

GINS 3200
Experiential Learning Abroad
Monday and Wednesday, 14:35-17:25
318 Southam Hall

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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.

This year, the experiential learning opportunity will focus on the issue of indigenous Maya land rights in Belize. In 2015, the Caribbean Court of Justice issued a consent order on the Maya Land Rights Case brought before it. This was a historic ruling for Belize and surrounding regions, reinforcing land rights for Maya people. While in Belize, our host organization will be the Centre for Experiential Learning Abroad (CELA) Belize. Through it, students will work with the Toledo Alcalde Association and the Maya Leaders Alliance, the two main entities leading the movement for Maya Land Rights. Students will assist with projects that aim to increase awareness and communicate the meaning and implications of the Maya Land Rights ruling to Maya communities. The full itinerary for the experiential learning opportunity is available here:

The course will consist of three weeks of classes on the Carleton campus, followed by the two-week experiential learning opportunity in 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 about experiential learning, about Belize, and about the issue of Maya land rights in Belize. The classes on campus after return will allow students to present their projects and to 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.

Course Evaluation

The grade in this course will be assessed based on four short reflection pieces; group presentations before the field trip on some aspect of life in contemporary Belize; group presentations after the field trip on the experiential learning activity 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 8. Suggested topic: What are your expectations about the course and 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 1. Suggested topic: 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 7: Suggested topic: After your return, compare your expectations beforehand with the reality of the field trip. What met your expectations? Were you challenged in unexpected ways?

b) Group Presentations on Belize (20%)

On May 15, the last class before the field trip, pairs of students will make class presentations on some aspect of contemporary Belize. Each presentation should be approximately 15 minutes long. Student pairings, and topics for the presentations, must be approved by May 8. Students are encouraged to pick some aspect of contemporary Belize that relates to their course of study (e.g. if you are in the BGLnS Global Law and Social Justice Specialization, then present on the topic of the legal system in Belize). No two student pairings may present on the same topic, so some time will be devoted during the May 8 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. Please send an electronic copy of your presentation to the course instructors before the class, so that it can be posted to the course webpage in CuLearn for all students to access.

c) Group Presentations on Experiential Learning in Belize (30%)

During the field trip, students will be divided into four groups, each of which will work with a separate community radio producer on the experiential learning project. The exact nature and scope of this

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 four student groups will present the work they did in Belize in class on June 7 and (if necessary, depending on the length of the group presentations) on June 12.

d) Summative Essay (30%)

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 12. Further guidelines on the essay will be issued before the field trip.

Class Schedule and Assigned Readings

May 1: Course Overview (C. Brown and O. McCaul)

This class will provide an overview of the entire course.

No assigned reading.

May 3: Participatory Appraisal/Experiential Learning Opportunity (O. McCaul)

In this class, students will be given basic training in the tools and techniques of participatory appraisal. These tools and techniques should prove useful during the experiential learning opportunity in Belize. A portion of this class will also be devoted to a Skype conversation with Dr. Filiberto Pesado of CELA Belize, which will allow for initial discussions about the scope and nature of the experiential learning projects.

Assigned reading:

Robert Chambers, "Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm," *World Development*, Vol 22, No 10, 1994, pp.1437-1454.

May 8: Participatory Appraisal (cont.)/Experiential Learning (O. McCaul) -- Reflection Piece 1 due no later than today

This class will conclude the training in participatory appraisal. As well, there will be a critical examination of the theory and practice of experiential learning abroad.

Assigned reading:

Rebecca Tiessen and Robert Huish, *Globetrotting or Global Citizenship. Perils and Potential of International Experiential Learning*, 2013, Ch. 1, 5 & 9, pp. 3-20, 90-111 & 185-197.

May 10: Indigenous Land Rights in Belize (C. Brown)

This class will examine more closely the recent court decision in Belize, putting it in the broader context of indigenous struggles around the world.

Assigned readings:

James Youngblood Henderson, *Indigenous diplomacy and the rights of peoples: achieving UN recognition*, 2008, Ch. 1-3 & 9, pp. 9-21 & 74-89.

Danielle DeLuca, "Maya Win Unprecedented Land Rights in Belize at International Courts," *Cultural Survival Quarterly*, June 2015, Volume 39, Issue 2.

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, Volume 39(Issue 1), pp.139-153.

May 15: Belize: Group Presentations (C. Brown and O. McCaul)

Student pairs will present on agreed topics related to contemporary Belize.

No assigned reading

May 17-June 2: Field Trip to Belize (O. McCaul and J. Williams) – Reflection Pieces 2 & 3 due no later than June 1

June 5: NO CLASS

June 7: Indigenous Maya Land Rights in Belize: Group Presentations (C. Brown and O. McCaul) – Reflection Piece 4 due no later than today

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

No assigned reading

June 12: Indigenous Maya Land Rights in Belize: Group Presentations (cont.)/Course Reflection and Evaluation (C. Brown and O. McCaul)

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.

Assigned Reading:

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

Class Rules and Regulations

Course Conduct

There is an expectation that everyone in this course will be committed to the pursuit of scholarly exploration, knowledge acquisition and intellectual freedom. When there are contentious issues being discussed, it is expected that everyone will comport themselves in a spirit of mutual respect and exchange. Rudeness, disruption, harassment, and threats will not be tolerated.

While laptop computers are encouraged in class, please do not conduct non-course related activities during class time. This includes social media, games, texting, and the general use of digital devices that divert attention from the class content.

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance

Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty dean. Any grades posted on the CuLearn grade portal are unofficial and will not be finalized until the end of the semester. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points, is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from Bachelor of Global and International Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline/Syllabus

Please note that the course syllabus posted on the BGIInS website is the official course outline.