

Center for
GLOBAL EDUCATION
and EXPERIENCE

SEMESTER AND SUMMER

PROGRAMS ABROAD 2017-2018

Central America Mexico Southern Africa

AUGSBURG
COLLEGE

augsborg.edu/global

ENGAGE THE STORIES. PARTICIPATE IN THE TRANSFORMATION.

Since 1979, the Center for Global Education and Experience (CGEE) at Augsburg College has welcomed students from more than 300 institutions of higher education to our summer and semester study abroad programs in Central America, Mexico, and Southern Africa. We hope you will be one of the newest members of the CGEE community and join us in 2017-18.



EDUCATIONAL PILLARS

Engage the stories.
Participate in the transformation.

Intercultural

Experiential

Analytical

Holistic

Transformative

Commitment to Diversity and Inclusion

CGEE strives to create for its participants an intentionally diverse community of co-learners where a variety of cultures and backgrounds is represented. Students, faculty, and staff help create an environment where diversity expands participants' thinking and worldview.

Commitment to Social and Environmental Responsibility

CGEE follows socially and environmentally responsible and sustainable practices as best we can at each of our sites. For example, we have installed dry toilets and solar panels where possible; we compost and recycle; we purchase local food or grow our own; we pay fair wages and work to retain long-term local staff; and our students are consistently encouraged through coursework and field opportunities to reflect on their environmental and social impact.

LGBTQIA-Friendly

All CGEE staff have received Ally training. With our commitment to inclusion, we weave LGBTQIA issues and discussions of all identities into the curriculum as much as possible. In Cuernavaca and Windhoek, we are able to provide lesbian- and gay-friendly homestay options. The CGEE-Mexico team recently won Augsburg College's PRIDE award, and also offers a Gay-Straight Alliance.

Maximizing Safety and Security

While safety cannot be guaranteed abroad or in the United States, security is of critical importance. Students receive pre-departure materials related to health and safety and also receive an immediate on-the-ground orientation upon arrival to their program site. CGEE staff members continually monitor local safety situations and students are consistently briefed on best practices for security in their new context. We also have access to community partners and local networks that provide additional information about potential security issues. We stay informed about the safest neighborhoods, establishments, and areas in which to travel. Our international staff can be reached 24 hours per day, and our Minneapolis headquarters staff carry a 24/7 emergency phone.

Faculty and Staff: Your Springboard to Local Communities

When selecting an education abroad program, it is critical to consider the faculty and staff who have designed and will facilitate much of your experience. CGEE faculty and staff are a mix of local citizens and North Americans (some are dual

citizens). The majority bring more than 10 years of experience to their positions, and our site directors average 19 years of employment with CGEE in their locations. Longevity fosters safety and security for participants. Former students almost always point to our staff longevity and experience as the most critical component of a holistic, immersive, and profound term abroad.

Scholarships

Semester and summer academic program scholarships are awarded in total amounts ranging from \$250 to \$8,000. Scholarships include:

- Need-based scholarships for any student with demonstrated financial need
- Diversity scholarships for students who identify as an ethnic minority or LGBTQIA and who demonstrate financial need
- The Returnee Scholarship, which is a 10 percent discount on a second semester or summer program for students who combine two programs during their college career

Scholarships and discounts are subject to the availability of funds.



STUDENT BLOG



Equal Rights in an Independent Namibia

Week 12: The “Politics & Social Change in Southern Africa” class began by getting a tour of the Namibian Parliament. We spent some time in the National Assembly. We had fun sitting in the speaker’s seat, and looking at the elegant building. From our guest speaker, Mr. Phil ya Nangoloh, we learned the Namibian Parliament is becoming more equal in terms of gender, but is arguably unequal in terms of fairly representing the Namibian people because of the overwhelming SWAPO majority party.

As the founder of Namibia’s National Society for Human Rights (NSHR), also known as NamRights, Mr. Nangoloh is an expert in human rights politics and [the] history on the liberation struggle for Namibia’s independence from South Africa. His lectures were important for us to hear the gaps in history we missed in our education in the United States. It was beneficial for the class to ponder the dichotomy of freedom and liberation in the context of a globalization and neocolonialism reign. This week helped set the framework for examining how these racial processes occur in our own home and aid in setting the tone for intentional action when we return to the United States.

BY CLARK UNIVERSITY STUDENTS KATIE BOSSE, GABBI MPAGI, AND LIA WELLEN
On Nation-Building, Globalization, and DECOLONIZING THE MIND, SPRING 2016

“The speakers and excursions throughout the semester were very useful. They helped us engage in dialogue [so we could] learn from each other. Particularly, the rural homestay and seminar in Amatlan were the epitome of experiential learning. I learned so much about the indigenous peoples, and their history, culture, and tradition. **Living with a rural homestay helped me to critically reflect on what I learned in my academic classes such as Political Science and Women’s Studies.** This visit provided me outside learning which impacted my class participation.

