Section 3

- **Study Abroad & Experiential Learning Opportunities**
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Curricular Engagement at Michigan State University

Curricular engagement means teaching, learning, and scholarship that engage faculty, students, and community in mutually beneficial and respectful collaboration. These interactions address community identified needs, deepen student learning, enhance the well-being of the community, and enrich the scholarship of the university.

Service-learning may take various forms, depending on how closely the service is related to the student’s academic program.

Academic service-learning

Academic service-learning is a teaching method that combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility and commitment to the community.

(Definition adapted from Campus Compact, a national coalition of college and university presidents that is dedicated to promoting civic engagement and service-learning in higher education.)

Curricular service-learning

MSU defines curricular service-learning as service related to a particular academic major or field of study in which the service is attached to the discipline rather than a specific course.

Co-curricular service-learning

Co-curricular service experiences provide students with opportunities to volunteer through community-based placements in personal areas of interest that may be unrelated to courses or academic majors. Many of these opportunities are available through student-led initiatives dedicated to service, community and civic engagement, and advocacy.

The Center for Service-Learning and Civic Engagement at Michigan State University provides beyond-the-classroom learning opportunities that are active, service-focused, community-based, mutually beneficial, and integrated with students’ academic programs.

Students who participate in service-learning contribute their time, energy, and unique talents to nonprofit organizations, schools, hospitals, health care facilities, government agencies, and advocacy groups in ways that help to meet community needs. The service may be connected to a specific MSU course or academic major, or may simply be related to a personal passion.

The CSLCE assists faculty, students, and community partners at every step of the way to create and manage service and engagement opportunities by:

- Linking students with appropriate placements and providing orientation sessions about program expectations, logistics, safety, and other information
- Supporting the work of faculty to integrate service-learning into courses
- Working with community partners to establish and enhance placement opportunities

Services

For MSU students

Service opportunities can be as short as one afternoon or as long as a semester or academic year. Many students serve in the East Lansing/Lansing area through short-term community projects or sustained placements (2-6 hours per week for a semester). Others serve at national and international sites through week-long alternative breaks.

For many service positions, no prior experience is needed; the community organizations provide orientation and training. The only requirements for a successful service-learning experience are the desire to address social needs or civic issues, commitment to the service, and willingness to grow personally, academically, professionally, and civically.

CSLCE’s database of placement opportunities is keyed to suitability for academic discipline and course content. Enrollment is easy with online sign-up.

For MSU faculty

For faculty, the CSLCE helps to develop best practices regarding curriculum integration and reflection. CSLCE provides support for faculty interested in the scholarship of engagement and maintains a library of resources related to service-learning and civic engagement.

CSLCE can come to the classroom with a presentation about service linkages to match the academic, professional, and personal interests of students from any college or academic major.

For community organizations

The CSLCE invites community organizations and agencies to partner with the MSU community by actively engaging students. Visit the CSLCE Web site (servicelearning.msu.edu) for more information about posting or updating a position listing; the process by which volunteers are placed with an agency; examples of service programs; links to position description and evaluation forms; and an explanation of partnership roles and expectations for the CSLCE, the agency, and the student.

Did You Know...

From summer 2007 through spring 2008, the Center for Service-Learning and Civic Engagement received and accommodated 14,511 student applications for service positions.
Top Requested Service Opportunities

- Alternative Break
- Community Administration
- Communication
- Community Nutrition
- Community Projects
- Education and Special Education
- Engineering and Construction
- Health Services
- Ingham Regional Medical Center
- Into the Streets
- Lansing Schools
- Legislative Program
- Mental Health and Human Services
- Museums and Cultural Arts
- Pre-School and Day Care
- Pre-Vet Medicine
- Recreation Leadership
- Science and Environment
- Senior Citizens
- Sparrow Health System
- Volunteer Income Tax Assistance (VITA)
- Youth Mentoring

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CSLCE is jointly administered by the Office of the Associate Provost for University Outreach and Engagement and the Office of the Vice President for Student Affairs and Services

MSU is an affirmative-action, equal-opportunity employer.
What is the Center for Service-Learning and Civic Engagement?

Service-learning at Michigan State University is a unique form of experiential learning, focused on civic engagement, in which students voluntarily serve with non-profit organizations, health and human service agencies, and educational, government and other publicly-funded institutions to help meet needs and/or address issues that have been identified by the communities in which the students are involved.

What services are provided by CSLCE?

The CSLCE facilitates connections matching academic, professional and personal interests with community needs. The center welcomes students from all colleges.

- Maintains a database of opportunities. Several hundred placements are listed.
- Provides staff for presentations.
- Invites students to visit the Center to discuss opportunities and explore position descriptions at www.servicelearning.msu.edu
- Interviews and orient students to opportunities and expectations.
- Works with community partners to establish and maintain quality and safe service placements.
- Encourages each student to complete an application.
- Keeps records of service and provides a report upon student request.
- With support from CATA, provides bus tokens for student transportation to service sites.

What are some Service Learning Opportunities?

**Short Term:** Projects can be a 1-day, 1-week, or 1-month time commitment
- Alternative Breaks
- Volunteer Income Tax Assistance
- Into the Streets/Martin Luther King, Jr. Day of Service
- Community Projects

**Long Term:** Generally entail a one-semester commitment. Many are or can be linked to academic courses and curricular experiences.
- Youth Mentoring
- Hospital Mentoring
- Education and Special Education
- Recreation Leadership
- Science & Environment
- Pre-Vet Medicine
- Community Administration
- Mental Health & Human Services
- Museums and Cultural Arts
- And many more

What are some benefits of Service-Learning?

- Help others and assist in meeting community needs.
- Gain exposure to cultural and economic differences.
- Learn civic responsibility.
- Develop leadership skills.
- Explore values and ethical issues.
- Gain "hands-on" experience.

How do I apply to the Center for Service-Learning and Civic Engagement?

Apply online at www.servicelearning.msu.edu. All you have to do is follow these three easy steps:

1. Click on Find an Opportunity (left column under Quick Links).

2. Log in using your MSU Net i.d. and password.

3. Choose a program by clicking on the adjacent link in the Program column.

www.servicelearning.msu.edu
ISE Mission, Vision, Goals & Competencies

Our Mission
Internationalizing the Student Experience seeks to advance internationalization at Michigan State University by integrating global perspectives into the institution's identity thereby providing opportunities for all MSU community members to increase their capacity to engage effectively in a global society.

Our Vision
All members of the MSU community—students, faculty, administrators, staff, and stakeholders—will recognize, value and act upon the idea that being a Spartan means living, working, and learning as global citizens in the 21st-Century.

Our Goals
Internationalization is an evolving process; however, at its core, Internationalizing the Student Experiences has the following primary goals:

1. To make internationalization integral to all aspects of the institution.
2. To prepare and support graduates as global citizens able to contribute personally and professionally to the world.
3. To promote connections among curricular, co-curricular, and extra-curricular initiatives as a means of fostering individual, group, and institutional learning.

Our Work
We will implement our mission toward the achievement of our goals by:

1. Providing high quality communication and outreach products and services to both on and off campus communities;
2. Networking and liaising with appropriate partners and stakeholders;
3. Supporting initiatives that advance the ISE goals for both on and off campus communities;
4. Facilitating and implementing curricular, co-curricular, and extra-curricular linkages and programming; and
5. Assessing, researching, and publicizing our efforts.

Global Competence
MSU—recognizing that its students live and work in an increasingly complex and interconnected world—provides opportunities for its students to engage the world as professionals and citizens who will demonstrate leadership in their professional, personal, and civic life.

More specifically, MSU graduates will possess global competencies as related to the following goals:

A. an understanding of themselves culturally and the ability to use this knowledge to live and work effectively in diverse settings and with diverse individuals;
B. the knowledge and skills associated with international, global, and intercultural content areas such as language, geography, history;
C. a desire and ability to seek out and use diverse sources of information to inform their decision making; and
D. a desire and ability to engage in communities of practice as citizens and scholars.

In the context of MSU’s land-grant tradition, MSU will provide opportunities for all its undergraduate students to become globally-competent professionals and citizens, people with the following knowledge, attitudes, and skills:

1) Graduates will demonstrate Analytical Thinking to:

- Understand the complexity and interconnectedness of global processes—such as environment, trade, and human health—and be able to critically analyze them, as well as compare and contrast them across different cultures and contexts.
2) Graduates will demonstrate the **Cultural Understanding** to:

- Understand the influence of history, geography, religion, gender, race, ethnicity, and other factors on their identities and the identities of others.
- Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationships with others.
- Question explicit and implicit forms of power, privilege, inequality, and inequity.
- Engage with and be open to people, ideas, and activities from other cultures as a means of personal and professional development.

3) Graduates will demonstrate **Effective Citizenship** to:

- Develop a personal sense of ethics, service, and civic responsibility that informs their decision-making about social and global issues.
- Understand the connection between their personal behavior and its impact on global systems.
- Use their knowledge, attitudes, and skills to engage with issues that address challenges facing humanity locally and globally.

4) Graduates will demonstrate the **Effective Communication** to:

- Recognize the influence of cultural norms, customs, and traditions on communication and use this knowledge to enhance their interactions across diversity.
- Employ a proficiency in a second language and understand how language relates to culture.
- Use observation, conflict management, dialogue, and active listening as means of understanding and engaging with different people and perspectives.
- Communicate their ideas and values clearly and effectively in multiple contexts, with diverse audiences, and via appropriate media and formats.

5) Graduates will demonstrate **Integrated Reasoning** to:

- Understand their place in the world relative to historical, geopolitical, and intellectual trends, including the geographic, socio-cultural, economic, and ecological influences on these trends.
- Perceive the world as an interdependent system, recognizing the effects of this system on their lives and their personal influence on the system.
- Frame, understand, and act upon their judgments from multi-disciplinary perspectives and worldviews.
- Understand how different disciplines contribute to knowledge of global processes, such as those related to health, food systems, energy and other areas.
- Understand the cultural, disciplinary, and contextual role, potential, and limits of problem-solving techniques and that cultures and disciplines conceptualize data, methodologies, and solutions differently.
**ARGENTINA**

Globalization, Politics and Social Capital
Argentina - one of the most exciting and beautiful countries in the Western Hemisphere! The country conjures up images unique to this remote area of the world including the Pampas and its famed gauchos, who rival the American cowboy in folklore; Patagonia, which includes some of the most beautiful scenery in the majestic Andes Mountains; the northwest region of Salta, with landscapes that provide spectacular backdrops to colorful Indian cultures and romantic colonial towns; and of course Buenos Aires, evoking images of Latin culture at its richest, a world-class cosmopolitan city which has managed to preserve old tradition (like the famed tango) in the midst of a modern and dynamic metropolis. This interdisciplinary program offers students the opportunity to earn credit through the College of Social Science and the College of Agriculture and Natural Resources while experiencing Argentine culture and tradition. It is open to all students wishing to learn more about Latin America and will focus on issues of globalization, politics, and the social capital involved in making economic transactions. (http://studyabroad.msu.edu/programs/argglobal.html)

**BRAZIL**

Summer Intensive Portuguese in Florianópolis
This program, sponsored by the Department of Spanish and Portuguese in the College of Arts & Letters in cooperation with the Universidade Federal de Santa Catarina, will provide students with an intensive introduction to Brazilian life, culture and Portuguese language in charming Florianópolis. The city has one foot on Santa Catarina Island, the other on the mainland, and is famous for its beaches. Students will reside with host families and take the equivalent of one academic year of Portuguese language, with an optional course in Brazilian culture. Educational excursions will be linked to PRT 290/AL 400. (http://studyabroad.msu.edu/programs/brazilport.html)

The Transformation of Modern Latin America and the Caribbean
The program is designed for undergraduate students with an interest in international relations, international business, political science, political economy, comparative cultures, political theory and social policy. It offers coursework and lectures by faculty from MSU and Brazilian institutions. This intensive program is designed to provide an up-to-date, balanced, and objective understanding of public policy issues and state society relations in Latin America and the Caribbean. It will address the outcomes of economic liberalization reforms and the political and social contexts, institutions, preferences and conflicts emerging from these reforms, including the emergence of ethnic social factors and multicultural policies in individual countries, in particular, Brazil, in recent years. Within this framework, we will have a special focus on important novels (works by Garcia Marquez, Amado and Vargas Llosa) that will complement the focus on Latin American politics and policy dilemmas. The coursework can be counted toward requirements of the majors in James Madison College and the MSU specialization in Latin American and Caribbean Studies. (http://studyabroad.msu.edu/programs/braziltrans.html)

**BELIZE**

Galen University, Sustainable Development in Belize
The Sustainable Development semester abroad program in Belize provides students with an academic experience that incorporates direct field experience in a developing nation. The curriculum emphasizes the environmental, social, and economic dimensions of sustainable development, and focuses on the criteria, instruments, and indicators of sustainability for developing countries. The program provides students the opportunity to better understand the challenges of environmental conservation, economic development, and poverty in a different cultural, political, and economic setting. (http://studyabroad.msu.edu/programs/belizeusdev.html)

Another new program in Belize is Entrepreneurship and Development: Agriculture & Environmental Studies in Belize.

**COSTA RICA**

Environmental Studies in Costa Rica
This program, sponsored by the College of Natural Science, is designed to give both science and non-science majors the unique opportunity to study concepts and relationships in environmental science while experiencing the incredible biodiversity and wide variety of habitats of one of the world’s most ecologically enlightened countries. The program includes visits to the diverse Pacific lowland region of Palo Verde National Park, the mountainous Monteverde Cloud Forest, Arenal Volcano, and the pristine rainforest of Braulio Carrillo National Park and adjacent La Selva Reserve. Students will also visit Cahuita National Park on the Caribbean coast and on the Pacific coast the lowland rainforest on the Osa Peninsula, Corcovado National Park and Manuel Antonio National Park. (http://studyabroad.msu.edu/programs/costaenv.html)
COSTA RICA CONT.

Ethics and History of Development and Health Care
At a time when all countries, including the U.S., struggle to deliver equitable and affordable health care services that meet public needs and expectations, it is useful to see how other countries deal with health and health care. Costa Rica is a developing nation which has been able to generate health statistics as good as or better than developed nations such as the U.S. We will look historically and culturally at how its health care system came to be, and how it operates within the present political and social milieu. We will also examine from an ethical point of view policy dilemmas, such as those that arise in providing health care effectively, efficiently, and fairly, with limited resources. And we will compare how analogous issues arise and are dealt with in the U.S. To properly understand the Costa Rican health care system and its challenges, one must see this within the broader context of the challenges facing a Latin American developing nation. One central focus here will be the environment, due to the emphasis on prevention and public health in the health care system, but also because the environment is a crucial resource available to a developing tropical nation. Students will also study Spanish, and use their Spanish both in communicating with their host families and following the issues raised by the course. (http://studyabroad.msu.edu/programs/costaethics.html)

Ethics of Tourism and Sustainable Development
The term “ecotourism” was first used in the late 1980’s to propose a new socially and environmentally sustainable form of tourism. Since then, the concept has spread – along with the worldwide growth of tourism – from a marginal activity helping to protect the environment and native peoples to a central part of Big Tourism and a model for sustainable development. Many nations – including the U.S. – stake their reputation and a key part of their economies on ecotourism. Costa Rica was among the first to do so – developing one of the world’s first “eco” Certification of Sustainable Tourism, the CST, for tourist operations in 1993. Today, just about every Web site touting travel to Costa Rica mentions ecotourism. Recently, Costa Rica has pioneered a new type of ecotourism - rural community tourism, which seeks to build capacity in rural communities and protect ecological corridors and watersheds at the same time. In this program, students will combine the study and practice of Spanish with the ethics of eco-tourism and sustainable development and civic engagement. Students will live with host families in the small central valley town of Santa Ana, attend classes at CONVERSA, a Spanish school overlooking the city of San Jose and visit several ecotourism sites around the country. While in class, they will improve language skills and learn about ecotourism, sustainable development, and civic engagement. Next students will gain a more intimate knowledge of these issues as they live with host families in rural areas and work with communities on small, ecotourism and development projects. For the final week in Santa Teresa, a small village on the Pacific Coast, the class will build a learning community in a small hostel to debrief and connect their civic engagement work with their studies of the ethics of ecotourism and sustainable development. (http://studyabroad.msu.edu/programs/costaecotourism.html)

Internships in Costa Rica
This program is designed to engage students in a variety of internship opportunities that reflect their career interests, provide an academic component to reflect upon their professional development, and deepen their Spanish language skills. The program will be hosted by the Centers for Academic Programs Abroad (CAPA). CAPA staff will secure internships based on a resume, statement of interest and an interview. In San Jose, CAPA will provide internship oversight and 24-hour emergency response. Opportunities are available for unpaid internships in the following areas: the arts; business; communications; film; health and human services; journalism; law; marketing; non-governmental organizations; and politics. CAPA has also indicated an ability and willingness to search beyond those categories for students with other interests and skills. (http://studyabroad.msu.edu/programs/costaricaintern.html)

Sustainable Development in the Humid Tropics at EARTH University
Students from all academic majors are encouraged to apply for this program, especially students with an interest in development in Latin America, as well as those desiring to improve their Spanish-language skills. Students can select courses from a variety of disciplines including biological and environmental sciences, natural resource management, agricultural sciences, and community development. EARTH University provides a unique living and learning environment for study abroad students. The university is located in the tropical lowlands of Costa Rica near the base of Turrialba Volcano, among beautiful rain forests and banana plantations. Students attend classes and are housed with Latin American students from nineteen different countries. The curriculum emphasizes experiential learning, team projects and community involvement, thus enabling students to supplement their conceptual education with practical first-hand experiences in field laboratories, community service projects, and numerous trips within Costa Rica. (http://studyabroad.msu.edu/programs/costasust.html)

Other programs in Costa Rica include a spring break program "Broadening Perspectives on Health Care" and a new summer program "EARTH Consortium Summer Study Abroad."
DOMINICAN REPUBLIC

Caribbean Regional Development and Sustainable Tourism: Dominican Republic
This program, organized by the Michigan State University College of Social Science, offers students an opportunity to earn academic credit while experiencing Dominican culture and traditions. The program uses the Dominican Republic as a laboratory and places particular emphasis on understanding the interaction between human and physical aspects of development focusing on the role of tourism. The Dominican Republic, where Columbus dropped anchor at the end of his first voyage, shares the island of Hispaniola with Haiti. It is the destination of many thousands of tourists who are attracted by the island’s tropical climate and extraordinary natural beauty. The program will take place in collaboration with the Pontificia Universidad Católica Madre y Maestra. Through classroom presentations and field experiences, students will study the Dominican Republic in the context of general Latin American development and urbanization trends. These discussions will focus on the relationships of tourism and population growth issues, tourism impacts, rural to urban migration and the internal structure of Latin American cities. (http://studyabroad.msu.edu/programs/carirregdavdr.html)

ECUADOR

Biology in the Galapagos Islands
Ever since Charles Darwin told the world of his Galápagos revelations, the Islands have been famous for their great numbers of endemic species – and for the profusion and tameness of many of the animals that live there. Students will have almost unlimited opportunities to study the vertebrate and invertebrate animals of the Islands on land and at sea. Snorkeling in clear waters will be a daily activity, enabling students to observe tropical marine invertebrates and fish in great diversity, sea turtles, sea lions, and penguins. Treks on land will provide chances to see Darwin’s finches, marine iguanas, teeming flocks of coastal birds, and unique plants like tree cactuses. Other premier activities will include hiking to a volcano top, beach visits, and all-day voyages to exceptional destinations such as Bartolomé Island. Because this program is overwhelmingly a field course, most daylight hours will be spent outdoors, with plenty of latitude for each student to pursue individual scientific interests as well as directed goals. Evening hours will be used for formal study of each day’s observations so the field work will be expanded and consolidated into a fuller understanding of organismal biology, evolution, and island ecosystems. The program is land-based. Whereas you will sail on multiple days on the ocean, you will live in towns on three of the Galápagos Islands (San Cristóbal, Isabela, and Santa Cruz) - a great opportunity to experience the local Ecuadorian culture and gain first-hand knowledge of the conflicting tides of change in the modern Galápagos. On the way to the Galápagos Islands, you will learn about the Ecuadorian context in Quito. (http://studyabroad.msu.edu/programs/ecuadormulti.html)
MEXICO

Doing Business in Mexico
This two-week program takes place on the campus of Monterey Tech and is designed to provide business majors the opportunity to become knowledgeable of Mexico’s increasing position as a major partner in U.S. and world trade. Students will gain insight into the corporate and social cultures of Mexican trading partners and customers. They will learn how to balance the needs and demands of shareholders, customers, and employers with local customs and government regulations. Site visits to Mexican businesses will give students first-hand experience in these organizations.
(http://studyabroad.msu.edu/programs/mexicobus.html)

Experience Latin America II: An Interdisciplinary Study Abroad Program in Chiapas
This program provides students a dynamic, first-hand opportunity to observe and learn about the rich living cultures, environments, ecologies, rural and urban communities, and development issues in multiethnic Chiapas, Mexico. About half of the world’s population depends on a subsistence (mainly traditional) type of agriculture; about 40 percent of the world’s cultivated land is in the hands of subsistence farmers. The figures for many Latin American countries are even higher. Therefore, working closely with small holders over a period of years is needed to better comprehend not only land use systems, but also the cultural, social, economic, political, and religious forces influencing them. This understanding is relevant to all fields and to the social sciences and arts and humanities, in particular. Students enrolled in this program will visit historical and cultural sites as well as a variety of important ecological and agricultural projects and locales in southern Mexico. Hands-on learning and discussion sessions will be coordinated and integrated with site visits led by Mexican and US professionals from diverse disciplines. Students will interact with professionals involved in community development projects and collaborate with students from two Mexican universities as well as students from Cornell University. This is a unique learning opportunity that cannot be replicated in the university classroom. This program is part of a two-part series "Experience Latin America." Students are urged to take "part I" during the fall semester. Contact the Center for Latin American and Caribbean Studies for more information.
(http://studyabroad.msu.edu/programs/mexicochiapas.html)

JAMAICA

Music, History, and Culture of Africa, the Caribbean and the Americas
This program will introduce student participants to the history, music and cultures of Africa and its diaspora through an interdisciplinary treatment of the various dimensions of the subject, affording students a holistic appreciation of the similarities and differences in the experiences of various peoples of African descent in the British Caribbean and the Americas. It will also help students appreciate African cultural continuities in the diaspora, which despite local differences, provide the basis for studying these groups as a cultural family. Another goal involves shedding light on the shared (and where appropriate, the divergent) historical experiences of slavery, colonialism, emancipation, and independence by making connections to contemporary issues relevant to blacks in the diaspora. The program provides opportunities for cultural immersion through community activities and participation in cultural events.
(http://studyabroad.msu.edu/programs/afldiaspora.html)

Jamaica – Social Development and Education: Perspectives from Jamaica
This four-week experiential program in Jamaica features a concentrated field experience, lectures, and interactions with the people of Jamaica. The program involves an in-depth examination of global, social, and economic issues of development; and the various philosophies, strategies, and patterns of responses used to address hunger, health, medical care, education, and other issues impacting people in a developing country. The program encompasses a two-stage approach that incorporates both theories of development and application. In the first stage, the co-instructors will introduce a theoretical and historical foundation that will be critical to understanding and analyzing the experiences encountered in the second stage of the program. The first stage will be completed at MSU prior to the students’ departure for Jamaica. The second stage focuses on field placements in Jamaica that offer MSU students the opportunity to collaborate with students and faculty in the University of the West Indies and other social service agencies in several communities. These areas were identified through a current ongoing relationship with the Departments of Psychology, Social Work, and Sociology at the University of the West Indies.
(http://studyabroad.msu.edu/programs/ghanasw.html)
MEXICO CONT.

Intensive First- and Second-year Spanish in Querétaro
This nine-week program, organized in collaboration with the Universidad Autónoma de Querétaro (UAQ), affords students the opportunity to make rapid progress in elementary and second-year Spanish in a Spanish-speaking setting. In order to supplement and enrich the classroom experience, students will live with families in Querétaro and participate in organized field trips. (http://studyabroad.msu.edu/programs/mexintensespan.html)

International Engagement in Mexico
International Engagement in Mexico is an exciting, meaningful, short-term, intense opportunity to make a difference in the lives of those at the fringes of Mexican society. During Spring Break, students will be active members of a team which will engage with local community members through the provision of needed maintenance and program assistance to Mexican human service agencies. Additionally, students will explore the foundations of local cultures through visits to cultural/historic sites; connect with community agencies and people; and participate in local special events. Engagement and cultural experiences will be examined in relation to students’ roles and impacts as community volunteers through hands-on and reflective program activities. Students will gain an understanding of the intimate relationships among leisure, volunteerism and civic engagement; community and personal growth; and awareness of some of the cultural characteristics that define U.S. and Mexican societies. Preparation for the program will require participation in four pre-departure classes prior to Spring Break week and two follow-up classes after Spring Break. Students may select from three vibrant Mexican cities for program participation: Cuernavaca (youth and family service agencies), Mérida (youth; senior citizen, special needs and family service agencies), Puebla (youth and special needs service agencies). (http://studyabroad.msu.edu/programs/mexicoaeb.html)

Tec de Monterrey
The Tec de Monterrey, better known as simply the Tec, is more than just one of the most respected universities in Latin America, it is a network of Mexican university campuses offering world-class education in Business, Communications, Engineering, Spanish language and more. Through this program, MSU students can choose from two of the Tec’s most outstanding campuses, depending on their academic needs and preferences, take courses that satisfy a wide variety of requirements and immerse themselves completely in Mexican life and culture. In addition, students can work toward the certificate of specialization in Latin American and Caribbean Studies. The Querétaro campus is also known for its high-quality internship program in social services for qualified students. Both participating Tec campuses offer some courses in English as well as Spanish and have excellent services and facilities for international students. (http://studyabroad.msu.edu/programs/tec.html)

Urban Public Policy in Mexico City
The program will focus on challenges posed by increasing globalization and rapid population growth in urban areas. The Mexico City trip will focus on the intersection of public transportation, housing markets, and environmental issues in Mexico City. These public policy areas will be explored from the perspective of a variety of disciplines including urban planning, political science, demography, geography, history, and sociology. Students will attend lectures—both public and specifically designed for the class—given by graduate faculty at El Colegio de Mexico. In addition they will meet with public officials responsible for air and water quality and housing as well as with graduate students in the masters program in Urban Studies at el Colegio. Tours of Mexico City will be included focusing on pollution monitoring, housing and historical and cultural sites. A trip to Veracruz will also be included to provide a comparative perspective on environmental challenges (air quality in Mexico City and water quality in Veracruz) within the Mexican context. A tour of Coatepec will focus on new efforts to create a “green” city. (http://studyabroad.msu.edu/programs/mexicourbanpol.html)

Veterinary Medicine
Education and adventure await you in the state of Guanajuato, Mexico! This seven-week program is organized in collaboration with the Universidad de la Salle, Campus Bajío and is open to pre-veterinary students. Students will enroll in an intensive Spanish course that will include learning medical terminology. After completion of this course, students will begin a three-week program at the veterinary school. The second portion of the program will provide students with veterinary experience. The course will be credited as VM 290 “Special Problems,” focusing on the history and evolution of veterinary medicine in Mexico. León is an industrial hub, located in the state of Guanajuato. The Universidad de la Salle, Campus Bajío is a prestigious private university that draws students from all over Mexico. You will arrive at the Universidad de la Salle as a group and meet with representatives from the Office of International Programs. The staff will arrange for your accommodations and observation experiences. Additionally, they will serve as your contact throughout the time you will spend in León. (http://studyabroad.msu.edu/programs/mexico vet.html)

Other programs in Mexico include a summer program “MSU Law: Study Abroad in Mexico.”
NICARAGUA

Rainforests and Reality
The Office of Study Abroad is excited to offer a one-week, spring break program to study the ecosystems and cultures of Nicaragua. The program will focus on exposing students to a wide variety of natural and cultural settings in Nicaragua. Among the ecosystems visited will be rainforests, cloud forests, and dry forests. The great cultural diversity of Nicaragua will introduce students to the modernized indigenous culture of the Miskitu, the impoverished lifestyles of campesinos, and the Afro-Caribbean towns of Pearl Lagoon and Bluefields. Nicaragua is the largest country in Central America and perhaps the most diverse both economically and ecologically. It has vast expanses of tropical rainforest, dry forests, mountains, volcanoes, and large freshwater lakes – making it an incredibly diverse country. The country is as rich with history as it is in natural resources. Rule by the despotico Somoza family for over 40 years led to the 1979 Sandinista revolution. Fluctuating governments since 1990 have done little to improve the standard of living, with Nicaragua the second poorest country in the western hemisphere. In spite of all this, Nicaragua has managed to maintain a large portion of its natural resources. It is the diversity, rich history, and spirit of Nicaragua that make it the perfect place to learn about Rainforests and Reality. This program will give students an introduction to a world vastly different from their own, and develop further interest in learning in an international context.
(http://studyabroad.msu.edu/programs/nicaragrain.html)

PERU

Community Engagement and Interdisciplinary Studies of Global Issues in the Peruvian Andes
This program offers opportunities for small teams of MSU students to engage in community-based applied research and development projects for five weeks under the guidance of appropriate MSU faculty and the supervision of local nongovernmental organizations (NGOs) and municipal entities sensitive to the needs of underserved communities in the Andean highlands of Peru. To adequately prepare students for their community engagement projects and to become agents of development in complex intercultural environments, students will complete: 1) a series of pre-departure academic orientation, and planning activities on the MSU campus during the spring semester and the first week of the summer semester; 2) a course on Andean history, culture, social structure and community development taught for one week at MSU followed by five weeks in Cusco, the ancient and modern cultural heart of Peru, and 3) an intensive Spanish language course in Cusco combined with homestays. Pre-departure work is designed to connect students to MSU faculty mentors to begin preparations for community engagement projects in Peru, while the immersion experiences in Cusco and Huamachuco are designed to enable students to cultivate Spanish language competencies and to acquire the knowledge and understanding of Andean culture and society to effectively function in the Andean communities where they will complete field experiences. 
(http://studyabroad.msu.edu/programs/peruscomengage.html)

PANAMA

Tropical Biodiversity and Conservation
Tropical rainforests, cloud forests, mangroves, coral reefs, and dry forests provide the settings for studying issues of biodiversity and its conservation in Panama. The tropical ecosystems of the world are home to over two thirds of the world’s species. In Panama alone, there are over 1,000 bird, 217 mammal, 207 reptile, and 155 amphibian species. This program will take you into these tropical ecosystems to give you firsthand experience studying their unique and spectacular organisms. The goal of this program is to introduce students to the extraordinary biodiversity of Panama, while studying its plants, animals, people, and conservation. Your studies will consist of a combination of field, natural history and short-term experimental studies.
(http://studyabroad.msu.edu/programs/panamatropeco.html)

VIRGIN ISLANDS

Natural Science in the Virgin Islands
The beautiful and diversified United States and British Virgin Islands provide the natural classroom for this program. Clear tropical seas, colorful coral reefs, white sand beaches, and island ecology from desert to rainforest – these combined with warm breezes and new cultural experiences – are qualities that make up the Virgin Islands.

