

**GINS 3200**  
**Experiential Learning Abroad**  
**Monday and Wednesday, 14:35-17:25**  
**234 Tory Building**

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This academic course is an experiential learning opportunity combining service work abroad with classroom instruction on the Carleton campus. Through experiential engagement outside of Canada, together with critical reflection, students will learn about the challenges and rewards of global engagement.

The experiential learning opportunity at the heart of this course will take place in the Toledo District of southern Belize. This service work project is facilitated by our partner in Belize, the Centre for Engaged Learning Abroad (CELA) Belize. In 2015, the Caribbean Court of Justice issued a consent order on the Maya Land Rights Case brought before it. This was an historic ruling for Belize and surrounding regions, reinforcing land rights for Maya people. Since that time, the main organizations representing the Maya people of southern Belize have developed a Maya Development Vision, which lays out a long-term development vision for the Maya, now that their land rights have been affirmed. Students participating in GINS 3200 in Summer 2018 will work in groups on projects intended to develop communications pieces for the Maya Development Vision targeted at women, young people and the indigenous Maya community at large. Students will work in particular with three selected organizations in the Toledo District -- the Laguna Ecotourism Association, Tumul Ki'n Centre of Learning and Marigold Women's Group.

The course will consist of three weeks of classes on the Carleton campus, followed by the two-week field trip to Belize, and concluding with a final week of classes back on campus. Classes on campus before departure will focus on gaining the necessary background knowledge for the field trip. These classes will cover four main topics: a) experiential learning as a theory and a practice, b) guidance on participatory appraisal techniques for working with local communities, c) general background on Belize and d) more focused background on the indigenous Maya people of Belize. Classes on campus after returning from the field trip will be an opportunity for students to present their projects and reflect critically on their recent field trip. The overall purpose of the course is to allow students to learn more about the challenges and rewards of global engagement, through service learning abroad and critical reflection on their own experience.

Appended to this syllabus is the draft itinerary for the field trip to Belize.

## Course Evaluation

The grade in this course will be assessed based on four short reflection pieces; group presentations before the field trip on contemporary Belize; group presentations after the field trip on the service learning project undertaken in Belize; and a summative essay. Each of these components of the grade is described in more detail below. All written work (reflection pieces, summative essay) must be submitted electronically through the course webpage in CuLearn, preferably in Word format.

### a) Reflection Pieces (4 x 5% = 20%)

Each student is expected to write four short reflection pieces during the course. These should be 1-2 pages in length and should be personal reflections on the issues and challenges encountered during the course. Students are encouraged to integrate course materials with their personal experiences before, during and after the field trip. Deadlines and suggested topics for the reflection pieces are as follows:

- **Reflection piece #1: Due no later than May 14. Suggested topic: Pre-field trip expectations.** What are your expectations about the field trip to Belize? What do you expect to learn? What do you expect to achieve with the experiential learning project? What challenges do you expect to encounter?
- **Reflection pieces #2 & 3: Due no later than June 9. Suggested topic: Experiences from the field trip.** Pick two actual experiences during your time in Belize. For each, reflect on what happened. Why was this experience important to you? What happened that challenged your expectations? What did you learn from this experience?
- **Reflection piece #4: Due no later than June 13: Suggested topic: Post-field trip reaction.** After your return, compare your expectations beforehand with the reality of the field trip. What met your expectations? What did not? Were you challenged in unexpected ways?

### b) Group Presentations on Belize (20%)

On May 16, pairs of students will make class presentations on some aspect of contemporary Belize, with a special emphasis on how this topic relates to the indigenous Maya people. Student pairings, and topics for the presentations, must be approved by May 9. Students are encouraged to pick some aspect of contemporary Belize that relates to their course of study (e.g. if you are in the BGInS Global Politics Specialization, then present on the topic of politics in Belize). No two student pairings may present on the same topic, so some time will be devoted during the May 9 class to coordinating the presentation topics. For this presentation, student pairings are expected to do their own research on Belize. Student pairings are encouraged to make their presentations as informative and accessible as possible for the other class members, as the goal of these presentations is to increase our collective knowledge about Belize before the field trip. Be sure to include in your presentation not only general information about the topic at hand, but also specific information about how this topic relates to the indigenous Maya people. Each presentation should be approximately 15 minutes long. Please send an electronic copy of

your presentation to me before the class, so that I can post to the course webpage in CuLearn for all students to access.

c) Group Presentations on Experiential Learning in Belize (40%)

During the field trip, students will be divided into three groups to work on the service learning project. Each group will work on a different aspect of the overall project, focused on a different local organization. The exact nature and scope of each group project will be determined during the course of the field trip, in consultation with our partners in CELA Belize. After the field trip is over, the student groups will present the work they did in Belize in class on June 13 and (if necessary, depending on the length of the group presentations) on June 18.

d) Summative Essay (20%)

The summative essay should be 10-12 pages long and is expected to integrate the entire learning experience of the course. It is due June 18. Further guidelines on the essay will be issued before the field trip.