The overall program experience was life changing. ‘Crossing Borders’ did not simply provide me an education, it provided me the opportunity to transform. I am now more than a student, I am a global and responsible leader. Whoever knew going abroad would be the opportunity to find your calling? This program helped me find mine. “

—MARQUELL MOORER,
AUGSBURG COLLEGE
Crossing Borders: Gender and
Social Change in
Mesoamerica, Fall 2015



“There is no question that this semester program is ‘an experience’ in every sense of the word. You will experience ups and downs. You will eat delicious food and you will force down things you never want to eat again. You will meet people who become compañeros, travel companions, family, or lifelong friends. You will experience love and heartbreak. You will want to stay, but you will always move on too soon. **You will experience a semester you can never forget.**”

—TREVA DEMAYNADIER, OBERLIN COLLEGE
Social Change in Central America, Spring 2016

Read more from CGEE participants at
augsborg.edu/global/blog



STUDENT BLOG

What to Expect from a Homestay Experience

Living with strangers who may or may not speak the same language as you can be very intimidating. I’ve had [more than] 10 homestays in Latin America so far, both rural and urban, and it is safe to say I truly owe my amazing traveling experiences to them.

Your host family is the gateway to becoming a part of the community: I was introduced to so many new people through my families. You get integrated into a lot of the activities they do, both on a daily basis and for special occasions. I would go out to the local markets for food, go over to a neighbor’s house for lunch, go out at night to the bars and clubs with my host siblings, play soccer after school, attend birthday parties, go to dance classes, etc. You learn so much more about the local culture and you really get to know your way around the area. Most importantly though, you’re really able to make a connection with the local people.

BY AMANDA MORELLI, UNIVERSITY OF VERMONT
Social Change in Central America, Fall 2015; Migration, Globalization, and the Environment, Spring 2016





Internships

CGEE internships offer real-world experience paired with courses designed to facilitate students' knowledge of the global workforce. In an increasingly globalized world, an international internship can be a students' strongest asset when pursuing future employment.

Academic internships involve at least 112 contact hours with the agency or organization as well as at least 20 hours of class time. Students also must commit to other coursework, homework, and readings related to their internship.

SAMPLE INTERNSHIPS:

- Serve as a health educator with a local HIV/AIDS prevention organization
- Assist a business in exploring international marketing strategies
- Document human rights violations for an independent commission
- Contribute research and articles for a bimonthly feminist magazine
- Work with an organization dedicated to sustainable and ethical urban development
- Teach English classes
- Work alongside a traditional healer as herbal medicines are made

PROGRAMS OFFERING AN INTERNSHIP COMPONENT

MEXICO

- Crossing Borders: Gender and Social Change in Mesoamerica (Fall)
- International Business and Global Citizenship (Fall)
- Migration, Globalization, and the Environment (Spring)
- Social Work in a Latin American Context (Spring)
- Language and Culture (Summer)

In all Mexico programs, students studying business, healthcare, ministry, or women's studies can combine an internship in their field with a specialized Spanish course, such as Business Spanish, Spanish for Healthcare Professionals, Spanish for Ministry, or Contemporary Latin American Women.

SOUTHERN AFRICA

- Nation-Building, Globalization, and Decolonizing the Mind (Fall or Spring)



Why Choose CGEE Internships?

- Placements are made with agencies that have expressed a need for and interest in receiving a student. In addition to meeting the professional and personal needs of the students, internships are designed to foster reciprocal relationships between the student, the organization, and CGEE.
- Our internships are paired with a seminar in order to integrate your professional experience with what you are learning in college and while abroad.
- Internships provide an opportunity for individual students (outside of the group program) to interact with local people one-on-one. This heightens cultural understanding and allows for a deeper awareness of global work environments.
- Students receive orientation and ongoing support for their internships from CGEE faculty and staff.

CENTRAL AMERICA

Guatemala, Costa Rica, and Nicaragua are home to more than 30 Indigenous and ethnic communities with a cultural heritage rich in creativity, resistance, and political advocacy. Students are provided with unique opportunities in this region of exuberant natural beauty, which is shaped by a legacy of colonization, U.S. foreign intervention, dictatorships, revolutions, and grassroots movements dedicated to social change. Students' diverse experiences in the region will challenge them to analyze, reflect, and deepen their understanding of our world.



Student Life in Central America

In **Guatemala**, students spend a few days in both Guatemala City and Antigua, but the majority of the program occurs in Quetzaltenango (Xela) where students live with homestay families. Xela is characterized by the Santa María volcano, colonial-era buildings, open-air markets, and narrow stone-paved streets. One-on-one language classes provide unlimited opportunities to practice Spanish. From Xela, students can explore hot springs, mountainous rainforest, weaving cooperatives, and the oldest cathedral in Guatemala.