The itinerary includes: exploring Virgin Islands National Park, which will include an opportunity to hike wilderness trails and snorkel on coral reefs while learning by direct experience about geological,
ecological and human factors that cause change in nature; a visit to the Coral World Aquarium, an 80-foot diving experience on the submarine Atlantis; kayaking in a marine sanctuary and mangrove lagoon; day-trips to the British Virgin Islands (BVI); a "round-the-island" tour at St. Croix; a boat visit to Buck Island National Monument, site of the Virgin Islands' most famous coral reef; and more!
(http://studyabroad.msu.edu/programs/virginat.html)
### Study Abroad in Latin America (36 programs)

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<td>Health care, human medicine</td>
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<td>History and culture</td>
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<td>Law</td>
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<td>Political economy (globalization, ethnic relations)</td>
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<tr>
<td>Veterinary medicine</td>
<td>1</td>
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<tr>
<td>Community engagement (Interdisciplinary)</td>
<td>2</td>
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</table>

#### Middle America
- Belize: 4%
- Costa Rica: 4%
- El Salvador, Costa Rica, Nicaragua: 5%
- Guatemala: 4%
- Mexico: 4%
- Nicaragua: 4%
- Panama: 5%

#### Caribbean
- Dominican Republic: 37%
- Jamaica: 22%
- Virgin Islands: 5%

#### South America
- Argentina: 25%
- Brazil: 25%
- Ecuador: 15%
- Peru: 15%
Latin American & Caribbean Studies
Undergraduate Specialization
and Study Abroad

Earn the Specialization in Latin American and Caribbean Studies and gain knowledge, experience, and skills – through study abroad! Learn about Latin America firsthand with service learning, homestays, classes, and research. Choose a faculty-led summer program, a semester abroad, an internship, an alternative spring break, or a Freshman Seminar Abroad!

To sign up for the specialization, please contact:
Kristin Janka Millar
Undergraduate Specialization Coordinator/Advisor
Center for Latin American and Caribbean Studies
300 International Center
(517) 353-1690
kristin@msu.edu
http://www.isp.msu.edu/clacs

For information about study abroad programs:
Office of Study Abroad
Resource Room - 108 International Center
(517) 353-8920
http://studyabroad.msu.edu

Argentina  Brazil
Ecuador  Panama
Mexico  Virgin Islands
Dominican Republic  Peru  Costa Rica  Nicaragua

Study Spanish abroad!
Study Portuguese abroad!
Complete Your Specialization through Study Abroad

The Undergraduate Specialization in Latin American and Caribbean Studies gives students a way to integrate Latin American/Caribbean-focused coursework, research experience, study abroad, internships, and language into their majors. The Specialization can complement any major, may be combined with other specializations and minors, and will appear on your transcript upon graduation. A specialization demonstrates your language competence, knowledge of the region, ability to function in an international context, and cross-cultural communication skills.

Specialization requirements (24 credits):

- **Language:** Demonstrate proficiency in Spanish or Portuguese equivalent to two years of study at the university level.
- **Coursework:** Complete 20 credits in Latin American or Caribbean-focused coursework (12-14 credits must be from the list of Core Courses and from at least three different departments).
- **Advanced Study:** Complete four credits of advanced study focused on Latin America or the Caribbean (at least two credits must be SSC 490 - Latin American and Caribbean Studies Seminar).

### Study abroad programs in Latin America & the Caribbean

- **Argentina**
  - Globalization, Politics and Social Capital

- **Belize**
  - Galen University, Sustainable Development in Belize

- **Brazil**
  - Summer Intensive Portuguese in Florianopolis
  - The Transformation of Modern Latin America and the Caribbean

- **Costa Rica**
  - EARTH University, Sustainable Development in the Humid Tropics
  - Environmental Studies in Costa Rica
  - Ethics and History of Development and Health Care
  - Ethics in Ecotourism and Sustainable Development
  - Internships in Costa Rica

- **Dominican Republic**
  - Caribbean Regional Development: The Dominican Republic Experience

- **Ecuador**
  - Biology in the Galápagos Islands
  - Universidad San Francisco de Quito

- **Jamaica**
  - Music, History, and Culture of Africa, the Caribbean and the Americas
  - University of the West Indies

- **Mexico**
  - Doing Business in Mexico
  - Honors Business and Environment in the Yucatán
  - Intensive First- and Second-year Spanish in Querétaro
  - International Engagement in Mexico
  - Tec de Monterrey
  - Urban Public Policy in Mexico City
  - Veterinary Medicine

- **Nicaragua**
  - Rainforests and Reality

- **Panama**
  - Tropical Biodiversity and Conservation

- **Peru**
  - Community Engagement and Interdisciplinary Study of Global Issues

- **Virgin Islands**
  - Natural Science in the Virgin Islands
STUDY ABROAD FAIR

Over 120 exhibits displaying information about MSU’s more than 260 study abroad programs will provide you with a “one-stop shopping” experience!

September 24, 2009
12:00 p.m. to 6:00 p.m. | MSU Union - 2nd floor

- Walk through the fair at your leisure
- Talk with professors and former participants
- See amazing photos and interesting artifacts
- Ask academic advisers about how study abroad fits into your degree
- Find out about funding opportunities and health issues
- Apply for your passport with the East Lansing Post Office

There's even more to see and do including a live broadcast from 97.5 NOW FM, a raffle, photo and essay contest winners on display, and a visit from Sparty. Don't forget to pick up some free goodies from OSA, too!

NEW THIS YEAR! Information sessions open to all students.
1:00 pm - Multicultural Students Abroad: An investment in your future
2:00 pm - Managing Your Money Overseas
3:00 pm - Study Abroad 101: How to make study abroad happen for you
4:00 pm - Finding Funding for Study Abroad

Study Abroad

Office of Study Abroad | Michigan State University | 109 International Center
East Lansing MI 48824-1035 | Phone: (517) 353-8920 | E-mail: studyabroad@osa.msu.edu
Web: studyabroad.msu.edu/safair

MORE DETAILS ABOUT THE FAIR ARE ON THE WEB

MSU is an affirmative-action, equal-opportunity employer.
A fun, exciting introduction to your MSU career

Freshman Seminars Abroad offer incoming first-year students the opportunity to earn academic credit while traveling with fellow students and MSU instructors. Any admitted first-year MSU students eager to learn more about their world can apply.

Employers and faculty members agree: study abroad experiences are a powerful and important way for students to gain needed academic, professional, and personal skills in today's world. Specifically, a Freshman Seminar Abroad program benefit students:

- **Academically** - by engaging them in small seminar classes designed to stimulate discussion around interesting international topics, introduce them to MSU instructors and staff members, and develop their critical thinking, writing, and study skills;

- **Professionally** - by providing them with an opportunity to improve their understanding of global issues and enhance their experience living and learning in intercultural settings; and

- **Personally** - by offering them the opportunity to make new friends and "learn what college life is like" before actually living on campus.

Past Freshman Seminar Abroad students say the experience helped them clarify their academic and career goals, meet new people, and be more confident living and learning at MSU. Join the increasing number of students who participate by applying today.

http://studyabroad.msu.edu/frseminar/intro.html
Freshman Seminars Abroad last about two weeks and take place prior to the beginning of fall semester. In these two-credit courses, MSU instructors travel abroad with small groups of students to teach subjects that include topics such as sustainability and the environment, human health, global economics, art and history, identity and culture, as well as social and current events in various societies.

Students do not need to speak a foreign language to participate, but each seminar will include sessions that teach students linguistic and cultural strategies.

Details about course topics, cost, financial assistance, the application process, and more can be found on our website at http://studyabroad.msu.edu/fsseminar/intro.html.

Interested students should check our website regularly for updates to this year’s seminars.

"We got to experience and see everything we talked about in class."

"I got to learn how the social and cultural differences in New Zealand affect their view on the environment."

"There’s no way anyone can understand South Africa from a book or lecture. You need to be there."

"I learned what expectations college professors will have, all while living in one of the most beautiful places on earth! My FSA was truly a bridge between high school and MSU."

For more information about Freshman Seminars Abroad send an e-mail to fsabroad@msu.edu or contact one of the FSA coordinators below:

Dr. Inge Steglitz
Office of Study Abroad
(517) 432-2685

Dr. Jim Lucas
Office of Undergraduate Education
(517) 355-0171
MSU STUDY ABROAD: SUMMER 2010

Life Changing

Community Engagement and Interdisciplinary Study of Global Issues in the Peruvian Andes

Participate in Community Development Projects

- Design of affordable solar technologies
- Social programs for child laborers
- Production/marketing of native horticulture crops
- Nutrition education in primary schools
- Processing of local foods
- Social services for abused women
- Promotion of tourism
- Education of special needs children
- Alpaca breeding to improve wool quality

Sponsoring colleges and sources of program information:
- College of Agriculture & Natural Resources, Irvin Widders, widders@msu.edu and Dan Dutkiewicz dutkiew1@anr.msu.edu
- College of Arts & Letters
- College of Engineering, Brian Thompson, thompson@egr.msu.edu
- College of Social Science
- James Madison College
- Residential College of Arts and Humanities

MICHIGAN STATE UNIVERSITY

Next Information Session
5:00 p.m. Wednesday, January 27th
at 319 Agriculture Hall
MSU - Peru Study Abroad Program

"Community Engagement and Interdisciplinary Study of Global Issues in the Peruvian Highlands"

Objectives of Program:
- To provide a platform for MSU students and faculty to participate in multi-disciplinary community engagement projects which contribute to the development of underserved Andean communities in Peru
- To provide a context for students to actively learn, and cultivate attitudes and skills so as to become globally competent professionals and citizens
- To mobilize the academic, research and outreach capacities of MSU in partnership with both private and public sector organizations to achieve sustainable economic and social development goals in highland communities of Peru

Co-Sponsoring Colleges:
- College of Agriculture and Natural Resources
- College of Engineering
- College of Social Science
- College of Arts and Letters
- James Madison College
- Residential College of Arts and Humanities

Location: Cuzco and Huamachuco, Peru

Academic Components: (min 13 cr)
- Intensive Spanish instruction (SPN, 6 cr)
- Andean History, Culture and Society (ISS 330C, 4 cr)
- Field Research Projects and Service Learning with private or public organizations involved in community development (credit in one’s college, 3-6 cr)

Program Structure:

Spring semester
Students assigned to small teams and begin work on community development projects under the mentorship of MSU professors.

Summer semester

1st week
Students receive 20 h of instruction for ISS 330C course on MSU campus

3rd – 6th week
Students receive 80 h of intensive Spanish instruction at La Academia Latinoamericana, while concurrently completing the balance of the ISS 330C course from Peruvian professors (40-45 h) in Cusco, Peru.

6th – 11th wk
Students complete community engagement projects in Huamachuco, Peru

For Additional Information, Contact:
Irvin Widders (widders@msu.edu)
Brian Thompson (thompson@egr.msu.edu)
Dan Dutkiewicz (dutkiewl@anr.msu.edu)
Rainforests and Reality in Nicaragua

2004-present, average 18 students

Developed by Gerald R. Urquhart
Co-Instructors: Daniel Kramer, 2006-7; Maxine Davis, 2009-10; Aaron McCright 2008;

"A life changing experience."

"Intense and eye-opening."

"The amount of information and experiences that I have amassed in a single week have
made me reflect on my ideas and feelings."

Rainforests and Reality in Nicaragua is an intensive nine day exploration of the
ecosystems and cultures of a stunningly diverse country. The course uses globalization
as a framework to examine changes in the environment, economies, and lifestyles.
During the program, students visit remote indigenous villages, hike through primary
rainforests, dine with campesino families on their farms, and view the country from coast
to coast.

The program has had amazing results. Even pushing students through 14 hour days with
5 am wakeup calls, students have remained engaged and enthusiastic. Discipline
problems have been nonexistent. Cliques have not emerged. Last year, a group of
twenty students and three instructors all shared the learning experience of a lifetime.

Other notes: Co-teaching this program in 2006, Gerald Urquhart and Daniel Kramer
developed the ideas that would lead to an externally funded, $1M research project on
globalization and remote communities. The program has also had a very high
participation rate for minority students, with 30% of the past three years participants
coming from underrepresented groups.
Experience Latin America II

Chiapas, Mexico edition 2010

Brief description and field course itinerary

We shall not cease from exploration, and the end of all our exploring will be
To arrive where we started and know the place for the first time.
—T. S. Eliot, Little Gidding

Cornell University

CIESAS

MICHIGAN STATE UNIVERSITY

INIFAP

ECOSUR
# List of Acronyms

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<td>CIESAS</td>
<td>Centro de Investigación y Estudios Superiores en Antropología Social del Sureste</td>
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<tr>
<td>ECOSUR</td>
<td>El Colegio de la Frontera Sur</td>
</tr>
<tr>
<td>INIFAP</td>
<td>Instituto Nacional de Investigaciones Forestales, Agrícolas y Pecuarias</td>
</tr>
<tr>
<td>UADY</td>
<td>Universidad Autónoma de Yucatán</td>
</tr>
<tr>
<td>UV</td>
<td>Universidad Veracruzana</td>
</tr>
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![Gulf of Mexico Map](image_url)
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Topographical map of Mexico
Course description

Overview

Experience Latin America II, a collaborative offering by Cornell and Michigan State universities, combines a two-week living laboratory experience in Chiapas, Mexico with a subsequent course agenda of analysis, synthesis, and video-conference reporting. Starting in 1968, Cornell University has offered students a field study course in rural development involving a two-week trip to the tropics. Field courses were held 1968 to 1975 in Puerto Rico and the Dominican Republic, 1976 to 1982 in Mexico, 1983 to 1990 in Costa Rica, 1991 to 1997 and 2001-2002 in Honduras, 1998-2000 in Ecuador, in India since 2003 and branded Experience Latin America, in southern/southeastern Mexico since 2006. These host countries provided excellent field laboratories for the study of farming systems and rural communities under a wide range of ecological, social and economic conditions. These courses have been sponsored by the Program in International Agriculture of the College of Agriculture and Life Sciences, the Cornell International Institute for Food, Agriculture, and Development (CIIFAD), the Latin American Studies Program with the collaboration of many host institutions. In 2009-10 this exciting Experience Latin America platform became a unique collaboration between Cornell and Michigan State universities. Host institutions in Mexico in 2006-09 were the Universidad Autónoma de Yucatán, Universidad Veracruzana, Instituto Nacional de Investigaciones Forestales, Agrícolas y Pecuarias (INIFAP), Colegio de Posgrados, Campus Cárdenas, El Colegio de la Frontera Sur (ECOSUR), and Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS). More than 2100 Cornell students and 175 faculty and extension educators have participated in this field course, including citizens from the US and most countries in the tropics.

Branded Experience Latin America, this cross-college course was created in 2008. Its prerequisite companion, Bridging Worlds—Rural and Urban Realities, acquaints students with cultural, historical, socio-political, literary, anthropological, health, agricultural and development issues in southern Mexico. The field laboratory provides a dynamic opportunity to observe the rich living cultures, environments, ecologies, rural and urban communities, and development issues in multiethnic Chiapas, Mexico.

It has been estimated that half the world’s population depends on a subsistence (mainly traditional) type of agriculture, and that about 40 percent of the world’s cultivated land is in the hands of subsistence farmers. The figures for many Latin American countries are even higher. Many feel that it will be necessary to work closely and continuously with small farmers and rural communities to thoroughly comprehend not only their livelihood systems, but the cultural, social, economic, political, and religious forces influencing them. This understanding is required to provide a sound basis for the introduction and the improvement of appropriate technologies.
Obviously it is not possible in a mere two weeks to thoroughly examine the many facets of the many problems faced by families in many settings. Nevertheless, this course provides a valuable opportunity to see first-hand how they live, to see their crops and animals, to speak with them, to visit projects of various institutions designed to help them, and to listen to professionals who have devoted careers to these challenges.

_Sponsors_

The success of *Experience Latin America* is owed especially to our Mexican coordinators, Conchita and Dr. Carlos Riqué and to our many hosts. The primary host institutions include the Instituto Nacional de Investigaciones Forestales Agrícolas y Pecuarias (INIFAP), El Colegio de la Frontera Sur (ECOSUR), and Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS).

The predecessor to this course, IARD 602, was one of four joint Cornell-Mexico courses on the teaching platform of a 2004-2007 TIES partnership (Teaching, Internships, Exchanges and Scholarships). This project, *Decision Support of Ruminant Livestock Systems in the Gulf Region of Mexico*, was jointly funded by USAID-Mexico through Higher Education for Development (HED), Cornell University, and three Mexican partners. This partnership sought improvement of productivity, profitability and rural incomes in the Gulf region through a systems-oriented program of training and decision support to the ruminant livestock industry. A primary goal continues to be enhancing the ability of decision-makers to respond to changes in technologies, markets, or trade policies (http://tiesmexico.cals.cornell.edu/).

_Objectives_

This course has multiple objectives. These include acquiring knowledge and insights about:

- biological, social, technical, and political dimensions of complex problems associated with the exploitation of natural and human resources through agriculture, and to sample the individual and collective responses to these problems;
- interdisciplinary efforts and career possibilities; and
- the similarities in human conditions and aspirations throughout the world by experiencing an unfamiliar setting and culture.
Strategy

The April 1999 exhibition of Georgia O'Keefe's paintings at the Phillips Museum in Washington DC shared with the public advice given to Ms. O'Keefe by her mentor, Arthur W. Dow. Professor Dow's counsel—structure art (i.e., "your work") to reveal understanding of life forms—serves, too, as a beacon to those who would dare to better comprehend nature, landscapes, people and their livelihood systems:

".... not (by) copying nature, but dividing space and setting in motion opposition, transition, repetition and symmetry...."

"by not mastering particular facts, but by ....seeing, experiencing, and creating (your) own systems or structures."

Field visits and other important advice

Be courteous at all times. Give undivided attention to your hosts and interpreters. Do not chit-chat while they are talking or while professors are adding information.

Do not stray from the group. The itinerary is tight. We must stay on schedule to meet our obligations. You will be given time to "do your own thing". Do not do it during scheduled visits.

On farm visits, do not take anything (such as fruit from a tree) unless it is offered to you. Shorts may not be worn for any visit. Etiquette has visitors and guests dressing "up" on special occasions.

Do not take pictures of people or their property unless you are absolutely certain they approve.

Carry your money and passports securely. Do not wear a necklace or earrings that you are unwilling to lose. Carry your identification with you at all times.

It is prudent that women not walk alone at night. It is preferable to walk with men or in groups of at least three. All should avoid unlit areas at night.

Guidelines for term projects and grading

Term projects, written individually or collaboratively by student teams, are key products to be completed after returning from the field laboratory. A major objective of the writing exercise is to expand knowledge of available literature and to broaden concepts
and abilities to interpret information, reconciling it with the field laboratory experience. Students are encouraged to use this opportunity to begin developing research proposals relevant for the target environment and audience. For a fine example of a team-written paper see "El zapatismo y el cambio político en Chiapas, México" at the course web site.

Interdisciplinary teams will be organized shortly after arrival in Mexico. An attempt is made to assure that teams comprise multiple disciplines. Each team is guided during the trip and the spring semester by participating professors. Pertinent themes are identified for each team with students and student teams preparing papers on topics relating to the group themes and the problem focus of the course. The body of the term paper will be no less than 15 pages in length. Team papers must clearly show the division of labor in preparation (e.g., who wrote what?). Each theme group will orally report on their respective topics. A discussion by the entire class follows each presentation.

The term paper will account for 60% of the final grade. The oral presentation of the group theme will account for 20% and attendance-plus-course participation will account for 20% of the final grade. Course participation includes demonstrated familiarity with the information in the assigned readings. The final team presentation should represent a careful integration of selected information from the various term papers, thus reflecting a balanced treatment of the theme.

**Emergency Contacts** (international telephone prefix for Mexico is 52)

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<tr>
<th>City</th>
<th>Hotel</th>
<th>Telephone</th>
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<tbody>
<tr>
<td>Tapachula</td>
<td>Hotel San Francisco</td>
<td>962-620-1000 &amp; 0258</td>
</tr>
<tr>
<td>Barra de Zacapulco</td>
<td>Centro Turístico</td>
<td>TBA</td>
</tr>
<tr>
<td>Finca Argovia</td>
<td>Hotel María Eugenia</td>
<td>962-692-3051</td>
</tr>
<tr>
<td>Tuxtla Gutiérrez</td>
<td>Hotel Misión de los Ángeles</td>
<td>961-613-3767</td>
</tr>
<tr>
<td>San Cristóbal de las Casas</td>
<td>Hotel Maya Tulipanes</td>
<td>967-678-1173 and 4371</td>
</tr>
<tr>
<td>Palenque</td>
<td>Hotel Escudo Jaguar</td>
<td>916-345-0201</td>
</tr>
<tr>
<td>Frontera Corozal</td>
<td></td>
<td>502-5353-5637</td>
</tr>
</tbody>
</table>

Serious emergencies during the trip may warrant contacting the CALS' International Agriculture Programs Office, 31 Warren Hall, Cornell University, Ithaca, NY 14853. Contact James E. Haldeman, Assistant Director of IAP at 607-327-2200. Families of Michigan State students should contact the Office of Study Abroad (517) 353-8920 or 432-8686, (8am-5pm M-F). After hours contact the MSU Police Desk: (517) 353-3784. For emergency assistance visit: [http://studyabroad.msu.edu/safety/index.html](http://studyabroad.msu.edu/safety/index.html)
Last minute travel matters. Cornell participants should regularly check E-mail for new information up to the day of US departure. Contact Professors Blake and Tucker about any issues at rwblake@msu.edu and twt2@cornell.edu. Telephone contacts are 607/533-9188 (home), 255-1904 (office) and 351-8389 (mobile) for Prof. Tucker; and 517/708-8680 (home), 353-1690 (office) and 515-0813 (mobile) for Prof. Blake.

Course agenda

On-campus meetings: 2:30-4:25 pm T and Th; 100 Mann Library (C), 1208 Engineering (M State)

Assignments and field laboratory activities

1. Reconcile findings from reading assignments and discussions in IARD 4010. Identify critical issues for class (and theme group) discussion.
2. Build integrated teams through informal discussions with theme group partners and faculty facilitators.
3. Multiple class discussions and student-led reports.
4. Submit final topic and brief outline for the written project to your theme group facilitator by the final day of the field course.

Assignments and on-campus activities

1. Attend 2 sessions/wk (2 hr each) from semester beginning until spring break. Attendance will be recorded.
2. Evaluate the field trip. (First two class periods)
3. Communicate with theme group members and facilitators to share progress about each term project and to plan group presentations. See a project example written in Spanish, "El zapatismo y el cambio político en Chiapas, México."
4. Invited presentations and discussions. To be arranged (Feb 2, 4, 9, 11)
5. Consultations, paper due date, and group planning of presentations: 16 and 18 February. Individual consultations with faculty facilitators.
   23 and 25 February. No class.
   25 February. Written projects due by 2:30 pm. Theme groups meet separately to plan oral presentations.
6. Oral presentations.
   4 March. Michigan State theme group presentation.
   16 March. TBA
   18 March. Final discussion and (written) critique of Experience Latin America. Photo presentations by all.
<table>
<thead>
<tr>
<th>Participant</th>
<th>Home</th>
<th>Field of Study/Degree</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Armstrong</td>
<td>US</td>
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<td><a href="mailto:jaa286@cornell.edu">jaa286@cornell.edu</a></td>
</tr>
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<td>Christine Hadkekel</td>
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<td>Sarah McClung</td>
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<tr>
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<tr>
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# Professors

<table>
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<tr>
<th>Name</th>
<th>Theme group/Email</th>
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<tr>
<td>Roberto Blake, Coordinador</td>
<td><em>Livelihood Systems in Chiapas</em>&lt;br&gt;<code>rwblake@msu.edu</code></td>
</tr>
<tr>
<td>Debra A. Castillo, Gratitude</td>
<td><em>Indigenous Cultural Expression and Performance</em>&lt;br&gt;<code>dac9@cornell.edu</code></td>
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<tr>
<td>Lili Fernández, Maya heritage</td>
<td><em>Indigenous Cultural Expression</em>&lt;br&gt;<code>fsouza123@yahoo.com</code></td>
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<tr>
<td>Michael Kaplowitz, Travel &amp; hotels</td>
<td><em>Livelihood Systems in Chiapas</em>&lt;br&gt;<code>kaplowit@msu.edu</code></td>
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<tr>
<td>Cecelia Lawless, Gratitude</td>
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<tr>
<td>Terry Tucker, Coordinator and Treasury</td>
<td><em>Livelihood Systems in Chiapas</em>&lt;br&gt;<code>twt2@cornell.edu</code></td>
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# Field coordinators and fellow explorers

<table>
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<tr>
<th>Name</th>
<th>Institution</th>
<th>Home</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos Riqué</td>
<td>Private veterinarian</td>
<td>San Cristóbal</td>
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<tr>
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<tr>
<td>Carlos Sandoval</td>
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<tr>
<td>Jaime López</td>
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<tr>
<td>Verónica Vera A.</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Ronald Nigh</td>
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<tr>
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</table>
Field course itinerary 2010

Date/(day)/time   Activity

26 Dec (Saturday)
11:45a Flight CO 1589, Michigan State group departs from Detroit
3:45p CO 1034 departs Houston Intercontinental
6:10 Arrive Mexico City
9:00 AM 2492 departs Mexico City
10:40 Arrive Tapachula, Chis.
11:00 Arrive Hotel San Francisco, Av. Central Sur No. 94

27 Dec (Sunday)
2:00a Cornell group departs Ithaca by bus for JFK
9:00 Flight AM 405 departs JFK
1:45p Arrive Mexico City
9:00 AM 2492 departs Mexico City
10:40 Arrive Tapachula
11:00p Arrive Hotel San Francisco

27 Dec (Sunday)
?:??a Cornell group departs Sunday by bus from Ithaca for JFK to rendezvous at Hotel San Francisco

8:00a Breakfast (Michigan State group) followed by program yet to be determined, e.g.,

Visit El Colegio de la Frontera Sur (ECOSUR), Unidad Tapachula. Tour research facilities to learn about some of ECOSUR’s research: 1) bees of Chiapas and 2) migratory movements and the Mara Salvatrucha.

Leaders: Francisco Infante M., Director; Miguel Guzmán (bees); Carmen Fernández (migration).

Visit Guatemala-México border crossing area.
28 Dec (Monday)
Tapachula/Barra de Zacapulco (Municipio de Acapetahua)

7:00a Buffet breakfast
7:30 Depart for estuary and mangroves with Cristian Tovilla, ECOSUR.
9:00 Arrive at Barra de Zacapulco. Learn about ECOSUR’s research in this ecosystem.
1:00p Comida at the Centro Turístico de Barra de Zacapulco.
3:00 Beach time and local exploration
5:00 Group meeting with ECOSUR scientists
Evening meal and lodging in limited cabins and open-air hammocks with ocean view at the Centro Turístico.

