other experiences

3) Interpretation and Analysis (30%):
- Presents more than just a summary of information
- Analyzes issues from different viewpoints, including views opposite one’s own
- Recognizes interrelationships among issues
- Draws upon assigned texts, class sessions and guest speakers to support own thesis
- Makes logical arguments
- Articulates complexities of the issues
- Generates critical questions not addressed fully by authors or speakers
- Applies principles and generalizations already learned to new information
4) Connections (30%):
- Demonstrates an understanding of the ways in which issues interrelate with each other
- Integrates knowledge from diverse sources, including authors and speakers
- Compares ideas of authors of required readings with each other
- Makes connections between ideas raised in required readings with those of guest speakers
- Takes new information acquired in Central America and effectively integrates it with prior knowledge and experiences
- Synthesizes and integrates information and ideas

Self-Assessment and Peer Assessments
Students will be asked to complete and hand in a self-assessment form with each assignment (except for the exam). Although the instructor makes the final determination of points, and hence grades, students are asked to honestly evaluate their own work in order to have input into the grading process and generate a constructive dialogue regarding the evaluation of specific assignments based on explicitly defined criteria. When there is a strong disagreement between a student and instructor regarding the evaluation of a particular assignment, the student should make an appointment with the instructor to discuss the disagreement.

Students will also be asked to participate in a process of peer evaluation regarding creative projects, oral presentations, and class participation.

Student Rights and Responsibilities
Students with formally diagnosed learning or physical differences have legal rights to course modifications. If you qualify, please notify the Minneapolis office (anderso4@augsburg.edu) so that we may start working on your accommodations well in advance of the semester.

Augsburg Honesty Policy
All students are expected to follow the Augsburg Honesty Policy, which is printed in the Appendices of this manual. Except when the assignment expressly encourages group work, it is assumed that all course work will be your own. You are not to copy the work of others. Your name on assignments will be taken as your "pledge" that you have read the honesty policy, understand it, and are following it. The first occurrence of plagiarism will result in the failure of the assignment. A student who commits plagiarism a second time will fail the course.

Late Assignments
In the case of illness, students may request an extension of the deadline for a particular assignment. Requests for extensions, however, must be made to the course instructor BEFORE the assignment is due and a new deadline must be established. Assignments turned in after the time specified on the due date or after the renegotiated deadline (in cases of illness) will lose 1/2 grade every 48 hours until submitted.

Portfolios
All students will be provided a portfolio pouch in which they are encouraged to keep copies of all assignments and to which they may add additional samples of work which provide evidence of academic progress. (It is also useful for papers, notebooks and other course materials.)

Revisions
Students who are unsatisfied with their work may rewrite or revise assignments. They may choose either to add revised work to their portfolios in order to demonstrate academic progress or to remove the original and replace it with the revised work. All revisions must be submitted within one week of the time the original work is returned by the instructor.
Extra-Credit Assignments
Students who feel the need to try to raise their overall course grades may complete ONE extra-credit assignment worth 10 points. Extra-credit work must be given to the instructor by 6:00pm on the last day of the course.

Incomplete Grades
An incomplete grade may be given only in the case of serious emergency. To receive an incomplete grade, a student must receive permission from the course instructor; must file a form stating the reasons for the request, the work required to complete the course; the plan and date for completing the work, and comments from the instructor; and must gain the approval of the Registrar (at Augsburg and at the home school if applicable).

If permission is granted, the necessary work must be completed in time to allow evaluation of the work by the course instructor and filing of a grade before the final day of the following semester. If the work is not completed by that date, the grade will revert to whatever had been earned by the worked completed during the semester.

Credit and Transcripts
Each course is worth four credits. Most students will take four courses for a program total of 16. Credit is granted and transcripts issued by Augsburg University.

Transcripts are sent electronically via Parchment Document Exchange. (If your school does not accept electronic transcripts a paper copy will be mailed.)

Instructions are provided in the “Transcripts” questionnaire found in your Global Gateway account. You will need to create a Parchment account. This is all you need to do; you will not need to make the actual request. After grades have been reported, Augsburg’s Registrar will access your account have your grades sent to your home school. The first transcript will be sent free of charge.

You can also use Parchment to request your own copy, if you need a one for your scholarship program, or in the future when you are applying for grad school and need a transcript. Subsequent transcript requests will be charged a fee of $7.
RELATED COMPONENTS OF THE ACADEMIC PROGRAM

Orientation
The program begins on Monday, August 19, in Guatemala City. All students must arrive on that date. The first few days of the program will be spent on orientation to the program components, to each other, and to the situation in Guatemala. On Tuesday, August 20, we will travel to Antigua where we will spend the night, and continue on to Panajachel on August 21. You will find that the programming is intense and that the schedule is very full, so do your best to come into the program well rested.

Living/Learning Environment
An essential part of the semester experience will be creating an environment of respect and cooperation which contributes to our lives and learning together. This means that everyone will be expected to share a variety of group chores such as clearing or sometimes washing dishes. It also will mean engaging yourselves in a learning process that involves group discussion and group work. Students will share responsibility for organizing, attending, and facilitating community meetings in addition to group sessions where issues and challenges of the group are discussed.

Family Stays
Guatemala
For five weeks you will live with Guatemalan families. The family stays are requirement for the program. It is not only a time to practice Spanish, but more importantly it is a time to experience how issues raised in the courses impact daily lives of Central American families. You will be placed in a family by the staff of the language school in consultation with our Guatemala staff. Most homes are within a 2-15 minute walk from the language classes. There will be an orientation before your family stay begins and regular check-ins during the stay.

During your stay in Guatemala you will visit community based initiatives, such as agricultural and weaving, in the Lake Atitlan region. The Lake Atitlan is located in the Guatemalan highlands of the Sierra Madre range, in the Sololá Department, 160 km northwest of Guatemala city. The lake is surrounded by Maya Tz’utujil and Kaqchikel communities, perhaps this explains the meaning of the word Atitlan: “between the waters.” During your stay in the area you will be based in Panajachel, spending a few days in Santa Catarina Palopó with day trips to nearby communities. You will also visit the Ixil University in Nebaj, a Maya Ixil town located in the eastern part of the Sierra Madre range. The Ixil University was founded in 2011 with the goal of sharing traditional knowledge and empowering new generations of Ixil people in the defense of their territory. During our stay in Nebaj we will visit one of the Ixil University extensions, staying in the homes of Ixil university students.
Costa Rica
Most of your stay in Costa Rica will be spent with local families. The extended family stays will be at Montes de Oca, which is the 15th Canton in the Province of San Jose, Costa Rica. This Canton covers an area of 15.16 square kilometers and has a population of 54,288. The Capital City of the Canton is San Pedro. The Canton is known for its high level of commercial development, the number of universities and other centers of higher education, and of course for its active life.