In **Costa Rica**, students spend a few days at a guesthouse in San José and then spend three weeks with local families in the San Francisco de Dos Ríos neighborhood, located about 20 minutes southeast of San José. This middle class neighborhood is made up of mostly Afro-Costa Ricans, Nicaraguans, Colombians, Chinese, and a small percentage of European families.

After Costa Rica, students travel to Managua, **Nicaragua** and initially live at the CGEE house. Students are 15 minutes away by taxi from shopping centers, movie theaters, supermarkets, and historical landmarks of the city. Students then move in with homestay families for four weeks in the Batahola neighborhood, 10 minutes from the CGEE house. Students can visit an active volcano, spend time in the arts and crafts market of Masaya, swim in Lake Apoyo, hike a volcano, experience a cloud forest, and visit Granada, one of the oldest colonial cities in the Americas.

FALL OR SPRING

Social Change in Central America: Exploring Peace, Justice, and Community Engagement

Late-August – Mid-December, 2017

Late-January – Mid-May, 2018

This multi-country program, defined by an experiential methodology and unique approach to community engagement, offers students a provocative and inspiring experience that develops Spanish language skills while immersing participants in the lives of host families, urban and rural communities, and grassroots organizations dedicated to work on issues related to conflict, U.S. foreign policy, gender, and economic and social justice.

Learn About

- The history, culture, and anti-oppression struggles of the people of Guatemala, Costa Rica, and Nicaragua
- Indigenous cosmovisions, the role of religion in social change, legacies of armed struggle, community organizing and engagement, and the impact of globalization and immigration
- Diverse approaches to environmental conservation, sustainability, economic issues, and social justice

Course Offerings

- A one-on-one Spanish language course; beginning–advanced options
- Latin American Liberation Theologies (Religion 366)
- Citizen Participation within a Globalized Economy: A Nicaragua Case Study (Political Science 310)
- Cultural Conflict and Change in Latin America: The Central America Context (History/Women's Studies 355)

For specific course information, see the chart on pages 21-23.

Note: Students may enroll in a pre-session language intensive for an additional fee, but no Spanish language experience is required for this program.

Housing and Homestays

In Guatemala, students spend three weeks with an urban family in the western highland city of Quetzaltenango and one week in a homestay with an Indigenous Mayan family. In Costa Rica, students spend a few days in a San José guest house and then live with families southeast of the city. Short homestays in the La Carpio and Longo Mai communities are also included. In Nicaragua, students initially live in CGEE's study center and then spend four weeks with a local family in Managua. There will also be a three-night rural homestay.

Regional Travel (included in program fee)

GUATEMALA

- A visit to Chichicastenango to experience Central America's largest outdoor artisan market, participate in a Mayan-Catholic mass, and visit a widows' sewing cooperative
- A week-long stay in an Indigenous rural community where students will live with families, learn about the legacy of war, engage in traditional cooking classes, bathe in hot baths, and visit a glass blowing factory
- Several days in the city of Antigua, a world heritage site known for its colonial architecture



COSTA RICA

- Weekend stay with La Carpio community, an economically disadvantaged immigrant neighborhood, that receives 700 tons of waste each day, to learn about issues around environmental racism and justice
- Three-day stay in Longo Mai, a community that has experienced different waves of refugees from Nicaragua and El Salvador, to learn about the history of the community and its environmental conservation, self-sustainability, and community organizing efforts
- Day travel to Cartago, where students will visit the nation's principal church, the enormous Basilica de Nuestra Señora de Los Ángeles.

NICARAGUA

- A visit to the protected area of Miraflor in the coffee and tobacco region of Estelí to learn about rural development initiatives and conservation
- A day trip to Granada, one of the oldest colonial cities in the Americas, as well as the city of Masaya, a capital of Nicaraguan folklore

Engaging Conversations

- Liberation theologians and practitioners
- Women's collectives and representatives of feminist movements
- Government officials, political party representatives, former guerrilla leaders
- Mayan priestess and Indigenous leaders
- Student and youth groups
- Organizations working on immigrant issues



“This program has made an incredible impact on my life. Though it was personally challenging at certain points, these challenges have made me a better person. Thanks to this program, I have been able to learn how to be a global citizen, how to create social change both as an agent and also as an ally who can stand in solidarity with those who are fighting to change their systems, and how to truly connect with people who are completely different than me.”

—SHELBY BREIDENBACH, AUGSBURG COLLEGE



“For every concept I have learned in a textbook, I have a parallel face and story. Travelling with CGEE is an incredible experience where learning stretches beyond the confines of the classroom, reinforced by speakers and stories that you would never be able to find on your own. It is one thing to learn about war, and another to live with the families directly affected by it. I could read something in the classroom one morning, and be talking about the exact same experience over dinner that night.”

— NICOLE TAN, COLORADO COLLEGE



MEXICO

Mexico is more than a spring break destination—it takes center stage in debates about globalization, immigration policies, the environment, issues of gender and sexuality, drug and security policies, peace, and social change. Programs are based in Cuernavaca, a vibrant city in central Mexico known for its innovative grassroots organizations, multi-national businesses, alternative health practices, and history of social struggle, including the current Mexican peace movement. Customized internships are available.