## **Class Schedule and Assigned Readings**

### **May 7: Course Overview, Experiential Learning Guest: Prof. Peter Andre, Political Science**

The first half of this class will provide an overview of the course and a general introduction to Belize. The second half will focus on the theory and practice of experiential learning with our guest, Prof. Peter Andre.

*Assigned reading:*

Rebecca Tiessen and Robert Huish, *Globetrotting or Global Citizenship. Perils and Potential of International Experiential Learning*, 2013, Ch. 1 & 14, pp. 3-20 & 280-287.

### **May 9: Participatory Appraisal 1 Guests: Dr. Orlaith McCaul, BGInS; Dr. Filiberto Penados, CELA**

The first of two classes, students will be given basic training in the tools and techniques of participatory appraisal. These tools and techniques will prove useful during the service learning project in Belize.

*Assigned reading:*

Robert Chambers, "PRA, PLA and Pluralism: Practice and Theory," in *The Sage Handbook of Action Research* (electronic resource), 3<sup>rd</sup> edition, 2015, Hilary Bradbury-Huang (ed.), Ch. 3, pp. 31-46 .

### **May 14: Participatory Appraisal 2/Service Learning Project Guest: Dr. Orlaith McCaul, BGInS Reflection Piece 1 due no later than today**

This class will conclude the training in participatory appraisal. As well, the first hour of the class will be devoted to a Skype call with Dr. Filiberto Penados of CELA, to introduce the service learning project in Belize.

*No assigned reading*

**May 16: Belize: Group Presentations/Film**

In the first half of the class, student pairs will present on agreed topics related to contemporary Belize. The last hour of the class will be devoted to watching *The Chocolate Farmer*, a 2010 National Film Board of Canada documentary about the indigenous people of Toledo District, Belize.

*No assigned reading*

**May 23: Cultural geography of indigenous peoples of Mexico and Central America/Maya Land Rights Case Guest: Prof. Derek Smith, Geography**

During the first half of this class, our guest will be Prof. Derek Smith, who will speak about the cultural geography of indigenous peoples of Mexico and Central America. The second half of the class will examine more closely the recent court decisions affirming indigenous Maya land rights in Belize.

*Assigned readings:*

Laurie Kroshus Medina, "The Production of Indigenous Land Rights: Judicial Decisions across National, Regional, and Global Scales," *PoLAR: Political and Legal Anthropology Review*, September 2016, Volume39 (IssueS1), pp.139-153.

**May 25-June 9: Field Trip to Belize**

**Reflection Pieces 2 & 3 due no later than June 9**

**June 11: NO CLASS****June 13: Group Presentations of Service Learning Projects**

**Reflection Piece 4 due no later than today**

Student groups will present on their experiential learning project in Belize.

*No assigned reading*

**June 18: Group Presentations of Service Learning Projects /Course Reflection and Evaluation  
Summative Essay due no later than today**

Student groups will present on their experiential learning project in Belize. The class will conclude with a critical reflection and group evaluation of the course.

*No assigned reading*

### Carleton University 2018 - Working Itinerary

DATE	Activity	Notes
Day 1	Arrival in Belize	Time TBD
Fri, May 25	Transfer to San Ignacio	CELA
	Lunch	Depends on arrival time - NOT INCLUDED
	Welcome Dinner	Trek Stop
	Student accommodation	Trek Stop
	Faculty accommodation	Trek Stop
Day 2	Breakfast	Trek Stop
Sat, May 26	Orientation to Belize	CELA
	The Ancient Maya	Joe Awe
	Indigeneity in Belize	Filiberto Penados
	LUNCH	Benny's
	Xunantunich Maya Site Tour	
	Walking Tour of Succotz	
	Dinner	Shelly Cocom
	Student accommodation	Trek Stop
	Faculty accommodation	Trek Stop
Day 3	Breakfast	Trek Stop
Sun, May 27	Travel to Toledo	
	Stop at Gulisi Museum	
	Garifuna Meal in Hopkins	Swinging Armadillo
	Garifuna development - Hopkins	Ted McKoy