Two other visits during our time in the country will take place: one will be in La Carpio Community. This is a poor neighborhood of around 40,000 inhabitants of whom 50% are immigrants from Nicaragua and other Central American countries and the other 50% are Costa Rican. The community is located in the north part of San Jose, in an area of about 296 square kilometers. The community is surrounded by two rivers and a landfill, which receives over 700 tons of waste every single day.

The other visit will be outside San Jose, in an ecological area call Longo Mai located in Punta Arena Province. Longo Mai has its roots in Austria, Germany, Switzerland and France back in the 1960’s. Their main idea is living together, based on self-administration and agricultural self-sufficiency. In the late 1970’s Longo Mai Europe decided to purchase land in Costa Rica in order to provide a place for Nicaraguans who were fleeing the terror of the Somoza regime. When the Sandinista revolution ended, Nicaraguans went back to their homeland. It did not take long until Salvadoran refugees replaced the Nicaraguans. Longo Mai is now a community made of around 500 people, mostly Costa Ricans, Salvadorans and a few Europeans. An important project at Longo Mai is providing local alternative eco-tourism; it is located about three hours away from San Jose.

You will also have the opportunity to visit the beautiful Costa Rican Caribbean in the Province of Limón. You will meet with a youth organization working for the rescue of their historical memory and the creation of productive projects and you will also visit the Talamanca area, home to the Indigenous matriarchal community of the Bri Brís, where you will learn about their cosmovision, their ways of organization and work to bring in sustainable economic projects to improve their families livelihoods.

Suggested Activities to Help You Feel More at Home during Family Stay
- Walks: with one or more family members. Visit neighbors, go to church or to the market, get acquainted with the neighborhood.
- Homework: help the kids, and then have them help you!
- Work: many families appreciate it when you show interest and assist in their daily tasks.
- Play: with the children in the family and in the neighborhood. Play soccer, shoot marbles, teach them to juggle, fold paper toys or to play simple games.
- Photos: great conversation starters about family, school, work, etc. Families often enjoy when students bring extra photos of yourself, your family, school, etc to leave with them.
- Cook: learn to prepare traditional local dishes.
“I liked the family stay. It was hard at times, but very good for me and my Spanish. I feel much closer to (the country) and the people because of it.”

“Definitely the most important and meaningful experience of the whole program. Many relationships developed and I had opportunities to do things I wouldn’t normally have done.”

What is a Typical Day Like?

Guatemala

In Panajachel there is generally five hours of one-on-one language instruction in the mornings, and speakers or visits in the afternoon. Orientation week is the exception to this.

During the History/Gender course, in most cases classes will be held in the morning with personal reading and reflection time in the afternoon. Most sessions with speakers are schedule during the morning, however, this varies depending on the speaker’s agenda. The sessions with speakers are followed the next day with a reflection about the conversation held. During the visits to community based initiatives you will spend all day at the communities, with short class sessions at the end of the day to engage in a dialogue about your reflections and questions. The program includes a visit to the House of Memory in Guatemala City where you will also meet a few speakers. Finally, during your stay in Nebaj, most of the day will be spent in activities with Ixil University’s students, with short reflection sessions at the end of the day.

Costa Rica

Class sessions will be held at the Universidad Biblica Latino Americana (UBL), supplemented with a variety of presentations and excursions both on and off-site.
# Tentative Calendar for Fall 2019

More detailed schedules will be handed out regularly throughout the semester. The following are tentative dates in the three countries:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 19</td>
<td>Students arrive in Guatemala. Overnight at Casa Emaus</td>
</tr>
<tr>
<td>Tuesday, August 20</td>
<td>Travel to Antigua. Beginning of orientation. Overnight at Hotel San Vincente</td>
</tr>
<tr>
<td>Wednesday, August 21</td>
<td>Travel to Panajachel.</td>
</tr>
<tr>
<td>August 21 - 24</td>
<td>Continuing orientation in Panajachel. Lodging at Hotel K’amol B’ey</td>
</tr>
<tr>
<td>August 25</td>
<td>Move in with host families in Panajachel</td>
</tr>
<tr>
<td>August 26 - September 17</td>
<td>Language Study/Family Stay in Panajachel</td>
</tr>
<tr>
<td>September 17 - October 11</td>
<td>Social Conflict and Change (HIS/WST 355)</td>
</tr>
<tr>
<td>October 12</td>
<td>Fly to San Jose, Costa Rica</td>
</tr>
<tr>
<td></td>
<td>Spend night at Biblical Latin American University</td>
</tr>
<tr>
<td>October 13 - 20</td>
<td>Fall Break!</td>
</tr>
<tr>
<td>October 20</td>
<td>Last day to return to Biblical Latin American University</td>
</tr>
<tr>
<td>October 21 - November 15</td>
<td>Latin American Liberation Theologies (RLN 336)</td>
</tr>
<tr>
<td>November 18 - December 13</td>
<td>Citizen Participation in Policy Formation (POL 310)</td>
</tr>
<tr>
<td>Friday, December 13</td>
<td>Last day of program</td>
</tr>
<tr>
<td>Saturday, December 14</td>
<td>Students travel home</td>
</tr>
</tbody>
</table>

**Changes in Itinerary**

The Center for Global Education and Experience reserves the right to change the group's itinerary or arrangements if it becomes necessary or advisable to do so.
Passport Requirements
Be sure to obtain a passport if you do not have one. If you have one, be sure that it is valid through at least June 14, 2020.

To obtain a new passport, you need the following:
• Original birth certificate with an embossed seal, OR
• An old U.S. passport (even if it has expired), OR
• A certified copy of your birth certificate with the Health Department seal of the state of birth. This can be obtained from the county clerk in the county in which you were born for a small fee. (Note: A birth registration or hospital certificate is not acceptable.) AND
• Valid identification, such as a driver’s license.
• Check payable to the Department of State for $110 (10 year passport) plus a $25 execution fee to the facility processing the passport application.
• Two identical passport photographs

To renew your passport, you will need:
• Your most recent passport
• Two identical passport photos
• A $110 fee, payable to the U.S. Department of State

For complete information and application forms, see http://travel.state.gov/passport/passport_1738.html

Once you receive your passport, make several copies of the photo page to carry with you when you travel! You will also need to upload a copy to the Passport Information questionnaire found in your Global Gateway Account.

Guatemala: Entry requires only a valid passport. If Immigration officials may ask how long you plan to remain in country give the departure date of October 12.

Costa Rica: A passport and tourist card/visa are required for entry into Costa Rica. You must also have proof of onward travel to another country, and capacity of at least $100 per month while you are in the country; CGEE will assist you with this before the group travels to Costa Rica.
SAFETY AND SECURITY

General Recommendations

In-Country Health/Safety Orientation. Upon arrival in each country, all participants are given an extensive health and safety orientation by one of CGEE’s staff members. This orientation covers topics from drinking water and insects to how to deal with catcalls on the street, withdrawing money from ATMs and emergency response. At the end of the orientation, students are asked to read and sign a “Health and Safety Agreement” form.

