

# Instructionally Related Activities Funds Request Fall 2019

## ▼ Submitter

### Submitter Name

Christy Teranishi Martinez

### Submitter Email

christy.teranishi-martinez@csuci.edu

## ▼ 1. Basic Details

### Activity Title

UNIV392: Latino Identity and Empowerment: A Mind, Body, Spiritual Journey through Peru

### Activity/Event Date

May 28 – June 5, 2020

### Date Funding Needed By

October 2019

### Previously Funded?

- ☒ No  
☐ Yes

### Additional Proposers

### Academic Program(s)/Center Name(s)

Psychology and Chicano Studies/ Center for International Affairs (CIA)

### Estimated total Course Fee revenue

\$14,973.75 (approximately \$1,000 from each student)

### Amount Requested from IRA

\$33,596.25

## Estimated Number of Students Participating

15

### ▼ 2. Brief Activity Description

Describe the activity and its relationships to the educational objectives of the students' program or major

#### **Brief Activity Description**

Through experiential learning and study abroad in Sacred Valley Peru, students' understanding of Latino/a identity, relationships, and well-being will be enhanced by observing how the Quechua people's cultural values are rooted in Pachamama (Mother nature), and how that impacts their sense of identity and empowers them to discover their mind, body, spiritual connection.

Through high impact practices linked to GE learning outcomes, students will connect on a deeper level to the indigenous culture and spiritual practices of the Quechua people, comparing and contrasting diverse practices of health and well-being. Students will reflect on their own mind, body, and spirituality connection as they participate in yoga, meditation, journal reflections, and hiking through the ruins throughout the beautiful Sacred Valley. Students will also take part in a shaman ritual, a cocoa tea leaf reading, and experience an Andean fire ceremony to observe cultural traditions, values, and ceremonial rituals in Peru.

During the Spring 2020 semester, students will participate in readings, lectures, films, and discussions at CSU Channel Islands. At the end of the Spring semester between May 28 – June 5, 2020, we will travel to Peru for the international component of the program, taking excursions to Cusco City, the ruins of P'isaq, an Andean mountain children's school, Aguas Calientes, and Machu Picchu. The experiential learning/study abroad part of the class relates to both the Psychology and Chicano Studies curriculum providing students with a greater worldview about global issues that affect identity, relationships and well-being. By volunteering at an Andean Mountain Children's School in Peru, they will learn ways of engaging youths through creativity and providing resources to underserved children in Peru. While in Peru, students will develop a community based project to apply their cross-cultural knowledge and skills, developing possible solutions to global challenges of maintaining and enhancing health and well-being for people of diverse ages and backgrounds. Students will learn how to empower themselves, demonstrating ability and commitment to collaboratively work within and across community contexts to achieve civic action addressing issues of public concern. This course provides the opportunity to engage students from interdisciplinary programs, not only from Psychology and Chicano/a Studies, but from disciplines of Health Sciences, Communications, Sociology, Spanish, Anthropology, and Performing Arts as well.

### ▼ 3. Learning Outcomes and Relation of IRA to Course Offerings

All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.

1. Please list all classes that directly relate to the proposed activity.
2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent

#### **Learning Outcomes and Relation of IRA to Course Offerings**

1. Please list all classes that directly relate to the proposed activity: CHS/PSY383 Cross-listed course Latino Identity and Empowerment (3 units) and UNIV392 Peru Study Abroad (1 unit)
2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent.

Students will enroll in CHS/PSY383 Latino Identity and Empowerment, an interdisciplinary 3-unit course during the Spring 2020 semester. The 9-day study abroad trip to Peru is a one-unit UNIV 392 course. Students will register for the course in Fall 2019 and travel to Peru May-June 2020. The Psychology and Chicano Studies Course Learning Outcomes aligned with

this course are the following.

Upon completion of this course students will:

1. Demonstrate an understanding of the complexity of elements important to the Peruvian people in relation to its history, values, politics, communication styles, beliefs and practices (GE Learning Outcome 1.1a). Students will gain an increased awareness of diversity and multiculturalism, examining similarities and differences in language, class, appearance, family traditions, values, sexual orientation, and relational/communication styles between American and Quechua cultures.
2. Articulate insights into their own or mainstream cultural capital, privilege, rules, and biases (GE Learning Outcome 1.1a).
3. Critically evaluate formulated actions to address issues of national and/or international scale from multiple perspectives (GE Learning Outcome 1.1b). Students will conceptualize a research paper from start to finish, develop a literature review, and formulate a positive psychology project that they will carry out while in Peru.
4. Engage in actions that address global issues, providing education to underserved youths in Peru (GE Learning Outcome 1.1b). We will volunteer at an Andean Mountain Children's School, donating creative energy and resources to the children.
5. Meaningfully synthesize connections among experiences outside of the formal classroom, including life experiences and academic experiences through study abroad to deepen their understanding and broaden perspectives (GE Outcomes 1.1c).
6. Utilize cross-cultural knowledge and skills to engage in solutions to global challenges of maintaining and enhancing health and well-being in our own fast-paced society (GE Learning Outcome 1.1b).
7. Be empowered, demonstrating ability and commitment to collaboratively work within and across community contexts to achieve civic action addressing issues of public concern (GE Learning Outcome 1.2).

#### ▼ 4. Activity Assessment

Describe the assessment process and measures that the program will use to determine if it has attained its educational goals.

