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CALIFORNIA STATE UNIVERSITY, LOS ANGELES

College of Professional and Global Education

Course Number HHSX101

ASI Alternative Break Service Learning Project

Fall Semester 2017 – Spring Semester 2018

Instructors:	Ashley L. Joseph ASI Senior Coord. of Student Engagement & Outreach
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Meetings:	Monthly: September - June
Contact Hours:	12 classroom hours 10 travel days
Classroom:	Alhambra Room 3rd Floor, University-Student Union

Course Description

Introducing the Social Change Model as a component of our community impact and experiential learning curriculum, the ASI Alternative Break Service Learning Project, as a part of a larger leadership paradigm, commits to the holistic development of students. While participating in inquiry-guided learning, students contemplate the true nature of service while building character and leadership skills at home and abroad.

This year's project will focus on eco-tourism, development, and cultural preservation throughout Peru and in the villages surrounding Lake Titicaca. Students will dialogue about the complex factors affecting these issues and current societal solutions. The goal is to think critically about problem solving with an emphasis on self-reflection. Monthly participant meetings, starting in Fall 2017, will focus on the principles of partnership, equity, accountability, and ownership. Students will discuss culturally sensitive and empowering service frameworks then, using cultural immersion techniques, will join local villagers to embark on a meaningful project that should give them a new sense of self and servant leadership.

The ASI Alternative Break Summer Service Learning Project affects development in three areas: Cognitive Development (head), Reflection/Meaning Making (heart), and Acts/Engagement (hands).

Course Prerequisites

Students must attend an informational session and submit an application in order to participate.

Instructor Biographies

Ashley L. Joseph is a Student Affairs professional with over 10 years of experience. She has specialized in assessment, civic outreach, and dynamic student learning through experiential exploration, community initiatives, and program facilitating.

Currently facilitating leadership development that incorporates social change and justice, **Marcus A. Rodriguez** is a seasoned student affairs professional specializing in identity building and civic engagement. Developed curriculum focus: Meaning-making and the transformative experience of community.

Course Learning Objectives

Upon successful completion of this course, students will be able to:

- access humanitarian values (e.g. use social justice rhetoric, understand personal and social responsibility, and serve as positive social change agents);
- explore the dimensions of difference in communities;
- engage with the local Los Angeles community in appreciation of civic duty; and
- intentionally gain knowledge about new cultures and the natural world.

Through transformative learning and engagement, students will experience expanded viewpoints, diminished fear and increased openness. This course allows participants to take chances, tolerate ambiguity, see connections and develop relationships across boundaries.

Course Materials

Instructors will provide learning resources and materials. Travel logistics will be managed in partnership with EF Tours.

Influencing Text

Fried, Jane. *Transformative Learning through Engagement: Student Affairs Practice as Experiential Pedagogy*. Sterling, VA: Stylus, 2012. Print.

Wong, Kent, Ana Luz Gonzalez, and James M. Lawson. *Nonviolence and Social Movements: The Teachings of Rev. James M. Lawson, Jr.* Los Angeles, CA: UCLA Center for Labor Research and Education, 2016. Print.

Classroom Protocol

Participating students are expected to attend all monthly meetings and complete the entire trip itinerary. While in the classroom, students are required to be fully present and engage in small and large group discussions. Conduct and behavior during class sessions may affect the student's ability to participate in the travel portion of the experience.

Standards for Student Conduct

All participants in this course are bound by the California State University Academic Honesty Policies and Standards for Student Conduct, which can be found in Appendices D and E of the University Catalog. Students should familiarize themselves with the unacceptable dishonesty and behavior included in these policies and standards.

Disability Services

Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation.

Evaluation and Grading

In addition to the attendance expectations, students will be required to develop and conduct two (2) presentations in order to receive course/certificate credit. The first will be an overview of their civic engagement or community service experience within the Greater Los Angeles area. The second will be a passion project pitch that will utilize the principles of civic entrepreneurship. Students will be provided instructor guidance and feedback on a one-on-one basis. In turn, students will complete a course evaluation survey and asked to participate in focus groups and exit surveys.

Course Outline

Guest lecturers from the Center for Career Development Center, Political Science Department, Office of Service Learning, and Counseling and Psychological Services will address the topics of Civic Entrepreneurship, Community Engagement, and Wellness accordingly.

“Service in the City” As part of the experience, each participant is required to complete twelve (12) hours of community service between October 2017 and May 2018.

September: Students will review the syllabus and discuss benchmarks and expectations. Activity: Ask Big Questions - Understanding Others, Understanding Yourself. Theme: College Students are People in Transition

October: Students will discuss trip fundraising (group and individual). Activity: The Post-Modern Self in a Modern University. Special Presentation: Office of Service Learning
Theme: Learning as part of Your Story

November: Students will discuss creating a “Citizen in the Community” newsletter that showcases volunteer experiences, their dream service project, community improvement efforts, and their ideal community culture. The group will be encouraged to connect the concepts of social inequality, financial stability, and global citizenship. Participants should also include thoughts about the purpose of service learning, the need for global engagement, and are encouraged to be creative in terms of format and visual presentation.