29 Dec (Tuesday)
Barra de Zacapulco/Campamento de la Reserva (La Concepción)

7:30a Breakfast (take light lunch, water, hats and sunscreen)
8:30 Travel through the estuary (25 km) to the La Concepción Biological Reserve. Observe mature mangrove forests.
10:30 Arrive at La Concepción. Hike a defined path to/from the reserve. Observe botanical association of middle jungle, mangroves, palm plantations and secondary vegetation.
1:00p Return boat trip
3:00 Comida at the Centro Turístico de Barra and class meeting.

30 Dec (Wednesday)
Barra de Zacapulco/El Castaño/Cuenca de Mejapa

7:00a Breakfast
8:00 Community visit with students distributed among families at Barra de Zacapulco and nearby El Castaño. Morning-long interaction with families to learn about and participate in household and other activities with their hosts.
12:00n Lunch
1:00p  Departure by boat for bus and travel to Finca Argovia and Ejido Mexiquito (Cuenca de Mejapa)

5:00  Arrive and check-in at Finca Argovia in the zona cafetera

6:30  Dinner and class meeting

31 Dec
(Thursday)

7:30a  Buffet breakfast

8:30  Depart for Ejido Mexiquito. Rendezvous with José Aguilar Moreno, Comisariado Ejidal and Presidente del Comité de Gestión de Microcuencas.

9:30  Visit low and high-altitude coffee plantations (with robusta and arabica species), mixed farming systems, and communities in the Cuenca Mejapa. Assisted by Verónica Vera Alvarado, observe INIFAP program with farmers using live barriers and other methods to control soil erosion.

   Visit nearby community of Toquían Chiquito (1 km above Mexiquito). Observe and talk with members about their nursery for artisanal production of native plants used in hillside conservation and as ornamentals (e.g., izote, gigante, gallito).

12:00n  Visit families of Mexiquito and coffee-farming enterprises.

Afternoon/
evening  New Year’s activities with Don José Aguilar and families of Mexiquito.

??:??  Return to Finca Argovia

1 January
(Friday)

8:30a  Buffet breakfast

9:30  Tour Argovia’s facilities and export enterprises, including café and plant species.
1:00p  Comida

Afternoon  Free time for hiking and exploration

2 January  \textit{Finca Argovia/Vicente Guerrero/Tuxtla Gutiérrez} ("Vamos a morir junto a la tierra.")
(Saturday)
7:00a  Buffet breakfast (take light lunch)
8:00  Departure for Ejido Vicente Guerrero, municipality of Ocozocoautla.

1:30p  Arrive Vicente Guerrero. Visit with René de la Cruz González and other ejidatarios. Visit nearby farms in groups. \textit{Leaders}: Don René and Carlos Sandoval, INIFAP

4:00  Comida with Don René, amigos ejidatarios, and INIFAP collaborators.

6:00  Depart for hotel

7:00  Arrive and check-in Hotel María Eugenia, Av. Central Oriente No. 507. (tel: 961-613-3767) \url{www.mariaeugenia.com.mx}

9:00  Folklór chiapaneco, Restaurante Las Pichanchas

3 January  \textit{Tuxtla Gutiérrez/Chiapa de Corzo}
(Sunday)
8:00a  Buffet breakfast in hotel
9:00  Depart hotel via bus.


12:30p  Comida at Jardines de Chiapa (\url{www.restaurantesjardines.com.mx}). Joined by field course coordinators Conchita and Carlos Riqué and INIFAP collaborators, Jaime López and C. Sandoval.

1:30  Depart for Zoológico Regional Miguel Álvarez del Toro (ZooMAT)
2:00  Visit ZooMAT, Instituto de Historia Natural y Ecología. Located in the El Zapotal reserve, this superb zoo exhibits endemic fauna only.

5:30  Return to hotel. Class meeting.
4 January
(Monday)

7:00a
Buffet breakfast in hotel
8:00
Depart hotel for San Cristóbal (Ciudad Real; also Jovel)

10:00
Arrive CIESAS-San Cristóbal. Rendezvous with Dr. Carlos and Conchita Riqué.

Brief introductions by CIESAS’ Regional Director José Luis Escalona V. Meet with selected researchers and CIESAS students in several groups.

11:30p
Depart/arrive hillside community of Huitepec. Group visits with Don Antonio Gómez Entzín and family and possibly other families working with CIESAS’ program led by Ron Nigh.

2:00p
Depart for Carlos and Conchita’s international school

3:30
Comida at international school. Meet

1) María Luisa and Sebastián Nuñez. Learn about Artesanía Artística con Telar de Pedal (pedal loom weaving). Weavings available for purchase.

2) Class meeting.

6:30
Arrive Hotel Mansión de los Ángeles, Francisco Madero No. 17 (tel: 967-678-1173 and 4371).

5 January
(Tuesday)

7:30a
Buffet breakfast
8:30
Departure

9:30
Community visits: El Pinar (2 h) then San Juan Chamula (1.5 h).

Leaders: Carlos and Conchita.
  • Manuel Pérez López, El Pinar
  • Luis López and Manuel Portillo, San Juan Chamula

1:30p
Depart San Juan Chamula
2:00 Arrive Zinacantán. Comida, meet Antonia López, visit her telar, and see her weavings (available for purchase).

4:00 Return to hotel.

6 January (Wednesday)

7:00a Buffet breakfast accompanied by CIESAS collaborators.
8:00 Departure
9:00 Arrive Oventik. Learn about community governance.

12:00n Return to San Cristóbal

1:00p Arrive ECOSUR-San Cristóbal. Welcome by Director Jorge León C. Brief introductions. Group visits with selected scientists and projects, including Dr. Rocío Rodiles (invasive fish species), Dr. Germán Martínez (population movements), and Dr. Ramón Mariaca Méndez (natural resources and ethnobiology).

3:00 Arrive international school for comida, class discussion, and folklore activity (e.g., music, dance).

7 January (Thursday)

7:30a Buffet breakfast. Free day....!
Go to the markets...

3:30p Despedida (farewell dinner) y teatro at international school. Marimba and Grupo Sna Jtz’ Ibajom (Diego Méndez Guzmán)
8 January
(Friday)
7:00a  Buffet breakfast accompanied by C. Riqué.
7:45  Load bus (take bag lunch)

8:00  Depart for las Cascadas de Agua Azul

11:30  Arrive and visit Agua Azul.
       Light snack on your own.

1:00p  Depart for Palenque

2:30  Check into Hotel Maya Tulipanes, Palenque

3:00  Comida at hotel and rendezvous with UADY Prof. Lili Fernández and
       Guillermo Kantú. Free time to visit Palenque pueblo.

9 January
(Saturday)
8:00a  Buffet breakfast
9:00  Depart for Palenque ruins (make lunch arrangements en route)

9:30  Guided tour of Palenque ruins
       Leaders: Lili Fernández and Guillermo Kantú

1:00p  Visit Palenque Museum

2:00  Depart for comida at Restaurante La Selva. Talk with Lili and
       Guillermo about Maya communities and civilization. Farewell for Lili.

4:00  Return to hotel

10 January
(Sunday)
3:30a  Michigan State group departs for Villahermosa airport
5:30  Arrive airport
7:10  CO 2329 departs Villahermosa
9:52  Arrive Mexico City
1:15p  CO 1088 departs Mexico City
5:04  Arrive Detroit
10 January
(Sunday)
7:00a Buffet breakfast
8:00 Cornell group departs for the Lancandón Jungle accompanied by Guillermo Kantú.
11:00 Arrive Hotel Escudo Jaguar, Frontera Corozal, Comunidad Zonal Lacandona, Ocosingo. www.escudojaguarhotel.com
Tel: 52-00502-5353-5637
Usumacinta River tour
Visit Dos Caobas Museum

11 January
(Monday)
8:00a Buffet breakfast
Visit Bonampak ruins and surrounds.
Leader: Guillermo Kantú

12 January
(Tuesday)
8:00a Buffet breakfast.
Visit Yaxchilán ruins and surrounds.
Leader: Guillermo Kantú

13 January
(Wednesday)
8:00a Buffet breakfast.
Return to Palenque or Villahermosa.

14 January
Villahermosa/EE.UU.

8:00a Buffet breakfast
9:30 Cornell group departs for Villahermosa airport
12:30p Arrive Airport
2:10 AM 506 departs Villahermosa
3:37 Arrive Mexico City
5:00 AM 404 departs Mexico City
10:45 Arrive JFK
12:30a Bus departs for Ithaca
4:30 Arrive Ithaca
## Estadísticas Generales de México

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<td>4. Población en pobreza, Urbana o Rural</td>
<td>ND</td>
<td>% de la población</td>
<td>ND</td>
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<td>5. Esperanza de vida al nacer (ambos sexos) 2000-2020</td>
<td>años</td>
<td>73</td>
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<td>6. Tasa de mortalidad (menores de 5 años) 2000</td>
<td>por 1000</td>
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<td><strong>E. Comercio de alimentos</strong></td>
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<tr>
<td>1. Importaciones de alimentos (EE.UU.) 1998-2000</td>
<td>% import. Totales</td>
<td>7,3</td>
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<tr>
<td>2. Exportaciones de alimentos (EE.UU.) 1998-2000</td>
<td>% export. Totales</td>
<td>6,4</td>
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<tr>
<td>3. Ayuda total en cárceles (I) 1998-2000</td>
<td>% import. de cárceles</td>
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<td><strong>F. Producción de alimentos</strong></td>
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<tr>
<td>1. Índice de producción total</td>
<td>1990-2000</td>
<td>1989-91=100</td>
<td>128,5</td>
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<tr>
<td>2. Índice de producción por persona</td>
<td>1990-2000</td>
<td>1989-91=100</td>
<td>109,9</td>
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### Porcentaje del SEA proveniente de los principales grupos de alimentos

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<th>Grado de alimento</th>
<th>% de energía proveniente de</th>
<th>SEA 1998-2000</th>
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<tr>
<td>Carbohidratos</td>
<td>45,7%</td>
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<tr>
<td>Grasas</td>
<td>22,2%</td>
<td></td>
</tr>
<tr>
<td>Proteínas</td>
<td>15,0%</td>
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</tr>
<tr>
<td>Otros</td>
<td>15,0%</td>
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</table>

**Nota:** Datos no indicados ni bajas a %.

---

**M. Inseguridad alimentaria**

1. Total de personas "desnutridas" 1997-98 | 85,8 millones
2. % de personas "desnutridas" 1997-98 | 5,0

**Nota:** Datos no disponibles. Fuente de los datos en la lista de Referencias.
Mexico at a glance

Key Development Indicators

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<thead>
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<th>Indicator</th>
<th>Mexico</th>
<th>Latin America &amp; Caribbean</th>
<th>Upper middle income</th>
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<td>Population, mid-year (millions)</td>
<td>109.2</td>
<td>556</td>
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<tr>
<td>Surface area (thousands sq. km)</td>
<td>1,988</td>
<td>20,415</td>
<td>41,460</td>
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<td>Population growth (%)</td>
<td>1.1</td>
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<tr>
<td>Urban population (% of total population)</td>
<td>76</td>
<td>76</td>
<td>76</td>
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<tr>
<td>UNAIDS estimate, 2009 (millions)</td>
<td>0.146</td>
<td>2.650</td>
<td>4.790</td>
</tr>
<tr>
<td>UNAIDS estimate, 2009 (millions)</td>
<td>7.220</td>
<td>4.279</td>
<td>5.913</td>
</tr>
<tr>
<td>UNAIDS estimate, 2009 (millions)</td>
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<td>10.817</td>
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<td>4.5</td>
<td>8.5</td>
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<td>GDP per capita (PPP, 2005 US$)</td>
<td>3,960</td>
<td>4,220</td>
<td>4,650</td>
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</tbody>
</table>

Poverty headcount ratio at $1 a day (PPP, %)

- Mexico: 2 9
- Latin America & Caribbean: 12 22

Life expectancy at birth (years)

- Mexico: 75 72 70

Gross primary enrollment, male (% of age group)

- Mexico: 110 153 126

Gross primary enrollment, female (% of age group)

- Mexico: 106 116 104

Access to an improved water source (% of population)

- Mexico: 57 91 93

Access to improved sanitation facilities (% of population)

- Mexico: 79 77 81

Net Aid Flows

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<tbody>
<tr>
<td>(US$ millions)</td>
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<tr>
<td>Net ODA and other aid</td>
<td>55</td>
<td>156</td>
<td>-56</td>
<td>189</td>
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<tr>
<td>Top 1 donors (in US$ millions):</td>
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<td>United States</td>
<td>9</td>
<td>35</td>
<td>24</td>
<td>129</td>
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<tr>
<td>Asia</td>
<td>15</td>
<td>53</td>
<td>-11</td>
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Long-Term Economic Trends

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<tr>
<td>GDP (US$ billions)</td>
<td>158.357</td>
<td>262.770</td>
<td>833.468</td>
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<td>Manufacturing</td>
<td>32.5</td>
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<td>Services</td>
<td>57.4</td>
<td>63.7</td>
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<td>Incomes</td>
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<td>18.4</td>
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<td>Capital formation</td>
<td>27.2</td>
<td>31.3</td>
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<td>10.7</td>
<td>16.6</td>
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<td>31.9</td>
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<tr>
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<td>11.9</td>
<td>19.7</td>
<td>32.3</td>
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<td>Gross savings</td>
<td>22.4</td>
<td>20.3</td>
<td>20.5</td>
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Note: Figures in italics are for years other than those specified. 2004 data are preliminary. * Indicates data are not available.

Development Economics, Development Data Group (DEDEG).

Diagram: Mexico (i) Latin America & the Caribbean
Mexico at a glance

**POVERTY and SOCIAL DEVELOPMENT**

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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>( \text{Upper-middle-income} )</td>
<td>( \text{Life expectancy} )</td>
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<td>Population, mid-year (millions)</td>
<td>104.3</td>
<td>106</td>
<td>84.3</td>
<td>(15.8)</td>
<td>(4.03)</td>
<td>(10.5)</td>
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<tr>
<td>GNI per capita (Atlas method, US$)</td>
<td>7,539</td>
<td>(4,707)</td>
<td>(5,913)</td>
<td>(15.8)</td>
<td>(4.03)</td>
<td>(10.5)</td>
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<tr>
<td>GNI (Atlas method, US$ billions)</td>
<td>615.1</td>
<td>(2,250)</td>
<td>(4,720)</td>
<td>(15.8)</td>
<td>(4.03)</td>
<td>(10.5)</td>
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Average annual growth, 1995-2004

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<th></th>
<th>(%)</th>
<th>(%)</th>
<th>(%)</th>
<th>(%)</th>
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<tr>
<td>Access to improved water source</td>
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**KEY ECONOMIC RATIOS and LONG-TERM TRENDS**

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<th>1996-97</th>
<th>1997-98</th>
<th>1998-99</th>
<th>GDP (US$ billions)</th>
<th>123.4</th>
<th>335.3</th>
<th>767.1</th>
<th>1,393.2</th>
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<td>18.6</td>
<td>25.2</td>
<td>21.8</td>
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<tr>
<td>Growth rate GDP per capita</td>
<td>17.3</td>
<td>30.1</td>
<td>25.3</td>
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<tr>
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<td>2.1</td>
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<tr>
<td>Total trade</td>
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<tr>
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<td>49.1</td>
<td>59.1</td>
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**ECONOMIC RATIOS**

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**STRUCTURE of the ECONOMY**

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<th>1996/97</th>
<th>1997/98</th>
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**GROWTH of GDP and GDP per capita**

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<th>1996/97</th>
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<td>1.3</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total trade</td>
<td>77.9</td>
<td>46.0</td>
<td>21.9</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total trade</td>
<td>41.7</td>
<td>13.5</td>
<td>17.2</td>
<td>-</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Current account balance</td>
<td>-2.3</td>
<td>-2.3</td>
<td>-2.3</td>
<td>-2.3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Net capital inflows</td>
<td>49.1</td>
<td>59.1</td>
<td>59.1</td>
<td>59.1</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**GROWTH of exports and imports**

Note: 2005 data are preliminary estimates.

This table was produced from the Development Economics LDB database.

*The diamonds show four key indicators in the country (in bold) compared with its income-group average. If data are missing, the diamond will be incomplete.*
Average height-for-age deficit, <5 yr of age

Mapa 6: Retardo de crecimiento en niños menores de 5 años por estado en 1996

Average weight-for-age deficit, <5 yr of age

Mapa 8: Insuficiencia ponderal en niños menores de 5 años por regiones ENN 1999
Fuente: Encuesta Nacional de Nutrición, 1999 (InSP, 2000)
INDIGENOUSPEOPLES.

According to the 2005 INEGI (National Statistics and Geography Institute) census, Chiapas has 4,293,459 inhabitants, making it the 7th most populated state in the country.

Chiapas, like other states in southeastern Mexico, has a multiethnic and multicultural population. According to INEGI, some 957,255 of the state’s residents are indigenous. The percentages vary according to the criteria used in the research. One approach establishes “visible” criteria, such as speaking an indigenous language or wearing traditional dress, while other studies prioritize an individual’s self-identification as indigenous.

Of the indigenous population, 81.5% is concentrated in three regions of Chiapas: the Highlands, the Northern Zone, and the Jungle. The predominant indigenous groups are:

1. Tzeltal – 37.9% the total indigenous population of Chiapas;
2. Tzotzil – 33.5%;
3. Ch’ol – 16.9%;
4. Zoque – 4.6%;
5. Tojolabal – 4.5%.

The Mamé, Chuj, Kanjobal, Jaicalteco, Lacandon, Katchikel, Mochó (Motozintleco), Quiché and Ixil groups comprise the remaining 2.7% of the state’s indigenous population.

- The state fertility rate is the second highest in the country: 2.4 children per woman.
- The indigenous population is young: 32.8% of the total indigenous population was aged between 5 and 14 in the year 2005.


SOCIAL INEQUALITIES:

According to the National Population Council (CONAPO), since 2000 Chiapas has been the state with the second highest level of marginalization in Mexico. In its 2005 study, it was found that municipalities located in the Highlands of Chiapas represent the highest levels of marginalization. However, the municipality of Sitalá, located in the Northern-Jungle Zone, is ranked second in terms of marginalized municipalities at a national level. To reach these conclusions, CONAPO studied the percentages of the "population which does not enjoy the use of goods and services essential to the development of its physical capacities."

SOURCE: CONAPO 2005

1. INCOME

The subsistence model of agriculture which dominates throughout the state does not provide income-generating
agricultural surpluses. Neoliberal structural reforms focused on opening markets to foreign trade (i.e. globalization) and the abandonment of public policies protecting rural life have served to impoverish Mexican campesinos.

- More than 10 years since the signing of NAFTA in 1994, the national minimum wage has lost 20% of its purchasing power.
- The current minimum wage is approximately 49.50 pesos per day (the equivalent of USD4.80).
- The per capita income of indigenous people is equivalent to only 32% of the income of nonindigenous people in the state.
- There are 304,018 indigenous people employed in the state of Chiapas, 42% of whom (122,345) do not report any income. Another 42% (127,682) survive on an income below the minimum monthly wage. Only 9.9% of the Chiapan indigenous population earns between one and two minimum monthly wages.
- 83% of the indigenous population works in agriculture, in comparison to 58.3% of the broader population of Chiapas. Approximately 5.5% of indigenous people work in industry, and another 8.6% in the service sector.
- Chiapas is the state with the greatest concentration of income in the hands of few individuals or families at a national level, with a degree of concentration parallel to that found in the poorest African nations. It also has the greatest inequality in the distribution of monetary income in Mexico.
- In 2006, Chiapas received USD807.6 million in remittances, occupying the 11th position in the list of Mexican receptor entities.


2. RIGHT TO ADEQUATE HOUSING

Chiapas ranks first of Mexico’s states in regards to water resources (30% of the country’s surface water is located in the state, concentrated primarily in Montes Azules) and hydroelectric energy (54% of Mexico’s hydroelectric energy comes from a single Chiapan watershed, the Grijalva River). Paradoxically, in spite of such a wealth of natural resources, many indigenous communities still lack both electricity and running water because of the state’s extreme social inequalities.

A large percentage of indigenous homes do not meet the minimum conditions for adequate housing. Across the state of Chiapas:

- 25.9% of homes do not have running water;
- 5.88% do not have electricity;
- 8.07% have no sewage system or equivalent;
- 32.6% have dirt floors;
- 85.7% cook with wood or coal.

Sources: CONAPO

A social movement in resistance against high electricity costs has been formed in other states of Mexico, but it is particularly strong in Chiapas. The movement considers that free access to electricity is a human and constitutional right, as the electricity is sourced from natural resources located in territory where the majority of the state’s indigenous population lives. In Chiapas, many people participate in the State Network of Civil Resistance “The Voice of Our Heart” (la Red Estatal de Resistencia Civil “La Voz de Nuestro Corazón”). The network claims that some 350,000 people have united under their banner. In the Northern Zone, the majority of those in resistance have united in FUDEE (People United to Defend Electric Energy, Pueblos Unidos en Defensa de la Energía Eléctrica).

3. EDUCATION

According to CONAPO, 42.76% of the Chiapan population aged over 15 has not completed primary school, and 20.4% has not received any kind of formal education.

Education has traditionally been an instrument of policies which seek to “acculturate” and assimilate indigenous peoples into Mexico’s national culture, thus suppressing the expression or development of their own culture. However, a large number
of indigenous communities have never had access to public education. For these reasons, education became one of the principal demands of the Zapatista struggle and one of the primary foci of their autonomous project. The Zapatista education system seeks to recover and develop the indigenous cosmvision and to consolidate the Zapatista project. In both content and structure, they distance themselves from the official model of education.

**Access (for the Indigenous population):**

- 14.1% of 6 to 14 year-olds currently do not attend school.
- 24.9% of the state's population does not speak Spanish.
- For indigenous population aged 15 and over in 2005, the average period of time spent in the education system was 3.9 years.

*Sources: INEGI*

**Illiteracy:**

According to the 2005 national census, Chiapas has the country's highest illiteracy rate.

- For the overall Chiapas population aged between 8 and 14, 9.6% can neither read nor write (compared to a national average of 3.3%).
- 21.4% of the Chiapan population 15 years and older cannot read or write, compared to 39.2% of the state's indigenous population in the same age group.
- Among indigenous men, 27.9% are illiterate; among women, the figure is 50.1%.

*Source: INEGI*

4. **HEALTH**

Due to a series of discriminatory policies, the majority of indigenous communities have had no access to the Mexican health care system. The lack of resources and the remoteness of certain communities from large urban centers have led to the spread and increasing severity of easily curable illnesses. For these reasons the Zapatistas have developed their own autonomous health care system, made up of regional autonomous clinics where patients are attended by indigenous health promoters.

**Lack of Health Services:**

According to 2007 figures published by the Secretary of Health, in Chiapas there is less than one doctor per 1000 inhabitants, Mexico's lowest ratio. The situation may even be more serious, particularly in terms of infant mortality in the state's rural areas: in those areas, there are no reliable official statistics, and it is believed that up to 80% of the population is not officially registered. It is officially accepted that more than one million inhabitants of Chiapas, the majority of whom are indigenous and reaching a total of 25% of the state's population, do not have access to health care facilities.

*Sources: CDI 2000, CIEPAC 2001, El Universal 2007*

**Malnutrition:**

The state of Chiapas has the second highest level of malnutrition in Mexico, behind only Guerrero. According to statistics published by the Chiapas state government at the end of 2006, sixty municipalities present cases of severe malnutrition, 36 represent serious malnutrition, 13 moderate and only two a slight degree.

*Source: Government of Chiapas 2006*

- Malnutrition is the seventh leading cause of illness in the state of Chiapas, and the tenth cause of death. In 1994, it was the sixth leading cause of death among indigenous people.
- In 2008, 71.6% of the indigenous population suffers malnutrition.

*Sources: CIEPAC 2001, Women's Communication and Information*
Mortality (General):

The mortality rates in Chiapas are among the highest in Mexico.

- Infectious diseases constitute eight of the 10 principal causes of illness. Respiratory infections represent 59%, followed by intestinal diseases (caused by lack of potable water and drainage) at 31%.
- In indigenous municipalities, tuberculosis is the 11th leading cause of death (compared to 16th throughout Mexico).
- Chiapas is the fourth-ranking state in Mexico in regards to the number of women infected with HIV. With the constant increase of migration from the state, the risk of contracting HIV has increased accordingly.

SOURCES: CIEPAC 2001, INEGI, Secretary for Social Development of the State of Chiapas 2003

Infant Mortality:

According to the National Institute of Medical Sciences and Nutrition “Salvador Zubirán” (INCMNSZ, Instituto Nacional de Ciencias Médicas y Nutrición “Salvador Zubirán”), in 2007 Chiapas was home to a total of 176,124 malnourished children. In line with current trends, in 2020 the total will be some 93,000. In rural and indigenous locations which demonstrate high levels of marginalization, the infant mortality occurs at a rate of 75 deaths per 1000, on a par with indicators for nations in sub-Saharan Africa.

In 2006, 132,205 children were born in Chiapas; of these, 1,146 did not survive to their first birthday. In 2007, the rate of infant mortality was 21.7 per 1000 live births, the second highest in the country.


Maternal Mortality:

Maternal death principally affects poor women and is caused by deficiencies in, and lack of access to, health services. Supplementary causes are malnutrition, domestic violence, premature or unwanted pregnancies and poorly conducted abortions.

- In industrialized countries, the average is 10 maternal deaths per 100,000 live births.
  > In Mexico, 51 women die per 100,000 births.
  > In Chiapas, 177 women die per 100,000 births, making it the Mexican state with the third highest maternal mortality rate.
- The regions which reported the largest number of cases of maternal death between 1999 and 2002 were the Highlands and the Jungle, predominantly indigenous areas.


5. LAND

Agrarian reform, which was effected throughout the greater part of Mexico following the Mexican Revolution of 1917, never actually took place in Chiapas. The land remained in the hands of a few landowners. This has made land one of the principal sources of social conflict in Chiapas, a relationship which has become more noted over time. The search for land spurred a
complex process of migration to the Lacandon Jungle beginning in the 1950’s. Additionally, in the 70’s the state government decided to grant a few families of the Lacandon ethnic group more than 600,000 hectares of land in the Jungle, while disregarding the land needs of the area’s growing indigenous and campesino population. As a result of this and other factors, the Jungle is one of the areas of greatest conflict today. In 1992, Article 27 of the Constitution was reformed, permitting communal and ejidal lands (lands held in common by campesino or indigenous peoples) to be sold freely. This had previously been prohibited, protecting the rights of these lands and landholders. This reform caused an explosion of social protest across the country and its repeal was one of the principal demands of the armed uprising of 1994.

In order to implement this reform, the government instituted the Programs of Communal and Ejidal Certification - PROCEDE and PROCECOM - to facilitate the purchase and sale of lands and accelerate the destruction of the social fabric of rural communities.

- Chiapas has the second highest number of ejidos in Mexico, with a total of 1,887. Seventeen percent of the land in Chiapas is owned collectively.
- By 2003, 37% of the ejidos in the state had not yet entered into PROCEDE.

In December 2006, the government formally ended the PROCEDE program. In Chiapas a total of 2,883,375-7779 hectares were registered by that date. It is still possible to register in the National Agrarian Registry to continue the drafting, certification and title-granting of land rights through the Fund to Support Unregularized Agrarian Centers (FANAR, Fondo de Apoyo para Núcleos Agrarios sin Regularizar).

It has been reported that land regularization has had a counterinsurgent impact in the recent cases of confrontations principally occurring between Zapatista support base communities and the social organization OPDIIIC (Organization for the Defense of Indigenous and Campesino Rights, Organización para la Defensa de los Derechos Indígenas y Campesinos). The majority of these cases are related to lands “recovered” by the Zapatistas following the 1994 uprising. In these cases, the “normalization” of ownership of these lands has been granted to members of the OPDIIIC —overriding previous titles granted to Zapatista supporters, a legally dubious procedure— as in the area surrounding Chilón. In other regions, such as Aguan Azul, situations have arisen which imply a confrontation of visions regarding the concept and function of land. One view is that land is ancestrally owned, and not for sale; the other considers land available for sale of rent for the development of ecotourism projects. The community of Roberto Barrios (location of one of the five Zapatista Caracoles), in the Northern Zone, listed itself in the National Agrarian Registry in May 2008; this paves the way for the entry for ecotourism projects in its territory.

Another project being promoted by the Chiapas state government in recent times is “Rural Cities.” For the year 2008, the construction of eight rural cities has been planned, reaching a total of 25 during the six-year mandate of Governor Juan Sabines Guerrero. In these new developments, the state government plans to relocate 31,050 people who currently live in communities remote from state resources and infrastructure. The idea behind the plan is to restructure the rural economy and combat the demographic dispersion of Chiapas’ population (i.e. migration of individuals for economic reasons). The threat that “Rural Cities” is designed to fulfill counterinsurgency and social control functions has been highlighted by researchers and members of civil society.