**Please note that a report will be due at the end of the semester.**

##### Description of Assessment Process

Students will keep a daily journal, write two reflection papers, and do a research paper, examining Latino identity, empowerment, health, and well-being in relation to a community project they are interested in learning about while in Peru. While in Peru, they will immerse themselves in the Quechua culture, observing, participating, and interacting with Quechua people. The goal of this project is to better understand self in relation to others, and to become more culturally aware and sensitive to how Quechua define health and well-being in relation to their identity, relationships, community, and Pachamama (Mother Earth). They will do a final class presentation demonstrating what they learned from their community project in Peru, while stimulating class discussion, incorporating reflections, and integrating their understanding of positive psychology. Their presentation should demonstrate critical and analytical thinking of the theories and conceptual models as well as integrate their own experiences in Peru. The quality of their participation, engagement, and critical, analytical thinking will be assessed, reflected by their attendance, reading the material before class, asking thoughtful questions, and making relevant observations and contributions to class discussion, writing assignments, and final presentation. A final report will be submitted when we return from our Spring semester excursion.

#### ▼ 5. Activity Budget

Please enclose a complete detailed budget of the entire activity. Indicate specific items that you are requesting IRA to fund.

You should use either the Regular Activity budget (for events on campus) or -- if your event involves any travel-- you MUST use the IRA Travel Budget Form.

You can download both of the IRA Excel Budget sheets at <http://www.csuci.edu/ira/application.htm>.

##### Activity Budget

Final IRA Travel Budget AY 19-20.xlsx

#### ▼ 6. International Trips

If your event is an international trip submitted through the Center for International Affairs, you must include copies of:

1. Complete Center for International Affairs/ UNIV 392 proposal
2. The program budget as submitted to the Center for International Affairs (to ensure congruency between the two budgets)
3. as well as a copy of the course syllabus

### **Center for International Affairs Budget**

[Final UNIV392 Peru 2020 Budget Worksheet.xlsx](#)

### **Copy of Center for International Affairs Proposal**

[UNIV 392 Spring 2020 Proposal Positive Psychology.pdf](#)

### **Course Syllabus**

[UNIV392 Spring 2020 Syllabus.pdf](#)

### **Certification**

☒ I certify that students attending this trip are not previous or repeat attendees of a prior International UNIV 392 Trip

## **▼ 7. Sources of Activity Support**

Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity. Please indicate if there are no other sources of funding

### **Other Sources of Funding**

I will work with interested students to seek other funding sources to offset costs of the student expenses. Other possible sources of funding include community sponsored organizations and fundraising. However, there are no other sources for institutional support. Some students may not be able to enroll in the program without IRA funding, and CI will have lost a prime opportunity to fulfill its international mission goals. Many students would not be able to attend because of the costs involved, disadvantaging them relative to their more affluent peers. We are not requesting per diem expenses for food and other incidentals, which students will be expected to pay on their own.

Course/Lab Fees students will pay out of pocket: \$1,000- \$1,200 towards the cost of the program in addition to any additional meals they would like to purchase and insurance. Total student contribution will be approximately \$14,973.75.

## **▼ 8. Promoting Participation**

### **What is your intended audience and how do you intend to market this to your students?**

When offering international study abroad courses in the past I posted flyers, color posters, and emailed programs to recruit students. Students were selected based on faculty referrals, personal statement of interest, as well as a questionnaire and interview to ensure their representation of diversity of majors and backgrounds. I will recruit from Psychology, Chicano Studies, Psychology and Chicano/a Studies, Health Sciences, Communications, Sociology, Spanish, Anthropology, and Performing Arts.

### **If this is an event that is off campus, how do you plan to bring back the benefit of this event to campus?**

Students will present what they did during International Affairs week when we return to campus the following academic year to describe their projects and share what they learned with the campus and the broader community.

While Peru is challenged by inequity of wealth and the degradation of the environment due to deforestation, mining and

petroleum drilling, the people are very environmentally conscious, particularly where we will be traveling in the Sacred Valley. The Quechua people's cultural values and practices are intertwined with their reverence to Pachamama, Mother Earth, so they are constantly giving back to mother earth through growing their own food, recycling, and being conscientious of their environmental footprint. Hopefully, this will have an impact on the students' attitudes, values, and behaviors, and they will come back to the U.S. and to CI being mindful and creative of how they can promote sustainability and protect our natural resources.

## ▼ 9. Approval and Acknowledgement

### Program Chair/Director

de Oca, Beatrice

### Dean

Wyels, Cynthia (Arts & Sciences)

### Conditions and Considerations

- ☐ **Artist/Performer/Speaker Fees & Honoraria:** On the Activity Budget, please indicate whether the vendor's price was set by you/CI Representative, or is a fee that was set by the vendor.
- ☐ **Large Event:** For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.
- ☐ **Field Trip:** Sponsor must comply with all policies found at:  
<http://www.csuci.edu/rm/programs/academic-field-trip-guidelines-and-forms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).
- ☐ **Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval :** If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects - from simple surveys to complex biomedical procedures - must be reviewed and approved by the IRB prior to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.
- ☐ **IT Requirements:** If your activity has IT requirements, coordination with and approval from IT Administration is required.
- ☒ **International Travel:** Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application. Must utilize the University's Foreign Travel Insurance Program (FTIP) and follow all International Travel Guidelines listed at: <http://www.csuci.edu/rm/insurance/foreign-travel.htm>
- ☐ **Risk Management Consultation:** Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.
- ☐ **Space/Facilities Services Requirements:** Consultation and coordination with Facilities Services is required.

### Acknowledgement

- ☒ I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. I acknowledge that the activity sponsor will be responsible for managing purchases, travel arrangements, and all transactions related to approved activities. Please check off boxes as appropriate.

## ▼ Chair Review

### Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

### Comments

 Beatrice de Oca

Mar 20 2019

### ▼ Dean Review

#### Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

### Comments

 Cynthia Wyels

Apr 4 2019