Real connections. Real work. Learning and action beyond the classroom.

Offering programs for undergraduate students in:
- THE U.S.
- ECUADOR
- ITALY
- NEW ZEALAND
- NORTHERN IRELAND
- NORWAY
- TRINIDAD
Dear colleagues,

During my three years as HECUA’s executive director, I have visited most of our international and U.S. programs, community-partner offices, and consortium campuses. My experiences have been deeply affirming and incredibly inspiring. The architecture of HECUA programs clearly reflects the beautiful legacy of freedom schooling in the U.S. as well as the liberatory educational visions of Paulo Freire and John Dewey. Each day, I feel privileged to be surrounded by educators, activists, artists, cultural workers, non-profit leaders, and students who believe in fairer and more democratic societies, who understand the urgency of our current climate crisis, and who care deeply about the fragility of peace and reconciliation.

HECUA, with these community partners, provides students opportunities to do integrative intellectual, political, and artistic work in support of movements for social justice, peace, and environmental sustainability in the U.S. and abroad. Informed by a deep respect for the knowledge of communities most impacted by injustice, HECUA’s programs envision students, faculty, and community members as co-learners and co-creators. HECUA faculty challenge and care for students, connect the classroom to the community, and highlight the dynamic relationship between theory, practice, and human freedom. Through robust internships, HECUA students get proximate to the issues and learn from community leaders who are working creatively, responsively, and closely with everyday people. Importantly, we believe that domestic off-campus study can be just as transformative as study abroad, and that global learning is accessible for all students, not just those who participate in our international programs.

As we approach our 50th anniversary, HECUA’s commitment to freedom schooling, intellectual rigor, and education of the heart is more crucial than ever. In the U.S., we are confronting the erosion of democracy, rising economic inequality, and an increasingly virulent culture of cruelty. Around the globe we are simultaneously seeing the rise of fascist authoritarianism, an unprecedented refugee crisis fueled by a growing number of regional conflicts, and a global climate emergency that threatens the survival of all life on our planet. In these troubling times, HECUA programs remind us that if we know where to look, there are many thousands of organizations and communities doing the sort of work that can give us hope for a more just, peaceful, and verdant future.

This program catalogue might therefore be understood as in invitation to join us in weaving together the strengths and visions of our consortium members, students, and community partners who are working for transformative justice, individual and collective healing, peace, and the decolonization of higher education. We look forward to the possibility of working in solidarity with you in the year ahead.

In solidarity,

Andrew Williams, Executive Director, HECUA
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HECUA’s approach to internships  

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HECUA’s approach to teaching and learning

HECUA employs a philosophy of education that invites students to live critically informed, ethically, and responsibly. Additionally, HECUA programs prioritize the professional and personal development of our students by helping them build the knowledge and skills necessary for living and working in an increasingly complex and uneven world. By spending up to 200 hours completing an internship under the supervision of a host organization and through the guidance of a HECUA faculty member, students explore the relationship between theoretical knowledge and the practical implications of their work.

**HECUA values:**

1 **Holistic learning**

“This semester has been so different from my other academic experience. I got hands-on experience that allowed me to grow as an artist and a person.”

—Sequoia, Art for Social Change

Students are encouraged to view their programs not as intellectual exercises but as spaces where they see that they are actors and that their decisions impact the political, economic, cultural and social systems they study.

2 **Interdisciplinary learning**

“My class had social justice-oriented students, professional media creators, and students who were new to it all.”

—Clayton, Making Media, Making Change

Complex issues demand that we draw materials and theories from a variety of academic disciplines and think critically about different approaches to solving social problems.

3 **Integrated learning**

“This has been different from a typical semester in every positive sense. The stress of material, deadlines, and endless tasks—while still present—took a different form. I was not only studying, but living and learning alongside mentors, strangers, and classmates.”

—Alex, New Zealand

Students learn to understand and examine the relationship between different forms of theoretical and practical knowledge, and to make sense of their own (and others’) academic and personal experiences.

4 **Experiential learning**

“Real job experience, establishing myself in a new city and culture, living with a host family—all complemented by studies of the place I was working and living—this was the most effective form of experiential learning I’ve ever participated in.”

—Matthew, CILA

Internship placements, workshops, field visits, community engagement—these experiences, and the reflections and discussions that accompany them, are integral to HECUA’s approach.
HECUA’s approach to internships

Internships are a key component of semester-long programs with HECUA, both in the U.S. and abroad. HECUA students spend up to 200 hours in a project-based internship hosted by a governmental or nonprofit community partner, where their work is highly valued and regarded. Internship site supervisors view HECUA students as current and future social justice leaders in their communities and in the world and take the time to invest in their personal and professional growth.

HECUA internships:

1 Build knowledge and networks
Supervisors say: “I have always been impressed by both the quality of the HECUA program and the seriousness of the students who intern through it.”

HECUA works with community organizations as partners and co-teachers. Students investigate the mission and history of their internship sites in class assignments, and students work to build links between their fieldwork and internship experiences and the course material. In a 2015 survey of alumni, 63 percent felt that the skills and networks they developed in HECUA helped them find professional work after graduation.