SOURCES: CIEPAC 2008, Minutes of the National Meeting Against PROCEDE and PROCECOM 2003, 2006, National Agrarian Registry

6. NATURAL RESOURCES

Due to its geographical location, Chiapas is home to a great diversity of animal and plant species. A significant proportion of the forests of Chiapas have been preserved; the Lacandon Jungle is particularly significant because of its rich biodiversity. In recent decades, the jungle has suffered serious degradation due to the exploitation of timber and livestock farming, as well as the heavy demands put on the land by the growing human population. In addition to this, a series of contradictory governmental policies has been implemented: on one hand they attempt to promote conservation, but on the other they have been instrumental in the jungle’s development as a source of marketable natural resources. “Environmental conservation” megaprojects, such as the Mesoamerican Biological Corridor, or the Project of Social, Integrated, and Sustainable Development in the Lacandon Jungle (PRODESIS) have been superimposed on preexisting policies. Others, such as the Plan Puebla–Panama, directed at modernization and territorial restructuring, would permit access to and extraction of natural resources.

In contrast to these megaprojects, which defend “conservation” in order to exploit biodiversity for financial gain, indigenous communities are proposing alternatives that would allow them to continue coexisting with nature. Organizations such as the EZLN and the Rural Association of Collective Interests - Independent and Democratic Union of Unions (ARIC-ID-UU) are implementing new cultivation techniques and implementing their own plans for sustainable land usage.

Water/Hydroelectricity

- A total of 30% of Mexico's surface water is concentrated in Chiapas. The state contains two of the largest rivers in the country: the Usumacinta and the Grijalva.
- The largest hydroelectric region in Mexico is found in the Montes Azules Biospheric Reserve.
- Of the more than 10 hydroelectric basins in Chiapas, the most important is the Grijalva River which generates 54% of the country's hydroelectric energy.
- In recent years, Chiapas has increasingly suffered heavy rainfall which has caused serious flooding in various parts of the state. These kinds of natural disasters are related to global warming and the sustained logging of the state's forests.

Petroleum

The state of Chiapas is significant not only for the petroleum it currently produces, but also for its oil reserves which have yet to be exploited.

- In 2001, Chiapas produced 17.5 million barrels of crude oil, equivalent to 21% of the national production.
- There are 118 oil wells located in the northern part of the state.
- In 2002, national petroleum company PEMEX made plans to invest 63 billion pesos in southeastern Mexico in the following five years. 32% of this investment was designated for drilling and the production of oil.
- Although PEMEX denies the existence of oil exploration projects in the Lacandon Jungle, its projects in Chiapas have previously operated in the municipalities of Palenque, Ocosingo, Benemérito de las Américas, and Marqués de Comillas, all in the Jungle region. PEMEX has already initiated exploration in the municipalities of Las Margaritas, Independencia, La Trinitaria, and Maravilla Tenejapa in the Border region.

Natural Gas

- In 2001 Chiapas produced 222,964 million cubic feet of natural gas,
representing 47% of national production.

Protected Natural Areas

- Chiapas has more protected natural areas (37) than any other state in Mexico. 20% of state territory is under official protection.
- The biodiversity in Chiapas is concentrated in these protected natural areas. One of the largest of these areas is the Montes Azules Biospheric Reserve.
- On March 13, 2007, the EZLN declared part of Huitépec, close to San Cristóbal de las Casas in the Highlands of Chiapas, as a “Zapatista community protected natural area and ecological reserve.” It is located on the same lands as the Protected Natural Area Huitépec-Los Alcanfres, which was subsequently created by the state government (according to reports) without consulting the local community. The community reported that they had been threatened with eviction to make way for the new area.


Biodiversity

There is significant interest from translational and pharmaceutical companies in Chiapas and its “green gold,” particularly in medicinal plants which could be patented. The following species are found in Chiapas:

- 19 types of vegetation;
- close to 8,500 plant species;
- 180 mammal species;
- 666 bird species;
- 227 reptile species;
- 92 amphibian species; and
- more than 1,200 species of butterflies.

Source: SEMARNAT 2005
Ecotourism

Ecotourism is one way in which the community's natural riches are exploited to generate income. While government projects may be successful in generating income for indigenous peoples, they are brought into question for subjecting the indigenous communities to the rules and demands of an external commercial market. Ecotourism, as "alternative" tourism, has cultural implications inasmuch as the reality of community life and territorality must be adapted to meet foreign expectations. Given the lack of opportunities to maintain food sovereignty and community self-sufficiency, ecotourism often encourages the loss of cultural practices linked to the land.

With the relaunch of Plan Puebla–Panamá in 2006, in combination with other federal and regional projects promoted by the World Bank, Chiapas has entered into a stage of "political economics," focusing on megaprojects for the economic and political development of the region. These projects include the "Strategy for the Development of the Southern States" (EDES, Estrategia para el Desarrollo de los Estados del Sur); the 2007 proposal for development in Chiapas, Oaxaca and Guerrero, suggested by the South–South–East Commission of the Chamber of Deputies, "Program of the South"; and the "Declaration of Comitán," a development document for the state of Chiapas drafted by ex-Chiapas Governor Roberto Albores Guillén (1998–2000) and his advisors. Albores Guillén proposes the construction of a "new Cancún" (one of the most tourist-oriented parts of Mexico) in the north of Chiapas. One of the priorities of the government of Juan Sabines has been the construction of the San Cristóbal de las Casas–Palenque highway. The infrastructure megaproject includes the conversion of Palenque's airport an international one, the construction of big-chain hotels, shopping centers, a golf course, and a natural theme park at Agua Azul. It forms part of the creation of a "tourist corridor" or "the country's first ecoarcheological development."

- There are so-called "ecotourism hotels" in the Lacandon Jungle, such as in Boca Chajul, the Tzendaless River, and the Lacanjá Lagoon (under construction) sponsored by multinational corporations such as Ford Motor Company. There is a threat that these hotels will be used as centers of "scientific tourism" for the looting of the jungle's biodiversity genetic material, independent of government regulations.
- Indigenous communities have denounced ecotourism projects for their negative impacts, which include:
  - the purchase and privatization of ejidal land;
  - the forced displacement of indigenous communities from strategic areas;
  - the exploitation of indigenous customs and traditions solely for the entertainment of tourists;
  - the commodification of natural resources;
  - the destruction of the environment, including the illegal felling and removal of trees and the contamination of water sources;
  - the arrival of drugs and other vices to previously isolated rural areas.

Source: La Jornada 2005, FZLN 2005
Section 3
- Student letters re: experiential learning
Community Engagement and Interdisciplinary Study of Global Issues
In the Peruvian Highlands

Comments by 2009 Student Participants

Reflections of Students on Community Engagement Experience in Huamachuco, Peru:

The majority of us would not be considered minorities in the U.S. Even the one African American student who was with us is much less of an extreme minority in Michigan than she was in Huamachuco. It was strange for us to be that different, or to be thought of first because of our ethnicity and the rest second.

I was able to grow and learn much about myself and the world: from adapting to the extremely different culture of Huamachuco and working to find a way to aid people who have very little resources at their disposal, to fighting the preconceptions and simple language barriers that we experienced in Cuzco.

I had never experienced being in a place where people told me that I was the first American that they had ever seen. They were honored to meet me and share my hand.

Sitting with my host family in Huamachuco everyday and conversing for hours at a time about no particular topic made me really appreciate and think about everything my parents do for me.

This program has caused me to want to get more involved in community organizations so I can attempt to make a difference and give back (even if only in a small way) to those who have much less than I do.

I have learned so much about myself through this program. I've realized my love for different cultures and that diversity matters. Not only how much it matters, how adamant I fell about the need of acceptance of this diversity; “To learn from our diversity, we must acknowledge each person and benefit from his or her customs, languages, preferences and powers.”

“Empowerment is more than participation in decision making; it must also include the processes that lead people to perceive themselves as able and entitled to make decisions.” The more I experienced in Huamachuco, the more empowered I felt. This empowerment and self-realization is what leads to my growing independence.

In my project, I was able to complete thirty interviews. Speaking to children in the rural communities involved taking risks. Sometimes one has to “remind yourself that change happens only when people – not superheroes but ordinary people – see problems and do something about them, despite the risks” (Graham).

Being in Huamachuco was a life changing experience. My blond hair, blue eyes, height and Western clothing drew open-mouthed stares from children and hushed whispers of “gringo.” It was even worse walking around with an African-American friend on the program or at work.
with my partner who is more than 6 ft tall and towered over everyone. I had never been in a situation of being a minority before traveling to Peru and I hated it.

Benefits of Program Identified by Students:

My Spanish language skills improved greatly, much more so than through the years of coursework at MSU.

This was an incredible opportunity to be immersed me in a Peruvian community and build truly lasting relationships with local people.

Living in Huamachuco was rustic, not a big city environment, and long enough to really experience the culture of the community.

The program has changed the way I think of the world; my life has been changed forever. This was the most influential thing that I have done in my entire life!

I am now more confident of my engineering skills and my physical and mental ability to take on challenges.

I learned about the challenges of working with a government agency (e.g., red tape, rigidity of bureaucracy, etc.). Everything had to be cleared by multiple departments of the municipality. This experience however was good for me as I contemplate working in the tourist industry.

My Spanish language skills increased tremendously in Cuzco. Spanish was essential for completion of community engagement projects in Huamachuco.

Enrolling in this program was the best decision I ever made and turned out to be much more than thirteen credits.

Prepared by I. Widders from “Reflections” of 2009 Student Participants in the Peru Study Abroad Program (Jan. 27, 2010)
Dear Dean Sherman Garnett,

I am writing you to share my experience of, and reflections on the study abroad segment to Experience Latin America I & II.

To begin I will simply say the program was great. During two weeks in the field I learned as much as, or more than I did during 15 weeks in the classroom. The classroom segment preceding the trip was a useful academic introduction to issues of food management, land management, migration issues and socio-political challenges in Mexico. The hands-on experience of actually meeting farmers, migrants, families and entrepreneurs in Mexico educated me in a more profound way than I could have anticipated.

The opportunity to ask questions of, and forge bonds with members of fringe communities was the most important and fulfilling aspect of this program. Human connectivity gave me direction and purpose in my academic pursuits. I believe this can be said of each participating student. Due to being a part of this group I feel now, more than ever, that solving the big issues of poverty and hunger are within the realm of human ingenuity and creativity. Cornell students and professors, MSU students and professors, ECOSUR researchers, INIFAP farmers and collaborators, and CIESAS professors were all collaborating to share insights and challenge one another in efforts of investigation and problem solving. At the same time, each member of the group has his or her individual project to micromanage. The overall effect, as I see it, is many honest and talented individuals making small strides forward, small contributions to Mexico, and to the U.S. through research and action. This culminates in steady development. I am proud and inspired to have been a part of that development. As for my small contribution, I believe there is potential for me in ecotourism.

This course exposed me to ecotourism as an area of study and action which was previously unknown to me. It struck a chord at the right time. I feel it is safe to assume that many students, if not all, had similar breakthroughs in their academic careers as a direct result of this trip. I believe that is due to the dedication of the professors and especially to the meticulous yet flexible, well planned structure of the field course.

There must have been some logic beyond logistics behind the order of our visits. Each visit built upon the former adding a new angle, layer and depth to our understanding and curiosity. Though the schedule was demanding, we had plenty of time for processing and for rest.

The processing sessions in the evening were just as valuable as the visits we would make during the day. In some environments, these long talks would be taxing, but out in the field, surrounded by so many bright minds, I found the sessions invigorating, mentally stimulating. Without them, we would have been on a unique type of vacation, more likely to forget each experience after having moved on to the next. With them, were were active researchers.

I am afraid that I could go on much longer with this e-mail. I have been a bit general, just scratching the surface of analysis and reflection. For me to get into more specifics would doubtless be a chore for you to read in one e-mail. I will, therefore, end here, open to any questions you may have of me.

Sincerely,

Elizabeth Rilley
Hi Professor Esquith,

This past winter break, I participated in a Cornell and MSU collaborative two-week study abroad in Chiapas, Mexico, called Experience Latin America II. The all year format of this program calls for participation in a fall semester course that provided a useful background on many aspects of the region. This semester, all those who went on the study abroad will be taking part in a second class, building off of the cumulative experience of the fall semester course and the trip and culminating in a research project.

The students represented a wide array of majors, interests, and levels of education; something that I feel strengthened the resulting discussions and educational outcome. During the trip, the enhanced level of regional knowledge gained from our fall class proved highly useful for understanding the contextual backdrop of our experiences. In this environment, I saw the value of this type of program. From our diverse backgrounds, we as students were able to come into the environment of Chiapas and learn about real world examples of each particular focus. Everybody came into the program with unique interests and educational goals, and it was clear that exploring these themes in this setting expanded on and complimented all areas of interest. The sharing of findings and reflections from various perspectives also served to enrich my educational and personal interests. For me, this is a clear example of the need for more student discussion between academic fields, and it was beneficial to have an exploratory and open dialogue in which communication and growth between and within fields of study was able to occur. This academic dialogue was opened during the fall semester, grew with the trip and continues into the current course. In this way, I feel that this program benefited my education and personal knowledge.

Thanks for your time,

Henrik Mader
Dear Dean Esquith,

January 31, 2010

I am writing to tell you about a Study Abroad trip I went on over this past winter break called “Experience Latin America – Chiapas.” I traveled to Chiapas, Mexico with several other Michigan State students. The program was through the Latin American and Caribbean Studies Program and was very applicable to what I have learned in the Residential College in the Arts and Humanities.

Having spent the last three years learning a lot about the political and cultural aspects of Chiapas, it was incredible to finally be there and learn first hand about things such as the Zapatistas autonomous municipalities, Indigenous languages and the rich blend of cultures in that region. But my favorite part of the entire trip was how completely interdisciplinary the experience was. I learned not only about culture and language but also about ecology, biology and agriculture. This fusion of disciplines solidified in my mind the necessary relationship between the arts, humanities and sciences and helped clarify my plans for after graduation.

I would encourage any RCAH student to take this Study Abroad trip. It was supplemental to everything I have learned in the classroom and one of the most educational experiences I have had in my time at Michigan State.

Thank you,

Sarah Dowd
Third Year Student
Residential College in the Arts and Humanities
Resident Mentor – Snyder-Phillips Hall
January 31, 2010

Dean Jeffrey D. Armstrong
College of Agriculture and Natural Resources
Michigan State University
102 Agriculture Hall
East Lansing, MI 48824

Dear Dean Armstrong,

After participating in Experience Latin America II-Chiapas, Mexico and spending three weeks in Chiapas, I am very glad to be back home in Michigan. The trip was a very interesting, educational, and was a unique opportunity. I am very glad that I decided, and was able, to go on the trip. It has changed some of my perspectives of Mexico and some of the people that come from that area. To me study abroad is something that every student should find a way to experience, it can change ones mind and opinion on life.

This trip in particular is something that I am glad I did. If there is anything that I would do differently it is spend more time looking at different study abroad opportunities and try to find one that better fits my major. This trip, although advertising as an agriculture trip, did not have many days spent focusing on agriculture. There are many places that we traveled to or visited that were connected to agriculture but when we arrived we seemed to focus more on the culture, social, or political side of things. There were many topics touched on but few discussed in depth. Although the subjects discussed were not ones that I would have chosen to talk about I learned a little bit about a lot of topics.

As for the class Experience Latin America I, I felt it was a waste of time, credits, and money. There were only a couple of lectures that tied directly to the places that we visited on the trip. The materials set up on the website for both classes were helpful, but the lectures were not. In my opinion the class leading up to the trip could be eliminated.

The professors on the trip were all great and extremely knowledgeable in the subjects discussed and the areas visited. Organizing the hotels, restaurants, and education stops was no easy task but they made it look easy and did a great job coordinating and organizing events. The layout and itinerary for the trip seemed logical and worked out well. Two of the professors from Cornell did a great job translating for the speakers and helping translate and explain the language differences for us student that did not speak the language.

My overall evaluation for the trip is that it was a great trip, I learned a lot, glad I did it, but it was not what I was looking for when I signed up. My recommendation to other students in the College of Agriculture and Natural Resources is to look hard for a study abroad that fits and complements their major before making a decision. This trip as it was set up this year is not one that I would recommend to students of Animal Science or Agribusiness Management.

Sincerely,

Robert Laux
Elena Rosas-Garcia  
60 Williams Hall  
East Lansing, MI 48823  
January 31, 2010

Marietta L. Baba  
Dean  
College of Social Science  
203 Berkey Hall  
East Lansing, MI 48824

Dear Baba:

In this letter I would like to communicate my Winter Break Study Abroad Experience to Latin America in collaboration with Cornell University. I’m a senior majoring in Geography with an additional major in Global and Area Studies, and two specializations International Agriculture and Latin American & Caribbean Studies. Thanks to the generous Scholarship that I received from the MSUFCU I was able to pursue a two-week field seminar in the state of Chiapas, Mexico.

Generally, people tend to think that the state of Chiapas is a hazardous place to visit however; the Chiapanecos including the Zapatistas are a very welcoming people. My study Abroad Experience to this region was extremely rich in activities, hands on experience, and adventures. Three of the most remarkable moments from this trip were the visit to an indigenous family Don Antonio and his Wife Dona Emilia; they shared with the group their food, furniture, and survival experience as a family that has been forgotten by the Mexican government. Don René, the leader of the community, who carefully outlined and documented the challenges of being a small traditional corn farmer in modern Mexico. The Zapatistas community was very hospitable and peaceful; the entire group was courteously received by the government leaders.

Thank you for your assistance and for providing to Social Science students the opportunity of participating in study abroad programs that focus on cultural, historical, socio-political, literary, anthropological, health, agricultural and development issues in developing countries Such as Southern Mexico. Thanks to my professors, Robert Blake, Michael Kaplowitz from Michigan State University Terry, Cecilia and Debra from Cornell University who facilitated my understanding and experience.

Sincerely,

Elena Rosas-Garcia

Enclosure

Robert W. Blake  
Director CLACS
February 2, 2010

Dean Garnett
367 S. Case Hall
MSU, E. Lansing, MI, 48825

Dear Dean Garnett and those Whom it May Concern:

I recently participated in a study abroad experience entitled: Experience Latin America II in Chiapas, Mexico sponsored by the Latin American and Caribbean Studies specialization. Through my experiences in both the preparatory course during the fall semester, the two-week field experience and the follow-up course section, I would like to elaborate to you my observations about what the course structure, pedagogy and contributions to the advancement of my understanding of course material. I would also like to briefly talk about the requirements of the Latin American and Caribbean Studies specialization administered here.

Overall, the course was very well organized and insightful on a plethora of development issues facing individuals of Chiapas that mirrored the experiences of others from around the world. The videoconferences between the two universities allowed the course to be interactive in a way that I have never seen before. Through videoconferencing of individuals who specialized in several areas of research, I was able to gain a grasp into the latest academic research into their field. I enjoyed this because it gave an atmosphere as if it were a colloquium by which investigations and observations are made in order to stimulate triangulation of the topic discussions for a more over-arching view of development in Latin America and the Caribbean. In that aspect, the integration of several academics and fields of study as a contribution to our understanding was invaluable.

On another note, the pedagogy of the class could be improved in different aspects. By creating a more participatory class in which time was set aside for small group discussion, more assurance for individual participation can be created. I believe that creating a route in which smaller group discussion with different individuals can help develop deeper conclusions around themes of class. Also, a stronger focus on academic literature may help reinforce assumptions and produce hypotheses or nuanced arguments.

While I understand that the course is designed to allow students to pursue their own academic interests, I believe that deeper class investigation into each theme of the course could be useful. This means a combination of academic literature, lectures from those specialized in the field, collaborative participation and first hand experience from primary resources. In this sense, not enough can be said for the field experience on the ground. I enjoyed the opportunity to experience the real impediments to development that were from first-hand accounts in Chiapas. The frankness of those who took time out of their day to speak with us was truly valuable. While I enjoyed this the most, I believe, just as with most programs, more is often better. Therefore, I think that promoting a larger diversity of opinions is more valuable for a researcher in order to understand the whole story. For a two week field experience, it was much more than satisfactory, though.

If I could change the field course, I think I would ask for more class discussion to make individuals think
about what was heard in different ways. This can be done by proposing a set of questions and answering them in small groups of individuals from different universities. As far as the preparatory class is concerned, more class time or discussion about the individuals that we visited could be helpful to future participants. This means setting up a background about the individuals that we saw and met in order to get an understanding of where we were going and what kinds of questions to ask.

The Latin American and Caribbean Studies specialization faculty were extremely helpful in the planning and overall organization of this course. They were all eager to help and knowledgeable. The Latin American and Caribbean Studies specialization is demanding upon students. Unlike other area studies specializations, first and second year language classes do not count toward the required credits for completion. The specialization also requires more credits than several other specializations. Finally, because there is a small list of courses provided, less classes can be considered to count in many field-majors and specializations.

I hope that you take these reflections into consideration for further review about the Latin American and Caribbean Studies specialization and continue to improve the tools by which professors and students engage in order to learn more about the course material.

Sincerely,

Anna Bliss

cc: Robert Blake
January 13, 2010

Dr. Marietta Baba, Dean
College of Social Science
Michigan State University
203 Berkey Hall
East Lansing, Michigan 48824

Dear Dean Baba,

My name is Daniel Kowalski, and I recently participated in a Study Abroad trip to Chiapas, Mexico over winter break (26 December to 10 January). There has not been much promotion or knowledge of this opportunity across campus; my hope is that by sending you a letter about my experiences in Mexico, I can help to make the Experience Latin America courses through the Center for Latin American and Caribbean Studies at Michigan State a bit more well known, and thus more accessible to students.

The course is a joint course with students from Cornell University. We were able to meet and have discussions throughout fall semester via teleconference, through which we also listened to lectures pertaining to all things economic and historical from a variety of speakers from both Michigan State and Cornell once per week. Two narrative essays were required of us during fall semester; the first a four page essay describing a topic of our choosing related to Mexico (with emphasis on Chiapas) with annotated bibliography, and the second essay was a 10 page final paper drawing off of feedback from the first paper and finishing our thoughts about our particular topics. In short, this second essay allowed us to draw to a close our topic, and in some cases arrive at a solution to a problem, at the very least a suggestion.

I feel this course was extremely valuable to me because of the independent aspect of it. I received two credits of SSC490 toward my degree during fall semester, and will receive another three during this spring semester. This course forced me to utilize the resources given to us by our library, as well as numerous academic articles and other materials to formulate a well-researched initial essay and final paper. Feedback was given throughout the semester, but the emphasis was on independence with regard to development of our topic. My choice of research topic was pulmonary tuberculosis (PTB) and the difficulties of treating the disease within the indigenous peoples of Chiapas. Through my research, I gained knowledge not only in the area of PTB, but also about the indigenous peoples of Chiapas themselves.
The knowledge of the indigenous peoples of Chiapas would prove to be quite helpful during the visit to the state during winter break. Having an understanding of who they are as people, their traditions and culture and worldview as it exists today proved to be an enormous help with regard to insight into how the Maya culture still is able to exist today, and how this culture affects how they react to the world around them. This was, to me, the most valuable aspect of the course.

I also cannot put enough emphasis on how necessary the interaction with the students from Cornell University has been. We had discussions via teleconference during the fall semester, but it was truly awesome to have those same people along with us for the trip to Chiapas. The vast assortment of worldviews and knowledge shared amongst the group is something that I find difficult to imagine the course without. It was terrific to be able to draw on one another’s opinions and experiences and perhaps see things in a light that I would not have normally seen them. Collaboration in this sense was a large factor in the success of our field course.

If I had to speak about ways to change the program for the better, I honestly would not know what to say. There were a vast array of topics studied during the visit including fishing cooperatives and their impact on local communities, how NAFTA affected the corn (maize) production not only in Chiapas but in Mexico as a whole, and how the past Mayan cultures are still practiced today through many home visits, and a glimpse into the past through a day spent at Palenque ruins. I feel that I was provided a broad learning experience through these visits, and through keeping a journal and taking pictures I was able to walk away from an experience that I will soon not forget.

I hope that my letter about the Experience Latin America courses at Michigan State will help to bring attention to the Center for Latin American and Caribbean Studies, and show you how much of a valuable asset the coursework and trip are for me. This course and trip focus on a number of academic and social disciplines, and would be a terrific experience for any student in any academic field.

Thank you for allowing me to share my experience with you. I feel this is the best way that I can thank Dr. Robert Blake and the Center for Latin American and Caribbean Studies for allowing me to participate in such a wonderful program. My hope is that you can help promote this course within the College of Social Science so that others may have the opportunity to experience what I was able to experience. I appreciate your time.

Sincerely,

Daniel Kowalski
Junior, B.A. Geography
14-01-2010

Center for Latin American and Caribbean Studies
Michigan State University
300 International Center
East Lansing, MI 48824-1035 USA

To Whom It May Concern:

Please accept this letter as part of the external evaluation of the Michigan State study abroad program Experience Latin America Parts I & II. Area and language studies in an international setting are critical in our world as distinct cultures and languages comingle in an increasing number of academic, social, and economic spheres. Nonetheless, the combination of the rigidity of many undergraduate major curricula with the economic strains experienced by many university students often limit the quantity and quality of the time that can be devoted to them. This results in a decision to avoid such academic pursuits beyond the minimum and to enroll in relatively brief study abroad courses. While many such study abroad courses are educational, oftentimes the brevity limits the depth and breadth of their content. Multi-part courses that include brief field experiences abroad such as Experience Latin America have the potential to be extremely valuable, intensive solutions to this problem.

Experience Latin America is officially a two part course, but actually has three inter-related components, including an initial classroom-based component that provides an academic context for the field site, the trip itself during which that context is lived and challenged, and a final project component in which the student explores a research topic to which he/she was exposed in greater depth. This design provides students the brevity and price they desire in a study abroad experience without compromising its academic quality. Indeed, the in depth academic introduction to the field site in Chiapas, Mexico allows the coordinators to use the brief field opportunity in a more efficient, expansive way. In other words, the multi-part design makes the field component of the course much more academically enriching and engaging than a typical brief study abroad, as participants have the luxury of traveling to the country already ruminating on questions to ask and theses to challenge in lieu of seeking out issues of interest upon arrival.

The final project component is also a key aspect of the course’s success that provides an opportunity for undergraduate students to further their academic careers. The inclusion of a final project subsequent to the two initial course components is an effective introduction to the process of undertaking a literature review to explore topics relative to a field site, undertaking pilot studies in the field to explore and challenge themes and issues of interest, and then converting those experiences into a project that reflects findings in greater depth. Indeed, this course effectively exposes undergraduates to the type and level of work expected of graduate students, which better prepares them to continue in academia. As a reflection of this, many project ideas discussed by this year’s undergraduates have the potential to be developed into graduate level research. The course is also beneficial for graduate students. It is an scholarly enough experience for an incoming Masters student to legitimately use the course as a literature review and pilot study period that result in more extensive field research and a Master’s
thesis. Furthermore, the experience was enriching for me as a second semester doctoral candidate in the Fisheries and Wildlife Department as it allowed me to build collaborative relationships with academics from Michigan State University, Cornell University, and El Colegio de La Frontera Sur. In fact, it is highly likely that I will be returning to Chiapas later this year to give seminars on my research in Nicaragua. Thus, the course has potential benefits from students from a diversity of academic levels. This could be further augmented by the inclusion of Mexican national students.

While these components do entail a larger investment on the part of the student in terms of credit and effort than other brief study abroad courses, I believe this would not decrease enrollment if the intensity of the experience were acknowledged by making these larger courses more significant on paper. For example, if they were made into the principal component of Area Studies concentrations or minors and a student could thereby boost his/her university résumé in one year’s time, I believe more students would be willing to undertake not just courses similar to Experience Latin America, but Area Studies concentrations and minors in general.

I feel uniquely positioned to offer my opinions due to my close collaboration with Dr. Robert Blake, my extensive previous experience with study abroad programs, and my previous work within the Center for Caribbean and Latin American Studies at the University of Massachusetts in Amherst. I am willing to discuss these matters in further detail at any point throughout the semester either in person or through a more detailed written evaluation. Please contact me if doing so would contribute more to the external evaluation.

Sincerely,

Christopher Jordan
PhD Candidate, MSU Dept. of Fisheries and Wildlife
January 28, 2010

Dr. Deborah Feltz
Chair & Professor
Michigan State University
College of Education
Department of Kinesiology

Dear Dr. Feltz:

Thank you for your support to my recent travel to Chiapas, Mexico. This study abroad program was an outstanding opportunity for me to learn about how poverty, beliefs, culture, community cohesion, social norms, and social capital interact and influence the wellbeing of the people in Chiapas. It was my first interaction with that kind of poverty level; with children working in the streets; with a three generation indigenous families of female members only working together in the streets to have something to eat and to wear. These experiences strengthen my interest to work in gender differences, social capital and wellbeing.