Emergency Contact Information. In each country you will be given emergency contact information to carry at all times. This information includes phone numbers for the guesthouse or hotel, as well as phone numbers for CGEE staff members and emergency numbers (U.S. Embassy, hospital, etc.) and phone numbers for local authorized taxi companies.

It is very important that our staff be able to reach you in case of an emergency. Therefore, you are required to complete a Travel Information Form and give it to the CGEE staff if you travel away from the program facilities or outside the country during the program.

On-Call System. Every evening and weekend there is a designated “on call” staff member who carries with her/him our “on-call cell phone.” This staff member can be reached at any time of the night to assist in any urgent situation. The phone number for the “on-call cell phone” is widely distributed (signs around the houses, listed on participants schedule and emergency contact information, taught at orientation). You also have all staff’s home phone numbers in case the emergency cell phone does not work.

We urge all program participants to follow the following risk reduction measures:

1. Carry the telephone list at all times, so that you or your host family can reach us in case of emergency. It also provides other important contact numbers, such as radio taxis and the U.S. Embassy. Students who don’t have their own cell phone will have access to one when they go out.

2. Taxis - When taking taxis, always take radio taxis as they are much less risky than flagging taxis down off the street. Radio Taxis have to report to base every time they pick up and drop off passengers, whereas there is no control of taxis you flag on the street. Telephone numbers for radio taxis in each country are included on the Contacts List. Do not flag down taxis on the street.

3. After dark and before sunlight, do not walk or take buses. Rather, take radio taxis when it is dark out! After calling the radio taxi to pick you up, wait inside until the taxi arrives before going out to the street and immediately getting in the taxi. We will reimburse any radio taxi expenses related to the program, while you are obviously responsible for expenses in going out on your own when it’s not program-related.

4. Ask CGEE faculty and staff and other local people about the safety of places you intend to visit.

5. Avoid going to the bars and night spots unless you have consulted with CGEE personnel.

6. At guesthouses and hotels, do not leave the front doors open and do not let people in or open the front door without first looking or asking. It would be better to let employees do that task.

7. Do not give out our addresses or phone numbers to people you meet. Get their numbers instead if you want to contact them.

8. Do not buy, sell, or use illegal drugs. If you do so, you not only put yourself and Augsburg University at risk, you will be sent home from the program. If you get caught, you will go to jail and CGEE cannot bail you out.
9. **Do not associate** with anyone you think may be involved in selling, buying, and/or consuming drugs. Do not go to their homes or businesses. Avoid all contact with them.

10. **Do not drink to excess.** Excessive drinking puts you at greater risk. While the drinking age in all three countries is 18, if you drink, be very careful about how much you drink. Recent studies have demonstrated that students abroad tend to drink far more than they do at home. For your own safety, please be the exception to that rule!

11. **We do not travel after dark.** Road conditions and streetlights are poor in rural areas.

12. **Walking.** During the day you can walk with at least one other person. Make sure that you let CGEE people know where you are going and when you are planning to comeback. Do not walk at night; if you need to leave the guesthouse or hotel you must use radio taxis.

13. **Theft:** if someone does try to forcibly take your valuables, do not resist. The potential harm to you is not worth the value of any stolen goods. Exercise caution in taking anything of value with you in public. Keep a low profile with anything of value such as electronics, cash, and jewelry. We work as much as possible to minimize the risk of theft, but we can’t guarantee complete safety for any valuables, just as would be the case anywhere in the world.

Despite this long list of “DO NOTs,” please know that students, staff and faculty regularly go out to safe places and have a wonderful time! You are not going to be locked into your houses; you just need to be careful about what you do and where you go so that you can reduce risks as you make friends and explore.

**Earthquakes**

Central America is a seismically active region, and minor tremors are common, although major quakes are less so. However we are providing this information in the event a strong tremor or earthquake occurs during the program.

Cell phone and landline communication are the first to be lost. For this reason it is important to follow the instructions of the local communities.

- **Stay calm!!!**
- **Know how to react.** You should review the following before embarking for Central America: [http://www.earthquakecountry.info/dropcoverholdon/](http://www.earthquakecountry.info/dropcoverholdon/)
- **Follow instructions from local communities.** Please follow the instructions of the community, including the instructions from any governmental offices that provide disaster response. Radios will also give instructions about natural disasters.
- **Be in touch.** If you are not with you CGEE group, as soon as communication is reestablished, CGEE will be in touch with you and you should also try to get in touch with CGEE (numbers of program coordinators and on-call staff will provided on-site). If it is a very strong earthquake, also try to be in touch with your family. Otherwise, CGEE will also be in communication with them.
GUATEMALA
Guatemala, as the most populous country in Central America, has its share of street crime like most big cities. Urban crime from pickpocketing, to armed robbery occurs here like it does in major cities of the U.S. and around the world.

 Strikes are often accompanied by street demonstrations and roadblocks, which require close monitoring and occasionally rerouting of activities. In these cases students and participants are kept abreast of such civil disturbances. CGEE staff will advise students to exercise common sense as well as specific precautions as they engage in program and personal activities.

 Participants staying with host families in Panajachel have their host families as an extra resource for safety and network. We advise you to follow the recommendations from your host families. CGEE staff, and the Casa Xelaju language school staff.

 As there has been occasional petty thievery in the neighborhood, students are advised to always walk in groups, never alone or if they are going out at night to take radio taxis in small groups.

COSTA RICA
Costa Rica is one of the most peaceful countries in Central America. Similarly, San Jose, the capital, is considered one of the safest cities in the region. However petty crime may take place, and as with the other countries we visit, we advise the students to take the same precautions to protect themselves and their property.
Please be aware that this program is physically and emotionally demanding. For example: climatic changes; high temperature, and/or high humidity; change in altitude; exposure to unfamiliar bacteria due to change in diet; long days and intense schedules; and extended travel in cramped vehicles.

These factors, combined with potential strains from culture shock, living away from regular support groups of friends and families, and intensive interaction with other group members can affect your health in ways you do not anticipate, putting stress on the body and emotions which make you more susceptible to illness. We ask that you assess your physical and emotional health carefully.

We encourage you to be open with yourself and with us regarding your health and medical history. Giving prior consideration to how your travels might affect you can be very important in maintaining your health during the semester. Pre-existing or past conditions will not exclude you from participating in the program; rather, in discussing them now you are more likely to have a healthier and more rewarding study abroad experience.