2 Empower students
Supervisors say: “The research our HECUA intern completed will continue to inform how we interact with the city and shape our vision for housing.”

Through their internship placements HECUA students learn to develop an understanding of themselves as valued members of a professional team. Overwhelmingly, HECUA internship supervisors believe that completing a HECUA internship makes a recent college graduate more employable.

3 Prioritize lasting engagement
Supervisors say: “We greatly appreciate HECUA’s work in building leaders.”

HECUA’s immersive, academically relevant internships inspire ongoing engagement in communities and organizing efforts. More than half of graduating HECUA students report they plan to continue their involvement with their internship site as a volunteer, with some even gaining employment at their HECUA internship site.

“Through SPNN and HECUA’s internship I feel better prepared to enter the job market. With the internship projects provided by HECUA I was also able to prepare for post-graduation life.”
—Syd,
Making Media,
Making Change

“My internship, or pasantía, is in a human rights collective called El Churo. El Churo focuses on issues such as feminism, LGBTQ+ issues, and indigenous rights through community education, media, and journalism. My first week they had an event on cyberfeminism, where I took photos, attended workshops, and learned about feminism in Latin America.”
—Abigail,
Community Internships in Latin America
1) How did you find out about HECUA? What motivated you to take part in a HECUA program?
I learned about HECUA through a class visit from the wonderful Martha Moscoso! I was motivated to apply for the program due to HECUA’s central academic focus on social justice and the program’s host-family living arrangement.

2) What were your expectations of the CILA program going in? Were those expectations met?
I had no idea what to expect. I was the only student from St. Olaf on my trip, so I was nervous about feeling isolated when I landed in Quito. However, I remember experiencing a powerful sense of assuredness and warmth as soon as I met my host mom, Alicia. She gave me the biggest hug and told me how excited she was to have me there.

In truth, during my semester, I felt anything BUT isolated! My host mom and I quickly became close friends, my classmates were phenomenal, and my professors in the program (Martha, Maria, Adriana, and Pato), as well as the directors of my internship site, were inspiring mentors. I remember how emotional I felt during the program’s cena de despedida (the goodbye dinner with all professors, host families, and students); it felt surreal to say farewell to such a close community of friends.

3) Is there something you learned in your HECUA semester that you still use to this day?
More than a specific lesson, I took with me a profound admiration for the power of intentionally-formed community. It was such a privilege to work with the wonderful staff at my internship site, an LGBTQIA+ community/advocacy/health center called Fundación Ecuatoriana Equidad. Through our shared work and many conversations, my coworkers and I became close friends. I witnessed them wear their queerness boldly, honestly, and intentionally, and in our precious time together, they inspired me to inhabit my own queerness proudly and loudly, in a way I hadn’t felt empowered to before. The community I witnessed at my internship site profoundly impacted my way of being, and I returned to the United States acutely aware of the ways in which intentionally-formed community can empower the individual.

4) What was your internship site? What projects did you work on while you were there?
My internship site, Fundación Ecuatoriana Equidad, was absolutely wonderful! Part of my work involved building relationships with queer-support/advocacy organizations and HIV/AIDS service centers in North America. The other half of my time was dedicated to the organization’s educational outreach, and I would accompany staff members to various events and assist with exercises/workshops that challenged the stigmas surrounding LGBTQIA+ identities.

5) What topic did you choose for your individual research project? How did you do research?
For my individual project, I researched the politicization of LGBTQIA+ identities in Quito. I used mainly qualitative methods, conducting interviews with various LGBTQIA+ advocates/active community-members in Quito. It was a privilege to engage in this research and meet so many fantastic people.

6) Did you enjoy living with your host family?
Yes! It was an honor to live with Alicia, my host mom. In fact, we stay in touch and she continues to be a great friend! Alicia is intelligent, strong, and kind. We would spend long (and delicious!) meals sharing life stories, discussing politics, and joking. I learned so much from Alicia, and I loved every minute of living with her.
ECUADOR
Community Internships in Latin America (CILA)

Explore the rich cultural and ecological diversity of Ecuador. Examine the efforts to advance the vision of one of the most progressive constitutions in the Americas.

In 2008, Ecuadorians voted in a referendum to adopt a new constitution. Progressives were thrilled by the document and the accompanying promises of then-President Correa. This enthusiasm has waned, and HECUA’s Community Internships in Latin America (CILA) program examines why. CILA students analyze the ideals embodied in the Constitution of 2008 and the challenges the country has faced applying those ambitious goals. Students pay particular attention to the contrary policies proposed by current President Lenin Moreno.

The CILA program weaves together a project-based internship, coursework focused on Ecuadorian politics and social movements, and field visits ranging from the Pacific coast to the Amazon river basin. When not in the field, students live with a host family in Quito, Ecuador’s capital. During the third week of class students begin internships at a diverse range of community organizations. Past sites include: an organic farm (Granja Integral Pachamama), a media hub (El Churo Comunicación), and a women’s safe house (Casa Matilde). Students end the semester with significantly improved Spanish, a deep understanding of models of community participation with a focus on indigenous perspectives, and a firsthand view of the political landscape in Ecuador and the region.

