

Brock University, Faculty of Education
Fall 2018
EDUC 5P98/4P36: Global Education – Field Experience: Guatemala

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Office hours: By appointment during the day or after class.

CALENDAR DESCRIPTION:

Global issues (i.e., development, culture, gender, ecology, human rights, social justice) from the perspective of individuals within a particular geographical context.

EXTENDED DESCRIPTION:

This course, and the particular field experience in Guatemala, will examine a number of issues that are simultaneously local and global. We will learn from Maya indigenous communities about their struggles to reclaim their culture after 500 years of colonialism and 36 years of genocidal civil war which took the lives of some 200,000 Maya and destroyed entire indigenous regions of the country. We will look at school settings in Maya communities as well as other forms of cultural transmission/recuperation, i.e., families, community groups, music, language acquisition.

SPECIFIC COURSE OBJECTIVES:

1. To expose student to the cultural richness of one of the few countries in the Americas in which 50% or more of the population are indigenous; and
2. To examine the impact of historic and ongoing models of colonialism and rampant racism directed at the Maya people of Guatemala; and
3. To come to appreciate the resilience and determination of the Maya peoples through the establishment of locally controlled primary, secondary or post-secondary institutions and how Maya informed curricula, often in contrast with that authorized by the Ministry of Education, is emerging and is an important tool in the process of cultural recuperation; and
4. To see the interplay between formal education initiatives and the often spontaneous cultural practices of Maya children, youth and young adults (e.g., Maya Hip Hop).

COMMENT ON ACHIEVING THESE OBJECTIVES:

This course quite possibly represents the first opportunity for the students enrolled in it to consider concepts such as colonialism, post colonialism and systemic racism. Clearly, with only 16 hours of class time prior to our trip and one class following the trip, this course must be considered a very preliminary introduction to viewing the world through a post-colonial perspective. Some students will find the concepts compelling and may dig deeper in future courses or in extracurricular interests, others perhaps not so much. It is, however, highly likely that all participants will be moved by the field experience and impressed by the efforts of our hosts and by the people we meet to recapture and share the cultural values associated with their heritage.

PREPARATION FOR EACH CLASS:

Given that such a field experience, to be fully appreciated, requires as much preparation as possible, and considering that, in addition to “academic” preparation we will be using our limited pre-departure class time on practical issues related to the trip itself, students will be expected to come to class having viewed assigned videos (available on line) or having read assigned readings. This is necessary so that we have as much class time as possible available for the discussion of the issues raised in these materials and time to actually plan the trip.

RESOURCES:

Videos:

Voice of a Mountain. Life after the 36 year war in Guatemala <https://www.youtube.com/watch?v=fq7EDKgCZ-E> This 57 minute film speaks of the establishment of a Maya village in the late 1990s after the end of the civil war by people who had been affected by the war. It also puts the civil war and the current post conflict period into a historical context.

Mayan Renaissance. Approx 90 min. Deals with Maya struggles to be politically represented at the local and the national level. Focuses on Rigoberta Menchu, a Maya woman who won the Nobel Peace Prize in 1992 and ran for president on two occasions.

Maya Underworld <https://youtu.be/MH2gxNbBIW4> (1 h, 7 min - optional). Explores the creation story of the Maya and its roots in subterranean rivers.

<https://www.youtube.com/watch?v=ryiS2Jsvxrs> A brief six minute “concert” given by Tz’utu Kan, the Hip Hop artist from the Atitlan area referenced in the paper “This isn’t underground; it’s the highlands.”

<https://www.youtube.com/watch?v=xnBois1O-ck> *Hip Hop Hits the Maya Highlands*. A very brief (2 minute) look at local kids and a local instructor learning hip hop.

Living the Language: Guatemala. The Maya [Languages] (22 min)
<https://www.youtube.com/watch?v=zn4ZtNdqY5M>

The following short videos do raise issues but also give you images of Guatemalan Maya villages, homes and schools to help prepare you for what you will see once there and to prepare you, a bit, for the people with whom we will be inter-acting.