December (community service project): The group will link teaching, learning and community service by engaging in a collaborative project with a partner non-profit.

January (“Citizen in the Community” newsletter presentations begin): Students will discuss service opportunities on campus and in the Greater Los Angeles area. The group will also discuss service needs in Peru and sign their travel documents.

February (historical perspectives): Students will discuss The History of Peru and consider the country’s current economy and infrastructure. Reports on “Service in the City” efforts will continue and students will be provided information on trip spending and transaction caveats.

April (diversity training day): Students will participate in intergroup dialogue, discuss Society in Peru: Complex Social Systems and Hierarchical Values and report on their “Service in the City” efforts.

May: Students will discuss Peruvian Culture and Tradition and will prepare for departure both logistically and emotionally. The group will also report on their “Service in the City” efforts. Special Presentation: Counseling and Psychological Services

June: The Aftermath: What Now? Trip participants will dialogue about how to integrate service learning into their student experience and personal, possibly professional, expectations. Special Presentation: Center for Career Development Center, Political Science Department

Excursion Journals - Each evening during the trip, students are encouraged to journal utilizing the prompts below.

Journal Entry #1: Using all four of your senses (taste, touch, sight, hearing), describe your first day in Peru.

Journal Entry #2: Throughout the day, we have connected with both people and places. List six words that describe today's interactions/experiences. How are these six words interconnected?


Journal Entry #3: Reflect on a recent service day. Pretend that you were a "fly on the wall" watching, but not participating, in the activity. Write a short descriptive passage based on your observations.

Journal Entry #4: Write a letter to yourself. Reflect on the months of preparation for your trip to Peru, discussions, conversations, and past journal entries. Think about your interactions with the different communities in Peru and what you hope to bring back. Include the following:


- What was your initial perception of Peru and how do you feel today?
- What was positive about traveling to serve in Peru?
- What messages or ideas will you take back to your local community?
- Is there a special project you'd like to implement back home?
- Were there special people you met during this experience? How will you appreciate them and the impact they've made on you?
- Review our learning objectives. In what areas would you say you've developed? In what areas do you feel like you still like to grow?
- Reflect and offer your thoughts on how the community partnership projects contributed to your understanding of conservation, culture, tradition, social expression, and/or community.
- How has this experience affected any personal or professional goals you've set for yourself?

The itinerary is subject to change, but a complete schedule of educational exchange activities will be maintained. Project travel fees will be funded by each individual student, community partner donations, ASI, and EF College Study Tours. The price includes flights, ground transportation, hotel, cultural engagements, service site materials, and travel insurance.

Hi there! Here's an outline of the itinerary you selected. I'll keep you posted as details like flights and hotels are confirmed.



Emily Phipps

 [GET IN TOUCH](#)

Travel Dates


MAY 28	MAY 29 – JUN 7	JUN 22
Earliest departure	Requested dates	Latest return


Departing From

Los Angeles (CA)

Flights & Hotels

We'll post details here as soon as they're available.





DAY 1: Arrive in Lima
Meet your Field Director at the airport.

DAY 2: The Sacred Valley of the Incas
Board your flight to Cuzco.
Take a walking tour of Cuzco and see the Cuzco Cathedral.
Explore local markets at the Plaza de Armas
Tour the home and studio of famed ceramicist, Pablo Seminario, and watch a live pottery demonstration.

DAY 3: Machu Picchu
Travel by train to Aguas Calientes.
Explore the ancient Inca site of Machu Picchu, with your local guide.
Take an afternoon hike to the Sun Gate or explore the site in groups.

DAY 4: Ollantaytambo and Cuzco
Travel by train to Ollantaytambo, an Inca archaeological site.
Take a tour of Ollantaytambo.
Visit the famous Pisac Market, known for its local crafts and meet craftsman for a silver workshop.

DAY 5: Transfer to Puno
Travel by bus on a full day's journey to the shores of Lake Titicaca where you'll serve. Enjoy scenic views of the beautiful countryside.

DAYS 6-7: Lake Titicaca Community

As communities evolve so do their needs. That's why we work closely with non-profits to better understand the local challenges. Since projects are determined closer to your actual tour date, here's a glimpse at what a typical day might look like.
Visit Uros Floating Islands.
Begin your eco-focused and community development projects in a nearby community.
Evenings are a chance to draw connections between the day's work and relevant global issues.

DAY 8: Lake Titicaca
Visit a secluded section of Taquile Island and walk along old pre-Inca pathways for beautiful views of the island.
Stop by a traditional house where locals will offer interpretations of their textile art and techniques.
Take a kayak adventure along the coast of Llachon.
Transfer back to Puno.

DAY 9: Travel to Lima, Depart for home

DAY 10: Arrive home