Courses (conducted in Spanish):
• Politics and Development in Ecuador
• Community Participation and Social Change
• Ecuador Internship
• Independent Study Project

Housing:
Students are placed in individual home stays, and meals are provided by the host family.

Fees:
Transportation to field sites, field visits, reading materials, lodging and meals, and medical insurance are included.

“Go into this with an open mind to new experiences and cultures, be flexible with change and unpredictability. You will gain a new understanding of the world.”
— Ellie, College of St. Scholastica

More info at www.hecua.org/abroad
ITALY
Sustainable Agriculture, Food, and Justice in Italy

Unpack the Slow Food movement’s motto of “good, clean, and fair” in its Italian birthplace. Explore how the business of food affects the health and wealth of farmers, workers, families, and communities.

Courses:
- Agriculture and Sustainability in Tuscany
- Economics of Sustainable Food Production and Rural Development in Contemporary Europe
- Sustainable Italy Internship
- Independent Study Project

Housing:
Students share rooms in furnished apartments on the Castello Sonnino estate. Orientation to food shopping and some cooking instruction is provided.

Fees:
Transportation to field sites, field visits, reading materials, lodging and meals, and medical insurance are included.

In much of the world, industrial food systems provide plentiful and relatively cheap food, a convenience that comes with steep environmental and social costs. HECUA’s exploration of culinary culture and food production in Italy offers an alternative, taking students behind the scenes at Castello Sonnino, a family-owned historic estate with a sustainable farm and vineyard. Students see how Italian and European agricultural policy, business practices, and financial structures affect workers and their communities.

Students live and study at the Castello Sonnino, roughly 45 minutes outside of Florence, in Tuscany. They observe how Tuscans define sustainability and are working toward it. Students gain direct experience of rural Italian culture, food systems, and policy through an internship on the Castello Sonnino estate, at a nearby farm, in the adjacent town of Montespertoli, or in Florence. Students receive a food stipend and prepare their own meals in apartments on the Sonnino grounds, surrounded by more than 300 acres of olive groves, vineyards, and working farmland.

In addition to the immersive coursework and concurrent internship, students complete a guided individual study project. Italian language instruction each week can accommodate all levels of proficiency.

“This semester was different in the best way possible, as we were in a region that applied directly to what we were learning.”
— Benjamin, Denison University

More info at www.hecua.org/abroad
NEW ZEALAND
Culture and Environment: A Shared Future

Study Māori traditions; explore innovations in indigenous rights, reconciliation, agriculture, and conservation. Be a part of solutions to the environmental and cultural challenges of today.

“The travel opportunities, internship placement, and independent study options were unique and valuable learning experiences based outside a classroom setting.”
— Lydia, Macalester College

New Zealand has long been at the forefront of innovative social, cultural, and environmental practices. In this program, students get to know the people, places, and ideas that have driven environmental reforms as well as truth and reconciliation processes between the government and indigenous Māori peoples. Although challenges abound, students learn—across disciplines—about positive responses.

Students spend three to four weeks on an extended field visit to several regional areas of ecological and cultural importance on New Zealand’s North Island. In this study phase students hear from local leaders, observe, learn, and discuss as a group. The depth and relevance of the Māori worldview is a core focus. Some assignments are completed during this phase.

The following two months in Wellington are devoted to independent study, class meetings, coursework, and internships. Students live with homestay hosts, work on an independent study project, attend classes, and complete an internship. Internship placements in past years have ranged from the aquatic ecology projects to Zealandia Urban Ecosanctuary’s education team. Links among environment, culture, policy, and community are at the heart of all field study and internship opportunities.

More info at www.hecua.org/abroad

Courses:
- Māori Perspectives, Pluralism, and National Identity
- Sustainability, Ecology, and New Zealand Policy
- Internship and Integration seminar
- Independent Study Project

Housing:
While in Wellington, students are placed in homestays. During field visits, students are housed in local hostels and help prepare group meals.

Fees:
Planned group excursions, lodging, meals, local transportation, reading materials, and medical insurance are included.
Northern Ireland has grappled for centuries with an identity-based conflict that divides citizens, communities, and the country itself. This history is physically present in the form of imposing walls (some 400 years old, others much more recent), and a border that has divided the island of Ireland for 100 years. Political polarization and the pursuit of truth and justice for victims/survivors are just some of the legacies of a conflict that continue to impact the language, culture and governance of Northern Ireland.

Throughout this semester-long program students wrestle with challenging questions: What does it mean to be a victim/survivor? A perpetrator? How can we heal after hurt? How do we reckon with the full weight of the past? Students critically examine the work of truth, justice, and reconciliation.

Students live, work, and learn in the city of Derry-Londonderry. There and in Belfast, Dublin, and border areas, students meet with community members directly impacted by violence who now work to share stories and foster healing and dialogue. Individual internships allow students to be actively involved in the ongoing work of peacebuilding and community development. Past internship sites include Children in Crossfire, The Rainbow Project, and The Playhouse Theatre.

Courses:
- Understanding the Politics of the Northern Ireland Conflict
- Building a Sustainable Democracy
- Internship Placement and Seminar (equivalent of 2 courses)

Housing:
Students live in student housing in Derry/Londonderry and receive a food stipend.