Student Life in Mexico

The CGEE campus in Mexico is a 15-minute walk from downtown Cuernavaca and the main city plaza, in the neighborhood of San Antón. CGEE is well established in San Antón and has many friends and close connections in the neighborhood, including some of the homestay families and internship sites. CGEE is located at the top of one of the large ravines that runs through the city, offering a dramatic view from the nearby bridge that leads to downtown. Because of the ravine, there is a 100-foot waterfall right in the neighborhood, which is a local eco-tourist attraction. Right across the bridge, students will find a large public garden/park, an independent movie theater, the Cathedral, and several popular cafés. CGEE-Mexico's campus includes ample living and study space for students, a library, computer labs and wireless internet, kitchen and dining areas, and outdoor patios and gardens. The Universal language school, where students take Spanish courses, conveniently is located right up the street and has a swimming pool and racquetball court.

Take a virtual tour at [youtube.com/cgestudyabroad](https://www.youtube.com/cgestudyabroad)

"This program is top-quality. They really incorporate a holistic transformation for every person. The homestays are especially transformative along with the experiences in Amatlan and Mexico City. I felt like I was genuinely living in another society rather than just involved with a program."

—CASEY REGNIER, AUGSBURG COLLEGE



Cuernavaca

MEXICO: FALL

Crossing Borders: Gender and Social Change in Mesoamerica

Mid-August – Mid-December, 2017

In this experiential, community-based program, students will cross borders constructed by language, nationality, race and ethnicity, gender, sexuality, socio-economic class, religion, politics, and economics. Students are immersed in various Mexican realities by meeting directly with people of diverse backgrounds. Students will gain essential skills for future academic and professional pursuits.

Learn About

- Mexican history and culture, gender roles and sexuality, human rights, immigration, intercultural communication, Indigenous cosmovision, international business, and U.S.-Mexico relations
- Peace, justice, fair trade, sustainability, and social change throughout Mexico

Course Offerings

All students must take a 2-credit seminar on Intercultural and Career Development (INS 495). In addition, choose 3 or 4 of the following:

- One or two Spanish language classes – choose from 16+ different courses (see pages 22-23 for the full list)
- Environmental Biology (Biology 118)
- Latin American Liberation Theologies (Women's Studies/ Religion 366)
- Pre-Columbian, Colonial, and Contemporary Mexican Art (Art 231/Spanish 231)
- Women, Gender, and Social Change in Latin America (Women's Studies 352/Political Science 357)
- Internship or independent research in business, environmental studies, history, interdisciplinary studies, language and cross-cultural studies, political science, religion, women's studies, or youth and family ministry
- Non-credit physical education course in Latin Dance
- You may also choose one or more courses from the International Business Program on page 14

Note: Students may enroll in a pre-session language intensive for an additional fee, but no Spanish language experience is required for this program.

Regional Travel (included in program fee)

- A short seminar with homestays in a rural village where students learn about Nahua Indigenous spirituality, ecology, gender roles, business, and immigration issues
- Meetings in Mexico City where students meet with government representatives, elected officials, business leaders, feminists, religious leaders, and prominent members of grassroots organizations
- Optional weekend excursions to locations such as the Monarch butterfly sanctuary, Oaxaca, Puebla, Teotihuacan, and Toluca

Engaging Conversations

- Academics and other leaders from a broad cross-section of society, including Indigenous, Mestiza, and Afro-Mexican people, and the economically poor; artists, businesswomen involved in fair trade, environmentalists, feminists, government officials, human rights activists, Indigenous healers, representatives of a worker-owned company, and U.S. Embassy officials
- Feminist, queer, and post-colonial liberation theologians; pastors, priests, and nuns; members of minority religious groups in Mexico
- Members of the LGBTQIA community, including some of the first gay and lesbian couples to marry

"CGEE gives you the opportunity to go beyond the standard tourist path, giving you the chance to really integrate yourself into the local communities, understand the historic and current situations of the country you are currently residing in, and gain new perspectives and critical thinking skills in relation to social injustices."

—Amanda Morelli, University of Vermont

MEXICO: FALL

International Business and Global Citizenship

Mid-August – Mid-December, 2017

Gain your international experience in Mexico, the business capital of Latin America and the United States’ third largest trading partner. Improve your Spanish language skills and understanding of Mexican culture in order to communicate with and serve the largest immigrant group in the U.S.—a group that is rapidly increasing in economic influence. We emphasize success in business, while also encouraging a commitment to corporate responsibility, sustainability, and equality.

Learn About

- The important role that Mexico plays in the U.S. in relation to import/export issues
- Why Mexico is front and center in debates about globalization and U.S. immigration policy
- Diverse understandings of responsible global citizenship and corporate social responsibility
- Cultural similarities and differences in business practices in Mexico and the U.S.