Chiapas has the unique characteristic of culture heterogeneity and social diversity and stratification. This trip gave me the opportunity to interact with indigenous communities that were fishermen, coffee, corn farmers, crafters, ornamental flowers entrepreneurs, community leaders, and small business owners, among others. Traveling through Chiapas and learning about how these heterogeneous communities have their own sources of income and the challenges they are facing. Some of these because of nature and environmental changes and others because limited access to governmental help or resources; others because their beliefs and social norms. This newly acquired knowledge open my eyes to the need that the health behavior of these people needs to be studied in their own context. Each community needs to be studied on their own and their diversity calls for customized interventions.

To develop research studies in Chiapas has many challenges such as the distance among different groups of indigenous, the closeness of some socio-political systems, and the variety of dialects, among others. In contrast, the humbleness, the thirst of help, their openness to well-informed people, their thirst to learn and improve their life conditions, and their actual health conditions are opportunities that could help to overcome those challenges. Another situation that could help in the design and development of research and/or intervention programs in Chiapas is the collaboration that Dr. Robert Blake and other professors from Cornell University have with academic institutions such as Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS- http://www.ciesas.edu.mx/) and El Colegio de la Frontera Sur (ECOSUR http://www.ecosur.mx/). These institutions have a very diverse group of international professors with experience in research and interventions in these communities. We had the opportunity to meet them and learn what they are doing and how our own areas of interest can complement their present and future projects.

Personally, this travel helped me to be grateful for the wealth of our countries (United States and Puerto Rico) and the opportunities that I have had throughout my life.
Again thank you for your support.

Cordially,

Olga J. Santiago, MHSA
Doctoral Student, Kinesiology Department

cc: Dr. Robert Blake
Director
Center for Latin American and Caribbean Studies
Globalization, Politics, and Social Capital

What's this program about?

Argentina - one of the most exciting and beautiful countries in the Western Hemisphere! The country conjures up images unique to this remote area of the world including...
- The Pampas and its famed gauchos, who rival the American cowboy in folklore
- Patagonia, which includes some of the most beautiful scenery in the majestic Andes Mountains
- The northwest region of Salta, with landscapes that provide spectacular backdrops to colorful Indian cultures and romantic colonial towns
- And of course Buenos Aires, evoking images of Latin culture at its richest, a world-class cosmopolitan city which has managed to preserve old tradition (like the famed tango) in the midst of a modern and dynamic metropolis

This interdisciplinary program offers students the opportunity to earn credit through the College of Social Science and the College of Agriculture and Natural Resources while experiencing Argentine culture and tradition. It is open to all students wishing to learn more about Latin America and will focus on issues of globalization, politics, and the social capital involved in making economic and political transactions.

More details about this program can be found at http://studyabroad.msu.edu/programs/argglobal.html

College sponsors: College of Agriculture and Natural Resources and the College of Social Science

Semester available: Summer: May 31 - June 28, 2010

Courses offered*: ISS 315; SSC 496; ABM 490; ANR 475;
PLS 352, 440, 495

Credits: Minimum of six (6)

Requirements: 2.5 GPA

Program fee**: $3,500 (2009)

Deadline: March 1

Contacts:
Valentina Ball, Department of Political Science
Phone: (517) 432-4491 - E-mail: baliv@msu.edu

Lindon Robison, Department of Agricultural Economics
Phone: (517) 353-7226 - E-mail: robison@msu.edu

Rhonda Crackel, College of Agriculture and Natural Resources
Phone: (517) 353-8878 - E-mail: crackel@msu.edu

*1) Check the program's Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program's Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Sustainable Development - Galen University

What's this program about?

The Sustainable Development semester abroad program in Belize provides students with an academic experience that incorporates direct field experience in a developing nation. The curriculum emphasizes the environmental, social, and economic dimensions of sustainable development, and focuses on the criteria, instruments, and indicators of sustainability for developing countries.

The program provides students the opportunity to better understand the challenges of environmental conservation, economic development, and poverty in a different cultural, political, and economic setting.

More details about this program can be found at http://studyabroad.msu.edu/programs/belizesusdev.html

College sponsor: College of Agriculture and Natural Resources

Semesters available: Spring: 16 weeks (January to May); Summer I: 4 weeks (June to July); Summer II: 4 weeks (July to August); Fall: 15 weeks (August to December); Academic Year

Subjects offered*: Introduction to Sustainable Development, Cultural Anthropology, Mesoamerican Archaeology, Social Issues in a Developing Country, Plants and Society: Introduction to Botany, Caribbean Literature, Sustainable Tourism, plus a full range of additional academic disciplines

Credits: Minimum of 6 (summer), 12 (semester)

Requirements: MSU students only; 2.0 GPA; interest in and appreciation for the rewards and challenges of studying in a developing nation and conducting field work

Program fee**: $4,076 (summer 2008); $9,163 (spring 2010)

Deadlines: October 15 (spring); March 1 (summer, fall and academic year)

Contact: Dr. Robert B. Richardson
Dept of Community, Agriculture, Recreation and Resource Studies
Phone: (517)-355-9533 - E-mail: rbr@msu.edu

*These are not actual courses, but available subject areas in which courses are offered on this program. Check the Web for course listings. Also note course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program's Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Summer Intensive Portuguese in Florianópolis

What’s this program about?

This program, sponsored by the Department of Spanish and Portuguese in the College of Arts & Letters in cooperation with the Universidade Federal de Santa Catarina, will provide students with an intensive introduction to Brazilian life, culture and Portuguese language in charming Florianópolis. The city has one foot on Santa Catarina Island, the other on the mainland, and is famous for its beaches.

Students will reside with host families and take the equivalent of one academic year of Portuguese language, with an optional course in Brazilian culture. Educational excursions will be linked to PRT 290/AL 400.

More details about this program can be found at http://studyabroad.msu.edu/programs/brazilprt.html.

College sponsor: College of Arts & Letters

Semester available: Summer: May 13 – July 8, 2010 (tentative)

Courses offered*: PRT 101, 102, 201, 202, 290; AL 400

Credits: Minimum of eight (8); maximum of eleven (11)

Requirements: 2.5 GPA

Program fee**: $3,207 (2009)

Deadline: March 1

Contacts:

Saulo Gouveia, Department of Spanish and Portuguese
Phone: (517) 353-0769 ext. 128
E-mail: gouveias@msu.edu

Marília Ribeiro, Department of Spanish and Portuguese
Phone: (517) 353-0769 ext. 131
E-mail: ribeirom@msu.edu

Jade Sims, Department of Spanish and Portuguese
Phone: (517) 353-0769 ext. 141
E-mail: jsims@msu.edu

Mark Davis, Office of Study Abroad
Phone: (517) 432-1315
E-mail: mdavis@msu.edu

*1 Check the program’s Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program’s Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
The Transformation of Modern Latin America and the Caribbean

What's this program about?

The program is designed for undergraduate students with an interest in international relations, international business, political science, political economy, comparative cultures, political theory and social policy. It offers formal coursework and lectures by faculty from Michigan State University and Brazilian institutions.

This intensive program is designed to provide an up-to-date, balanced, and objective understanding of public policy issues and state society relations in Latin America and the Caribbean. It will address the outcomes of economic liberalization reforms and the political and social contexts, institutions, preferences and conflicts emerging from these reforms, including the emergence of ethnic social factors and multicultural policies in individual countries, in particular, Brazil, in recent years. Within this framework, we will have a special focus on important novels (works by Garcia Marquez, Amado and Vargas Llosa) that will complement the focus on Latin American politics and policy dilemmas. The coursework can be counted toward requirements of the majors in James Madison College and the MSU specialization in Latin American and Caribbean Studies.

More details about this program can be found at http://studyabroad.msu.edu/programs/braziltrans.html.

College sponsor: James Madison College; College of Social Science

Semester available: Summer: June 5 – July 4, 2010 (tentative)

Courses offered*: MC 324C; MC 325; PLS 352

Credits: Minimum of seven (7)

Requirements: 2.3 GPA

Program fee**: $2,033 (2009)

Deadline: March 1

Contact: Dean Sherman Garnett, James Madison College
Phone: (517) 353-6753 - E-mail: garnettss@msu.edu

Professor Ana Tostes, James Madison College and the Department of Political Science
Phone: (517) 353-7970 - E-mail: tostes@msu.edu

*1) Check the program’s Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program’s Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Environmental Studies

What's this program about?

This program, sponsored by the College of Natural Science, is designed to give both science and non-science majors the unique opportunity to study concepts and relationships in environmental science while experiencing the incredible biodiversity and wide variety of habitats of one of the world's most ecologically enlightened countries. The program itinerary includes visits to the diverse Pacific lowland region of Palo Verde National Park, the mountainous Monteverde Cloud Forest, Arenal Volcano, and the pristine rainforest of Braulio Carrillo National Park and adjacent La Selva Reserve. Students will also visit Cahuita National Park on the Caribbean coast and on the Pacific coast the lowland rainforest on the Osa Peninsula, Corcovado National Park and the most visited park in Costa Rica, Manuel Antonio National Park. You'll be exploring diverse marine ecosystems on both the Pacific and Atlantic coasts.

More details about this program can be found at:
http://studyabroad.msu.edu/programs/costaenv.html

College sponsor: College of Natural Science


Courses offered*: ISB 202; ISB 208L; NSC 390; NSC 490; NSC 491

Credits: Six (6)

Requirements: 2.5 GPA; physical fitness; interview

Program fee**: $2,670 (2009-10)

Deadline: October 15

Contact: Amber Peters, Department of Fisheries and Wildlife
          Phone: (517) 432-4832 - E-mail: peter420@msu.edu
          Karen Lienhart, College of Natural Science
          Phone: (517) 432-9260 - E-mail: lienhart@msu.edu

*1) Check the program's Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program's Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Ethics and History of Development and Health Care

What’s this program about?

At a time when all countries, including the United States, struggle to deliver equitable and affordable health care services that meet public needs and expectations, it is useful to see how other countries deal with health and health care. Costa Rica is a developing nation which has been able to generate health statistics as good as or better than developed nations such as the United States. We will look historically and culturally at how its health care system came to be, and how it operates within the present political and social milieu. We will also examine from an ethical point of view a number of policy dilemmas, such as those that arise in providing health care effectively, efficiently and fairly, with limited resources. And we will compare how analogous issues arise and are dealt with in the United States. All of this is done keeping in mind the broader context of the challenges posed to a developing nation, and the environment, economy, history, religion, cultural beliefs, social pressures of Costa Rica in general.

Students will live with Spanish-speaking families near our classroom in San Jose, but we will also have extensive trips to rural areas. Students will also study Spanish, and they will use their Spanish both in communicating with their host families and following the issues raised by the course in the local media.

More details about this program can be found at http://studyabroad.msu.edu/programs/costaethics.html

College sponsors: College of Arts & Letters

Semester offered: Summer: May 30 – July 23, 2010 (tentative)

Course offered*: PHL 491; HST 487; Spanish language

Credits: Eleven (11) credits

Requirements: 2.5 GPA; essay

Program fee**: $3,191 (2009)

Deadline: March 1 – students are urged to apply by December 1 as this program is expected to fill prior to the March deadline

Contact: Fred Gifford, Department of Philosophy
E-mail: gifford@msu.edu

*1) Check the program’s Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program’s Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Sustainable Development in the Humid Tropics at EARTH University

What’s this program about?

Students from all academic majors are encouraged to apply for this program, especially students with an interest in development in Latin America, as well as those desiring to improve their Spanish-language skills. Students can select courses from a variety of disciplines including biological and environmental sciences, natural resource management, agricultural sciences, and community development. EARTH University provides a unique learning and living environment for study abroad students. The university is located in the tropical lowlands of Costa Rica near the base of the Turrialba Volcano, among beautiful rain forests and banana plantations. Students attend classes and are housed with Latin American students from nineteen different countries. The curriculum emphasizes experiential learning, team projects and community involvement, thus enabling students to supplement their conceptual education with practical first-hand experiences in field laboratories, community service projects, and numerous trips within Costa Rica.

More details about this program can be found at [http://studyabroad.msu.edu/programs/costasust.html](http://studyabroad.msu.edu/programs/costasust.html)

**College sponsors:**
College of Agriculture and Natural Resources and the College of Social Science

**Semester available:**
Spring: 17 weeks (December to April); Summer: 16 weeks (May to August); Fall: 16 weeks (September to December); Academic Year

**Courses offered***:
ANR 475, 489; ANS 315, 480; CSS 210; FOR 220; HRT 341; ISS 200 (pending); RD 326, 460; SSC 496

**Credits:**
Minimum of fourteen (14)

**Requirements:**
MSU students only; 3.0 GPA; essay; completion of SPN 202 with GPA of 3.0 or higher

**Program fee**
$6,589 (Spring 2010)

**Deadline:**
October 15 (spring); March 1 (summer, fall, academic year)

**Contacts:**
Dr. Irvin Widders, Department of Horticulture
Phone: (517) 355-4693 – E-mail: widders@msu.edu

Rhonda Crackel, College of Ag. and Natural Resources
Phone: (517) 353-8878 – E-mail: crackel@msu.edu

Oumatie Marajh, College of Social Science
Phone: (517) 353-9202 – E-mail: marajhou@msu.edu

*1) Check the program’s Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

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Ethics of Tourism and Sustainable Development

What's this program about?

The term "ecotourism" was first used in the late 1980's to propose a new socially and environmentally sustainable form of tourism. Since then, the concept has spread - along with the worldwide growth of tourism - from a marginal activity helping finance the protection of the environment and native peoples to a central part of Big Tourism and a model for sustainable development. Across the world, many nations - including the United States - stake their reputation and a key part of their economies on ecotourism. Costa Rica was among the first to do so - developing one of the world's first "eco" Certificate of Sustainable Tourism, the CST, for tourist operations in 1993. Today, just about every website touting travel to Costa Rica mentions ecotourism. Most recently, Costa Rica has pioneered a new type of ecotourism -- rural community tourism, which seeks to build capacity in rural communities and protect ecological corridors and watersheds at the same time.

In this program, students will combine the study and practice of Spanish language with the ethics of eco-tourism and sustainable development and civic engagement. During the initial four weeks, students will live with Costa Rican host families in the small central valley town of Santa Ana, attend classes at CONVERSA, a Spanish school overlooking Costa Rica's capital San Jose and visit several tourism sites around the country. While in class, they will improve language skills and learn about various forms of tourism, sustainable development, and civic engagement. During the next three weeks, students will gain a more intimate knowledge of these issues as they live with host families in rural areas across the country and work with communities on small, rural community tourism and development projects. The class will convene for its final week in Santa Teresa, a small village on the Pacific Coast. Once there, the class will build a learning community in a small hostel to debrief and connect their civic engagement work with their studies of the ethics of ecotourism and sustainable development.

More details about this program can be found at http://studyabroad.msu.edu/programs/costaecotourism.html

College sponsors: Residential College in the Arts and Humanities

Semester offered: Summer: May 10 - July 2, 2010 (tentative)

Course offered*: RCAH 295, 292A, 292B; SPN 101, 102, 201, 202, 290, 490

Credits: 11 credits

Requirements: 2.0 GPA; minimum one year of Spanish instruction

Program fee**: $2,960 (2009)

Deadline: March 1

Contacts: Scott Yoder, Residential College in the Arts and Humanities
Phone: (517) 353-8695 - E-mail: yodersco@msu.edu

Vincent Delgado, Residential College in the Arts and Humanities
E-mail: delgado1@msu.edu

*1) Check the program's Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program's Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Internships in Costa Rica

What’s this program about?
This program is designed to engage students in a variety of internship opportunities that reflect their career interests, provide an academic component to reflect upon their professional development, and deepen their Spanish language skills. The program will be hosted by the Centers for Academic Programs Abroad (CAPA). CAPA staff will secure internships based on a resume, statement of interest and an on-campus interview. In San Jose, CAPA will provide internship oversight and 24-hour emergency response.
Opportunities are available for unpaid internships in the following areas:
- The arts
- Business
- Communications
- Film
- Health and human services
- Journalism
- Law
- Marketing
- Non-governmental organizations
- Politics

CAPA has also indicated an ability and willingness to search beyond those categories for students with other interests and skills.

More details about this program can be found at [http://studyabroad.msu.edu/programs/costaricaintern.html](http://studyabroad.msu.edu/programs/costaricaintern.html)

**College sponsors:** James Madison College, the College of Arts & Letters, and the College of Social Science

**Semester available:** Summer: 12 weeks (mid-May to early August)
Not running in 2010

**Courses offered:**
MC 400, 401; AL 493B; SSC 493; SPN 342 or 452, 490

**Credits:** Minimum of twelve (12)

**Requirements:**
3.0 GPA; completion of SPN 310 or equivalent fluency

**Program fee:** $2,778 (2009)

**Deadline:**
February 15

**Contacts:**
For information on academic requirements or internship placements contact:
Grant Littke - James Madison College
Phone: (517) 353-6757 - E-mail: littke@msu.edu

Bethany Judge - College of Arts & Letters
Phone: (517) 355-6519 - E-mail: judgebe@msu.edu

Oumatei Marajh - College of Social Science
Phone: (517) 353-9202 - E-mail: marajhou@msu.edu

For information about the application process, contact:
Mark Davis - Office of Study Abroad
Phone: (517) 432-1315 - E-mail: mdavis@msu.edu

*1) Check the program’s Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

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Dominican Republic

Caribbean Regional Development and Sustainable Tourism: Dominican Republic

What's this program about?

This program, organized by the Michigan State University College of Social Science, offers students an opportunity to earn academic credit while experiencing Dominican culture and traditions. The program uses the Dominican Republic as a laboratory and places particular emphasis on understanding the interaction between human and physical aspects of development focusing on the role of tourism.

The Dominican Republic, where Columbus dropped anchor at the end of his first voyage, shares the island of Hispaniola with Haiti. It is the destination of many thousands of tourists who are attracted by the island's tropical climate and extraordinary natural beauty. The program will take place in collaboration with the Pontifícia Universidad Católica Madre y Maestra.

Through classroom presentations and field experiences, students will study the Dominican Republic in the context of general Latin American development and urbanization trends. These discussions will focus on the relationships of tourism and population growth issues, tourism impacts, rural to urban migration and the internal structure of Latin American cities.

More details about this program can be found at [http://studyabroad.msu.edu/programs/caribregdevdr.html](http://studyabroad.msu.edu/programs/caribregdevdr.html)

**College sponsor:** College of Social Science; College of Agriculture and Natural Resources

**Semester available:** Summer: May 9 – June 5, 2010

**Course offered***:** GEO 113, 335, 459, 490; UP 490; SSC 496; ANR 475; ISS 315

**Credits:** Minimum of six (6); maximum of eight (8)

**Requirements:** 2.2 GPA

**Program fee** **:** $2,680 (2009)

**Deadline:** March 1

**Contacts:**

- Dr. René C. Hinojosa, Urban and Regional Planning Program
  Phone: (517) 353-3184 - E-mail: hinojosa@msu.edu

- Dr. Sarah Nicholls, CARRS and Geography
  Phone: (517) 432-0319 - E-mail: nicho210@msu.edu

*1) Check the program's Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program's Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Biology in the Galápagos Islands

What's this program about?

Ever since Charles Darwin told the world of his Galápagos revelations, the islands have been famous for their great numbers of endemic species – and for the profusion and tameness of many of the animals that live there. Students will have almost unlimited opportunities to study the vertebrate and invertebrate animals of the Islands on land and at sea. Snorkeling in clear waters will be a daily activity, enabling students to observe tropical marine invertebrates and fish in great diversity, sea turtles, sea lions, and penguins. Treks on land will provide chances to see Darwin’s finches, marine iguanas, teeming flocks of coastal birds, and unique plants like tree cactuses. Other premier activities will include hiking to a volcano top, beach visits, and all-day voyages to exceptional destinations such as Bartolomé Island.

Because this program is overwhelmingly a field course, most daylight hours will be spent outdoors, with plenty of latitude for each student to pursue individual scientific interests as well as directed goals. Evening hours will be used for formal study of each day’s observations so the field work will be expanded and consolidated into a fuller understanding of organismal biology, evolution, and island ecosystems.

The program is land-based. Whereas you will sail on multiple days on the ocean, you will live in towns on three of the Galápagos Islands (San Cristóbal, Isabela, and Santa Cruz) – a great opportunity to experience the local Ecuadorian culture and gain first-hand knowledge of the conflicting tides of change in the modern Galápagos. On the way to the Galápagos Islands, you will learn about the Ecuadorian context in Quito.

More details about this program can be found at [http://studyabroad.msu.edu/programs/ecuadorbiogalapagos.html](http://studyabroad.msu.edu/programs/ecuadorbiogalapagos.html)

**College sponsor:** College of Natural Science

**Semesters available:** Summer: 3 weeks (mid-May to early June)
Not running in 2010

**Courses offered:** ZOL 490

**Credits:** Minimum of six (6)

**Requirements:**

2.8 GPA; science major/minor; seven credits in BS, ZOL or related courses; physical fitness and comfortable in the water; interview; mandatory program meeting March 1 and additional meetings prior to departure

**Program fee:**

$3,041 (2009)

**Deadline:**

March 1 – students are urged to apply by February 1 as this program is expected to fill to capacity prior to the March deadline; application review will begin on December 1

**Contacts:**

Professor Richard Hill, Department of Zoology
Phone: (517) 353-4603 - E-mail: hillr@msu.edu

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*1) Check the program’s Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

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Universidad San Francisco de Quito

What's this program about?

This multidisciplinary program, organized in collaboration with La Universidad San Francisco de Quito (USFQ), is open to all majors and provides a wide variety of classes that explore the extraordinary diversity of Ecuador’s natural resources, language, culture, and society. Together with Ecuadorian students, MSU participants will attend a combination of Spanish language courses designed for non-natives and regular USFQ classes taught in Spanish by USFQ faculty. Opportunities for field study and several field trips supplement the classroom experience. New: Natural or social science majors now have the option of studying for a semester at the USFQ's Galápagos Academic Institute of the Arts and Sciences (GAIA). More details about this program can be found at http://studyabroad.msu.edu/programs/ecuadormulti.html

College sponsors: Colleges of Arts & Letters; Natural Science; Social Science; and Eli Broad College of Business

Semesters available: Quito: Fall: 17 weeks (August to December); Spring: 19 weeks (January to May); Summer: 9 weeks (May to July); or Academic Year Galápagos: Fall: 17 weeks (August to December) or Spring: 19 weeks (January to May)

Subjects offered*: Quito: Full range of academic disciplines Galápagos: Natural and social sciences (in English)

Credits: Minimum of twelve (12); minimum of six (6) in the summer

Requirements: Quito: MSU students only; 2.5 GPA; completion of SPN 202; essay; Spanish majors and minors must also have completed SPN 310 Galápagos: MSU students only; no language requirement; 3.0 GPA; essay; completion of one year of university study; applicants to the Evolution, Ecology & Conservation track must have successfully completed one course each in general biology and ecology

Program fee**: Quito: $5,470 (summer 2009); $8,236 (spring 2010) Galápagos: $12,706 (spring 2010)

Deadline: October 15 (spring); March 1 (fall, summer and academic year)

Contacts: Arts & Letters majors
Rocio Quispe-Agnoli, Phone: (517) 353-3560 – E-mail: guispeag@msu.edu
Karen Lienhart, Phone: (517) 432-9260 – E-mail: lienhart@msu.edu

Natural Science majors

Business majors
Jayne Braverman, Phone: (517) 355-7605 – E-mail: braverman@bus.msu.edu
Dwight Hands Spike, Phone: (517) 355-7605 – E-mail: handspike@bus.msu.edu

Social Science majors
Oumate Marajh, Phone: (517) 353-9202 – E-mail: marajhou@msu.edu

*These are not actual courses, but available subject areas in which courses are offered on this program. Check the Web for course listings. Also note course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program’s Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Music, History, and Culture of Africa, the Caribbean, and the Americas

What's this program about?

This program will introduce student participants to the history, music and cultures of Africa and its diaspora through an interdisciplinary treatment of the various dimensions of the subject, affording students a holistic appreciation of the similarities and differences in the experiences of various peoples of African descent in the British Caribbean and the Americas. It will also help students appreciate African cultural continuities in the diaspora, which despite local differences, provide the basis for studying these groups as a cultural family. Another goal of this program involves shedding light on the shared (and where appropriate, the divergent) historical experiences of slavery, colonialism, emancipation, and independence by making connections to contemporary issues relevant to blacks in the diaspora.

The program will provide students with opportunities for cultural immersion through field trips, community activities and participation in various cultural events.

More details about this program can be found at http://studyabroad.msu.edu/programs/afdiaspora.html.

College sponsor: College of Arts & Letters

Semester offered: Summer: July 4 - August 1, 2010 (tentative)

Course offered*: IAH 211C; AL 400

Credits: Seven (7)

Requirements: 2.0 GPA

Program fee**: $2,586 (2009)

Deadline: March 1

Contact: Dr. Isaac G. Kalumbu
Phone: (517) 267-7997
E-mail: kalumbu@msu.edu

*1) Check the program's Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

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Doing Business in Mexico

What’s this program about?

This two-week program takes place on the campus of Monterrey Tec and is designed to provide business majors the opportunity to become knowledgeable of Mexico’s increasing position as a major partner in U.S. and world trade.

Students will gain insight into the corporate and social cultures of Mexican trading partners and customers. They will learn how to balance the needs and demands of shareholders, customers, and employers with local customs and government regulations. Site visits to Mexican companies and businesses will give students first-hand experience in these organizations.

More details about this program can be found at http://studyabroad.msu.edu/programs/mexicobus.html.

College sponsor: The Eli Broad College of Business

Semester offered: Summer: May 13 – 22, 2010

Course offered*: MGT 490, 890; MBA 841

Credits: Minimum of three (3)

Requirements: 3.0 GPA; minimum junior status; applicants must be MBA candidates or students involved with the Multicultural Business Program who have an interest in international business, demonstrated leadership skills and who have excelled in their academic studies.

Program fee**: $1,952 (2010)

Deadline: March 1

Contact: Dr. Ernest Betts
The Eli Broad College of Business
Multicultural Business Programs
411 Eppley Center
Phone (517) 353-3524
E-mail: bettse@msu.edu

*1) Check the program's Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program’s Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Experience Latin America II:
An Interdisciplinary Study Abroad Program in Chiapas, Mexico

What's this program about?

This program provides students a dynamic, first-hand opportunity to observe and learn about the rich living cultures, environments, ecologies, rural and urban communities, and development issues in multiethnic Chiapas, Mexico. About half of the world's population depends on a subsistence (mainly traditional) type of agriculture; about 40 percent of the world's cultivated land is in the hands of subsistence farmers. The figures for many Latin American countries are even higher. Therefore, working closely with small holders over a period of years is needed to better comprehend not only land use systems, but also the cultural, social, economic, political, and religious forces influencing them. This understanding is relevant to all fields and to the social sciences and arts and humanities, in particular. Students enrolled in this program will visit historical and cultural sites as well as a variety of important ecological and agricultural projects and locales in southern Mexico. Hands-on learning and discussion sessions will be coordinated and integrated with site visits led by Mexican and US professionals from diverse disciplines. Students will interact with professionals involved in community development projects and collaborate with students from two Mexican universities as well as students from Cornell University. This is a unique learning opportunity that cannot be replicated in the university classroom.

This program is part of a two-part series “Experience Latin America.” Students are urged to take “part I” during the fall semester. Contact the Center for Latin American and Caribbean Studies for more information.

More details about this program can be found at http://studyabroad.msu.edu/programs/mexicochipas.html

College sponsors: Colleges of Social Science, Arts & Letters and Agriculture and Natural Resources

Semester available: Winter Break: December 26, 2009 to January 10, 2010
NOTE: An on-campus component is also required during SS09 from January 12 - March 4, 2010.

Courses offered*: AL 491; SSC 490; ANR 475; ANS 480

Credits: Minimum of three (3)

Requirements: 2.5 GPA; minimum sophomore status

Program fee**: $1,710 (2009-10)

Deadline: October 15; students are urged to apply by September as this program is expected to fill prior to the October deadline

Contacts:
Robert Blake, Center for Latin American and Caribbean Studies
Phone: (517) 353-1690 - E-mail: rwblake@msu.edu

Bethany Judge, College of Arts & Letters
Phone: (517) 355-6519 - E-mail: judgebe@msu.edu

Michael Kaplowitz, College of Agriculture and Natural Resources
Phone: (517) 355-0101 - E-mail: kaplowitz@msu.edu

Oumatie Marajh, College of Social Science
Phone: (517) 353-9202 - E-mail: marajhou@msu.edu

*1) Check the program’s Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

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Intensive First- and Second-year Spanish in Querétaro

What's this program about?

This nine-week program, organized in collaboration with the Universidad Autónoma de Querétaro (UAQ), affords students the opportunity to make rapid progress in elementary and second-year Spanish in a Spanish-speaking setting. In order to supplement and enrich the classroom experience, students will live with families in Querétaro and participate in organized field trips.