**Helpful Online Resources**
- US Department of State web pages on services for American citizens abroad: [www.travel.state.gov](http://www.travel.state.gov)
- Centers for Disease Control: [www.cdc.gov/travel](http://www.cdc.gov/travel)
- World Health Organization: [www.who.org](http://www.who.org)
- International Society of Travel Medicine: [www.istm.org](http://www.istm.org)
- Travel Health Online: [www.tripprep.com](http://www.tripprep.com)
- HTH Worldwide: an insurance company that specializes in insurance for international travelers, offers advice on the issues you might encounter abroad in a series of short [Youtube videos](http://www.youtube.com).

There is other useful information available in the Resources Section of Global Gateway portal. These resources are:
- Emotional Health & Study Abroad
- Wellness Plan for Study Abroad
- International Travel & Health Insurance
- Alcohol Abroad Awareness
- Helpful Videos for International Travel

**See a Doctor before You Go**
For recommended vaccinations and other health precautions you should take before departing for your destination, please check the Centers for Disease Control and Prevention (CDC) at [http://www.cdc.gov/travel/](http://www.cdc.gov/travel/). Since we are not medical professionals, we cannot make recommendations that will be applicable to all individuals in all places, so you should make those decisions with a doctor. If you have ongoing health issues, it would be wise to check with your regular doctor about vaccines and other precautions.

It’s important to schedule your appointment right away, if you haven’t already. If you don’t already have a regular family physician, google a list of travel clinics in your area.

**Insurance**
Medical Insurance: As a Center for Global Education student, you will be covered by Augsburg University’s Foreign Travel Abroad insurance. This plan includes travel, accident and sickness coverage.
- [EIIA Webpage](http://www.eiia.org)
- FAQ
- [General Information Brochure](http://www.eiia.org)
- [Member Card](http://www.eiia.org)

**Group ID:** C2EII  
**Activation Code:** 150424

Please note that this insurance does not cover pre-existing conditions.
**Importante!**

In the event that you are hospitalized due to illness or injury and the provider/facility is not in our insurance company’s network, you will need to have a credit card (not debit card) available with at least $1,000 credit available. Hospitals in the region do not take debit cards, and may require a deposit of at least US$1,000. (If your expenses do not total that amount your credit card would be refunded.)

**Immunizations/Inoculations**

As you begin to discuss health preparations with medical professionals and/or experienced travelers to the region, you will likely find varying and even conflicting information about how to best prepare yourself. We encourage you to call the Centers for Disease Control and Prevention at 877-394-8747 and listen to their extensive recording on health risks and precautions.

CGEE strongly recommends that all program participants receive immunization for Hepatitis A. The Centers for Disease control recommend that travelers to Central America receive an immune globulin (IG) shot or Hepatitis A vaccine for protection against Hepatitis A. According to the CDC, travelers to Central America are at high risk for Hepatitis A, especially if travel plans include visiting rural areas and extensive travel in the countryside, frequent close contact with local persons, or eating in settings of poor sanitation.

A study has shown that many cases of travel-related hepatitis A occur in travelers to developing countries with “standard” itineraries, accommodations, and food consumption behaviors. Hepatitis A vaccine is preferred for persons who plan to travel repeatedly or reside for long periods of time in intermediate or high-risk areas. Immune globulin is recommended for persons of all ages who desire only short-term protection.

The vaccine requires a series of injections, the first of which must take place at least four weeks prior to travel, and the second at least six months after the first. The immune globulin is a single dose shot. Because it offers only short-term protection (3-5 months), it should be administered shortly prior to travel.

Other immunizations/inoculations to consider, based on CDC recommendations:

- Some travelers to Central America opt to take a prophylactic medication for Malaria. Consult with an international travel clinic or with your doctor about which medicines are prescribed currently. Prophylactic malaria medication can be very expensive and is taken daily a week before, during and after your travel so protecting yourself for the entire semester could be costly. Once again, consult with your doctor. Since no prophylactic will be 100% effective, you should come prepared to avoid mosquito bites with a repellent that includes DEET and with long pants and long-sleeved shirts to wear at dawn and dusk.

- Please note that it is important to disclose all health problems, including mental health issues, to your doctor so that he/she will not prescribe a malaria prophylaxis that is contraindicated for you.

- Typhoid Fever is transmitted through food and water contaminated with infected human feces, and it is prevented by being careful with what you eat and drink and by proper hygiene. You can get typhoid even though you have been vaccinated though inoculation usually lessens the severity of the disease if contracted.

- As needed, booster doses for tetanus-diphtheria and measles.

**Other Infectious Diseases in the Region**

- Dengue fever is present in both countries you will visit. No vaccine is available, but travelers can reduce their risk of acquiring dengue by remaining in well-screened or air-conditioned areas when possible, wearing clothing that adequately covers the arms and legs, and applying insect repellent to both skin and clothing. The most effective repellents are those containing N,N-diethylmetatoluamide (DEET).
• HIV/AIDS: Both HIV and AIDS are underreported in the region although all the ministries of health acknowledge that it is a growing concern. Students need to be aware of the increase in cases in the region and take the necessary precautions during their travels in Central America. Students should consult the Centers for Disease Control webpage for more information.

• Zika Virus: Note that Zika virus is primarily spread to people through mosquito bites. Currently, there is no vaccine to prevent or medicine to treat Zika. Zika causes a relatively mild illness, and the most common symptoms of Zika are fever, rash, joint pain, or red eyes; four in five people who acquire Zika infection may have no symptoms. The World Health Organization has not issued any trade or travel restrictions to the affected areas; however, WHO advises that women who are pregnant or planning to become pregnant should take extra care to protect themselves from mosquito bites.

Alcohol and Drug Abuse
Alcohol abuse is a serious health risk, and studies show that U.S students tend to drink more when studying abroad. Therefore, while those of you who are over 18 are allowed to drink, as per local laws, we encourage you to develop a social life that does not depend upon alcohol. Some of you may be in recovery from drug or alcohol addictions, and others of you may decide that you need to seek out a recovery program while in Central America.

If you are an alcoholic or drug addict, we would like to suggest that you let staff know so that we can support you in your recovery process. There is a place to indicate this on the Health Information questionnaire in your Global Gateway Portal. Some former students recommend the online app Sober Grid, which is open to people in recovery from alcohol and other drug addictions. It is not solely 12-Step based, although many members are in AA, NA, and Smart Recovery, etc.

Mental Health
If you are seeing a therapist or psychiatrist at home, be sure to inquire as to whether or not it is feasible for you to have online sessions via Skype or another format while you are in Mexico. Some therapists are open to this, and that way you can continue to work with the person whom you already know.

If not, online counseling is available for all students on Augsburg CGEE programs, Morneau Shepell International Student Support Program. This is not only for use in an emergency, or once you are abroad. You can take advantage of the services if you have any issues prior to departure, set up ongoing sessions if you think you will need the services of a therapist while you are abroad, and at any time you just need to talk to someone before, during or after the semester. In fact, we are told that predeparture counseling is one of the most common points of contact.