Fees:
Transportation to field sites, planned group excursions, reading materials, lodging and meals, and medical insurance are included.

More info at www.hecua.org/abroad
NORWAY
The New Norway: Globalization, National Identity, and the Politics of Belonging

See Scandinavia in a new way by studying culture, society, and politics in cosmopolitan Oslo. Examine how globalization and immigration have shaped the politics of identity in Norway.

Historically prosperous and egalitarian, Norway is known for its highly developed welfare state, oil and gas wealth, and global leadership on human rights. Like its European neighbors, however, the Norwegian state is struggling to adapt to a changing population. This program focuses on the myriad effects of mass immigration and examines outreach to new Norwegians who have come to the country as work migrants, asylum seekers, and refugees.

Students meet with local researchers, community organizers, and government officials shaping policy and effecting change with regard to integration and inclusion. Coursework focuses on national and religious identity, gender equality, and political culture in the context of the increasingly diverse Norwegian welfare state. Students observe these issues at play in their volunteer work at service organizations, NGOs, and political groups.

In the vibrant capital city of Oslo, students explore issues of immigration, identity, and belonging. There are numerous field excursions in and around the city center, and students travel to another Scandinavian capital on a multi-day comparative field visit.

Courses (taught in English):
- The Scandinavian Welfare States
- Challenges of Globalization and Mass Migration in Scandinavia
- Scandinavian Arts and Literature
- Norwegian Language or Independent Study Project

Housing:
Students live in single rooms in a suite in a student village and receive a meal stipend for the semester.

Fees:
Group transportation to field sites, group excursions, lodging and meals, reading materials, and medical insurance are included.

More info at www.hecua.org/abroad

“My experience volunteering at the Norwegian Center Against Racism was eye opening. I got the opportunity to learn a lot about Norwegian politics and about racism in Norway, a subject otherwise often swept under the rug...”
— Madeline, Colorado College
ECUADOR

Social and Political Transformation in Ecuador

Travel from the Amazon to an (inactive) volcano and back again. Study the political participation and voice in an evolving cultural landscape.

Students study the cultural, social, economic, and political landscape in Ecuador. They soak in the beauty and stark contrasts of Quito, their home base. They experience Ecuadorian family life through homestays and excavate the city’s history in field trips in and around the city center. Students travel more broadly through the countryside on two four-day field trips, one to the Amazonian rain forest and the other to the indigenous Kichwa communities in the highlands.

Classroom time is spent in conversation with leaders from the local nonprofit and political communities. Particular emphasis is placed on the rights written in the Ecuador Constitution of 2008 as well as challenges to its implementation. Significant time is spent examining the political will and momentum of new social movements, the country’s protection and management of natural resources, and progress toward gender equality. Students see first-hand how Ecuador’s indigenous populations are shaping debate and policy in political and cultural institutions.

Dates: January 2020

Credits: 4 credits (equivalent to one semester-long course).

Fees: Includes round trip airfare to and from Quito, ground travel to field sites, lodging and meals, and medical insurance.

Lodging: Students are placed in pairs in homestays, and meals are provided by the host family.

“Anyone looking for the opportunity to study abroad not as a tourist, but more as a temporary resident of a city, this is the program for them. Working, learning, and living with a family in Quito was an incredible, profound experience.”

—Matthew, St. Olaf College

More info at www.hecua.org/abroad
TRINIDAD
Panyard Politics: Music, Culture, and Community in Trinidad

Explore the social, cultural, and political landscape of one of the Caribbean’s most ethnically diverse nations, while working firsthand with local experts to learn and perform steelpan music and other Carnival Arts traditions.

“The people of Trinidad are really connected with music and it was amazing to discover how steelband shapes their identity. Steelband really opened me up to a lot of different perspectives.”
— Faiza,
Inver Hills Community College

The steelpan (sometimes called “steel drum”) symbolizes the cultural, political, and economic shockwaves unleashed by European colonization of the Caribbean. Fashioned out of recycled 55-gallon oil barrels, the steelpan reflects both the cultural genius of the African diaspora and the exploitative orientation of our global capitalist system. Slavery, colonization, steel, and oil spawned a vibrant musical tradition. Trinidad’s greatest contribution to the global steelband movement, however, may be its use as a vehicle for youth empowerment. Panyards in Trinidad are often dedicated community safe spaces, nurturing a sense of self-worth and community pride.

This custom HECUA program is a hybrid course that includes two weeks in Trinidad with three weeks of online course work prior to departure and two weeks upon return to the United States. While in Trinidad, students are introduced to some of Trinidad’s most prominent steelpan musicians, composers, and producers as part of their own participation in Afro- and Indo-Caribbean music. Field visits and daily seminars highlight the cultural, political, and environmental diversity of Trinidad and Tobago, with a special emphasis on how steelpan communities perform as a tool for youth development, community organizing, and economic empowerment.

More info at www.hecua.org/abroad

Program Dates:
Summer 2020

Credits:
6 semester credits

Cost:
$3900. Includes round trip airfare to/from Port of Spain, lodging, meals, medical insurance, and transportation.