PROGRAM SCHEDULE:
- Arrival date
- Orientation
- Intensive Session I
- Mid-program break
- Intensive Session II
- Departure from homestay

More details about this program can be found at [http://studyabroad.msu.edu/programs/mexintensespan.html](http://studyabroad.msu.edu/programs/mexintensespan.html)

**College sponsor:** College of Arts & Letters

**Semester available:** Summer: May 15 - July 17, 2010

**Course offered**: SPN 101, 102, 201, 202

**Credits:** Eight (8)

**Requirements:** 2.5 GPA

**Program fee**: $1,819 (2008)

**Deadline:** March 1

**Contact:** Jade Sims
Academic Advising Specialist
Department of Spanish and Portuguese
242 Old Horticulture Bldg.
Phone: (517) 353-0769 ext. 141
E-mail: jsims@msu.edu

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*1) Check the program's Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.*

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International Engagement in Mexico

What's this program about?

International Engagement in Mexico is an exciting, meaningful, short-term, intense opportunity to make a difference in the lives of those at the fringes of Mexican society. During Spring Break, students will be active members of a team which will engage with local community members through the provision of needed maintenance and program assistance to Mexican human service agencies. Additionally, students will explore the foundations of local cultures through visits to cultural/historic sites; connect with community agencies and people; and participate in local special events.

Engagement and cultural experiences will be examined in relation to students' roles and impacts as community volunteers through hands-on and reflective program activities. Students will gain an understanding of the intimate relationships among leisure, volunteerism and civic engagement; community and personal growth; and awareness of some of the cultural characteristics that define U.S. and Mexican societies. Preparation for the program will require participation in four pre-departure classes prior to Spring Break week and two follow-up classes after Spring Break.

Students may select from three vibrant Mexican cities for program participation:
- Cuernavaca (youth and family service agencies)
- Mérida (youth, senior citizen, special needs and family service agencies)
- Puebla (youth and special needs service agencies)

More details about this program can be found at [http://studyabroad.msu.edu/programs/mexicoasb.html](http://studyabroad.msu.edu/programs/mexicoasb.html)

College sponsor: College of Agriculture and Natural Resources
Semester available: Spring Break: March 6 – 14, 2010
Courses offered*: PRR 491
Credits: Minimum of two (2); maximum of three (3)
Requirements: 2.0 GPA; Four pre-departure classes and two post-program classes upon return
Program fee**: $1,403 (Puebla SB10); $1,330 (Mérida SB10); $1,407 (Cuernavaca SB10)
Deadline: February 1
Contacts: Dr. Rick Paulsen, Community, Agriculture, Recreation and Resource Studies
308 Natural Resources
Phone: (517) 355-9578 - E-mail: paulsen@msu.edu
Carlos Fuentes, Student Affairs & Services
339 Student Services
Phone: (517) 353-7745 - E-mail: fuentes@msu.edu

*1) Check the program's Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.
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Tec de Monterrey

What's this program about?

The Tec de Monterrey, better known as simply the Tec, is more than just one of the most respected universities in Latin America, it is a network of Mexican university campuses offering world-class education in Business, Communications, Engineering, Spanish language and more. Through this program, MSU students can choose from two of the Tec’s most outstanding campuses, depending on their academic needs and preferences, take courses that satisfy a wide variety of requirements and immerse themselves completely in Mexican life and culture. In addition, students can work toward the certificate of specialization in Latin American and Caribbean Studies. The Querétaro campus is also known for its high-quality internship program in social services for qualified students. Both participating Tec campuses offer some courses in English as well as Spanish and have excellent services and facilities for international students.

More details about this program can be found at http://studyabroad.msu.edu/programs/tec.html

College sponsors: Colleges of Communication Arts and Sciences, Engineering, and Eli Broad College of Business

Semester:
Fall: 19 weeks (August to December);
Spring: 20 weeks (January to May);
Summer: 5 weeks (May to July);
Academic Year

Subjects offered*:
Full range of academic disciplines

Credits:
Minimum of twelve (12); minimum of six (6) in the summer

Requirements:
MSU students only; 2.5 GPA; essay; completion of SPN 202 (students with less SPN may be approved; please check with one of the contacts below); minimum sophomore status

Program fee**:
Varies significantly depending on the campus and semester chosen – contact OSA for details

Deadline:
October 15 (spring); March 1 (fall and academic year)

Contact:
Jayne Braverman, Eli Broad College of Business
Phone: (517) 355-7605 – E-mail: braverman@bus.msu.edu
Manuel Chávez, Center for Latin American and Caribbean Studies
Phone: (517) 353-1690 – E-mail: chavezm1@msu.edu
Jade Sims, Department of Spanish and Portuguese
Phone: (517) 884-6318 – E-mail: jsims@msu.edu
Mark Davis, Office of Study Abroad
Phone: (517) 432-1315 – E-mail: mdavis@msu.edu

*These are not actual courses, but available subject areas in which courses are offered on this program. Check the Web for course listings. Also note course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

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Urban Public Policy in Mexico City

What's this program about?

The program will focus on challenges posed by increasing globalization and rapid population growth in urban areas. The Mexico City trip will focus on the intersection of public transportation, housing markets, and environmental issues in Mexico City. These public policy areas will be explored from the perspective of a variety of disciplines including urban planning, political science, demography, geography, history, and sociology.

Students will attend lectures—both public and specifically designed for the class—given by graduate faculty at El Colegio de Mexico. In addition they will meet with public officials responsible for air and water quality and housing as well as with graduate students in the masters program in Urban Studies at el Colegio.

Tours of Mexico City will be included focusing on pollution monitoring, housing and historical and cultural sites. A trip to Veracruz will also be included to provide a comparative perspective on environmental challenges (air quality in Mexico City and water quality in Veracruz) within the Mexican context. A tour of Coatepec will focus on new efforts to create a "green" city.

More details about this program can be found at [http://studyabroad.msu.edu/programs/mexicourbanpol.html](http://studyabroad.msu.edu/programs/mexicourbanpol.html).

**College sponsor:** College of Social Science

**Semester offered:** Summer: 2 weeks (late May to early June)

NOTE: This program runs in odd-numbered years only

**Course offered***:** SSC 890

**Credits:** Minimum of three (3); maximum of (6)

**Requirements:** 3.0 GPA; graduate students only

**Program fee***:** $1,668 (2009)

**Deadline:** March 1

**Contact:**

Dr. Laura Reese, Director
Global Urban Studies Program
MSU College of Social Science
Phone: (517) 353-5942
E-mail: reesela@msu.edu

*1) Check the program's Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

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Veterinary Medicine

What's this program about?

Education and adventure await you in the state of Guanajuato, Mexico! This seven-week program is organized in collaboration with the Universidad de la Salle, Campus Bajío and is open to pre-veterinary students.

Students will enroll in an intensive Spanish language course that will include learning medical terminology. After completion of this course, students will begin a three-week program at the veterinary school. The second portion of the program will provide students with veterinary experience. The course will be credited as VM 290 "Special Problems," focusing on the history and evolution of veterinary medicine in Mexico.

León is an industrial hub, located in the state of Guanajuato. It is approximately 30 kilometers away from the city of Guanajuato. The Universidad de la Salle, Campus Bajío is a prestigious private university that draws students from all over Mexico. You will arrive at the Universidad de la Salle as a group and meet with representatives from the Office of International Programs. The staff will arrange for your accommodations and observation experiences. Additionally, they will serve as your contact throughout the time you will spend in León.

More details about this program can be found at http://studysabroad.msu.edu/programs/mexicovet.html

College sponsors: College of Veterinary Medicine and the College of Arts & Letters

Semester available: Summer: 7 weeks (late June to mid-August)

Course offered*: VM 290; Spanish language (appropriate to ability)

Credits: Six (6)

Requirements: 2.5 GPA; pre-veterinary students only; some knowledge of Spanish required (applicants who have not completed any Spanish courses in college will be required to take a placement test); essay; pre-admission meeting

Program fee**: $2,559 (2009)

Deadline: March 1

Contact: Carey Byerring, Veterinary Medicine
Phone: (517) 353-3142
E-mail: byerringmc@msu.edu

*1) Check the program's Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program's Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Nicaragua

Rainforests and Reality

What's this program about?

The Office of Study Abroad is excited to offer a one-week, spring break program to study the ecosystems and cultures of Nicaragua. The program will focus on exposing students to a wide variety of natural and cultural settings in Nicaragua. Among the ecosystems visited will be rainforests, cloud forests, and dry forests. The great cultural diversity of Nicaragua will introduce students to the modernized indigenous culture of the Miskitu, the impoverished lifestyles of campesinos, and the Afro-Caribbean towns of Pearl Lagoon and Bluefields. Nicaragua is the largest country in Central America and perhaps the most diverse both economically and ecologically. It has vast expanses of tropical rainforest, dry forests, mountains, volcanoes, and large freshwater lakes - making it an incredibly diverse country. The country is as rich with history as it is in natural resources. Rule by the despotic Somoza family for over 40 years led to the 1979 Sandinista revolution. Fluctuating governments since 1990 have done little to improve the standard of living, with Nicaragua the second poorest country in the western hemisphere.

In spite of all this, Nicaragua has managed to maintain a large portion of its natural resources. It is the diversity, rich history, and spirit of Nicaragua that make it the perfect place to learn about Rainforests and Reality. This program will give students an introduction to a world vastly different from their own, and develop further interest in learning in an international context. More details about this program can be found at http://studyabroad.msu.edu/programs/nicaragrain.html.

College sponsor: Lyman Briggs College

Semester available: Spring Break – March 6 – 14, 2010

Course offered*: LB 290a, 490a, 492; MC 399 (pending approval); 1-2 credits

Credits: Minimum of two (2)

Requirements: 2.5 GPA (undergraduates who have not completed their first semester don’t need to meet this requirement, but will be removed if their first semester GPA is less than 2.5); physical fitness

Program fee**: $1,220 (2010)

Deadline: January 15

Contacts: Dr. Gerald R. Urquhart, Lyman Briggs College

Phone: (517) 353-1759 - E-mail: urquhart@msu.edu

Dr. Maxine Davis, Lyman Briggs College

Phone (517) 353-4763 - E-mail: davismax@msu.edu

Dr. Daniel Kramer, JMC and Fisheries and Wildlife

Phone: (517) 432-2199 - E-mail: dbk@msu.edu

*1) Check the program’s Web page for details about courses; 2) Course prerequisites may apply; see Course descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program’s Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Panama

Tropical Biodiversity and Conservation

What's this program about?

Tropical rainforests, cloud forests, mangroves, coral reefs, and dry forests provide the settings for studying issues of biodiversity and its conservation in Panama. The tropical ecosystems of the world are home to over two thirds of the world's species. In Panama alone, there are over 1,000 bird, 217 mammal, 207 reptile, and 155 amphibian species. This program will take you into these tropical ecosystems to give you firsthand experience studying their unique and spectacular organisms.

The goal of this program is to introduce students to the extraordinary biodiversity of Panama, while studying its plants, animals, people, and conservation. Your studies will consist of a combination of field, natural history and short-term experimental studies.

More details about this program can be found at http://studyabroad.msu.edu/programs/panamatropeco.html

College sponsor: Lyman Briggs College

Semester offered: Summer: 3 weeks (late May to mid-June)
Program runs in odd-numbered years only

Course offered*: Six credits total from LB 330, 492, 493 (you do not have to be a Lyman Briggs major to register for these courses. Your department should recognize the LB 493 credits in fulfilling any field requirement, but please check with an adviser)

Credits: Minimum of five (5)

Requirements: 2.5 GPA; science majors only (other majors may apply if they have a strong background in science); physical fitness

Program fee**: $2,543 (2009)

Deadline: March 1

Contact:

Dr. Chuck Elzinga
Phone: (517) 355-7544 - E-mail: elzingac@msu.edu

Dr. Gerald Urquhart
Phone: (517) 353-1759 - E-mail: urquhart@msu.edu

Dr. Aaron McCright
Phone: (517) 432-8026 - E-mail: mccright@msu.edu

Dr. Jim Smith
Phone: (517) 353-3939 - E-mail: jsmith@msu.edu

*1) Check the program's Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program's Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Community Engagement and Interdisciplinary Study of Global Issues in the Peruvian Andes

What’s this program about?

This program offers opportunities for small teams of MSU students to engage in community-based applied research and development projects for five weeks under the guidance of appropriate MSU faculty and the supervision of local nongovernmental organizations (NGOs) and municipal entities sensitive to the needs of underserved communities in the Andean highlands of Peru.

To adequately prepare students for their community engagement projects and to become agents of development in complex intercultural environments, students will complete: 1) a series of pre-departure academic, orientation, and planning activities on the MSU campus during the spring semester and the first week of the summer semester; 2) a course on Andean history, culture, social structure and community development taught for one week at MSU followed by five weeks in Cusco, the ancient and modern cultural heart of Peru, and 3) an intensive Spanish language course in Cusco combined with homestays.

Pre-departure work is designed to connect students to MSU faculty mentors to begin preparations for community engagement projects in Peru, while the immersion experiences in Cusco and Huamachuco are designed to enable students to cultivate Spanish language competencies and to acquire the knowledge and understanding of Andean culture and society to effectively function in the Andean communities where they will complete field experiences.

More details about this program can be found at http://studyabroad.msu.edu/programs/perucommence.html.

**College sponsors:** Colleges of Agriculture and Natural Resources, Arts & Letters, Engineering, Social Science, the Residential College in Arts and Humanities, and James Madison College

**Semester available:** Summer: May 24 – August 10, 2010

**Courses offered***:

- Intensive Spanish; social science with a focus on Andean culture (pending approval); field experience/internship with public or private organizations involved in community development

**Credits:** Minimum of thirteen (13)

**Requirements:** 3.0 GPA; brief project proposal; two years of university-level Spanish or the equivalent desired

**Program fee****: $2,808 (2009)

**Deadline:** March 1

**Contacts:**

- Dr. Irvin Widders, Dry Grain Pulses CRSP
  Phone: (517) 355-4693 - E-mail: widders@msu.edu
- Brian S. Thompson, Mechanical Engineering
  Phone: (517) 355-2179 - E-mail: thompson@egr.msu.edu
- Dan Dutkiewicz, Institute of International Agriculture
  Phone: (517) 355-0184 - E-mail: dutkiew1@anr.msu.edu

*1) Check the program’s Web page for details about courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Web site) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program’s Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Internships in Madrid

What's this program about?

The program will provide students with practical internship opportunities relevant to their program of studies. The internships are simultaneously experiential and academic and will allow qualified students to work in Spanish-language settings and to experience Spanish work culture. In addition to the professional and academic experiences of the workplace, cross-cultural competencies, language fluency, and a deepened understanding of Spain are among the objectives of this 12-week program. Students will be enrolled in courses determined by their academic major.

Madrid, located in the heart of the Iberian Peninsula, has emerged as one of the most dynamic political, commercial and cultural centers of Europe. The combination of history and modernity presents a unique range of internship opportunities and cultural experiences that will immeasurably enrich your education. Strolling though the Plaza Mayor or the Royal Palace; visiting some of the world's finest museums; interning in the Spanish offices of a major multinational corporation; learning about the daily lives of Spaniards through working in a social service agency; assisting with efforts to market Spanish business abroad – these are the kinds of experiences that you can anticipate as you consider this program.

More details about this program can be found at [http://studyabroad.msu.edu/programs/spainintern.html](http://studyabroad.msu.edu/programs/spainintern.html)

**College sponsors:** Art & Letters, James Madison, Social Science, and Communication Arts and Sciences

**Semester available:** Summer: 12 weeks (mid May to early August)

**Courses offered***: SPN 490 (required); SPN 342 or 452 (required); AL 493B; SSC 493; MC 400, 401; COM 493; CAS 492

**Credits:** Minimum of twelve (12)

**Requirements:** 2.5 GPA; minimum junior status; completion of at least five semesters of college-level Spanish (or the equivalent) prior to departure; interview

**Program fee****: $4,952 (2009)

**Deadline:** February 8, 2010 – however, students are urged to apply by December 1st for access to the widest range of placement options

**Contacts:**

- **Grant Littke** - James Madison College
  - Phone: (517) 353-6757 - E-mail: littke@msu.edu
- **Bethany Judge** - College of Arts & Letters
  - Phone: (517) 353-6519 - E-mail: judgebe@msu.edu
- **Oumatie Marajh**, College of Social Science
  - Phone: (517) 353-9202 - E-mail: marajhou@msu.edu
- **Jade Sims** - Department of Spanish and Portuguese
  - Phone: (517) 353-0769 ext. 141 - E-mail: jsims@msu.edu
- **Vernon Miller**, College of Communication Arts & Sciences
  - Phone: (517) 353-3280 - E-mail: vmiller@msu.edu

*1) Check the program's Web page for details on courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Website) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program's Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Hispanic Studies in Valencia

What’s this program about?

Each semester, the Department of Spanish and Portuguese, in cooperation with the Department of Spanish, Italian and Portuguese of the University of Virginia, will offer a Hispanic Studies Program.

Located on the Mediterranean coast of Spain, Valencia is a beautiful and ancient city that was founded by the Romans and later inhabited by the Greeks and Moors, all of whom left a significant mark on its history. During the fifteenth and sixteenth centuries, Valencia was one of the great economic powers in the Mediterranean, and was also known for its accomplished artists and authors.

Valencia is one of the major cities in Spain, with a population of more than 750,000. In addition to its beautiful beaches, Valencia has many attractions: La Ciudad de las Artes y las Ciencias (a huge museum complex of futuristic architecture); a Gothic cathedral; the Mercado Central; several art museums; a major university; and more. The nightlife in Valencia is active and varied, and its cuisine is world-renowned thanks to its outstanding paella valenciana. Shoppers will find many trendy places to visit, as well as the traditional Valencia pottery, ceramics, and glassware, with its typical blue and white designs.

The main cultural event during the spring semester is Las Fallas, which takes place in mid-March. During this ancient annual festival, enormous figures depicting historical, political, or popular characters are paraded through the city, and later burned in bonfires. Valencia is also famous for its beautiful displays of fireworks.

More details about this program can be found at [http://studyabroad.msu.edu/programs/spnvalencia.html](http://studyabroad.msu.edu/programs/spnvalencia.html)

College sponsor: College of Arts & Letters

Semesters available:

- Spring: January 14 – May 7, 2010
- Fall: 15 weeks (early September to mid December)
- Academic Year: 35 weeks (early September to early May)

Subjects offered*:

- Spanish language, literature and culture (phonetics, grammar, composition, conversation, history of the language, translation, literary analysis, literature, culture and civilization, history, economy, cinema)

Credits:

- Minimum of twelve (12)

Requirements:

- 2.5 GPA; successful completion of SPN 310; essay (in English); interview may also be required

Program fee**:

- $13,244 (SS10)

Deadline:

- October 15 (spring); March 1 (fall or academic year)

Contact:

- Nancy Marino, Department of Spanish and Portuguese
  - Phone: (517) 884-6352
  - E-mail: marinon@msu.edu

*These are not actual courses, but available subject areas in which courses are offered on this program. Check the Web for course listings. Also note course prerequisites may apply; see Course Descriptions (on the MSU Website) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program’s Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Spanish Language, Literature and Culture in Santander

What's this program about?

During the summer of 2010, the Department of Spanish and Portuguese, in collaboration with the Universidad Internacional Menéndez Pelayo (UIMP) in Santander, will offer a Spanish studies program.

Lush, green Cantabria and its sophisticated capital of Santander have been cultural centers and crossroads since before history was recorded. Altamira, with its cave paintings, and Santillana del Mar, a medieval architectural gem, are just two highlights of the local historical legacy. Nested between Asturias and the Basque Country on the Bay of Biscay, Cantabria is well connected to Madrid, Barcelona, and also the south of France.

Modern Santander grew up in the 19th century with the development of trade through the port, but the city has become best known as the place where well-heeled Spaniards, including the royal family, have traditionally summered. The European Union was inspired to declare Santander as Spain's most elegant city, and not just because of its award-winning beaches. In the summer, as other Spanish cities gradually shut down for vacation, Santander buzzes with cultural activity from the International Music Festival to the Feast of Santiago and the countless events the UIMP itself offers to the city and to the world. Santander also boasts an excellent culinary tradition, active nightlife and virtually infinite artistic, natural and historical features to explore.

More details about this program can be found at http://studyabroad.msu.edu/programs/spainsantander.html

College sponsor: College of Art & Letters

Semester available: Summer: 8 weeks (mid May to mid July)

Courses offered*: SPN 320, 330, 342, 350, 412, 420, 452, 491

Credits: Nine (9)

Requirements: 2.75 GPA (overall); 3.0 GPA (in Spanish); completion of SPN 310; completion of all course prerequisites in order to be eligible to enroll in three courses offered in this program; essay (in Spanish); personal interview may also be required

Program fee**: $3,484 (2009)

Deadline: March 1, 2010 – however, students are urged to apply early as this program is expected to fill to capacity prior to the March deadline

Contact: Professor Anthony Grubbs, Dept. of Spanish and Portuguese Phone: (517) 884-6326 - E-mail: santande@msu.edu

* 1) Check the program's Web page for details on courses; 2) Course prerequisites may apply; see Course Descriptions (on the MSU Website) or program leader for details.

**Program fees are not uniform and do not cover the same expenses for all programs. Carefully check the program’s Web page for what is included in your program fee. If that is still unclear, contact the Office of Study Abroad to provide you with a full explanation.
Section 4

• Outreach/Key Activities
  a) Preface
  b) K-12 (LATTICE, LASER, Fulbright Hays Group Projects Abroad)
  c) Higher Education (MIIIE, Global Educators Cohort Program)

• Other Research
  a) Institute of International Health
  b) Brazil Activities
  c) Center for Global Change and Earth Observations
  d) Julian Samora Research Institute
  e) GenCen, CASID, and Fair Trade
Preface: Outreach

The Center serves as a resource on matters relating to LAC for the MSU community and K-12 educators, community college faculty, businesses, and government throughout the State of Michigan and beyond.

- A cornerstone of CLACS’ outreach programming is our annual research conference, which draws participants from diverse disciplines and institutions. Past keynote speakers represented the Organization of American States, Institute of International Education, and the Human Rights Watch. This is a unique event for students to present research papers and projects completed for a class, study abroad, or an internship. Since its inception in 2003, participation has tripled (over 300 in 2009).

- The Center Seminar Series, which features a speaker each week during the academic year, also serves the general public. In addition, CLACS regularly sponsors special events, such as musical performances, films, and co-sponsored lectures.

- CLACS delivers online teaching resources for K-12 teachers through the Latin America School and Educational Resources (LASER) website (http://www.laser.msu.edu/). LASER includes country fact sheets, current events from world newspapers, essays, curricular resources (lessons, modules, activities designed by teachers), and links to exemplary educational websites. The Center also works with Core Faculty to offer summer institutes. Recent summer institutes include the 2008 Teaching Spanish—Grades 6-12 and 2007 Teaching Hispanic Cultures of the Americas: Summer Institute for K-12 Teachers.

- The Center has regularly won Fulbright-Hays Group Projects Abroad (GPA) funding for summer seminars. In 2008, CLACS and MSU Extension were awarded a GPA for Cultural Diversity and Social Change in the Andean Highlands of Ecuador. Past GPAs funded seminars in Belize (2005), Oaxaca, Mexico (2003), and Belize and southern Mexico (1999).

- CLACS participates with other MSU area studies centers in a collaborative program with our top-ranked College of Education: Linking All Types of Teachers to International, Cross-cultural Education (LATTICE). LATTICE is a university-community partnership that supports international teaching and learning in Michigan schools through in-service programming for teachers. CLACS and other area studies centers at MSU also participate in the Midwest Institute for International Intercultural Education (MIIE), a consortium of 135 two-year colleges in the greater Midwest region that supports curriculum and professional development for community college faculty. Each summer, MIIE organizes three summer institutes, two thematic and one geographic; during these institutes, faculty from MSU area studies centers assist an average of 35 community college faculty in producing over 100 modules to internationalize their curricula.

- CLACS collaborates with Title VI National Resource Centers, both on-campus and at other institutions. CLACS co-sponsors an annual journalists and editors workshop on Latin America and the Caribbean with the NRC Consortium between the Latin American and Caribbean Center (Florida International University) and Center for Latin American Studies (University of Florida). This workshop annually attracts over 100 journalists, editors, policymakers, and scholars across the U.S., Latin America, and Europe. CLACS also collaborates with MSU’s Center for International Business Education and Research (CIBER) to provide information and support for the business community.
Resources:
- *Latin American & Caribbean Video Collection*: The Center maintains a Latin American and Caribbean video collection with more than 250 features and documentary films that are available for student and faculty use.  *K-12 Lending Library*: CLACS owns a variety of K-12 resources that can be borrowed by teachers for classroom use.  *Latin American Slide Collection*: Housed in the Visual Resources Library of MSU's Department of Art, this collection of visual materials on Precolombian and Latin American art and architecture is available to facilitate lectures and research. Presently the VRL has over 10,000 slides catalogued in its database.
DEMOCRACY, DEVELOPMENT & EQUITY

2009 Latin American & Caribbean Studies
Undergraduate Research Conference

Wednesday, April 22

8:30-1:00 pm  Registration, 3rd Floor Lobby, International Center
8:30-10:30 am  Continental Breakfast, 3rd Floor
9:00-2:30 pm  Panel Presentations

PANEL 1 | 9:00-10:00 | Room 302
Latin American Views of Women

PANEL 2 | 10:10-11:40 | Room 305
The Latino Image in American and Latin American Media

PANEL 3 | 11:50-1:20 | Room 302
Native Latin America: Representations of an Indigenous Past

PANEL 4 | 11:50-1:20 | Room 305
Brazilian Policies and the World

3:00-4:30 pm  Keynote Address: Ambassador Alexandre Addor-Neto, Secretary for
Multidimensional Security, Organization of the American States (OAS)

“Security, Development, Democracy in Latin America and the Caribbean:
Old and New Challenges”

4:30-6:00 pm  Reception, 302 International Center

Thursday, April 23

8:30-4:00 pm  Registration, 3rd Floor Lobby, International Center
8:30-10:30 am  Continental Breakfast, 3rd Floor
9:00-10:15 am  Panel Presentations
PANEL 5 | 9:00-10:15 | Room 302
The Latin American Struggle Through Art

10:15-11:45 pm
PANEL 6 | 10:15-11:45 | Room 303
*Faculty-Student Roundtable Discussion: “Development, Democracy and Equity in Latin America and the Caribbean”*

11:45-5:00 pm
*Panel Presentations*

PANEL 7 | 11:45-1:30 | Room 305
Reconstructing the Nation in Latin America: Revolutionary Movements and the Making of Political Subjects

PANEL 8 | 1:40-2:45 | Room 305
Latin American Indigenous Cultures and Ecology

PANEL 9 | 1:40-2:45 | Room 302
Globalization and Development

PANEL 10 | 2:55-4:10 | Room 302
Human Development and Community in Latin America

PANEL 11 | 4:00-5:00 | Room 305
Latinos on the Move Promoting Development in Latin America

*Friday, April 24*

8:30-9:00 am
*Registration, 3rd Floor Lobby, International Center*

8:30-10:30 am
*Continental Breakfast, 3rd Floor*

9:00-10:30 am
PANEL 12 | 9:00-10:30 | Room 305
*Tinker Funded Student Research in Latin America*

*Sponsors*

- Center for Latin American and Caribbean Studies
- Center for Advanced Study of International Development
- Center for Integrative Studies in Arts and Humanities
- Center for Integrative Studies in Social Science
- Center for International Business Education and Research (MSU-CIBER)
- Chicano/Latino Studies Program
- College of Agriculture and Natural Resources, Office of Academic Student Affairs
- College of Agriculture and Natural Resources, Office of Diversity and Pluralism
- College of Arts and Letters
- College of Social Science

- Department of Anthropology
- Department of Geography
- Department of History
- Department of Spanish & Portuguese
- Department of Economics
- Institute of International Agriculture
- International Studies and Programs
- James Madison College
- Lyman Briggs College
- Office of Study Abroad
- Office of the Vice President for Student Affairs and Services
- Residential College in the Arts and Humanities
- Women and International Development Program
LECTURE SPONSORS

- College of Osteopathic Medicine
- MSU Institute of International Health
- International Studies and Programs
- Center for Latin American & Caribbean Studies

Featured Speaker
Sidney Coupé, D.O, MPH
President, Doctors United for Haiti

In 2009, Dr. Coupé founded Doctors United for Haiti (DUFH), an independent non profit organization, to enhance the health care systems and services in Haiti.

He was in Haiti two days following the earthquake on Jan. 12 and was part of the initial emergency medical response, treating several patients himself.

With a deep and personal conviction to save Haiti, Dr. Coupé will share his insights on various health and non-health issues that Haiti must now confront following the earthquake.

Dr. Coupé holds a Doctorate in osteopathic medicine and a Masters in public health.

He has a tremendous amount of experience with health care lobbyists and policy makers in Washington, DC, having served in the Osteopathic Health Policy Internship program through the American Osteopathic Association and American Association of Colleges of Osteopathic Medicine.
The Spartan Community Comes Together to Help Haiti Heal

Join the Spartan community at a candlelight vigil to support victims of the Haiti earthquake on Wednesday, Jan. 20 at 5:30 p.m. at Beaumont Tower.