We highly recommend that you download the MySSP app on your phone, become familiar with the services and delivery options, and set up your profile. This last step is vital to easy access in the future.
• App Store for iOS devices
• Google Play for Android

If you want to see a psychologist or psychiatrist in person in Guatemala or Costa Rica, please let us know so we can identify local resources for you.

Past students have also taken advantage of online chat groups and online support group meetings a variety of issues, including anxiety, depression, and other mental health issues. One website that has many different online support groups and chats on a variety of issues is the Daily Strength. Another is Healthful Chats, which hosts a wide variety of chatrooms and support groups for issues such as anxiety bipolar disorder, body dysmorphic disorder, depression, eating disorders, gender identity, OCD, and PTSD.
Basic features of My SSP

- **FREE and fully confidential mental health and wellbeing support available to students 24/7/365**
- **Not just a crisis support line!** The My SSP early intervention model helps students address any day-to-day challenges before they become a bigger issue.
- Access to clinical counselors that have experience working with students and speak multiple languages.
- Effective and convenient ways for students to access support via telephone, chat, video, mobile app or web.
- Those in need can access support by:
  - downloading the free My SSP App (available from the App store/Google Play),
  - calling 1.866.743.7732 (From outside North America: 001.416.380.6578),
  - visiting http://us.myissp.com

Download and spend some time on the My SSP App!

The My SSP App is available in Arabic, Korean, simplified Chinese, Spanish, French and English.

Go to Profile, turn push notifications on, select language, update profile details, and select school (Select Augsburg University)

Once you have completed your profile and read the disclaimers, you can start a chat with an advisor.
The inclusion of these sites here is not intended as an endorsement but rather a way to share some of the resources available and to make you aware of the plethora of resources on the worldwide web. If you find other resources that you like better, please let us know, and we will include them in future versions of this guide.

**Health Care Providers**
CGEE staff in Central America have extensive experience with health care providers in the area, and can offer you reliable recommendations for general care.

**Medical/Emergency Expenses**
In the event that you become ill or are injured, and require hospitalization, you may need to have a credit card (not debit card) available with at least $1,000 credit available (if the facility does not work with our insurer). Hospitals in the region do not take debit cards, and may require a deposit of at least US$600. (If your expenses do not total that amount your credit card would be refunded.)

**Diarrhea, Cholera, Typhoid and Dysentery Prevention**
You will be given more information on this once you arrive in the region, but in general, you should follow certain rules for eating and drinking:
- Drink plenty of bottled, filtered or boiled water (available at the guest houses). Bottled drinks, including soda water, are also safe. Host families have been instructed to provide bottled or boiled water.
- All meat, fish, vegetables should be well cleaned and cooked. Avoid all uncooked vegetables and fruits unless you wash and peel them yourself. If you are served uncooked fruits or vegetables, ask if they have been washed with disinfectant.
- It is not advisable to buy food or beverages from street vendors. Sidewalk cafes should have kitchens that are far off and closed to the street since street dust can contaminate food. Avoid ice unless you are sure it is made from purified water.
- Check to make sure that milk is boiled or pasteurized and that cheese is pasteurized. Brand-name ice cream is generally safe though homemade ice cream sold on the street is not.
- Wash your hands regularly especially when coming in from the street, after using the restroom, and before you eat anything.

Play it safe! You will learn to eat and drink wisely once you’re in Central America. Even exercising caution, at some point during the semester, you may have diarrhea or other intestinal problems. Some students take an antibiotic such as bactrim, a sulfa drug, or doxycycline, a form of tetracycline, to prevent diarrhea.

If symptoms occur, we encourage students to see a doctor and take antibiotics as directed, for the full cycle of treatment, unless severe side-effects occur. Hygiene and precaution remain important even if antibiotics are used. Once again consult with your physician.

You should consider bringing along some Pepto Bismol tablets and herbal teas. Also, you may want to bring acidophilus and take a tablet/capsule before eating or drinking anything. It is available in health stores and pharmacies in the U.S. Note: drugs such as Lomotil, Paragoric, Imodium and Kapectate are not recommended since they can be dangerous in cases of infectious diarrheas, and they can intensify dehydration. In addition, if your doctor has given you a prescription for any antibiotics or other medication for diarrhea, be sure that you know how it should be taken and always take it as directed.

**Other Health Concerns**
Since so much travel will be done overland on mountainous roads and in boats, we encourage you to bring Dramamine or some equivalent if you are prone to motion sickness.

While strenuous walking is not a regular part of the program, there could be an occasion when this is necessary to reach a certain location. Varying road conditions may at times make anticipating this impossible, although our staff will keep you informed whenever possible. If your particular health condition makes this a concern, please be prepared to communicate your limitations to your program coordinators.
TRAVEL TO AND FROM THE PROGRAM

Your program fees do not cover your travel to and from the region. You will need to book travel to Guatemala City on **Monday, August 19** and home from San Jose on **Saturday, December 14**. We ask that you try to arrive in Guatemala City by **8:00pm**.

Once you arrive on-site, all travel will be coordinated by CGEE, except for Fall Break or personal travel.

When you have made your travel plans, please fill out the **Travel Plans questionnaire** in your **Global Gateway account**.

CGEE recommends **StudentUniverse** or **STA Travel** as travel agencies that specialize in student international travel. If you book with either, please mention that you are a participant in Augsburg University’s semester program.

**When you book your travel**, please be aware that travelers must list their complete name exactly as it is shown in an acceptable government-issued ID, their date of birth and their gender at the time of booking a flight. If travelers do not have a name that matches their ID on their airline e-ticket, they will not be able to secure a boarding pass. See TSA information at: [http://www.tsa.gov/what_we_do/layers/secureflight/index.shtm](http://www.tsa.gov/what_we_do/layers/secureflight/index.shtm).

**Arrival in Guatemala City**

You will be met at the airport by CGEE Staff. If you choose to travel beforehand and plan to arrive prior to August 20 you will be responsible for your own transportation, lodging and food. You may reserve a room at the guesthouse where the group will stay, but will have to make the arrangements yourself. If you arrive early and choose to stay at this guesthouse, direct the taxi driver to:

- **Casa Emaus**
  - 26 Calle 15-56 Zona 11
  - Colonia Las Charcas
  - Phone: 2485 7620
  - guests@semilla.org.gt

If you choose to stay at the **Casa Emaus** you should be aware of certain security issues, such as not going out on your own, particularly in the evening.

**NOTE:** You will need to have this address when you arrive for your immigration form, so make it is easily available.
Guatemala

Guatemala is, according to one guidebook, “Central America in an exaggerated form.” It covers an area of 108,889 km (42,042 square miles). The volcanoes are the highest and the most active; the Mayan ruins are the most impressive; its population is the largest, 11,237,196; and it is home to the largest indigenous population, about 65%.