Course Offerings

All students must take a 2-credit seminar on Intercultural and Career Development (INS 495). In addition, choose 3 or 4 of the following:

- Accounting Theory & Practice I (Accounting 322)
- Business Spanish (Spanish 220)
- Global Business Management: Mexico and Other Emerging Markets (Business 461)
- International Business (Business 362)
- International Marketing (Marketing 466)
- Internship or Independent Research (Business/Marketing 399/499)
- Vocation and the Meaning of Success (Keystone 490)
- You may also choose one or more courses from the Crossing Borders Program on page 13

Housing and Homestays

A small campus in Cuernavaca serves as a home base for most students. Four- to six-week homestays are an integral part of the academic program. Longer homestays are available, as are lesbian- and gay-friendly, vegetarian, and alcohol-free homestays.

Regional Travel (included in program fee)

- Mexico City, where students will visit the Mexican Stock Market and/or the Mexican Treasury Department
- The village of Amatlan in order to speak with members of the land council about cultural and ethical issues related to conducting business in an Indigenous community
- Optional weekend excursions to locations such as the Monarch butterfly sanctuary, Oaxaca, Puebla, Teotihuacan, and Toluca

Engaging Conversations

- Managers from a maquiladora (assembly plant)
- The president of the State of Morelos Women’s Business Association
- Employees of both large national/multi-national companies and small, worker-owned businesses
- A founding partner of an international firm that works in the area of development finance and corporate social responsibility to discuss ethical issues and corporate social responsibility
- A representative of the US Embassy responsible for US-Mexico trade relations

Note: Students may enroll in a pre-session language intensive for an additional fee, but no Spanish language experience is required for this program.

MEXICO: SPRING

Migration, Globalization, and the Environment

Late-January – Mid-May, 2017

Engage directly with communities impacted by globalization, migration, emigration, and environmental issues. Explore effects on women, gender roles, and attitudes towards sexuality, as well as diverse religious responses to these important social issues. While appealing to a wide cross-section of students, this program is a particularly good fit for environmental studies, religion, women’s studies, and Spanish language majors and minors.

Learn About

- The relationships between globalization, migration, immigration, and the environment
- Communities that are responding to the forces of globalization and migration and fomenting positive social change around issues of race, ethnicity, socio-economic class, gender, sexuality, economics, politics, and the environment

Course Offerings

All students must take a 2-credit seminar on Intercultural and Career Development (INS 495). In addition, choose 3 or 4 of the following:

- Environmental Biology (Biology 118)
- Environmental Theology and Ethics (Women’s Studies/Religion 313)
- Globalization, Social Struggles, and the Environment (Political Science/Women’s Studies 341)
- Up to three of 16+ Spanish language courses (see pages 22-23 for a full list)
- Christian Vocation and the Search for Meaning (Religion 200)
- Contemporary Latin American Women: Texts and Voices (Spanish/Women’s Studies 335); taught only in Spanish
- Mexican History, Culture, and Cosmovision (History/Women’s Studies 357)
- Pre-Columbian, Colonial, and Contemporary Mexican Art (Art/Spanish 231)

- An internship or independent study for credit in business, environmental studies, history, interdisciplinary studies, language and cross-cultural studies, marketing, political science, religion, Spanish, women’s studies, or youth and family ministry
- A 1-credit physical education course in Latin dance

Housing and Homestays

A small campus in Cuernavaca serves as a home base for most students. Four- to six-week homestays are an integral part of the academic program. Longer homestays are available, as are lesbian- and gay-friendly, vegetarian, and alcohol-free homestays.

Regional Travel (included in program fee)

- A week-long seminar on migration and globalization with homestays in a village where students will also learn about Nahua Indigenous spirituality, gender roles, and ecology
- A short seminar in Mexico City to meet with elected officials, feminists, religious leaders, and prominent leaders of grassroots organizations, in addition to workers at a shelter for migrants
- Optional weekend excursions to locations such as Mexico City, Puebla, Teotihuacan, Toluca, a volcano, and a natural waterpark

Engaging Conversations

- Feminist and environmentalist scholars and activists including Indigenous, Mestiza, and Afro-Mexican women and the economically poor
- Members of rural and urban communities that have been affected by globalization and U.S. immigration policies
- People who have migrated to Cuernavaca, undocumented workers, family members who have been left behind, and people who have been deported
- Officials from the U.S. Embassy in Mexico City who address U.S. economic, environmental, and immigration policies

Note: Students may enroll in a pre-session language intensive for an additional fee, but no Spanish language experience is required for this program.

MEXICO: SPRING

Social Work in a Latin American Context

Mid-January – Mid-May, 2018

Mexicans comprise the largest immigrant group in the U.S. Students develop key cross-cultural and professional skills to help them work more effectively with the Latino community. This program satisfies the curriculum requirements for the Bachelor of Social Work degree and meets Council on Social Work Education (CSWE) accreditation standards. The program is sponsored by the social work departments of nine schools and managed by CGEE. Students from other CSWE-accredited institutions are welcome to apply. Visit augsborg.edu/global for information and course offerings.