The vigil follows a panel discussion: "Help Haiti Heal"
303 International Center; 3:00 pm to 5:00 pm

For more information contact International Studies and Programs
517-355-2350
Latin America School and Educational Resources (LASER)

Features

- Country fact sheets
- Curriculum created by teachers
- Original essays & background information
- Current events & newspapers about/from Latin America
- Searchable database
- Spanish & English resources
- Quality, pre-screened Latin America-related links
- "Ask the Expert" section
- Teacher section
- Student section

LASER Background

LASER was created in 2001 by the Center for Latin American and Caribbean Studies (CLACS), International Studies and Programs, and the Center for Humane Arts, Letters and Social Sciences Online (MATRIX) at Michigan State University, in response to requests from Michigan teachers for quality web-based teaching resources about Latin America. Mid-Michigan middle and high school social studies and Spanish teachers from seven school districts collaborated on the design and content for the first version of the LASER website. Over the years, teachers have continued to provide valuable feedback and develop curriculum for LASER. In addition to the website, we have developed a collection of teaching resources local teachers (affiliated with LASER and CLACS) may borrow.

For more information, please contact: clacs@msu.edu
LATITCE is the family to me. I feel the sense of belonging. Through LATITCE Teachers, I get to visit their classrooms, share my stories and learn about American education.

LATITCE Teachers:

LATITCE is where we witness meaningful friendships and explore the various cultures and educational practices of the world. We are surrounded by people from all over the world.

Every month, I look forward to LATITCE because of all the ideas.

Every traditional foods from around the world.

Enjoy traditional foods from around the world.

Educators you come to know.

Gain inspiration from the committed world view.

Take aboard experiences that shape your MSe experts and others.

Learn about local and global issues from the world.

Each session provides opportunities for you to:

LATITCE members meet monthly during the academic year for professional development.

A professional opportunity for educators.
“LATTICE enables our international students to develop strong relationships with U.S. K-12 educators and with each other, while working together to address pressing issues of our time.”

Jack Schwille
Assistant Dean & Professor
International Studies in Education
College of Education
Michigan State University

“LATTICE is a phenomenal resource for educators. LATTICE sessions provide us with new ways of viewing the complicated world in which we live and enable us to integrate these views into our classrooms.”

Jennifer Smith
United States
MSU Doctoral Student in Zoology

LATTICE is supported by:
Ingham Intermediate School District
Participating school districts
Michigan State University
African Studies Center
Asian Studies Center
Center for Advanced Study of International Development
Center for Latin American and Caribbean Studies
College of Education
Dean of the Graduate School
Dean of International Studies and Programs
Women in International Development Program

LATTICE Knowledge Diversity Respect Community

“I feel very privileged to be a part of this community of committed educators who view the world as their classroom.”

Dwi Agus Yulliantoro
Indonesia
MSU Graduate Student in Curriculum, Teaching and Educational Policy

There is no fee to join LATTICE. Some school districts generously cover the cost of a substitute for a year of LATTICE sessions.

For more information, contact
lattice@msu.edu
517 Erickson Hall
College of Education
Michigan State University
East Lansing, MI 48824-1034
www.latticeworld.org

“As a school administrator, I see LATTICE as an educator’s window that allows us to look into the wide world with an open mind, which is an important shift from the traditional view.”

Lynn Bartley
Associate Principal
Haslett High School

LATTICE is a learning community and international network that cultivates and supports a global perspective in K-12 classrooms through personal and professional development opportunities.

► K-12 teachers & administrators
► International graduate students & visiting scholars
Fulbright-Hays Group Projects Abroad (GPA)

Cultural Diversity and Social Change in the Andean Highlands
A four-week curriculum development project to Ecuador

The Fulbright Hays Group Program Abroad to Ecuador is the third of a series of international travel seminars designed to provide Michigan K-12, 4-H Youth Development educators with Michigan State University Extension, and Michigan State University graduate students in education with the opportunity to internationalize curriculum in areas such as social studies, history, economics, environmental studies, arts and language arts. The seminar focuses on the changing and complex nature of culture and its relationship to the environment -- historic roots, the present situation, and competing visions of the future -- as seen through the eyes of various cultural groups in Ecuador.

Experiential learning will occur as educators experienced the lived reality of culture though home stays, language study and visits to local communities, enterprise development efforts, conservation groups and governmental and non-governmental organizations. The trip will also provide opportunities for educators to discover and communicate the important connections between the United States and Latin America. Finally, teachers will develop a more empathetic understanding of the cultural background of the growing number of students from Latin American attending Michigan schools.

This program is sponsored by Michigan State University Extension and the Center for Latin American and Caribbean Studies at Michigan State University with the support of the College of Agriculture and Natural Resources, the Center for Advanced Study of International Development, the Institute for International Agriculture, and International Studies and Programs.

This travel seminar is offered pending funding by the Fulbright Hays Group Program Abroad, U.S. Department of Education. Funding announcements by the U.S. Department of Education are anticipated mid-March 2007.

Travel dates: July 6 - August 2, 2009

Please submit applications by e-mail no later than April 15, 2009 to:

Diane Ruonavaara
160 Agriculture Hall
Michigan State University
East Lansing MI 48824
ruonavaa@msu.edu
Midwest Institute for International/Intercultural Education (MIIE)

The Midwest Institute for International/Intercultural Education (MIIE) is a self-funded consortium of two-year colleges located in the Midwest region. Its primary objective is to support curriculum and professional development by organizing curriculum workshops, fall and spring conferences, overseas projects for faculty and students, assistance with grant development, provide faculty mentoring and professional networking.

The MIIE Consortium was established in 1992 with funding from the U.S. Department of Education, Title VI program. Since 1995 the consortium has been self-funded, but continues to receive funding from federal, state, and nonprofit organizations for various projects.

The administration of the consortium is located at Kalamazoo Valley Community College, in Kalamazoo, Michigan. Members of the consortium come from two-year colleges in the Midwest region. There are currently 122 Colleges in the Consortium.

Contact
Theo Sypris, Director
Midwest Institute
P.O. Box 325
Oshtemo, MI 49077
Ph: 269-488-4283
or 269-488-4534
Fax: 269-488-4458
E-mail: tsypris@kvcc.edu
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Then the Global Educators

Bring the world to your students?

Bachelor’s program?

Teach abroad or in an international

Global citizen?

Educate your students to be

Be a multicultural educator?

From around the world?

Teach in a classroom with children

Do you want to...

Is this program for you?
Benefits

Be mentored by teachers and administrators with expertise and experience in global and international education. Teachers from across the campus serve on faculty teams to meet with students, offer seminars, and provide students opportunities to visit classrooms and offices.

Opportunities to participate in regional and international conferences and special events sponsored by members of the Global Educators Cohort Program Study, and additional opportunities will be encouraged.

Personal recommendation by the Dean of the College

Personal recommendation from the Director of the Center for International Education, who is acquainted with the program Coordinator.

Guaranteed admission to the Teacher Education program as a junior

The Global Educators Cohort Program ensures a smooth transition from study abroad to the Teacher Education Program.

The Program

The goal of the Global Educators Cohort Program is to prepare teachers to teach in a variety of cultural settings. Graduates are prepared to teach their students to be global citizens in regular classrooms, multicultural classrooms, international baccalaureate programs, and abroad. Graduates will be prepared to infuse their teaching with global content, regardless of their content specialization. We seek to ground the preparation and commitment of prospective teachers by providing early experiences with successful international educators and guided field experiences in multicultural and international settings.

Who is Eligible

Candidates for this special program are incoming freshmen with an interest in multicultural or international education at the elementary or secondary level. Given that global issues are of concern to all educators, all majors are enthusiastically welcomed in this program. Students who are interested in especially relevant majors or minors such as: English as a Second Language, Social Studies, World Languages, or certifiable majors in the Residential College of Arts and Humanities, or in James Madison College are especially encouraged to apply. Students who are admitted will participate in a special program designated for students’ first two years at MSU before matriculating into the teacher education program at the junior year.
Section 4

- **Other Research**
  a) Institute of International Health
  b) Brazil Activities
  c) Center for Global Change and Earth Observations
  d) Julian Samora Research Institute
  e) GenCen, CASID, and Fair Trade
NEWSLETTER
EDITOR, CHIEF AND
FOUNDER
Reza Nassiri
MANAGING EDITOR
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UPCOMING EVENTS
Visits:
• Fall 2009: Diane Sabado,
rural clinician, Dominican
Republic
• Nov 30-Dec 1: Richard
Alderslade, Children's High
Level Group, London

Medical Mission:
• December 2009: Nigeria
• May 2010: Dominican
Republic
• Summer 2010: Greece and
Egypt

WELCOME, SPARTAN TRAVELERS!
by Prof. Dr. Reza Nassiri, Director, Institute of International Health

Both global osteopathic healthcare delivery and
global health issues are
rapidly evolving. Osteopathic
students and educators should
promote the ideals of the
American model of osteopathic
medicine, and meet the
challenges of global health by
using the principles elegantly
demonstrated by A.T. Still.
The primary goal of Spartan
Traveler: Osteopathic Medical
Students Without Borders is
to promote the awareness of
our global outreach programs
among students and faculty.
Spartan Traveler will serve as
a voice for action to motivate
the osteopathic community
to strive for improvement in
global care, and serve as a
guide of health information
and resources for MSU
global health outreach. The
mission of this exciting student
newsletter includes
• Dissemination of information
• Reports on osteopathic
global outreach programs/
medical missions
• Sharing knowledge about
events (medical missions,
four-year international
clinical electives,

humanitarian projects,
osteopathic outreach
programs, and
• Identification and
dissemination of the
evidence to support and
propagate the message
of osteopathic care at the
global level.

The MSU global health vision
recently laid down by Dean
Strampel, Associate Provost
Hillard, and other senior MSU
administrative officials is in line
with a development of student
opportunities to serve and
educate needy communities
beyond the boundaries of the
United States. Therefore, the
MSU College of Osteopathic
Medicine and the Institute
of International Health are
proud to launch the inaugural
issue of Spartan Traveler:
Osteopathic Medical Students
Without Borders. We also
welcome articles, letters,
and reports submitted by
the student body or faculty
from the Colleges of Human
Medicine, Veterinary Medicine,
Nursing, or any other MSU
allied health professionals. We
hope this approach will serve
as an effective tool to report
on MSUCOM global outreach
activities and health issues.

The Institute of International Health
A world institute for advancing the knowledge of health and
medicine to impoverished and developing countries through an
active learning experience and research, and making a difference
in standards of health practice. ~ Reza Nassiri

www.msu.edu/unit/iih
HOPE IN A SUITCASE: SERVING HAITI’S POOREST

by Kyle Martin

In January 2009, a large metal gate collapsed on a young Haitian named Benwa, dislocating a vertebra in his lower back. With the help of donors from the United States, Benwa was able to have the surgery needed to repair his spine. A metal rod was installed to stabilize the vertebrae.

In order for Benwa to heal, he was prescribed a weekly regime of exercises. While his family and friends recognized the importance of doing these exercises, they also noticed that they caused Benwa a great deal of pain.

In many areas of Haiti, it’s typical for families to urge their recuperating relatives to move as little as possible. This practice, combined with the pain that Benwa seemed to be experiencing, kept his family from pushing him to finish his exercises. As a result, Benwa’s back wasn’t healing correctly. If something wasn’t done quickly, the damage might become irreversible.

Fearing this outcome, the physicians at the Christianville Clinic (Clinique Médicale de Christianville) sent a staff member to work with Benwa three days a week.

As part of their week-long trip to the clinic, third-year MSUCOM students Daniella Frank, Amanda Freschauer, and Alicia Bennett were able to pay a visit to Benwa’s house and assist with his weekly exercises. Dr. Robert Vermaire, a family physician from Fruitport, Michigan, accompanied the students as they worked with Benwa, providing them with the direction to complete their task.

Daniella, Amanda, and Alicia were part of a seven-person medical mission trip to Haiti in March. Dr. Vermaire and his wife, Marsha, who had worked as missionaries in Haiti during the 1980s, were also a part of the trip. Second-year students Hope Vermaire and Kyle Martin rounded out the group.

The students and Dr. Vermaire spent the week assisting in the Christianville Clinic, a small clinic about an hour outside of Port-au-Prince, the capital of Haiti. The clinic employs three Haitian physicians as well as an American doctor and physician assistant. On average, the clinic sees about 125 patients a day, offering free services to those who cannot afford to pay.

In May, another group of MSU students arrived to assist at the Christianville Clinic. This time, the group consisted of five students from the MSU College of Human Medicine, an anthropology Ph.D. student, as well as MSUCOM second-year students Yvette Gross and Kyle Martin.

During their time in Haiti, each of these students was exposed to cases that they might rarely, if ever, see in the United States. In
FROM SNAKEBITES TO LEPROSY: A MEDICAL MISSION IN THE DOMINICAN REPUBLIC

by Gloria Lam and Sahar Eftekhari

Working with Dr. Nassiri, students Gloria Lam and Sahar Eftekhari planned the May 9-16 Dominican Republic Medical Mission, with assistance from local preceptors Drs. Diane and Francisco Sabado. They recruited 16 motivated and compassionate students to participate.

At the Robert Reid Pediatric Hospital in Santo Domingo, students observed children with common, rare and endemic medical conditions. In one case, a boy with hydrocephalus, common in the Caribbean, was compromised by chronic malnutrition. A seven-month-old girl with cardiomegaly and patients with bacterial meningitis, rare in the US, were also seen. At the Diabetes Endocrinology and Nutrition Institute, the students saw a woman who presented with ulcers on her feet, a fifth toe amputation and a beginning of retinopathy. Her history showed that her traditional diet of root vegetables and fruits was not beneficial to her condition. One evening students were given the opportunity to moonlight a shift at the Marcelino Velez Regional Hospital, where they monitored contractions and assisted in delivery in OB, took histories, examined x-rays and weighed pediatric patients, and learned suturing.

The team also set up rural clinics outside Santo Domingo to provide free health care to those without means. For three days, students saw cases ranging from sore throats and ear infections to parasites, snake bites and perforated ear drums. Students also applied osteopathic manual medicine on patients with back pain.

At a leprosy clinic, where patients were isolated from society, students interacted with them and learned about their illness despite the cultural stigmas. In these rural areas, persons waited patiently for their turn despite the uncomfortable heat. They did not see these health care visits as a right but as a privilege. The locals expressed their gratitude with words, embraces, and even home-cooked meals each day the medical mission team saw patients.

Supplementing the clinical experiences, Dr. Nassiri gave five two-hour lectures on pharmacology to the students.

Led by student Mayo Mitsuya, a committee collected substantial numbers of diapers, toothpaste, toothbrushes, sneakers, clothing, washcloths and towels, baby formula, toys, fabric and yard. They also raised $1,000 and purchased rice, beans, diapers, formula, baby food, cooking oil, chalkboards, wafers, milk and vaccines for children with sickle-cell disease. The items were distributed to a rural school, a refugee camp, and a family with an HIV-positive child.

Students who participated in the mission returned with incomparable professional and personal experiences, honing clinical skills, learning tropical medicine, and learning from patients how different and similar the Dominican people and culture are to their counterparts in the United States.
SMALL ACTS, LIFE-CHANGING IMPROVEMENTS IN PLAYA DEL CARMEN

by Lawrence Prokop, D.O.

For five years, Lawrence L. Prokop, D.O., Department of Physical Medicine and Rehabilitation, has joined with Peter R. Lapine, Ph.D., Department of Speech and Language Pathology, to work at Angel Nolton, a free clinic for the native population of Playa del Carmen, Mexico. Dr. Lapine has taken more than 35 mission trips there to treat patients and to train graduate students and local medical and paramedical professionals in communication disorders. Since 2003, Dr. Prokop has been evaluating and treating musculoskeletal and neurological injuries at the clinic.

This year, March 7-14, Dr. Prokop took third-year osteopathic student Nicole Szell and third-year medical student Jennifer Wong-Sick-Hong to work in the clinic. In collaboration with Dr. Gabriel Ayala and Dr. Laura Roa from Angel Nolton, Dr. Prokop’s team instructed the communication therapists in the medical aspects of their patients. A focal point was treatment for spasticity, a frequent side effect of head injuries, spinal cord injuries, cerebral palsy and other neurological illnesses; it can impact hygiene, bathing, dressing and mobility. Because of the poverty in the area, phenol neurolysis proved the most feasible treatment and the team brought the equipment needed and trained Drs. Ayala and Roa in its use.

Though the team treated patients with head injuries and strokes, the most touching case was that of a seven-year-old boy born with hydrocephalus who had been left with a hemiparesis and spasticity. His right foot was stuck in 30 degrees of plantar flexion, pointed down, making walking difficult and running almost impossible. The instant they placed him on the exam table, he began to scream. They employed phenol neurolysis as fast as they could safely, and in 15 minutes his foot gained range of motion to neutral. When he saw that, he stopped screaming and stared at the foot. His mother was amazed at seeing her son move his ankle for the first time in seven years. He then spent the next hour running up and down the hall.

They had the opportunity to teach the osteopathic approach, including medical reasons for treatment and different techniques. These techniques were compared with and complemented by the neural therapy that Dr. Roa taught them. It is a technique of injecting small amounts of local anesthetic subcutaneously into tender points and painful areas. These two techniques appear to work together to improve the patients’ pain complaints and biomechanical problems.

Dr. Prokop noted that “The townspeople of Playa del Carmen have always been wonderful to us. From supplying hotel rooms to hosting us for meals to climbing palm trees so that the Americans can have fresh coconut milk to drink, we have been treated with great kindness. The cultural experience has been as rewarding as the medical experience.”

NEW PERSPECTIVES: 2009 DOCARE GUATEMALA MEDICAL MISSION

by Jeff Magnatta, Rebecca Moller and Tiffany Jaros

Trips like this have a unique effect on those participating. I, Jeff, have had the opportunity to participate previously on several occasions as an undergraduate, but my experience this year was quite different. As an undergrad, I learned how to take a patient’s vital signs, use an otoscope, and do some minor lab procedures, but this year I was able to practice my doctor-patient relationship skills and write SOAP notes. As an osteopathic medicine student, I could now truly begin to practice osteopathic medicine in a rural volunteer clinic. Some patients join a companion to an exotic land, yet others dive into a foreign culture with little apprehension. Some may simply want more hands-on experience, while others may seek mentoring from senior colleagues. No matter the individual’s reasons, the common thread is clear: everyone has come to lend a hand to their fellow humans.

Rebecca was profoundly proud yet brokenhearted to employ her newly acquired genetics knowledge when she diagnosed an infant with Down’s syndrome. Tiffany was thrilled to be given the opportunity to improve her OB/GYN physical exam skills. These and many other opportunities to practice deepened our understanding and improved our confidence in our clinical skills.

These trips are fulfilling and enlightening in a multitude of ways and it seems that each participant has different reasons for traveling thousands of miles to practice.

“I anxiously open my eyes, well before my alarm clock rings. I am tired, but I can’t go back to sleep. There are too many thoughts running through my head and I start to convert them into Spanish. I am a first year medical student on my first medical mission. I am here to help translate as well as treat patients. Soon we are loading the bus with seemingly countless bags filled with medications. Staring at a volcano off in the distance, I smile inside and know this is going to be a magical trip. Realization sinks in: I am no longer in East Lansing.”

Rebecca Moller, DOCARE

www.msu.edu/unit/iih
Program in Public Health
519 West Fee Hall
Michigan State University
East Lansing, MI 48824

Sponsored by:
College of Human Medicine
College of Nursing
College of Osteopathic Medicine
College of Social Science
International Studies and Programs
The Graduate School
Program Options

The Program in Public Health (PPH) at Michigan State University (MSU) is a result of the collaborative efforts of the Colleges of Human Medicine, Nursing, Osteopathic Medicine, and Social Science with additional support from International Studies and Programs and The Graduate School.

A key feature is the emphasis on applied knowledge. Studies may be taken on a full-time or part-time basis. MSU policy limits the total time to complete a master's degree to six years.

The PPH offers three educational programs:

- **graduate degree program conferring a Master’s in Public Health (MPH) degree.** This program requires 42 credits including 18 credits of core coursework, 18 elective credits, and a 6 credit practicum culminating experience.

- **graduate specialization for students enrolled in other graduate degree programs.** This program requires 18 credits of the core coursework.

- **Certificate program for persons interested in obtaining the core set of knowledge/skills in public health without being enrolled in a degree-granting program.** This program requires 18 credits of the core coursework.

Academic Requirements

All core coursework is delivered via online learning. Electives may be offered online or through traditional instruction methods. Because of the distance learning methods used for the required coursework, students must have access to specific technology such as high-speed internet access.

A practical experience (~240 hour commitment) will be required for the graduate degree and some limitations regarding available geographic regions exist. Students are required to provide evidence of personal health insurance coverage for the duration of the practicum. Student health insurance may be obtained from the university.

The graduate degree also requires completion of a final evaluation (Capstone) or examination.

**Core coursework (18 credits):**
- HM 801 Introduction to Public Health (3)
- HM 802 Biostatistics for Public Health (3)
- HM 803 Epidemiology for Public Health (3)
- HM 804 Public Health Administration (3)
- HM 805 Social/Behavioral Aspects of Public Health (3)
- HM 806 Environmental Factors of Health (3)

**Practicum coursework (6 credits):**
- HM 891 Introduction to Public Health Practicum (1)
- HM 892 Public Health Practicum (5)

**Elective coursework (18 credits) from a list of approved courses.**

Admission Requirements

All applicants will be required to complete an tutorial for online education. Upon receipt of all application documents, applicants will be emailed a log-in ID and password to access the tutorial. All components of the tutorial must be completed before applications will be considered. Applicants may be required to participate in an interview process.

Application for the **graduate degree** program requires the following items:

- Bachelor's degree from an accredited college or university
- Graduate Record Examination (GRE) General Test*  
- MSU Graduate School Application for Graduate Study
- **PPH Supplemental Information Form**
- Three letters of recommendation
- Personal essay describing interest/experience in public health discipline and career goals
- English Proficiency Exam if non-native speaker (TOEFL, MELAB, MSUENL, or IELTS)
- Official copies of transcripts from all post-secondary institutions attended

Application materials for the **graduate specialization** and certificate program vary. Please contact the program office for more information.

*Medical College Admissions Test (MCAT) may substitute for GRE scoring

E-mail: info@publichealth.msu.edu  
Website: www.publichealth.msu.edu

Aedes aegypti mosquito
MSU Brazil Initiative
Excerpts from Brazil Initiative Organizing Themes
prepared by
Cynthia Simmons, Department of Geography

MSU has a long history of international engagement with Brazil, and many of our faculty worked to establish and improve programs of higher learning there in the 1960s and 1970s. Faculty from MSU helped develop the Getúlio Vargas Foundation’s School of Business Administration and design curriculum at Brazil’s agricultural universities. Currently, our faculty includes one of the largest concentrations of Brazilian expertise found in US and European universities. Presently, an estimated 27 faculty members identify Brazil as a prime focus of their research, and they have brought considerable external funding to the university. All told, more than 50 faculty members from across colleges have engaged the variety of strategic programs identified thus far through the initiative.

Vision, Organizing Themes, and Foundations
In keeping with the University’s mission, the Brazil Initiative is an interdisciplinary effort seeking to build partnerships with Brazilian institutions in order to address the critical issues of our time, and to advance educational exchanges between MSU and Brazilian universities and other institutional partners. World leaders have come to recognize that the global extent of our social, economic, and environmental challenges require global solutions based on global partnership. MSU, in collaboration with our Brazilian colleagues, is uniquely situated to make important contributions in this regard. Given the specific strengths of MSU faculty engaged in Brazil, the Brazil initiative’s central theme is Globalization: Economic Interdependence, Social Inequality and Environmental Vulnerability. This theme balances three foundations adaptable to interdependent research, education, and outreach activities; these are Global Development and Bio-Economy, Global Environmental Change, and Human Health and Environment. In each area, MSU faculty have deep expertise and track records for obtaining external support from federal agencies such as NSF, NASA, and NIH among others, and expanding the literature with journal articles and contributions to a variety of books.

Integrating across the Foundations
These three foundations integrate in a multitude of compelling ways reflecting the global complexity of challenges confronting Michigan, Brazil, and the world community at the dawn of the 21st century. For instance, development of the bioeconomy in Brazil will impact bioeconomic prospects for US agriculture, particularly in the mid-west. Growth of the Brazilian sector will also impact the natural lands in the Brazilian cerrado of Bahia, the most biodiverse savanna in the world, and the Amazon basin, which contains the last tropical forest of continental extent remaining on our planet today. Understanding how this ecosystem changes with bioeconomic development, and how these changes in turn affect the global environment, will be critical in assessing how well economic gains compensate environmental costs, both within Brazil and outside its borders. The encroachments of bioeconomic agriculture into the forest will bring new human health risks, and the specter of new pandemics. Finally, impending climate change threatens to further complicate the challenges of sustainable development reflected in bioeconomic development and global human health. Such integration of issues, which is the vision of the Brazil initiative, invites close cooperation between MSU faculty and their Brazilian collaborators, and a strengthening of institutional relationships in order to confront the challenges we face together. The strategic focus emphasized with the integration of the three foundations, (1) Global Development and Bioeconomy, (2) Global Environmental Change, (3) Human Health and the Environment, reflect the strengths of MSU in Brazil, and capitalizes upon our comparative advantages. Pursing this vision helps complete MSU’s transition from a land grant to a world grant university.
Institutional Collaborations
MSU has a long history of collaborations with a wide variety of Brazilian institutions, and the current focus is by no means to exclude other vital links that are ongoing. Nevertheless, the Brazil Initiative will focus its strategic efforts on strengthening and further developing institutional collaborations with a consortium of Institutions, with an emphasis on the Federal University of Pará (Belém, Pará) and the Federal University of Bahia (Salvador, Bahia), the key institutions in North-Northeast region of Brazil, which is the substantive focus of the strategic initiative. Brazilian faculty at both institutions have the strengths germane to the central theme of the initiative.

The North-northeast corridor is a region connecting the historically underdeveloped NE portion of Brazil with the more recent advances of frontier development in Amazonia. Consideration of this larger region allows for the capture of ongoing socio-political, economic, and ecological processes that have transformed the physical and cultural landscape. Along this transect in the present day is found the ecotone between the tropical closed forest of the Amazon and the dryland savanna, which has been the source of historical migrations to Amazonia. Also is found the advancing bio-economy frontier in the form of both soy and sugar cane. Changes in this region is of great concern to scientists who fear that further deforestation in the fragile region will precipitate further desiccation of the Northeast savanna, presenting serious hardships for already marginalized peoples. In a similar vein, degradation in this ecotone could push back the boundary of the Amazon forest, allowing encroachment of the savanna.

Also included in this consortium is the State University of São Paulo (Escola Superior de Agricultura Luiz de Queiroz) and the Fundação Getúlio Vargas (FGV), where ongoing partnerships are well established and align well with the strategic focus outlined here. Faculty from these institutions will be invited to participate in discussions designed to outline research, and develop educational and outreach exchanges.

Areas of Collaboration
Global Development and Bioeconomy
- Bio-economy and Global Environmental Change research.
  - A group has formed with an estimated 25 MSU members (list of faculty in addendum).
  - Workshop is proposed for April 2010 to bring together researchers from each of our partner institutions in an effort to outline a program of research and steps to move the plan forward.
    - Objective is to organize a MSU-Brazil team of scientists ready to address new calls for research.
    - Research interests:
      - Basic science of bio-fuel production systems
      - Modeling social and environmental impact within Brazil, the U.S., and Michigan
      - Comparative political and economic examination of bioeconomy in the U.S., Brazil, and China.
- Regional Development.
  - Preliminary steps have been made to organize an MSU-Brazil team.
  - Potential research interests:
    - Comparative Regional Development: Chiapas, Mexico and North-Northeast Brazil
    - Comparative Urban Inequality: Belém, Salvador, São Paulo, Detroit.

Human Health and Global Environmental Change Research
- Human Health and Global Environmental Change research
  - Preliminary steps have been made to organize an MSU team (list of faculty in addendum).
• Workshop is proposed for 2010 to bring together researchers from each of our partner institutions in an effort to outline a program of research and steps to move the plan forward.
  • Objective is to organize a MSU-Brazil team of scientist ready to address new call for research.
  • Potential Research interests:
    • Animal TB and the Global Cattle Economy.
    • Social-cultural dimensions of AIDS: Salvador and Belem.
    • Mapping disease vulnerability in Amazonia.
• MSU Medical Student Experience in Salvador, Bahia, Brazil, Summer Course.
• Potential MSU Medical Student Experience in Belem, Pará, Brazil, Summer Course.
• MSU Public Health Student Experience in Salvador, Bahia, Brazil.
• Potential MSU Public Health Student Experience in Belem, Pará, Brazil.
Research FOCUS

Human Systems:
Understanding the Relationship between Global Change and Human Systems:

- Response to and drivers of global change
- Understanding the role of human systems in global change
- How do human systems respond to and influence global change?
- How do changes in human systems influence global change?
- How do socioeconomic processes influence global change?
- How do changes in human systems influence socioeconomic processes?
- How do human systems respond to and influence global change?