 Lodging:
Students will stay in dorms at the University of the West Indies - St. Augustine campus.
Growing up in Northern Ireland, during an extended period of violent conflict, it was very clear to me that names can mean a lot. One’s name could easily identify you as “belonging” or “not belonging” to a specific identity group. This could directly impact your happiness, mobility, and safety.

Twenty years after the signing of a peace settlement, the transition from violent conflict to sustainable peace in Northern Ireland continues to be very challenging. In a society that remains deeply divided, understandings and experiences of “belonging” (and not belonging/not being allowed to belong) continue to hold great significance.

Our previous program title, “Democracy and Social Change in Northern Ireland,” served us well as a program title for 17 years, speaking to some of our key priorities building a shared and equal society. Moving forward however, and very much based on students’ experiences, we wanted to convey, with more precision, the substance of the program. In order to transition from conflict to peace, many challenging issues, including dealing with the hurt that has been caused by violence, still need to be addressed. Each new day brings to our attention the needs of victims/survivors and those seeking truth, justice, and reconciliation.

It is our hope that the new program title, “Conflict, Peace, and Transition in Northern Ireland” will speak more clearly to students considering studying abroad.

If you are interested in, and want to contribute to, conflict transformation, the pursuit of peace, dealing with injustice, building relationships of trust, and finding ways in which people feel confident in their sense of belonging, “Conflict, Peace, and Transition in Northern Ireland” could be the program for you.

“One’s name could easily identify you as ‘belonging’ or not ‘belonging’ to a specific identity group. This could directly impact your happiness, mobility, and safety.”

—Conflict, Peace, and Transition Program Director Nigel Glenny
When Hani first encountered HECUA, she was juggling school and a full-time workload as the Executive Director of the Cedar-Riverside Neighborhood Revitalization Program. Majoring in Communication Studies and minoring in Social Justice, Hani saw in HECUA’s Making Media, Making Change (MMMC) program an opportunity to connect her studies with the work she was doing in the community.

The following spring, instead of commuting to the University of Minnesota campus, Hani drove to St. Paul Neighborhood Network, where MMMC students met to create films, develop production skills, and unpack media justice theories and strategies. Hani did all of this while leading the Cedar Riverside NRP through a strategic planning process, managing the organization’s early childhood and women’s wealth building programs, and working with the city to ensure access to funding for housing construction.

Hani’s professional experience enriched the MMMC classroom, but she says she learned a lot too. She particularly appreciated the program directors’ approach to building a learning community. “They value each student, their knowledge and experience,” she says. “The passion encourages you. They constantly check in to see if you are meeting your goals.”

As the MMMC program drew to a close, Hani was beginning a new chapter in her life. A new mom, she decided to take a few months away from school and work to care for her young daughters. This break lasted until the fall semester, when she returned to a new HECUA classroom as a student in the Inequality in America program.

The Inequality in America program differs from Making Media, Making Change in one important respect—the optional internship in Making Media becomes a requirement in Inequality. Hani interned with the Minneapolis Regional Labor Federation, where her supervisor was HECUA alum Casey Hudek. Casey and Hani worked together on a variety of projects: Deferred Enforced Departure protection for Liberian immigrants, school board races, and a partnership with Awood Center, a nonprofit building power within East African worker communities.

Of her final HECUA semester, Hani says: “I’ve learned a lot that I wouldn’t have otherwise. It is real. It is practical. The combination of the history and exposure to people who are really doing the work, incorporated with the readings: Wow! I love it.”
**MINNEAPOLIS/ST. PAUL**

**Art for Social Change: Creativity, Belonging, and Transformation**

Explore how artists and creative organizations make art and shape identities, culture, meaning, and connections. Gain skills through the creative process to ask critical questions and deepen belonging in community.

How is art important for personal and social change? How is it a way to dream and to make dreams real? How is our creativity essential to living beautiful and just lives? Students explore these questions by experiencing and creating challenging art. We cover topics including embodied practice, mindfulness, identity, the art object, behavior, self-care, community, and liberation.

This immersive and collective experience focuses on the dynamic interrelationship between personal transformation, social change, and creativity. Taking our mobile classroom to community art spaces, the museum, a meditation center, and the street, we work with some of the leading community and social practice artists of the Twin Cities. With them we push the boundaries of what is art, whom it serves, and what it can say in today’s society.

Whether or not you intend to become a professional artist, our time with leaders, arts organizations, and the big ideas of the art world will equip students with experience and professional pathways to build a more hopeful and meaningful future. All students complete an internship with a local arts nonprofit. Past internship sites have included Chicago Avenue Fire Arts Center, Two Rivers Gallery, Pangea World Theatre, Mia, The Loft, and East Side Freedom Library.

**Courses:**
- Art and Culture in Political, Social, and Historical Context
- Arts Praxis: Social Justice Theory and Practice in the Field
- Internship and Integration Seminar (equivalent of 2 courses)

**Credits:**
This program is full-time, with classes two days a week and a 12-15 hour/week internship.

**Housing:**
Available in Minneapolis-based Augsburg University’s dormitories.

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“*This semester I didn’t feel like I was a student most of the time. I felt like I was an artist, a community member, and a teacher.*”

— Elizabeth, University of Minnesota

More info at [www.hecua.org/usa](http://www.hecua.org/usa)
MINNEAPOLIS/ST. PAUL

Environmental Sustainability: Ecology, Policy, and Social Transformation

Partner with organizers focused on environmental and climate justice. Work to create deep change to thriving ecosystems, including human settlements.