Education in Guatemala <https://youtu.be/DjxlRsJHSF0> (a 5 minute video on a Canadian supported school)

Bilingual education in Guatemala <https://youtu.be/uvLavr-D3Q> (a 3 minute video shot close to Lake Atitlan)

(Not) Going to School <https://youtu.be/ayTRujPD-14> (a 7 minute film on the issue of seeking to overcome the obstacles to school attendance for Maya girls)

Readings:

- Bell, E. R. (2017). "This Isn't Underground; This is Highlands": Mayan-Language Hip Hop, Cultural Resilience, and Youth Education in Guatemala. *Journal of Folklore Research*, 54 (3). (handout).
- Böröcz, József, and Mahua Sarkar. "Colonialism." Encyclopedia of Global Studies. In Helmut K. Anheier, H.K., Juergensmeyer, M. & Faessel, V. (2012). Thousand Oaks, CA: SAGE. pp 229-34. (5 pages). (QQSakai). Retrieved July 18, 2018 from https://www.researchgate.net/publication/288839786_Colonialism
- Friedland, E. (2004). Education for Liberation. *Multicultural Education*. (6 pages). Retrieved July 18, 2018 from <https://files.eric.ed.gov/fulltext/EJ781920.pdf>
- Hallman, K., Peracca, S., Catino, J. & Ruiz, M. J. (2007). Assessing the multiple disadvantages of Mayan girls: The effects of gender, ethnicity, poverty, and residence on education in Guatemala. The Population Council. Retrieved July 18, 2018 from www.popcouncil.org/uploads/pdfs/TABriefs/PGY_Brief16_Guatemala.pdf
- O'Sullivan, M. (2008). Educational reform and democratic practices in Guatemala: Lessons learned from the communities in exile. *Revista Interamericana de Educación para la Democracia/Interamerican Journal of Education for Democracy*, 1(2), 167 – 184. (Sakai).
- O'Sullivan, M. & Smaller, H. (in press). ISL Programs and Neo-Colonialism: The Response of One Nicaraguan Village. (handout).
- Rubin, B. C. (2016). "They Don't Tell It": Indigenous Social Studies Teachers Transforming Curricula in Post-conflict Guatemala. *Journal of International Social Studies*, 6(1). 114 – 127. (Sakai).
- Sabas, Nancy (2016). *Thinking Collectively: The Ixil university and Education for Liberation*. Retrieved July 31, 2016 from <http://www.mcclaca.org/thinking-collectively-the-ixil-university-and-education-for-liberation/>
- Smaller, H. & O'Sullivan, M. (in press). International Service Learning: Decolonizing Possibilities. (handout).

ASSIGNMENTS:

Journaling (Part 1: Pre-departure): At the end of class 4 (Sept. 29) you will hand in your predeparture journal. The journal will consist of your thoughts and learning from the videos and articles that we have viewed/read and the discussions we have had during the predeparture classes. It will also include reflections on your thinking/concerns about the trip as we prepare for it. This will be marked separately from the “in-country” journal. This section of the journal will be valued at 30% of your final grade.

Journaling (Part 2: during and immediately following the field experience). The journal will include your thoughts and learning acquired on the trip. It will be reflective (not simply an account of what we did from day to day although that can be included). You will be provided with a guideline on journaling to assist you in this writing task. As you will be strongly advised against taking a computer to Guatemala, your journal will be hand written. You will, however, hand in an edited word-processed version which will allow you to edit out any comments that you would prefer not to share. You are, however, encouraged to be as open and honest about the experience as possible. This section of the journal will be valued at 40% of your final grade.

Final essay: Consult with the course instructor about what topic you will choose to write your final paper on. It should involve a theme of significance to you that arises from the field experience and will be academic in nature (i.e., it will draw upon the literature as well as from your personal observations). Follow the requirements of the “Sample Outline for Paper” included in the course outline. This assignment will be valued at 30% of your final grade.

CLASS SCHEDULE:

Class 1: (a). Prior to class 1, view the video *Voice of a Mountain*. Life after the 36 year war in Guatemala (57min) <https://www.youtube.com/watch?v=fq7EDKgCZ-E> Consider the issues raised by the achievements of the early Maya city states in science, architecture, construction and math; the impact of the Spanish conquest; the efforts to find democratic solutions in the 1940s and 1950s; the subsequent civil war; and the current post conflict era. The film covers Guatemalan history from the mid 1940s to the current situation and will be the topic of considerable conversation in Class 1 and Class 2. As you watch this film, write down one significant observation from each of these eras and be prepared to discuss them in class. This can take the form of the first page(s) of your journal.

(b) Also, prior to class 1, view the following short videos:

Education in Guatemala <https://youtu.be/DjxIRsJHSF0> (a 12 minute video on a Canadian supported school)

Bilingual education in Guatemala https://youtu.be/_uvLavr-D3Q (a 3 minute video shot close to Lake Atitlan)

Take note of something in these films that strikes you as interesting or surprising, as perhaps being something that you'd like to know more about. Again, this can take the form of a journal entry.

(c). Read O'Sullivan, M. (2008). Educational reform and democratic practices in Guatemala: Lessons learned from the communities in exile. *Revista Interamericana de Educación para la Democracia/Interamerican Journal of Education for Democracy*, 1(2), 167 – 184. (Sakai).