In Guatemala, the division between Maya and Spanish descent (ladino) is fairly strict and has been the source of conflict since the Conquest. While indigenous populations are concentrated in the highlands, you will see people wearing traditional indigenous clothing in the capital, Guatemala City, as well. In the highland villages, people continue practicing many Mayan traditions with regard to food, religion and family life.

Home to approximately three million people, Guatemala City sprawls across a range of flattened mountains and deep ravines. Guatemala City became the capital of Guatemala in the late 1700s after a powerful earthquake destroyed much of Antigua, the former capital. The city is divided into zones (zonas). Zona 1 is where you’ll find the Plaza Major, the National Palace, the central market.

Panajachel

Panajachel is a town in the Guatemalan Highlands, west of Guatemala City. It is on the north shore of Lake Atitlán. Surrounding the lake are the San Pedro, Tolimán and Atitlán volcanoes. Cafes, bars and stalls selling handicrafts and textiles line Calle Santander, the main street. In the old town is the colonial San Francisco Church, with a stone facade. Boats connect Panajachel with lakeside Mayan villages.
Costa Rica

This Central American country lies between Nicaragua to the north and Panama to the south. The country is divided by a backbone of volcanoes and mountains, an extension of the Andes-Sierra Madre chain which runs along the western side of the Americas.

Costa Rica has four distinct cordilleras or mountain ranges -- Guanacaste and Tilaran in the north, Central and Talamanca in the south. Costa Rica is part of the Pacific "Rim of Fire" and has seven of the isthmus’ 42 active volcanoes plus dozens of dormant or extinct cones. Earth tremors and small quakes shake the country from time to time.

Costa Rica is home to approximately 4½ million people. Almost 2/3 of the population live in the central valley, where the capital city, San Jose, is located, along with several other major cities. It has both Caribbean and Pacific coasts, lined with white and black sand beaches. It is said to be the safest and most democratic country in Central America, and famous for its biodiversity.

Compared to other Central American countries, Costa Rica had relatively few indigenous cultures, and those that existed at the time of Spanish colonization were diverse and widely scattered. As colonization continued, most fled or were killed by disease or mistreatment; those that remained tended to be integrated into the new social system, and the people are more European in descent rather than mestizo.

San Jose is Costa Rica’s largest city, and center of political, transportation and economic activity. Population is nearly three million people. The architecture of the city, namely theatres, museums and houses in the city centre, is distinctly European in influence.

Climate/Weather

Although the actual distance you will travel from Guatemala to Costa Rica is not great, you will experience a range of climates throughout the semester depending on the altitude. Average temperatures are provided below:

**Panajachel:** The average high August - October is around 77° F; the average low 63° F. You will be there during the rainy season, so expect a lot of precipitation. The average rainfall per month varies from 6-10”.

**San Jose:** Over the course of your time in San Jose, the temperature typically varies from 64°F to 77°F. You will be there towards during the final weeks of the rainy season and beginning of the dry season. The amount rain will start out at about 6” per month, trailing down to 2” by the time you leave Costa Rica.
Accommodations

Guatemala
The first night of the program, in Guatemala City, you will stay together at Casa Emaus Guest House. Bedrooms and bathrooms will be shared between 2-4 students.

In Panajachel we will spend the first three nights at Hotel K'amol B'ey.

On the fourth day you will move in with local families, where you will stay for the rest of your time in Guatemala. The families are chosen by the staff of the language school with input from our Guatemala staff. The families would be considered middle class by Guatemalan standards, (which are not the same as those in the U.S.). Conditions will be simple but comfortable. Each student is placed with a family.

You will have one-on-one Spanish for five hours every weekday for four weeks. In addition, there will be optional activities/excursions arranged by CGEE and staff from the Casa Xelaju Language School.

The History/Gender course classes will be held in Panajachel and in the communities you will visit.

Costa Rica
For the first few days you will be staying at Biblical Latinamerican University. On Friday of the first week you will be moving in with a host family, where you will stay for the remainder of your time in Costa Rica. Classes will be held at Biblical Latinamerican University.

CGEE Central America Alcohol Policy
Based on our experience with semester students as well as short-term delegation students, we have in place the following alcohol policy. The reasoning for each is explained following the policy provisions.

1. **No drinking of alcohol before or during community night.** Reason: Community night is intended for community enrichment. If there are students who do not drink, allowing alcohol on community night can lead to a division between those who do and do not want to drink. We’ve seen an increase in students who drink excessively. Even if all members of the community do drink and are comfortable with drinking, our experience has shown us that allowing alcohol at community night generally does not contribute positively to the community enrichment goal of community night. For these reasons, we have adopted a no alcohol policy – before or during – community night.

2. **No drinking of alcohol at home-stays – with or without family.** Students may only drink with the families during times of celebration (for example, if there is a birthday party at the house, or if the student goes out with the family for dinner). Reason: Alcohol is a very serious problem in Central America and the U.S.; urban and rural communities in Central America suffer gravely from alcoholism, as do many U.S. college students.

3. **No drinking of alcohol during the day** – students may NOT drink alcohol during the school day.
COMMUNICATION

Keeping in touch with family and friends is very important. However, since you will be moving around frequently, communicating with them will be a bit of a challenge. E-mail is easy to access in cities, and some hotels and cafes have WiFi services. There are internet cafes in Panajachel and San Jose.

Snail Mail
In general, postal service in Central America is relatively slow and very unpredictable. Allow at least 2-3 weeks for delivery of letters and slightly longer for small packages. Warning: it is often difficult to claim packages at the post office. Import taxes may be charged that are equal to value of package. In many cases, packages don’t arrive or arrive opened with some of the contents missing, so we caution you about having anything valuable sent through the mail.

Also, although reliable, special courier services such as Federal Express or DHL are expensive and must be sent to a street address not a post office box. This makes it extremely difficult for students to receive their packages, requiring extra effort and money such as trips to the airport, paying import tax, or having to hire extra services for packages to be delivered to their ultimate destination. For these reasons we don’t advise using Fedex or DHL, and advise using the normal postal service.

Mailing Addresses (Regular mail only. Not for courier or special delivery services)

Guatemala:  
Hotel K’amol B’ye  
Final Calle Ramos  
Playa Publica  
Panajachel 07010  
Guatemala

Cost Rica:  
We do not recommend having mail sent to you while in Costa Rica, as you will be living with families most of the time and moving around quite a bit.

Delivery Service
If you do choose to use courier or special delivery services despite the cost and inconvenience, such as DHL or UPS, the street addresses are:

Panajachel:  
Hotel K’amol B’ye  
Final Calle Ramos  
Playa Publica  
Panajachel 07010  
Guatemala

San Jose:  
Universidad Bíblica Latinoamericana  
San Pedro de Montes de Oca, CEDROS 350 al ESTE de los Perimercados, a mano izquierda portón negro y muro terracota  
San Jose, Costa Rica

Computers and E-Mail
As computers will be needed for homework and papers, we recommend that you bring a laptop with you if you have one available.