“I learned a lot about taking care of myself and others and really deepened my understanding of social justice, environmental science, and how deeply intertwined they are.”
—Kaitlyn, University of Minnesota

Students learn how and why environmental burdens are inequitably distributed and explore the work of communities organizing for radical, lasting change. At the heart of the program lies a fundamental question: “How can we restore ecosystems, environmental health, and good quality of life for all?” Throughout the semester students consider the concepts of “earth care,” “people care,” and care of the future.

Coursework is interdisciplinary and includes field research, a project-based internship, conversations with innovators in the field of sustainability, and a substantial partnership with a permaculture farm in Wisconsin. Students may choose to receive a permaculture design certificate by completing an additional project.

The program explores structural inequalities in the Minneapolis/St. Paul area and beyond, examining patterns of privilege, power, and oppression. Students take part in environmental justice organizing, ecosystems restoration, urban and rural sustainability initiatives, and complete an intensive internship. Past internship sites include Breaking Bread Cafe, Hope Community, Sierra Club, and Lily Springs Farm. Students leave prepared for leadership at the intersection of environmental and climate justice.

More info at www.hecua.org/usa
In America today, the top 1% earn nearly 25% of the nation’s income and own 40% of its wealth. Wealth and income gaps have reached levels not seen since the Great Depression and are amplified by race. The median household wealth for a white family is $144,000; for Latinxs $13,700, and for African Americans $11,200.

Inequality in America delves into the complex causes and impacts of the gap between the rich and poor in the United States. Students examine the social systems that feed increases in poverty and inequality and study the roles that racism, classism, trans- and homophobia, and sexism play across all of these systems in the creation of short-sighted and damaging public policy.

In a concurrent internship with a local nonprofit, students test and expand their change-making skills. Among others, past internship sites have included African Career, Education, and Resource (ACER), Minnesota Coalition for the Homeless, Centro de Trabajadores Unidos en la Lucha (CTUL), and Take Action MN. Students meet local organizers, build professional networks, and spend 150 hours on site, working for organizations dedicated to social transformation. Everyone leaves the classroom with increased confidence in their abilities to effect change as well as deeper understanding of the local nonprofit landscape.

More info at www.hecua.org/usa

Courses:
- Inequality in America: A Political Economy Approach
- Political Sociology of Building Power, Change, and Equity
- Internship and Integration Seminar (equivalent of 2 courses)

Credits:
This program is full-time with classes two days a week and a 12-15 hour/weekly internship.

Housing:
Available in Minneapolis-based Augsburg University’s dormitories.
“I’ve gained so much more confidence in my camera, editing, lighting, audio, and all around media making skills, and I developed my ability to learn from, not about people.”
— Henry, University of Minnesota

Narrative is the lens through which we see the world and a tool we can use to shape it. Students spend the semester exploring the ways in which media and film can either reinforce dominant stories or disrupt them, amplifying different perspectives and possibilities. As an active learning community, they ask: What stories are we seeing, and why? How can film play a role in organizing for change? By the end of the semester, all students will have the skills needed to produce films that inform, inspire, and activate.

Making Media, Making Change is taught in collaboration with the St. Paul Neighborhood Network (SPNN), a community media center that puts cameras into the hands of historically marginalized producers. Students of all experience levels have the opportunity to hone their artistic and creative voice by producing three original films, including a final work created in collaboration with a local nonprofit.

In addition to hands-on training, students meet artists, community leaders, and activists committed to creating media that matters. Student work is situated in the context of a growing movement to make media accessible, relevant, and reflective of diverse voices.

A 4- or 8-credit internship is available during or after the program.

More info at www.hecua.org/usa
How are ordinary people moved to extraordinary action? The Black Freedom Movement (the Civil Rights Movement) of the 1950s and '60s, and more recent movements such as Black Lives Matter, offer fertile ground for exploration of this question. Students examine multiple movements for racial and economic justice as they journey into the painful history of white supremacy in the United States.

Students hear first-person accounts from movement leaders integral to organizing campaigns in Mississippi and other parts of the South. Field visits to sites such as Mississippi’s new Civil Rights Museum, the Equal Justice Initiative in Alabama, Whitney Plantation in Louisiana, and the National Civil Rights Museum in Tennessee deepen historical knowledge and offer models for activism and engagement.

Students are introduced to a new generation of leaders building upon this legacy and their work around education, criminal justice reform, voting rights, environmental justice, and grassroots cooperative economics. Students leave the program with a profound understanding of past and current movements for justice, new lenses with which to examine issues of power and privilege, and a deepened understanding of their own capacity to make change.

More info at www.hecua.org/usa
Our new Program Director for Making Media, Making Change, Raechel Anne Jolie, sees student-creators as unstoppable.