Our Goal & Mission:
The goal of the Center is to address the following key questions:

- How do human systems respond to and influence global change?
- How do changes in human systems influence global change?
- How do socioeconomic processes influence global change?
- How do changes in human systems influence socioeconomic processes?
Assessing and modeling land use and land cover change dynamics and climate change using remote sensing and geospatial models
- Model and monitor land use/cover changes (LUCC)
- Model biogeochemical processes (carbon, nitrogen and greenhouse gases)
- Characterize drivers of LUCC
- Assess socioeconomic and environmental consequences
- Assess and monitor water quantity and quality
- Develop decision support information tools

Advancing Research on Coupled Natural and Human Systems
Understanding the nature of the coupled climate and human systems and assessing societal consequences of climate change is at the forefront of climate change research. With external support from various funding agencies, the Center has taken a leading role in developing methodologies to holistically characterize and model the coupled climate and human systems, and applying these research findings to real world problems.

Understanding:
- Land use/climate change impacts on Biodiversity
  - Tracking bird species' richness and abundance as one way of monitoring effects of LUCC

- Globalization and Land use impacts on Natural Systems
  - International trade and the dissemination of invasive species of flora and fauna

- Climate and Land use impacts on Human Health
  - Tsetse-transmitted trypanosomiasis (African sleeping sickness)
  - Spread of Buruli ulcers
  - Parasite transmission and malaria intervention

East Africa: Land use change impacts on precipitation (2050-2000 difference)

Testa fly and its potential habitat. (Fly photo courtesy of ILR, a research partner)
The Origins of JIRI

The Mission

"Hispanics form the largest racial/ethnic minority group in the United States, with numbers expected to increase significantly by the year 2020. "Hispanic" research is currently a priority in many institutions of higher education. However, the term "Hispanic" is as complex as the population it represents. The development of multicultural research centers is increasingly important in the United States.\n
Promoted by the University of Michigan in the late 1980s, the Mexican American Studies and Research Institute (MAMI) was the first such center at a major university in the United States. In 1992, Michigan State University's Hispanic Research Task Force proposed the establishment of an institute for Hispanic research.

In 1998, Michigan State University's Hispanic Research Task Force proposed the establishment of an institute for Hispanic research. This proposal was supported by the College of Social Science and the Office of Research. The result of these efforts was the establishment of the Michigan Joint Institute for Research in Social and Ethnic Studies (MJIRES). The mission of MJIRES is to create a new intellectual arena and outreach program that is more representative of America's diversity. The Institute's goals are to:

1. Increase the number of Hispanic scholars at the national and international levels.
2. Promote the study of Hispanic culture and history.
3. Foster interdisciplinary research on Hispanic issues.
4. Provide a forum for the exchange of ideas among scholars from various disciplines.
5. Support the development of new methodologies and approaches for the study of Hispanic issues.

The Institute seeks to achieve these goals through a variety of initiatives, including research grants, fellowships, workshops, and conferences. By fostering a collaborative environment, JIRI aims to promote the advancement of Hispanic studies and to make a meaningful contribution to the understanding of Hispanic issues.
THE LEGACY OF JULIAN SAMORA

Julian Samora was a pioneer in Mexican American studies. As professor of sociology at Michigan State University, and later at the University of Notre Dame, he firmly established this field as an area of specialization within his discipline. A distinguished teacher as well as scholar, he mentored more than 50 Latino students in history, law, anthropology and sociology. Dr. Samora was also a co-founder of the National Council of La Raza, one of the leading Latino organizations in the country. The Julian Samora Research Institute is proud to bear his name.

PUBLICATIONS AND RESEARCH

JSRI produces most of its work in-house using desktop publishing equipment. Scholars of Latino Studies are invited to submit typed, double-spaced manuscripts for consideration of inclusion in one or another of our publication series. Most of JSRI’s publications are available online at: www.jsri.msu.edu.

NATIONAL NEWSLETTER - NEXO

Published three times a year and mailed to over 4,000 subscribers, NEXO provides a forum for issues and topics of public concern. NEXO also summarizes findings from JSRI research along with describing upcoming events and providing information on issues of relevance to the community.

PUBLICATIONS

JSRI produces four types of publications for communities and scholars. These include:

- **Research Reports**: the flagship publications for scholars who want a quality publication with more detail than usually permitted in mainstream journals. These are edited and reviewed in-house. Research Reports are selected for their significant contribution to the knowledge base on Hispanics.

- **Working Papers**: for scholars who want to share their preliminary findings and obtain feedback from others in Latino studies. Some editing provided by JSRI.

- **Cifras**: for the Institute’s dissemination of “facts and figures” on Latino issues and conditions. These statistical briefs are also designed to address specific questions and highlight important topics.

- **Occasional Papers**: for the dissemination of speeches and papers of value to the Latino community which are not necessarily based on a research project. Examples include historical accounts of people or events, “oral histories,” motivational talks, poetry, speeches and related presentations.

- **Book Series**: JSRI also produces its own books. Current titles include: *Immigration and Ethnic Communities: A Focus on Latinos*, *The Mexicanization of Rural California: Prompted by Providence*, *Juanita: My Life with Refugio*, and *Psychodiagnostic Assessment of U.S. Latinos: MMPI, MMPI-2, and MMPI-A Results*. Contact JSRI directly, or visit our web site at www.jsri.msu.edu, to order any of these publications.

ABOUT OUR LOGO

The cross motif of a conch shell that appears in the center of the Institute’s logo evokes an ancient Meso-American symbol that relates to the human dependency on water. As an Aztec water symbol, the logo also symbolizes tranquility, harmony and nourishment. The spiral chamber of the conch shell resembles water rising from a subterranean stepped well to an earth mound in front of a sunburst.

JSRI’s Web Page

The JSRI home page, a unique and often-visited site for researchers, students and educators from around the world, is located at www.jsri.msu.edu. JSRI’s web pages include current and ongoing Latino research material, original manuscripts and papers, and an assortment of other pertinent information. Formerly absent from the web pages were local ties to community-based organizations and individuals. That void was filled and local links were established with the creation of the Community Connections web pages. This further strengthens the bond between JSRI and the Midwest’s Hispanic communities.

Visit JSRI’s web site and join the people who have discovered that JSRI has become the Latino clearinghouse for information on scholarships, news, grants, fellowships, research and more.
Initiatives at MSU
Latio-based
Education and
Fund Various
Supports
You Can
Learn How
The Newsroom, Latino Research
and Outreach Initiative
that Focus on:
Research and Outreach
of More than 150 Publications
Today, the Institute has an
Embark on Our
Set to
The Newsroom's Latino Research
Lario Research
the Midwest's Premier
since 1989, been
JIRI has,
Research Institute
Julian Samora
20th Anniversary
Celebrating Our
The Julian Samora Research Institute
Dear Friends,

The Julian Samora Research Institute (JSRI) was established in 1989 and, since then, has been actively producing studies that shed light on the dynamics, strengths, and trajectories of Latino communities in the Midwestern United States. As we prepare to celebrate our 20th anniversary, we ask that you consider making a philanthropic gift to either the JSRI Enrichment Fund or the Julian Samora Endowed Scholarship Fund, or both.

The mission of the Julian Samora Research Institute is to generate, disseminate, and apply research findings to improve the well-being of Latino communities. In the process, it mentors young scholars and provides undergraduate and graduate students with practical research experience.

To address scholars' and students' learning needs—and to increase the number of research studies and statistical information on the rapidly-growing Latino population in the nation's Midwest—we ask that you enthusiastically support the Julian Samora Research Institute.

A contribution to its Endowed Scholarship Fund provides financial support to MSU students interested in working with Latino communities. The Endowed Scholarship Fund was initially funded with a contribution from Dr. Julian Samora himself, and the funds have supported many students over the years. At present, the Fund allows for two $2,000 scholarships to be given annually—one to an undergraduate student and another to a graduate student. Additional funding would permit increased scholarships and financial support to students while simultaneously honoring one of the nation's most reputable Latino scholars, Dr. Julian Samora.

We welcome gifts of all sizes—and unless anonymity is requested—MSU and JSRI will acknowledge your gifts accordingly. Contribution options include gifts of cash, securities, stocks or bonds, tangible personal property, and all through real estate and deferred gift requests. All of your gifts are considered charitable donations. Through solicits at University Development, we encourage and initiate our charitable missions in the best of which American philanthropists of JSRI.

You can donate directly to either the JSRI Endowed Scholarship Fund or the JSRI Enrichment Fund by calling University Development directly or using online processing systems. The credit card-based system eliminates postage and paperwork, saves time and money, and offers greater control of your dollars. In addition, your transaction is real-time. For more information, call University Development at 517-432-1317.

Contributions may be made using the more traditional approach by mailing your gifts to the MSU Development office or the two funds, the Julian Samora Endowed Scholarship Fund or the JSRI Enrichment Fund. You are so strongly consider your charitable donations of all sizes as the most advantageous way to distribute your funds, to help reflect on the growing needs of Latino communities and the education, inspiration, and need of students! You can support this by providing your name to continue the work of the Julian Samora Research Institute. Thank you for your support. Your generosity is appreciated.

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Promoting teaching, research, and outreach on global transformation and gender relations locally across the nation, and around the globe.

Global Context in Gender: The Center for Global Context

Interested students should contact:

Gender Program Staff
gender@msu.edu

Gender Internship Coordinator
genderinternship@msu.edu

Gender Special Advisor
genderadvisor@msu.edu

GenGen

Center for Gender in Global Context

Contact (GenGen) acts as a resource for students interested in exploring gender in a global context.
Located in Michigan State University’s International Studies and Programs, the Center for Gender in Global Context (GenCen) brings together faculty and students from the humanities, social sciences, natural sciences, agriculture and natural resources, and medical and professional fields. We regularly offer colloquia and other speakers’ series and events. We advance interdisciplinary research by supporting groups of faculty to develop innovative gender-related grant proposals. We are forging strategic research, teaching, and outreach partnerships with other gender studies programs around the globe.

GenCen collaborates with the academic colleges to offer two new undergraduate degrees: Women, Gender, and Social Justice in the College of Arts and Letters, and the Global and Area Studies degree with a concentration in Gender and Global Change in the College of Social Science. Students in these programs study the interactions between gender relations and processes of global change as they are reflected in social institutions and norms, daily life, and the arts and humanities in Michigan, around the nation, and internationally.

Study abroad programs are available, as well as internship opportunities at local, national, and international levels.

Organizations hosting interns benefit from having creative and motivated students assist them on various projects and campaigns, while students gain academic credit and valuable work experience.

The Women and International Development (WID) Program, housed in GenCen, disseminates scholarly work on how processes of international development and global change affect women and gender relations in the “South.” The WID Program publishes the WID Bulletin, an information source on new materials in international development and gender studies, and the Working Papers on Women in International Development, which focus on how processes of international development and globalization affect women and gender relations.

WID and the Center for Advanced Study of International Development (CASID) are jointly recognized as a National Resource Center by the US Department of Education Title VI Program, offering:

- Funding for faculty research initiatives, course development, and presentations at professional conferences focused on gender and international development
- Foreign Language and Area Studies Fellowships for graduate students interested in the study of international development and less commonly taught languages

GenCen also administers specializations that can be combined with graduate and undergraduate degrees:

- The Gender, Justice, and Environmental Change (GJEC) Graduate Specialization, sponsored by the College of Agriculture and Natural Resources and the College of Social Science, addresses the gendered dimensions of environmental and agricultural change. GJEC offers dissertation research and completion fellowships in conjunction with the Graduate School.

- The Graduate Specialization in International Development, cosponsored with CASID in the College of Social Science, provides students the opportunity to study the gender dimensions of international development.

- The Women, Gender, and Social Justice Undergraduate Specialization, in the College of Arts and Letters, allows students to explore topics such as Gender, Race, and Ethnic Identity; Gender, Conflict, and Violence; Gender and Public Policy; and Gender History and Narrative.

- The Gender and Global Change Undergraduate Specialization, in the College of Social Science, focuses on the ways in which global institutions, relationships, and processes are interconnected with constructions of gender, race, sexuality, ethnicity, religion, and other markers of social identity, difference, and inequality around the world.
Welcome to Spartan Global Development Fund

About Spartan Global Development Fund

The Spartan Global Development Fund is a non-profit organization dedicated to supporting global development initiatives. Our mission is to promote sustainable development and improve the quality of life for people around the world.

We believe that education is a powerful tool for change, and we support projects that focus on education, healthcare, and economic development. Our approach is to work directly with communities to identify and address their specific needs.

We operate in several countries, including [list of countries]. Our programs are designed to be sustainable and effective, and we work closely with local partners to ensure that our projects meet the needs of the communities we serve.

If you would like to learn more about our work or make a donation, please visit our website at [website link]. Thank you for your support.
Founder of Spartan Global Development Fund shares future plans

Contact: Stephanie Nitschke, International Studies and Programs, nitschke@msu.edu, Direct: (517) 432-2135, Cell: (517) 648-9945
Published: Dec. 16, 2009  Email Editor

EAST LANSING, Mich. -- Spartan Global Development Fund, a registered student organization that offers microfinance loans to entrepreneurs overseas, has made its 101st loan, now financing business owners in 37 countries.

Michael Thelen, who graduated Dec. 12 with a degree in finance, founded the organization last spring.

Spartan Global, which now has 10 members, utilizes Kiva, an organization that operates a micro-lending Web site that Thelen calls a "microfinance eBay." The Web site allows Spartan Global to find entrepreneurs who are seeking loans for their projects and connect with fund managers around the world to monitor loans and ensure funds are used to reduce poverty.

"I know families in these countries that have been helped by these loans and I've seen how they can work," said Thelen, who studied abroad while at MSU.

This led Thelen, president of the organization, to carefully disperse the initial $3,500 he raised because he wanted other group members to fully participate in a flat and customer-focused organization.

"I wanted to work on our organizational dynamics, to build personal connection to the people and places we were supporting, so we didn't send all the money right away," he said.

Thelen hopes to continue to build solid relationships between the entrepreneurs supported by Spartan Global. In mid-January, he will leave for a motorcycle trip through Central and South America.

"It's going to be like a six-month job interview for me," Thelen said. "This is what I want to do, and though I'll be starting out wearing my investor hat, who knows - meeting with microfinance companies down there could transition into a job."

Looking to the future, Thelen views the major obstacle for Spartan Global as finding motivated young student leaders to step up and develop the group further. With goals to eventually provide tax-deductible donations and expand the number of loans, Thelen said he plans to continue his involvement with Spartan Global, but as an ambassador.

Paulette Stenzel, professor of international business law and core faculty member of the Center for Latin American and Caribbean Studies, said she's been proud of the work the students have put into the organization.

"It's about building sustainability on an international level," Stenzel said. "As the advisor to Spartan Global, I'm really proud and totally supportive of the students, who are putting a tremendous amount of energy and time into building a successful student-run organization."

Thelen said it was his studying and experiences overseas that encouraged him to get involved in micro-financing around the world.

"Seeing the poverty and need, it shifted my world view," Thelen said. "I knew I could either shun it or I could accept the sense of duty I felt and do something."


Also, watch for Thelen's blog and updates from his travels at http://michaelthelen.com [http://michaelthelen.com/].
http://www.isp.msu.edu/CLACS/ [http://www.isp.msu.edu/CLACS/]


Michigan State University has been advancing knowledge and transforming lives through innovative teaching, research and outreach for more than 150 years. MSU is known internationally as a major public university with global reach and extraordinary impact. Its 17 degree-granting colleges attract scholars worldwide who are interested in combining education with practical problem-solving.
Welcome to MSU Students for Fair Trade (MSUSFT)
This is the website for Michigan State University Students for Fair Trade.
Welcome to our site! Here you can learn more about Fair Trade and the events coming soon.

Congratulations to everyone for successfully holding this meeting, and thank you for your hard work. The weather was great, and others were interested.

Dedicated to Fair Trade

We are a Student Organization that welcomes MSU students and faculty to learn about Fair Trade. We are dedicated to creating an understanding and promoting awareness of Fair Trade and associated businesses in our local area. We continue to strive to accomplish great things to help the producers of goods in developing countries, as well as our own community.

MSU Students for Fair Trade work with local businesses, educators, and anyone else who wants to join us in supporting Fair Trade Movement.

In The News - Publications About our Organization
"Fair Trade for Everyone" - The Big Green Volume 1, Issue 2, October 1, 2008

Thank you for supporting fair trade
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- President: Lauren Hayes
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Fair Trade for This Town

By Theresa Gasinski on 15 October 2009

“Everything $15 or less!” displays a large white sign, a sign not ordinarily seen in front of a clothing store, much less a fair trade boutique.

But for La Bodega, the new fair trade retail store located in Downtown East Lansing, ordinary wasn’t enough. “We’ve always focused on being cute and funky and unique,” said Denice Miller, the store manager.

Fair trade can be loosely defined as a trading philosophy and a social justice movement that promotes fair wages, better working conditions, and environmental sustainability. La Bodega is the newest addition to a growing list of fair trade shops in and around campus. While some retailers disperse certain fair trade products throughout their stores, few sell fair only trade products.

The fair trade movement first began as a collective grassroots effort within Eastern Europe following
World War II. Religious-based organizations, such as the Sales Exchange for Refugee Rehabilitation and Vocation (SERRV) and Oxfam, began purchasing handmade wares from countries recovering from the war, primarily in Eastern Europe. These ‘Alternative Trade Organizations’ soon expanded to help others in developing countries.

“SERRV and several others that started buying goods and operating according what evolved into fair trade principles, which are respect for the producer, respect for cultural identity and if when possible cutting out the middle person so more of the price of the product would go to the producer,” explained Paulette Stenzel, a professor of International Business Law in the Department of Finance at the Eli Broad School of Business at MSU. She specializes in fair trade, sustainable development, and environmental law.

Today, fair trade has become a major movement within Europe. Yet within the United States, the movement has been slow to progress. “We are very much the late-comers with respect to that,” Stenzel said. “It’s growing tremendously, but we are definitely in the wake and not the forefront.”

Within Michigan, there is a growing network of fair trade businesses and organizations. Notable retailers include ‘10,000 Villages’ in Ann Arbor, ‘Mission Marketplace’ in Chelsea, ‘The Bridge’ in Holland, and ‘Kirabo’ and ‘La Bodega’ in East Lansing.

Gail Catron, a managing partner for Kirabo, contributes the continued success of fair trade within Michigan to the growing awareness of fair trade.

“’The Bridge’ in Holland has been there seventeen, eighteen years, long before the rest of us. And for a while no one really understood the concept,” Catron said. “But as fair trade has become more and more talked about, and now that there’s at least eight stores in Michigan, [The Bridge’s] business is just going crazy.”

Despite its popularity, no single official organization determines which products can be labeled fair trade. As a result of this lack of centralization, various organizations have begun developing their own fair trade standards.
“There are a number of organizations that have developed their own fair trade standards and have tailored them to make it easier on themselves,” said Stenzel. “There’s a need for a more standardized definition, a need for more consistent standards.”

Despite such concerns, many within the fair trade community accept the standards set by FINE, an information organization that includes four major Fair Trade networks – the Fair Trade Labeling Organizations International, the International Fair Trade Association, the Network of World Shops, and the European Fair Trade Association.

FINE created a set of five fair trade principles. Other organizations, such as Ten Thousand Villages, one of the largest fair trade organizations for hand-made products in the United States, have created similar standards. All fair trade stores differ from one another, including East Lansing’s La Bodega and Kirabo, even though they are close in proximity.

La Bodega

La Bodega adheres to the principles and philosophy of the fair trade movement, but is not certified by any major organization.

“We’ve always supported traditional hand-made goods, things that are native to the country, things that people are recycling and reusing,” Miller explained.

While La Bodega opened its doors this summer, it’s sister store, Orchid Lane, began in 1986. Nancy Elias established Orchid Lane, located in Ann Arbor, after a trip to Ecuador.

“She met a lot of indigenous people, a lot of single mothers, unwed mothers, who had certain skills of sewing or fabric dying or whatnot. And she worked with them to help them organize and group themselves,” Miller said. Elias organized a cooperative within Ecuador, and began to sell the products – primarily colorful wool sweaters – to her customers.

“She really wants them to be strong and do their own thing,” Miller said. “That’s always kind of been our motto. We don’t want to come in and find a cooperative and change them in any way, we want to work with them and grow with them.”

Since its conception, the store has expanded, and now buys from over fifty different producers primarily in India, Nepal and Bali. The owners and store managers discover new suppliers either through word of mouth, or during their own travels abroad.

“If we find a business owner that is nice and amiable, if they’re open to showing us their factory and how things work, if they let us speak with their workers, then we know that they’re trustworthy,” Miller said.

While no formulaic criteria exists, the retailers ensure that their suppliers provide fair working conditions and a fair wage, in addition to using recycled materials.

“We also really like working with women’s cooperatives,” Miller said. “They reinvest better in the community. So women’s cooperatives will provide free child care for their workers or they’ll feed them during the day or something like that.”

Kirabo

Unlike La Bodega, Kirabo actively engages with the larger fair trade network within Michigan. The
stores communicate with one another “at least once a month, if not five times a month,” Catron said.

“One thing that is so cool in fair trade … is the transparency and the non-competiveness between stores,” Catron said. “Because fair trade is such a little small piece of the retail market at this point still, we’re all about getting the word out.”

The retailers exchange information such as new suppliers and best-selling items. They recently pooled their money for a joint advertisement in a magazine published at the Ann Arbor street art fair, held annually in July.

Such resources are extremely helpful for new businesses such as Kirabo, which opened in August of 2007.

Catron first encountered fair trade products at a crafts fair held by the Okemos Community Church, in the fall of 2006. “There was a booth of this Nicaraguan pottery. And I thought it was beautiful; it really caught my attention,” Catron said.

A fair trade store, Esperanza en Acción (Hope through Action), created and shipped the pottery. “So I went on Esperanza’s website, read all about it,” Catron said. “I was particularly drawn to one of the employees in the shop. Her name was Jamalette, and it told her story about how she used to live in the dump, a single mom with her children. And that one just went straight to the heart.”

Catron volunteered at the church for six months, helping sell fair trade products, before deciding to open her own fair trade store. Throughout the process of opening her business, she received support from both the Ten Thousand Villages regional manager, and her mentor, Brian Smucker, who also partners with Ten Thousand Villages and owns a chain of stores in California.

Catron must wait a minimum number of years before the store can be certified by a fair trade organization. Until then, “I buy from suppliers that are affiliated [with the Fair Trade Federation] because then I feel much more comfortable that all the principles are being followed,” Catron said.

She also promotes fair trade to her customers. Catron explains the principles of fair trade to her staff, so that they can relay the information to customers. The staff also hands out small cards with information about the product and who made it. “When [customers] can hear the story behind the product, it really helps them understand how they’re benefiting the artisans,” Catron explained. “Everyday we’re telling what it is, and telling the story, and the mission, and what we’re all about.”

Misconceptions

Despite efforts made by Catron and others to educate the public about fair trade, many misconceptions remain.

One such misconception characterizes fair trade as “this really left-wing social movement,” sociology and interdisciplinary sciences junior Lauren Hayes said. Hayes is president of the goup! MSU Students for Fair Trade. “It is a social movement, but it is also very business-oriented and there is a lot of economics behind it. It’s really a non-partisan movement that helps bring people out of poverty.”

Stenzel believes that “The public often thinks that it’s a charity … whereas, it’s business. Fair trade is a type of trade. It’s becoming more and more mainstream in the E.U. [European Union] and elsewhere.”

“Business today is now moving toward the realization that we have to look to what is known as the triple
bottom line: economy, social equity and environment,” Stenzel said. “And that’s really what fair trade is all about, is looking to the triple bottom line.”

Many also assume that fair trade products are more costly than ‘regular’ products. In order to guarantee a fair wage for workers, buyers set a market price for fair trade goods. And while this price can be more expensive than the regular market price, “It changes a lot,” Hayes explained.” It depends on the market and what kinds of wages are being set.”

Due to fair trade certification fees, some products such as chocolate and coffee are more expensive. “It is a little more pricey in chocolate and coffee, perhaps,” Catron conceded. “But the craft side, that is not the case. [...] What you’re getting on the craft side is amazing for the price.”

Critiques

Higher prices can be a deterrent for customers. Sparty’s convenience stores, located in and around Michigan State University’s campus, sell only fair trade coffees and have encountered problems selling fair trade chocolates. “It was a little higher than the competing chocolates. The product was good, definitely, but being that it was more expensive people kind of shied away from it a little bit,” said Mike Harding, the Operations Assistant Manager for Sparty’s. “It’d be safe to say it wasn’t popular enough to continue, but that doesn’t mean we wouldn’t do it again.”

The price of fair trade certification makes it difficult for smaller cooperatives to become certified. The certification process also requires a certain level of sophistication, “to be able to understand the requirements, being sufficiently literate to wade one’s way through all the paperwork,” Stenzel said.

And while over 2,000 fair trade products are available, including more unconventional commodities, such as fair trade tourism, fair trade certification standards have not been created for every product available. “It’s a laborious and painstaking task to develop standards for a particular product. So there are a number of products that have standards, but there’s a lot left to be done,” Stenzel said.

Businesses and organizations recognize the limitations of fair trade. “It’s not that we’re trying to take over the whole needs of people and say that it could eventually be all fair trade,” Catron said. “What we are trying to do is raise the awareness about what are you paying that worker, what kind of conditions are they working in.” Fair trade’s real aim is to give everyone involved a fair shake.

(Visited 125 times, 5 visits today)
« Better Know a Country
Jazz and Hip Hop: You Know, for Kids. »
Giving Rights to Trees: Fair Trade and Sustainability

Paulette L. Stenzel
Professor of International Business Law
Department of Finance
Eli Broad College of Business

Paulette Stenzel is following the Fair Trade movement, especially as it develops in Latin America, with great interest. Along with other advocates for Fair Trade, Dr. Stenzel believes there is a direct connection between ethical business practices and sustainable development. “The link between environmental degradation and trade globalization has become increasingly clear,” she said. “Developing countries invite new industries into their borders because their citizens desperately need jobs. In order to survive, they are forced to allow development that destroys natural resources.”

Stenzel argues that businesses must take responsibility for environmental and socioeconomic outcomes that are directly related to their activities. “There is legal precedent for this view,” she said. “As early as the 1950s, economists were urging businesses to accept responsibility for these effects. Today, many companies realize that sustainability efforts must be based on the triple bottom line of economy, social equity, and environment.”

Stenzel serves as a monitor and analyst of Fair Trade progress in Central and South America. She travels extensively throughout the area and was in Ecuador during October of 2009, a few days after the country’s new constitution was ratified by a large majority. “Ecuador is the first country in the world to give legal rights to nature,” she said, “but many questions remain with respect to who will be able to bring legal action to enforce those rights and how courts will define them.”

Stenzel’s role is to report back to the international scholarly, legal, and business communities on how such policy changes play out in practice. Her research methodology is well suited to the cultural context within which she works. “Although the movement is large, individual advocacy groups are mostly small; linkages among activists are personal,” she said. “One person leads to the next person who leads to the next one. It’s all about relationships and trust. If you go there and don’t speak the language, or only talk to corporate executives, you will miss important perspectives and information. You have to learn to listen, and not impose.”

Stenzel shares her observations in a variety of formats, from a personal Web site (tradeandsustainability.com) to the lecture circuit. Based on her reputation in the Fair Trade community, she has also been invited to serve as an editorial board member for an annual anthology, the Global Fair Trade Reader, of the Fair Trade Institute. It is a peer-reviewed publication, the first of its kind in the field.

The premier issue of the anthology, which is expected to appear during the fall of 2009, will include an article based on Stenzel’s research in Nicaragua. In September 2007 she went to Nicaragua to learn from the managers and producers associated with Esperanza en Acción (“Hope Through Action”). Esperanza offers technical assistance to artisan groups throughout Nicaragua and helps connect producers to local and international markets.

Ms. Julia Holmer, an organizational developer for Esperanza who accompanied her on visits to artists affiliated with the organization, places a high value on her association with Stenzel. “Paulette Stenzel has added depth to my personal study and work with Fair Trade,” she said.

“She understands that Fair Trade is not its own separate thing, outside of the mainstream economy. In fact, Fair Trade is trade. It is simply one way of carrying out business which takes into account all aspects of sustainability, especially that of the producers...I believe Dr. Stenzel understands this and her voice is important in academic and business circles.”

David Finel of East Lansing Food Co-op, Gail Catron of Kirabo, and Julie Cotton of MSU’s Sustainable Agriculture and Food Systems Specialization, served on a Fair Trade panel in Prof. Stenzel’s business class.
What Is Fair Trade?

- Farmers receive a guaranteed minimum price with a premium for organic products.
- Workers have safe working conditions and living wages.
- Importers purchase directly from producers as often as possible.
- Farmers decide democratically how to invest their revenues.
- Fair Trade premiums are invested in social and business development projects.
- Farmers use environmentally sustainable methods.