(d). Read Rubin, B. C. (2016). "They Don't Tell It": Indigenous Social Studies Teachers Transforming Curricula in Post-conflict Guatemala. *Journal of International Social Studies*, 6(1). 114 – 127. (Sakai).

(e). Class discussion of the key points in the videos that you have viewed and the articles that you have read.

(f). Course participant Alisha Duwyn will explain her research project and invite you to consider participating.

(g). Practical issues re: preparing for the actual trip.

Class 2: Prior to class 2, view

(a). Mayan Renaissance. Approx 90 min. Deals with Maya struggles to be politically represented. Focuses on Rigoberta Menchu, a Maya woman who won the Nobel Peace Prize in 1992 and ran for president on two occasions. As you watch this film, write down one significant observation from each of these eras and be prepared to discuss them in class. This can take the form of the entries in your journal.

(b) Read: Böröcz, József, and Mahua Sarkar. "Colonialism." *Encyclopedia of Global Studies*. In Helmut K. Anheier, H.K., Juergensmeyer, M. & Faessel, V. (2012). Thousand Oaks, CA: SAGE. Pp 229-34. (5 pages). (Sakai). Retrieved July 18, 2018 from https://www.researchgate.net/publication/288839786_Colonialism

This article constitutes the framework of our discussion and experience. Colonialism both as an historical fact and the ongoing forms of 21st century colonialism will be the starting point of much of our learning in Guatemala. Again, make notes in your journal that reflect what you find interesting, noteworthy, or problematic in this article.

(c) Class discussion of colonialism and the response to it by the Maya people.

(d) issues re: preparing for the actual trip.

Class 3: Prior to class 3, view

(a) Living the Language: Guatemala. The Maya [Languages] (22 min)
<https://www.youtube.com/watch?v=zn4ZtNdqY5M>

(Not) Going to School <https://youtu.be/ayTRujPD-14> (a 7 minute film on the issue of seeking to overcome the obstacles to school attendance for Maya girls)

Death of a priest (a 22 minutes about the murder of Fr Stanley Rowther in 1981 in Santiago de Atitlan, the parish priest. He was the priest in the Catholic church we will be visiting and is on his way to sainthood in the Catholic church).

(b) Read Sabas, Nancy (2016). *Thinking Collectively: The Ixil university and Education for Liberation*. Retrieved July 31, 2016 from
<http://www.mcclaca.org/thinking-collectively-the-ixil-university-and-education-for-liberation/> (2 pages).

(c) Read Friedland, E. (2004). Education for Liberation. *Multicultural Education*. (6 pages). Retrieved July 18, 2018 from <https://files.eric.ed.gov/fulltext/EJ781920.pdf>

(d) Read Hallman, K., Peracca, S., Catino, J. & Ruiz, M. J. (2007). (4 pages). Assessing the multiple disadvantages of Mayan girls: The effects of gender, ethnicity, poverty, and residence on education in Guatemala. The Population Council. Retrieved July 18, 2018 from
www.popcouncil.org/uploads/pdfs/TABriefs/PGY_Brief16_Guatemala.pdf

Be prepared to discuss the issues raised in the videos and readings in class. Make notes about these resources in your journal.

(e) Session with staff of the experiential education office on writing a reflective journal, i.e., the expectations for Part 2 of your journal.

(f) Practical issues re: preparing for the actual trip.

Class 4: Prior to class view

(a) <https://www.youtube.com/watch?v=ryiS2Jsvxrs> A brief six minute “concert” given by Tz’utu Kan, the Hip Hop artist from the Atitlan area referenced to in the paper “This isn’t underground; it’s the highlands.”

(b) <https://www.youtube.com/watch?v=xnBois1O-ck> *Hip Hop Hits the Maya Highlands*. A very brief (2 minute) look at local kids and a local instructor learning hip hop.

(c) Read: Bell, E. R. (2017). “This Isn’t Underground; This is Highlands”: Mayan-Language Hip Hop, Cultural Resilience, and Youth Education in Guatemala. *Journal of Folklore Research*, 54 (3), 167 – 197 (30 pages) (Sakai).

(d) Make journal entries, be prepared to discuss these issues in class

(e) Practical issues re: preparing for the actual trip.

Class 5: Details TBA

OTHER ISSUES

Accommodations:

“As part of Brock University’s commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University community with disabilities. If you require accommodations related to a permanent disability to participate in this course, you are encouraged to contact the Student Development Centre Services for Students with Disabilities (4th Floor Schmon Tower, ext. 3240) and also discuss these accommodation(s) with the professor/instructor.”