	Caribbean Court of Justice Land Rights Ruling	Antoinette Moore
	Depart for Toledo	
	Dinner	Maya Family
	Student accommodation	TEA
	Faculty accommodation	Chabil Be
Day 4	Breakfast	Maya Family
Mon, May 28		
	Transport for the Day	
8:00	Maya people of Toledo and Indigenous Governance	Pablo Mis
9:30	Maya Land Rights	Cristina Coc
11:00	Maya Development Visioon	Filiberto Penados
12:00	Lunch	Maya Family
	SL PLanning	
04:00	Village Tour	
	Dinner	Maya Family
	Student accommodation	TEA
	Faculty accommodation	Chabil Be
Day 5	Breakfast	Maya Family
Tues, May 29	Transport for the afternoon	
	Guide Maya Farm Tour	Laguna Village
	LUNCH	Indan Creek Maya women's group (opportunity to meeti with one of the SL Groups)
	Maya Ceremony	Maya healers association
	Dinner	Maya Family
	Student accommodation	TEA
	Faculty accommodation	Chabil Be

Day 6	Breakfast	Maya Family
Wed, May 30	Transport for the Day	
	Visit to Tumul Kin Center of learning and radio station	Learnng about Maya education initiative and opportunity to meetin with one of the SL groups
	Lunch	Tumul Kin
01:00	SL Work planning	
04:00	Swimming Blue Creek river	
	Dinner	Coleman's
	Student accommodation	TEA
	Faculty accommodation	Chabil Be
Day 7	Breakfast	Maya Family
Thurs, May 31	Transport for the Day	
	SL – Laguna TEA	Conducting SL session
	Lunch	Maya Family
	SL – Laguna TEA	Conducting SL Session
	Dinner	PG
	Student accommodation	TEA
	Faculty accommodation	Chabil Be
Day 8	Breakfast	with Maya families
Fri, June 1	Transport for the Day	
	SL – Tumul Kin	Conducting SL Sesion
	Lunch	Tumul Kin Center of Learning
	SL – Tumul Kin	Conducting SL Sesion
	Dinner	with Maya families
	Student accommodation	Laguna TEA
	Faculty accommodation	Chabil Be

Day 9	Breakfast	Maya family
Sat, June 2	Transport for the Day	
	SL– Indian Creek Women’ group	Conducting SL Session
	Lunch	Indian Creek Women’s group
	SL -indian creek women’s group	Conducting SL Session
	Ixcacao Chocolate demonstration Dinner	at Ixcacao
	Student accommodation	Laguna TEA
	Faculty accommodation	Chabil Be
Day 10	Breakfast	Maya family
Sun, June 3	Transport for the Day	
	Maya Site Visit	
	Lunch	Colemans/San Miguel
	Canoe Trip	
	Dinner in PG Town	PG
	Student accommodation	Laguna TEA
	Faculty accommodation	Local resort
Day 11	Breakfast	Maya family
Mon, June 4		
	Transport for the Day	
	SL - Analysis	Working in Laguna or MLA office
	Lunch	Maya Family
	SL - Analysis	Working in Laguna or MLA office
	Dinner	Maya family
	Student accommodation	Laguna TEA
	Faculty accommodation	Local resort

Day 12	Breakfast	Maya Family
Tues, June 5	SL Analysis	Working in Laguna or MLA office
	Lunch	PG
	SL Analysis	Working in Laguna or MLA office
	Transport for the Day	
	Dinner	PG
	Student accommodation	Laguna TEA
	Faculty accommodation	Local resort
Day 13	Breakfast	Maya Family
Wed, June 6	Transport for the Day	
	Presentation to Maya Leaders at MLA office	Punta Gorda Town
	Lunch	PG
	Transfer to Maya Center	
	Dinner	Maya Center
	Student accommodation	Maya Center
	Faculty accommodation	Maya Center
Day 14	Breakfast	Maya Center
Thurs, June 7	Transport for the Day	
	Beach Day	
	SNORKELING	OPTIONAL EXCURSION
	Lunch	
	Dinner	Maya Center
	Student accommodation	Maya Center
Day 15	Breakfast	Maya Center
Fri, June 8	Transfer to TEC	
	Lunch	TBD

	Belize Zoo tour	(afternoon or night) OPTIONAL
	Dinner	Tropical Education Center (TEC)
	Student accommodation	Tropical Education Center (TEC)
	Faculty accommodation	Tropical Education Center (TEC)
Day 16	Breakfast	Tropical Education Center (TEC)
Sat, June 9	Depart for International Airport	TBD
	Depart for Canada	TBD