In this article, HECUA’s new Making Media, Making Change program director, Raechel Anne Jolie, speaks about what drew her into her work as a writer, educator, and media maker committed to using her skills in the service of social justice and liberation. Raechel begins her time with HECUA this fall semester of 2019.

“There’s truly nothing more exciting to me than students learning a skill that helps them feel more effective as an activist or organizer, for whatever cause they are passionate about. Whether it’s a theory or learning how to use a camera, I’m just very excited to be a part of that experience,” she explained.

Raechel grew up in a working-class community in Ohio and became involved with anti-war organizing in high school. She recalls that, “When the war started in 2001, I was 16 or 17 and I knew I didn’t want to just witness, I wanted to be involved.” After participating with ‘Food Not Bombs,’ Raechel said that she learned how social justice was interconnected and she knew then that, “I could devote my whole life to this work, because it would never be over.”

She received a BA and MA from DePaul University in Chicago, where she organized with anti-war groups, labor unions, and prison reform and abolition organizations. In 2013, Raechel received a PhD from the University of Minnesota in Critical Media Studies and a minor in Critical Feminist and Sexuality Studies. After working as a Visiting Assistant Professor at Merrimack College from 2013-2017, she taught at Tufts University and Normandale Community College. Raechel’s writing has been published in numerous academic journals as well as various popular press sites [Teen Vogue, Bitch Magazine, In These Times, and more].

Speaking of her hopes for her HECUA students, Raechel says, “I’m always deeply invested in the context of social change as people come together to take collective action. I want any student I learn with or co-create with to know that and to know that they are empowered. We don’t have to be superhuman. We all have the power to come together and, once we have the means of production in our hands, whether that’s video recorders or cameras, we’re unstoppable.”

Raechel continues her activist and organizing work with groups such as Black & Pink, IWOC, and the Massachusetts Bail Fund, and she is also a volunteer yoga teacher at a women’s prison in Minnesota. Her memoir, Rust Belt Femme, is forthcoming from Belt Publishing.

“I grew up on pop culture. We didn’t have limits on television—it was on all the time. Our cheap entertainment was movies. We bought People magazine. I loved it all, but I developed a sense of shame around it until I found a community in academia that saw media as powerful. Of course, if maintained, media could oppress us, but it also could be used to liberate us.”

—Making Media, Making Change Program Director Raechel Anne Jolie
Preparing to study abroad can be challenging and exciting in equal measure. Please read through this list of frequently asked questions for insight into HECUA’s international programs and their structure.

Questions

1 Will I receive major or minor credit for my HECUA program?
Most students do receive major or minor credits for their program. Syllabi for all of HECUA programs are posted online to assist you as you negotiate with your institution for credit, and HECUA’s staff is happy to help with this process.

2 Do I have to find my own internship?
No. Before programs begin, students complete a survey regarding their interests and internship goals. Once students are on site, program faculty facilitate the placement process and provide internship support throughout the semester.

3 Do I need a visa to participate in an international HECUA program?
Visas are required for all semester-long international programs. Although HECUA strives to provide accurate and up-to-date information about host countries’ visa processes beforehand, it is ultimately and solely the student’s responsibility to obtain their visa prior to departure.

4 What’s included in the program fee?
It includes tuition, lodging, meals or a food stipend, ground transport for program activities, course materials, and emergency medical insurance. It does not include airfare (except short-term programs), visa costs, or travel outside the program.

5 Does HECUA offer scholarships?
Yes! HECUA distributes several scholarships with need, representation, and engagement criteria to increase students’ access. See page 26 of this catalog.

6 Will I have time to travel outside of the program?
Yes. Each semester-long program has a week-long break that creates the opportunity for travel. Students can also travel on weekends, if their schedule allows.

7 I identify as a member of the LGBTQI community. Will I be safe and supported abroad?
HECUA staff is deeply committed to supporting LGBTQI students. We can’t control what happens outside of the classroom, but we promise to be advocates for our LGBTQI students, provide assistance with paperwork for trans students, and hold space for all our students to unpack and process experiences abroad.

8 I’m a student of color. Will I be safe and supported abroad?
HECUA strives to be an anti-racist, anti-colonialist organization. Our priority is supportive classroom and home environments. Different countries have different relationships to perceived race and ethnicity. While we can’t control what happens, we promise to listen, provide support, and trust the lived experiences of students of color.
Domestic program FAQ

Preparing to dive into one of HECUA’s immersive, semester-long programs in the United States is an exciting challenge! We’re delighted you’re considering it. Read through the list of frequently asked questions below for insight into HECUA’s domestic programs and their structure.

Questions

1 I’m curious about HECUA, but how do I know if this program is a good fit for me?
HECUA programs are a great fit for any undergraduate student who prefers a hands-on learning style. All our off-campus programs are interdisciplinary. They combine theories and readings from a variety of fields and supplement class with field visits and community speakers. Students meet the field leaders putting theory into practice and try their hands at the same through internships.

2 Who are HECUA faculty and staff?
HECUA faculty members don’t just teach social responsibility; they live it through their own scholarship and community involvement. They are known and respected by their peers in their fields of expertise and are members of the communities where they work. You can read faculty bios on our website.