MEXICO: SUMMER (three, six, nine, twelve, or fifteen weeks)

Language and Culture

CGEE-Mexico offers five three-week summer sessions focusing on Spanish language and Mexican culture in which students can take two courses per session, plus a non-credit Latin dance course. You may choose to participate in just one or combine sessions for a longer experience.

This community-based program includes multiple guest speakers, excursions to historical, cultural, and archeological sites, and group discussions designed to help you learn about the diverse cultures and current issues of Mexico. Weekend excursions include trips to a volcano, Mexico City, and Puebla.

Housing options include living in a CGEE house, a homestay with a Mexican family, or a combination of these two living arrangements. Lesbian- and gay-friendly, vegetarian, and alcohol-free homestays are available.

Course Offerings (one course per three week session)

- One of 16+ Spanish language courses (see pages 21-23 for a full list)
- Pre-Columbian, Colonial, and Contemporary Mexican Art (Art/Spanish 231) in English or Spanish
- Internships can be taken for credit with a variety of organizations and businesses; specialized health-related and business internships can be combined with a medical or business Spanish class. Credit offered in business, environmental studies, history, interdisciplinary studies, language and cross-cultural studies, marketing, political science, religion, Spanish, women's studies, or youth and family ministry. **Please note that you can only take an internship if you stay for at least two 3-week sessions (6 weeks).**
- A non-credit physical education course in Latin dance



MEXICO: FALL

Brand New Program! Education in a Latin American Context

Late-January – Mid-May, 2018

Gain valuable knowledge and skills for working with diverse and immigrant populations in the classroom by studying Education in Mexico. Mexicans comprise the largest immigrant group in the U.S. Students develop key cross-cultural and professional skills to help them work more effectively with the Latino community. The program aims to develop teachers that are knowledgeable and curious about world regions and global issues, attuned to diverse perspectives, able to communicate across cultures and/or in other languages.

Learn About

- Peace, justice, social and economic responsibility, sustainability, and social change throughout Mexico
- Intentional intercultural learning through topics such as Mexican education, history and politics, human rights, immigration, indigenous cosmovision, and connections to U.S./Minnesota economies, environmental, educational and social systems

Course Offerings

Students can choose 3 or 4 of the following courses:

Education Courses

- Orientation to Education (field hours) (Education 200)*
- International Education (field hours) (Education 353)*
- Diversity in the School (Education 210)
- Minnesota American Indians (Education 211)

**All education students required to take either EDC 200 or EDC 353*

Additional Course Offerings Include:

- Up to three of 16+ Spanish language courses (see pages 22-23 for a full list)
- Christian Vocation and the Search for Meaning (Religion 200)
- Contemporary Latin American Women: Texts and Voices (Spanish/Women's Studies 335); taught only in Spanish
- Mexican History, Culture, and Cosmovision (History/Women's Studies 357)

- Pre-Columbian, Colonial, and Contemporary Mexican Art (Art/Spanish 231)
- An internship or independent study for credit in business, environmental studies, history, interdisciplinary studies, language and cross-cultural studies, marketing, political science, religion, Spanish, women's studies, or youth and family ministry
- A one-credit physical education course in Latin dance

Housing and Homestays

A small campus in Cuernavaca serves as a home base for most students. Four-week homestays are an integral part of the academic program. Longer homestays are available, as are lesbian- and gay-friendly, vegetarian, and alcohol-free homestays.

Regional Travel (included in program fee)

- A week-long seminar on migration and globalization with homestays in a village where students will also learn about Nahua indigenous spirituality, gender roles, and ecology
- A short seminar in Mexico City to meet with elected officials, feminists, religious leaders, and prominent leaders of grassroots organizations, in addition to workers at a shelter for migrants
- Optional weekend excursions to locations such as Mexico City, Puebla, Teotihuacan, Toluca, a volcano, and a natural waterpark

Engaging Conversations

- Members of rural and urban communities that have been affected by globalization and U.S. immigration policies
- Interact with people who have migrated to Cuernavaca, people who have worked in the U.S. with and without documents, family members who have been left behind, and people who have been deported
- Speak with social workers from state agencies, health centers, and ad addiction service program

Note: Students may enroll in a pre-session language intensive for an additional fee, but no Spanish language experience is required for this program.



SOUTHERN AFRICA

Namibia and South Africa provide a rich context in which to explore the theme of nation-building, a process that is playing out not only in this region but around the world. These two countries demonstrate that the transition to independence is both a beautiful and painful process, as they emerge from a history of genocide and colonization, while simultaneously grappling with the impact of severe inequality, ethnic tensions, capitalism, and globalization.