Of course doing so entails the risk of damage, loss or theft, so you should plan to insure it. Or, you could purchase a cheap, used laptop. CGEE cannot reimburse you if your computer is lost, stolen or damaged.

Phones
At all sites there are national, public telephone services available. Because of high taxes, it usually costs twice as much to call from Central America as it would from the U.S. with a card or international plan. If you buy a local SIM card in Guatemala and have your phone unlocked you can call the U.S. and it is not very expensive. You can also buy a cheap cell phone in Guatemala and make calls to the U.S. It is very expensive to call in within Central America, but to call the U.S. is not expensive. In addition, students will be able to receive phone calls during family stays provided that host family has a telephone.
Guatemala
Upon arrival, students can let their families know they have arrived by internet; there is WIFI at the guesthouse. In Panajachel students generally use Skype or other internet calling services to stay in touch with people at home. Often, students buy inexpensive prepaid telephones so that their family can call them easily as well.

Costa Rica
As in Guatemala, students can use Skype or other internet calling services to stay in touch with people at home, or buy inexpensive prepaid telephones so that their family can call them easily as well.

Phone Numbers
While the following dates and/or locations may change slightly before your actual arrival, we provide this information for your family members and friends. In the case of an emergency, you can be reached most easily by phone at the following numbers (direct dial from the US using 011 international code):

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19</td>
<td>Casa Emaus Guest House, Guatemala City</td>
<td>502-2485 7620</td>
</tr>
<tr>
<td>August 20</td>
<td>Posada San Vicente Hotel, Antigua</td>
<td>502-7832-3311</td>
</tr>
<tr>
<td>August 21 - October 11</td>
<td>Hotel K’amol B’ey</td>
<td>502-7762-0215 or 502-7762-0219</td>
</tr>
<tr>
<td>October 13 - 20</td>
<td>Fall Break</td>
<td></td>
</tr>
<tr>
<td>October 20 - December 13</td>
<td>Universidad Biblica Latino-americana</td>
<td>During business hours: 506-2283-4498 or 506-2224-2791</td>
</tr>
</tbody>
</table>

For emergencies only our staff cell phones are available, and numbers will be provided for you once you arrive in each country.
Central America Fall 2019

REGIONAL TRAVEL/FALL BREAK

Program Travel
CGEE will make arrangements for the group to travel together between countries (once you arrive in Guatemala City). The entry/exit charges are covered by program fees, provided that you travel with the group. In addition, there will be times during the semester when you will take short trips away from your home base. These trips are integrated into your course work and are required components of the program. The cost of these excursions is also included in your semester fees.

Fall Break
Students are free to leave on Fall Break after 12:00pm on Saturday, October 12, and should leave no later than 8:00am on Sunday, October 13. The last meal provided for students will be at 6:00pm on Saturday, October 12, after which time students assume ALL expenses for Fall Break travel, lodging and meals. If a student is unable to finance the costs during Fall Break they must contact the Study Abroad Facilitator upon arrival in Guatemala in August.

Fall Break ends on Sunday, October 20, and students should return to San Jose no later than 6:00pm.

There is a variety of travel options available, including further exploration of Costa Rica, such as its beaches, volcanoes, cloud forest and national parks. When traveling overland on a careful budget, $30 U.S. per day is sufficient. You may want to allow extra $100 for souvenir purchases, in addition to the $300 for medical emergencies.

Student Responsibilities Regarding Additional Travel
You must inform the Program Study Abroad Facilitator in writing of any personal travel plans during the semester and/or over regularly scheduled breaks. Students may not leave the program without informing the Study Abroad Facilitator in writing of their itinerary, including mode of transportation, travel companions, expected return date, phone where he/she can be reached etc. It is not enough to simply tell another student in the group. In the case of a student who has left the program without informing staff adequately, parents will be notified.

Safety Concerns
Undoubtedly, many of you and your parents have concerns about traveling to this region. We want to assure you that CGEE monitors the situation in each country. The CGEE office in Minneapolis is in frequent contact with our permanent resident staff in each country, as well as others in the region. Since 1982 the Center for Global Education has led over 1,300 travel seminars for more than 18,000 participants to Central America, Mexico, the Middle East, South America, Southeast Asia, the Caribbean and the Philippines. We have therefore gained a great deal of expertise in travel to countries in the global south. We would not hesitate to cancel or to revise part of the semester schedule should something occur that made it possibly unsafe to travel there. If you or your parents are concerned, feel free to call the CGEE office in Minneapolis, and we will be glad to respond to any questions or concerns.

Visits by Family and Friends
Family and friends are welcome to visit, but be aware that your program schedule is very full and intense and can make finding time to spend with visitors challenging. Missing class because you have visitors is considered an unexcused absence. We recommend that visits be scheduled during Fall Break.
MONEY MATTERS

Your fees cover all living and travel expenses connected to the program, including all entry/exit charges between Central American countries when traveling as a group. (Any individual travel that involves border crossings will require that the student pay the entry/exit fees.) You need to cover the following: travel to Guatemala City, home from San Jose and Fall Break travel.

Here are our recommendations:

- **Although our insurance should cover most medical expenses**, you should budget $300 U.S. just in case that option is not available. An office call, for instance, costs about $50. If you do have to pay for anything at the time of service please keep your receipts so you can request reimbursement from the insurance company.

- Again, in the event that you may be require hospitalization due to illness or injury, and our insurance plan is not accessible at the time, you will need to have a **credit card** (not debit card) available with at least $1,000 credit available. Hospitals in the region do not take debit cards, and may require a deposit of up to US$1,000. (If your expenses do not total that amount your credit card would be refunded.)

- The amount of personal money you will need depends on how much additional travel you do on your own, gifts you will buy, and extra social activities. Students on similar groups have spent $700 – $1,000. This amount would allow for several trips and purchase of some nice gifts. You may be surprised that some social activities are as expensive in Central America as they are in the U.S. We will meet with artisan groups, women’s economic cooperatives and repatriated communities whom you may want to support. Some past students have found it easy to feel rich and spend freely and quickly. Beware of this tendency! Your money can disappear rapidly!

- Since the banking systems in Central America are always changing, it is wise to bring a combination of cash, credit cards and an ATM card.

- You should bring about **$200 in cash** with you from the States. Once you arrive in Central America there are ATM’s in all three countries where you can withdraw cash in the local currency as you go along through the program.

- Bring ring small denominations – $10’s, $20’s and $50’s ($100 bills are increasingly difficult to change), since you will be exchanging money in different countries and may not want to convert local currency back to U.S. dollars or to another Central American currency.

- **Try to bring clean bills.** Banks will not exchange any bills that are missing pieces, torn or with writing on it in pencil, pen or markers.