Academic Integrity:

6.1 Academic Behaviour (Undergraduate and Graduate Students)

There is an expectation that all students shall act ethically and with integrity in academic matters and demonstrate behaviours that support the university’s academic values. These behaviours may include, but are not limited to:

1. Completing one’s own original work;
2. Asking for clarification to ensure an understanding of expectations;
3. Collaborating appropriately; and participating actively in group work situations;
4. Acknowledging the contribution of others (giving credit);
5. Ensuring one’s academic work is not used inappropriately by others (e.g., protecting access to computer files, research data or other academic work);
6. Acting ethically and with integrity while conducting research and in the reporting of research results;
7. Actively participating in the learning process;
8. Managing one’s time.

All Students are responsible for their behaviour and may face academic penalty under this policy should they engage in academic dishonest behaviours.

Graduate Studies, Master of Education Grading Criteria:

<p style="text-align: center;">90 - 100 A+</p> <p>Exceptional paper in all respects Contains original creative thought Very well organized and expressed Sound critical evaluation Clear command of techniques and principles of the discipline Publishable Consistently exceeds expectations High level of synthesis New understandings Extension of content</p>	<p style="text-align: center;">80 - 89 A</p> <p>Very good paper Well organized with few errors Shows clear understanding of concepts and evidence of critical thought Ability to discriminate and interpret relevant issues Analytic treatment of content Application of ideas Synthesis - able to make connections among disparate details or ideas Evaluation of ideas and content Manipulation and interpretation of data Concepts and understandings grounded in real applications</p>
<p style="text-align: center;">75 - 79 B+</p> <p>Good paper Meets some of the above criteria Shows basic competence in synthesis and critical thinking Shows competent grasp of writing and reference styles Adheres to proper reference and grammatical styles Logically organized</p>	<p style="text-align: center;">70 - 74 B</p> <p>Adequate paper Constitutes baseline for graduate papers Shows comprehension of course content and draws together information of the course in a coherent, understandable fashion Descriptive treatment of content Identification of key elements, recognition of basic facts, knowledge and recall Retrieval of information Grammatically correct writing Little integration of concepts</p>
<p style="text-align: center;">60 - 69 C</p> <p>Does not constitute baseline for graduate papers Some comprehension of course content and relevant literature Descriptive treatment of content Ideas presented are not central to course content and argument Underdeveloped arguments Inadequate analysis or conclusions General and/or unsupported claims - Little evidence of ability to draw together information from the course in a coherent, understandable fashion Grammatical and surface structure errors</p>	<p style="text-align: center;">50 - 59 D</p> <p>Does not constitute baseline for graduate papers Very limited recognition and retrieval of important concepts Limited integration of concepts Inability to utilize course content and relevant literature appropriately Inability to utilize relevant literature Inadequate synthesis False, general and/or unsupported claims Poor internal organization of paper (structure, coherence) Many grammatical and surface structure errors</p>

Sample Outline for Paper:

Introduction: This section should deal with an overview of your topic.

Set up the context and importance of the problem or issue. You might want to discuss your interest and the courses that influenced your perspectives on this topic. Your introduction should do the following:

- It should indicate the topic and your approach to it
- It should arouse your reader's interest
- It should explain the context into which your topic fits

The Problem: Clearly identify a specific issue or question that you would like to discuss.

Identify the perspectives taken by others related to this issue. There should be several perspectives.

Discuss the debates or orientations that have been used in the literature.

Consider your audience. Make decisions about the background you need to provide, the terms you need to explain and the details that you need to convince your particular audience. Ask yourself the following questions:

- Does your topic assert something specific, prove it and propose a plan of action?
- Do you have enough proof to support your opinion?

Position: Take a position. Is this a defensible position? Determine where you stand in the intellectual debate. Discuss the pros and cons of the position. Ask yourself the following questions:

- Is it a real issue, with genuine controversy and uncertainty?
- Can you identify at least two distinctive positions?
- Are you personally interested in advocating one of these positions?
- Is the scope of the issue narrow enough to be manageable?

Justification: Justify your position. Why do you feel the way you do? This part may have several sections and may even have several subheadings to help give clarity to your work. In this section you will present arguments and counter-arguments to persuade the reader that your views are justified. They should have the following format:

- Summarize the counterclaims
- Provide supporting evidence
- Refute the counterclaims
- Give evidence for your argument

The evidence for your justification may come from several areas:

- Factual Knowledge – information that can be verified and is commonly agreed upon
- Statistical Inferences – Interpretations and examples of an accumulation of facts
- Informed Opinion – opinion developed through research
- Personal Testimony – personal experience related by a knowledgeable party

Conclusion: Refine your position. You might consider the following:

- What conclusions and implications can be drawn from your issue?
- Why did the issues matter? Why are they important to you?
- How has your thinking changed as a result of this process?
- Where will you go from here?
- What other problems/actions need to be considered?