Namibia and South Africa are also home to many examples of empowered resistance, solidarity, and unification. Programs are based in Windhoek, a capital city of 300,000 that blends small town charm with a vibrant multi-cultural center. The city reflects colonial influence, the effects of apartheid, and the presence of 11 ethnic groups.



Student Life in Southern Africa

The CGEE house is a 10-minute walk from downtown Windhoek, where students will find traditional and international cuisines, art galleries, contemporary shopping malls, live concerts, and public gardens where festivals are held throughout the year. Students can travel anywhere from an outdoor craft and food market in Windhoek's township areas to a movie theater in the suburbs for one low taxi fare. Students are sure to run into many friendly faces as they explore the various cultural and entertainment activities that this vibrant community has to offer.

 Visit [youtube.com/cgestudyabroad](https://www.youtube.com/cgestudyabroad) for a virtual tour!

SOUTHERN AFRICA: FALL OR SPRING

Nation-Building, Globalization, and Decolonizing the Mind

Mid-August – Early December, 2017

Mid-January – Early May, 2018

Students learn about historical and present-day challenges in creating national identity, an inclusive multi-party democracy, and a model for development. Studying Namibia and South Africa's model and approach to such issues provides a useful context for understanding globalization and nation-building struggles throughout the world.

Learn About

- The process of building a nation and identity amidst challenges such as underdevelopment, extreme inequality, and painful racial and colonial legacies
- The impact of gender, race, culture, and identity on democratic processes, human rights issues, and social and economic advancement today

Course Offerings

- Political and Social Change in Southern Africa (Political Science 353)
- Racism and Resistance in Southern Africa and the U.S. (History 327)
- The Politics of Development in Southern Africa (Interdisciplinary Studies 312/Political Science 354)
- Environmental Connections: Environment and Sustainability in Southern Africa (Environmental Studies 100)
- Religion and Social Change in Southern Africa (Religion 346)
- An internship or an independent study for credit in environmental studies, history, interdisciplinary studies, language and cross-cultural studies, political science, religion, women's studies or youth and family ministry
- Recreational Wellness: Yoga (WEL 119)

Housing and Homestays

Students will live in the CGEE study center in Windhoek, Namibia. The program also includes a weekend homestay in Soweto Township, South Africa, a week-long homestay in an urban household in Windhoek, and a homestay in rural Namibia. When traveling throughout the region,



accommodations include guesthouses and camping (equipment provided).

Regional Travel

- An orientation in Johannesburg to visit various sites of resistance and to meet with activists involved with the liberation struggle and current social justice issues
- A seminar in Cape Town to learn about the history of slavery, the formation of coloured identity, and the unique challenges facing the residents of the city today
- A trip to the Atlantic Coast to learn about Namibia's role in international trade and the impacts of foreign investment
- Excursions to rural Namibia to learn about Community Based Natural Resource Management as well as other income-generating projects created for rural Namibians

Engaging Conversations

- Members of various political parties
- Church leaders, feminist and human rights activists
- United States Agency for International Development (USAID) representatives
- Students and professors from the University of Namibia and the Polytechnic of Namibia



“My time in Southern Africa has been the most amazing experience of my life. I’ve learned so much, and have had such fantastic conversations with classmates, speakers, and professors. It has been a constant experience of personal growth, and because of all that I have learned and seen here, I feel like I have a more clear direction of where I want to go with my life in the future.”

—RACHEL BRIEGEL, VALPARAISO UNIVERSITY



Course Offerings by Major/Discipline

	Fall	Spring	Summer
ART			
Pre-Columbian, Colonial, and Contemporary Mexican Art (231)	●	●	●
BIOLOGY			
Environmental Biology (118)	●	●	
ACCOUNTING, BUSINESS, AND MARKETING			
Accounting Theory and Practice I (Accounting 322)	●		
Global Business Management: Mexico and Other Emerging Markets (Business 461)	●		
Independent Study (Business/Marketing 499)	●	●	●
Internship (Business/Marketing 399)	●	●	●
International Business (362)	●		
International Marketing (Marketing 466)	●		
Vocation and the Meaning of Success (Keystone 490)	●		●
CROSS-CULTURAL STUDIES			
Independent Study (499)	● ●	● ●	●
Internship (399)	● ●	● ●	●
EDUCATION			
Orientation to Education (Education 200)		●	
International Education (Education 353)		●	
Diversity and Inclusion in Education (Education 210)		●	
Minnesota American Indians (Education 211)		●	
ENVIRONMENTAL STUDIES			
Environmental Connections: Environment and Sustainability in Southern Africa (100)	●	●	
Environmental Biology (Biology 118)	●	●	
Environmental Theology and Ethics (Religion/Women's Studies 313)		●	
Globalization, Social Struggles, and the Environment (POL 341)		●	
Internship (399)	● ●	● ●	●
Independent Study (499)	● ●	● ●	●
HEALTHCARE			
Internship (399)	● ●	● ●	●
Independent Study (499)	● ●	● ●	●
Spanish for Healthcare Professionals (206)	●	●	●