3 Does HECUA offer any scholarships?
Yes! HECUA distributes two types of scholarships to domestic students: the Scholarship for Racial Justice and the Scholarship for Social Justice. For more information about these scholarships, including how to apply, see page 26 of this catalog.

4 Do students get college credit by participating in a HECUA program?
Yes. HECUA programs are approved for academic credit. Almost all students fulfill general education requirements with their HECUA program, and many students receive major/minor credit. Non-member students receive credit from Hamline University in St. Paul, Minnesota, HECUA’s “school of record.”

5 How large are the class sizes?
HECUA classes have a relatively small cap—somewhere between 15–23 students, depending on the program. These numbers are developed considering field excursions, transportation, group projects, available housing, and internship sites.

6 Each student has an internship? How does that work?
Most HECUA semester programs have a 120–200 hour internship component. The internship work complements class readings, discussions, and field experiences and is selected based on student interests, work history, and community partner needs.
The application process

Eligibility
Students enrolled at any higher education institution in the United States, in any course of study, are welcome on HECUA programs. Students are eligible to participate in a HECUA program when:
1) they have completed their first year of study in a degree program, 2) they meet both HECUA’s and their home institution’s GPA requirements for off-campus study, 3) they meet all other requirements for off-campus study set by their home college or university.

Financing Your HECUA Experience:

1 Financial Aid
In many cases, HECUA program costs are equivalent to or less expensive than a semester on campus, and federal and state financial aid may be applied. Contact your financial aid or off-campus study office for more information.

2 HECUA Scholarships
We award approximately $30,000 per year to students from HECUA member institutions through several scholarships. Funded generously by individual donors, these scholarships aim to increase financial access to HECUA programs on the basis of need, representation, and engagement criteria. Scholarships are awarded twice a year. More information is at https://hecua.org/logistics/scholarships.

3 Home Campus Scholarships
Students’ home institutions often offer scholarships for off-campus study, internship programs, academic travel, etc. Contact your financial aid or off-campus study office to find out more.

4 Third-Party Scholarships and Grants
Additional funding opportunities abound. We list some of these on our website, but check with your off-campus study office to learn more.

Application:
The application for all domestic and international programs can be found on the website at: www.hecua.org/apply-now.
Program fees

Program costs listed below are what HECUA charges for participation in its programs. The final amount that a student pays might be higher and can vary from college to college. Students should check with the off-campus study office and the financial aid office of their home institution to confirm their final cost for a HECUA program. The tables below reflect 2019-2020 prices; program fees may increase slightly in 2020-2021.

All HECUA programs are competitively priced, and with small class sizes, internship placements with oversight and support, and access to professional networks in students’ fields of study, they offer tremendous value.

### International Semester-Long Programs
Includes tuition, room and board, ground transportation, reading materials, and emergency medical insurance.

<table>
<thead>
<tr>
<th>Program</th>
<th>Member School Cost</th>
<th>Standard Cost*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecuador (CILA)</td>
<td>$17,800</td>
<td>$18,600</td>
</tr>
<tr>
<td>Italy</td>
<td>$20,800</td>
<td>$21,600</td>
</tr>
<tr>
<td>New Zealand</td>
<td>$20,900</td>
<td>$21,700</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>$20,400</td>
<td>$21,200</td>
</tr>
<tr>
<td>Norway</td>
<td>$20,800</td>
<td>$21,600</td>
</tr>
</tbody>
</table>

### U.S. Semester-Long Programs
All USA semester-long programs are based in Minneapolis-St. Paul, Minnesota. Includes tuition, nearly all reading materials, and tickets to opportunities associated with the program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Member School Cost*</th>
<th>Standard Cost*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Art for Social Change</td>
<td>$14,200</td>
<td>$15,000</td>
</tr>
<tr>
<td>• Environmental Sustainability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inequality in America</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Price for University of Minnesota students: $8,900

### U.S. Part-time Semester Long Program (choice of 12 or 16 credits)
Part-time program fees include tuition, nearly all reading materials, field visits, and tickets to opportunities associated with the program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Member School Cost†</th>
<th>Standard Cost*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Media, Making Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 credits + 4 credit internship</td>
<td>$11,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>8 credits + 8 credit internship</td>
<td>$14,200</td>
<td>$15,000</td>
</tr>
</tbody>
</table>

†Price for University of Minnesota Students: 12 credits: $7,120, 16 credits: $8,900

### January Term and Summer Programs
Includes tuition, airfare, reading materials, and all on-the-ground expenses (room and board, ground transportation, and medical insurance for international programs).

<table>
<thead>
<tr>
<th>Program</th>
<th>Member School Cost</th>
<th>Standard Cost*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race in America (summer)</td>
<td>$4,000</td>
<td>$4,200</td>
</tr>
<tr>
<td>Ecuador [J-term]</td>
<td>$4,700</td>
<td>$4,900</td>
</tr>
<tr>
<td>Trinidad (summer)</td>
<td>$3,900</td>
<td>$3,900</td>
</tr>
</tbody>
</table>

*Denison University students pay standard cost
Environmental Sustainability students gather around the fire at Lily Springs Farm, an education and demonstration permaculture farm located in western Wisconsin.