- In Costa Rica you can exchange U.S. currency. However, it Guatemala it is getting more and more difficult to exchange U.S. cash in the banks so we strongly recommend that you use only your debit and/or credit card to secure cash while in Guatemala.

- We strongly urge using money belts or body pouches. Obtaining money once you are in Central America is not as easy as bringing it with you, so bring enough to cover anticipated expenses.

**Traveler’s Checks**
These can be extremely difficult and time consuming to cash, the exchange rate will be less than if you exchanged cash or used a credit card, and there are fees for cashing them. We don’t recommend that you bring them, but If do you do be sure to bring American Express checks, NOT Visa.
Credit and ATM/Debit Cards
Due to the situation with traveler’s checks, we encourage you to bring ATM/Debit cards. A Visa card or MasterCard can be used for cash advances in the local currency at Credomatic offices and some banks. Credit cards may be accepted as well in many of the nicer hotels, restaurants, and shops. ATM machines can be found in all three countries, but access to international networks is still limited. If you bring an ATM card make sure it has the PLUS and/or CIRRUS logo. Also make sure to call your credit card company/bank to let them know you will be using your card(s) abroad.

Currency and Exchange Rates
Country Currency Exchange Rate (as of May 2019)
- Guatemala Quetzal 7.63 to $1 U.S.
- Costa Rica Colon 601.48 to $1 U.S.
WHAT TO BRING/PACKING LIST

It is essential that you pack lightly given the nature and amount of travel during the semester. As a rule, you should be able to carry all of your stuff for the semester four city blocks or up two flights of stairs without collapsing. For this reason many students find it easier to bring a travel/hiking backpack instead of a duffel or moderate-sized suitcase. You may be washing your own clothes by hand, although you can also pay for laundry services, available at most of the guest houses.

With regard to dress, neatness, cleanliness and modesty are generally part of Central American culture. For better or worse, such things as short shorts, patched clothes, unkempt hair or revealing clothes worn by foreigners give some Central Americans the impression that we are culturally insensitive, dirty, or promiscuous. Moreover, since we will spend most of our time among people living in strained economic circumstances, most students will feel more comfortable living and dressing simply but neatly. It is also common to dress up here when going out.

Though wearing shorts, particularly bermuda length, is common among urban Central Americans, you will not be allowed to wear them to most program visits. Feel free to bring some shorts or casual clothing to wear around the guest houses. For visits to embassies and government offices, women will need a dress or skirt/dress pants and blouse, and nice shoes (not velcro strap sandals, chacos or birkenstocks). Men should have nice pants and leather shoes (not sandals), and a dress shirt. Women should avoid mini-skirts and mini-dresses, as they are not culturally appropriate. Also avoid bringing clothing that is or looks military, including anything made of camouflage.

Please note that it is not culturally appropriate to wear flip-flop sandals to class or to meetings outside the classroom.

It can get cold and rainy at times, especially in the Guatemalan highlands, so bring a few warm articles of clothing and socks. It is best, for example, to have a long-sleeve shirt, heavy sweater, and light to medium-weight jacket that you can layer. Since buildings are not heated, you may want to bring something warm to wear for sleeping. There are second-hand clothing stores where you can buy coats or sweaters that can be left as a donation rather than carrying a coat with you the entire semester.

You will also want to bring a raincoat, umbrella and rubber boots for those times when it gets rainy and muddy in Guatemala and Longo Mai in Costa Rica. Rubber boots can also be purchased once you get to Guatemala.

School supplies and U.S. brand toiletries are easy to find in Central America at reasonable prices, so don’t pack lots of big bottles. The exception to this is contact lens solution, which is expensive, so bring a good supply. Other items available at slightly higher prices than in the United States are film, batteries, and tampons. Hair products for Afro descent students can be difficult to find.

The electrical current is the same as in the U.S. and Canada, and you do not need special adapters. However, voltage can fluctuate, so if you are bringing sensitive electrical equipment (like a laptop), you will need a good quality surge protector.

If you plan to bring your laptop, please note that you will be responsible for the cost to repair or replace it, whether or not the damage is the result of your action or the action of another student, staff person, or unknown person. It is strongly recommended that you consider property insurance for any theft or damages.
Central America Fall 2019

**Essential Things to Pack**

- Passport that will not expire before June 14, 2020
- 2 good photocopies of the title/photo page of your passport
- Water bottle
- Small flashlight
- Back pack/small duffle (to pack for weekend visits)

**Clothing**

- 2-3 pairs jeans/pants (combination for warmer and cooler climates)
- 2-3 pairs shorts (for around the house and sports)
- 4-5 short sleeve shirts/tops/T shirts
- 2-3 long sleeve, warmer shirts/tops
- 2-3 skirts or dresses for women
- Nightshirt or pajama (1 pair of long pajama pants)
- Underwear (always better to pack for at least 1½ weeks)
- 6 pairs of socks
- 1 pair of tennis shoes (for exercise and hiking)
- Another pair of comfortable shoes that are a little dressier (For women: can be flat and simple and not necessarily closed toed)
- Sandals
- Flip-flops/shower shoes
- Rubber boots
- Swimsuit
- Hat/Bandana (sun protection)
- Warm hat
- Warm sweater or light jacket for layering, warm socks, coat or sweatshirt, winter hat, and scarf (weather in Quetzaltenango will be COLD)
- Rain jacket and/or umbrella
- Towel

**Other useful items (optional)**

- Spanish/English dictionary
- Travel alarm clock
- Camera and film
- Extra camera battery
- Money belt
- Small locks for your luggage: Though the policy says that “Airlines are not responsible for stolen articles unless luggage is locked,” it is also true that airlines will break the lock if they have to. Locks can be useful for in-country travel (public buses)-optional but recommended
- International Student ID card
- Small tape recorder and blank cassettes/digital recorder
- Notebook/book for journal writing
- U.S. postage stamps
- Visa card or Mastercard
- Insect repellent (with DEET/spray for bedbugs or fleas)
- Dramamine or some other motion-sickness medication
- Sunscreen (not optional)
- Pictures of your family/friends/school/neighborhood/work (extra copies to leave with friends you’ll make)
- Contact lens supplies
- Any medications you use (in their original containers)
- Wash-n-Dry moist towelettes or waterless hand cleansing gel (Many places won’t have restrooms with running water and washing hands is key to staying healthy)
- Water purifier tablets/drops (available at most pharmacies) *(optional if plan on backpacking on your own)*
- Small gift/souvenir (calendar, picture book, etc.) from your home state to give to your family in Guatemala, Costa Rica and Nicaragua
- Ear plugs (recommended for countryside homestays)
- Laxatives
- iPod/mp3 player & headphones
- Any items for hobbies (such as pleasure reading, knitting needles, cards, balls, etc)
Guatemala

- Nebaj
- Panajachel