● Central America ● Mexico ● Southern Africa

	Fall	Spring	Summer
HISTORY			
Cultural Conflict and Change in Latin America: The Central American Context (355)	●	●	
Independent Study (499)	●●●	●●●	●
Internship (399)	●●●	●●●	●
Mexican History, Culture, and Cosmovision (357)		●	
Racism and Resistance in Southern Africa and the U.S. (327)	●	●	
INTERDISCIPLINARY STUDIES			
Independent Study (499)	●●●	●●●	●
Internship (399)	●●●	●●●	●
The Politics of Development in Southern Africa (312)	●	●	
Intercultural and Career Development (492)	●	●	
LIFETIME FITNESS			
Latin Dance (Wellness 119)	●	●	●
Yoga (Wellness 118)	●	●	
POLITICAL SCIENCE			
Citizen Participation within a Globalized Economy: A Nicaragua Case Study (310)	●	●	
Globalization, Social Struggles, and the Environment (341)		●	
Independent Study (499)	●●●	●●●	●
Internship (399)	●●●	●●●	●
Political and Social Change in Southern Africa (353)	●	●	
The Politics of Development in Southern Africa (354)	●	●	
Women, Gender, and Social Change in Latin America (357)	●		
RELIGION/YOUTH AND FAMILY MINISTRY			
Christian Vocation and the Search for Meaning (REL 200)			●
Environmental Theology and Ethics (313)		●	
Independent Study (499)	●●●	●●●	●
Internship (399)	●●●	●●●	●
Latin American Liberation Theologies (366)	●●●	●	
Religion and Social Change in Southern Africa (346)	●	●	
Spanish for Ministry (Spanish 224)	●	●	●
SOCIAL WORK			
Comparative Social Policy: U.S. and Mexico		●	
Field Work: Integrative Seminar		●	
International Social Welfare: The Mexican Context		●	
Social Work with Groups and Families: Theory and Practice		●	

	Fall	Spring	Summer
SPANISH (summer courses only in Mexico)			
Advanced Conversation and Composition (411)	●●●	●●●	●
Beginning Spanish I, II (111, 112)	●●●	●●●	●
Business Spanish (220)	●	●	●
Central American Literature (357)	●	●	
Conversation and Composition (311)	●●●	●●●	●
Conversations in Cultural Context (316)	●●●	●●●	●
Contemporary Mexican Literature (334)	●	●	●
Contemporary Latin American Women: Texts and Voices (335)	●●●	●●●	●
Guatemalan Civilization and Culture (336)	●	●	
Intermediate Spanish I, II (211, 212)	●●●	●●●	●
Independent Study (499)	●	●	●
Internship (399)	●	●	●
Latin American Literature (356)	●●●	●●●	●
Mexican Civilizations and Cultures (337)	●	●	●
Pre-Columbian, Colonial, and Contemporary Mexican Art (231)	●	●	●
Spanish for Ministry (224)	●	●	●
Spanish for Heritage Speakers I, II (225, 325)	●	●	●
Spanish for Health Care Professionals (206)	●●●	●●●	●
WOMEN'S AND GENDER STUDIES			
Contemporary Latin American Women: Texts and Voices (335)	●●●	●●●	●
Cultural Conflict and Change in Latin America: The Central American Context (355)	●	●	
Environmental Theology and Ethics (313)		●	
Globalization, Social Struggles, and the Environment (341)		●	
Independent Study (499)	●●●	●●●	●
Internship (399)	●●●	●●●	●
Latin American Liberation Theologies (366)	●		
Mexican History, Culture, and Cosmovision (357)		●	
Women, Gender, and Social Change in Latin America (352)	●		

● Central America ● Mexico ● Southern Africa



Application Deadlines
Fall and Summer Programs: April 1, 2017
Spring Programs: October 15, 2017
Admission decisions are made on a rolling basis.

Career Outcomes

While CGEE emphasizes personal and global change, we also understand that our students invest significant amounts of time and resources into their study abroad experience. A recent alumni survey fielded the following data about CGEE's impact on future studies and employment.

- 56% of CGEE alumni hold an advanced degree
- 48% have lived abroad after college graduation
- 90% believe their time abroad influenced their career choice
- 96% say their CGEE experience has been a professional asset
- 77% say their CGEE experience was a factor in obtaining employment

"Studying abroad in Namibia and South Africa was the most pivotal learning experience, and likely the best overall long-term experience of my life. CGEE was very well organized and had incredible staff to guide us through our development studies. Visiting many cities, schools, and NGOs only added to the thorough education we received. Being in Southern Africa reiterated my passion for international development and gave me a deeper understanding of the many nuances of my role within the field. I am deeply grateful for the thought that is put into developing such a comprehensive learning experience."

Kim Hanson, Clark University, Southern Africa, 2009
Consultant, USAID-funded maternal and child health program

Center for GLOBAL EDUCATION *and* EXPERIENCE

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