

Global Seminar:
Diversity, Globalization, and Sustainable Development in Belize
Summer Semester, 2013
May 28 – July 1
International Travel: June 11 - 20

Course Numbers:

School of Environmental and Biological Sciences - 11:015:481:B1
School of Management and Labor Relations - 37:575:481:B1
Bloustein School of Planning and Public Policy - 10:762:497:B1
Rutgers Business School - 33:011:480:B1
School of Arts and Sciences - 01:450:272:B1

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Course Description

This course takes a multidisciplinary approach to exploring topics of diversity, globalization and sustainable development. After an introduction to topics the first weeks of the course, students travel to English speaking Toledo District in Belize, Central America. During the 10 day educational intensive in Belize, students work with academic, organizational, and civic leaders who will engage students in recognizing the complexities of sustainable development in our 21st Century globalized world. Throughout the course students are charged with completing multiple assignments that require students to synthesize course material and experiences to address course learning objectives.

Course design encourages enrollment of students from all academic backgrounds. Diverse academic perspectives support social learning during large group and team assignments. Course design also supports the development of a skill set widely recognized for success within the contemporary workplace. Finally, course content in concert with this skill set encourages civic involvement and the application of a global perspective to local civic concerns.

This course is taught through a variety of methods: asynchronous online learning, lecture and group discussion, field study, service and experiential learning, and collaborative learning.

Learning Outcomes

Overview

Throughout the course, students are required to:

- learn and utilize critical thinking and cross cultural competencies
- successfully perform within collaborative working groups
- synthesize information from a variety of sources and learning experiences to form opinions and make decisions
- apply higher order thinking to explain complexities, for example, components of interconnectedness and paradox associated with a situation or issue.

Specifics

As a result of course content, assignments and activities students will:

- Increase Cross Cultural Competency:
 1. Recognize values, perspectives and realities that exist in Southern Belize. Explain how these values, perspectives, and realities are similar and different than their own.
 2. Increase respect for human diversity and social justice.
 3. Communicate their role as global citizens, including perspectives/behaviors that can be applied within their personal, academic, and future professional life.

- Present perspectives on course topics that originate from their academic interests; identify how their field of study intersects with other academic fields when engaged in contemporary problem solving or innovation.

Using Southern Belize as a case study, students will identify the opportunities and challenges of:

- Human Diversity and Culture
- Globalization
 - Goods, labor, knowledge, communication
- Sustainable Development
 - Three Aspects:
 - Social* (empowerment, inclusion, and institutions)
 - Economic* (efficiency and stability)
 - Environmental* (resources and resilience)
 - Elements of Connection between Aspects - *Poverty, Equity, Diversity, Power*
- Leadership (Leveraging Human Capital)
 - Civil society and NGO personnel/volunteers to address social justice and sustainable development issues.

Course Policies

Students are responsible for:

- access to a computer, software and an Internet connection that will support the online portion of the course.
- successful use of eCompanion course tools; Voice Thread platform
- applying Rutgers University academic integrity policies when engaging in coursework.
- meeting individual and team oriented assignment deadlines.
- respecting and abiding by Belizean culture, customs and laws
- roundtrip transportation to and from US based airport to Goldson International Airport (BZE) in Belize. (example: flight from Newark International Airport to BZE)

Schedule

Schedule is provided using phases, with corresponding dates.

Phase 1: Orientation to Online Learning, Educational Intensive Destination; Innovation and Problem Solving: Critical Thinking, Creative Thinking, and Collaboration

Tuesday, May 28 – Monday, June 3

Students utilize resources and tools within the eCompanion course shell to complete assignments.

Assignments

Orientation to online learning venue. Verify ability to use Voice Thread

Voice Thread Forum #1 (Students must engage in all three forum areas.)

Open Tuesday, May 28 – 11:59 pm Monday, June 3

Topics:

- A) International Study in Belize: Academic Interests or Expectations
- B) Similarities and Differences: The Toledo District and Where You Call Home
- C) Problem Solving and Innovation: Applying Critical Thinking, Creative Thinking and Collaboration

Phase 2: Intercultural Competencies; Introduction to Diversity, Globalization and Sustainable Development

Tuesday, June 4 – Monday, June 10

Students utilize resources and tools within the eCompanion course shell to complete assignments.

Assignments

Blog Writing Assignment: Current Events and Issues in the Toledo District

Voice Thread Forum #2 (Students must engage in both forum areas.)

Open Tuesday, June 4 – 11:59 pm Friday, June 14

Topics:

- A) Cross Cultural Competencies and Your Cultural Intelligence Scores **
- B) Connecting Diversity, Globalization and Sustainable Development

** Students must first complete and review the results of the Cultural Intelligence Assessment; Access to the assessment is available in the eCompanion course shell.

Phase 3: International Educational Intensive

Tuesday, June 11 – Thursday, June 20

Held in various locations around the Toledo District, Belize

Assignments

Participation in daily lectures, field trips, study sessions, and large and small group discussions

Team Presentation and Defense

Quiz (Teams complete to earn highest score on phase 1 and 2 material.)

Phase 4: Synthesizing Course Material and Intensive Experiences

Monday, June 24 – Monday, July 1

Students utilize resources and tools within the eCompanion course shell to complete assignments.

Assignments

Comments on Blog Writing Assignments
(Writing assignments uploaded in Phase 2; Students share knowledge and new perspectives after Phase 3 learning experiences)

Voice Thread Forum #3 (Students must engage in 2 forum areas.)

Open Monday, June 24 – 11:59 pm Monday, July 1

Topics:

A) What Is A Global Citizen?

B) Diversity, Globalization, and Sustainable Development in 21st Century US Life

C) My Ah-Ha Moment

Quiz

Assignment Descriptions

Voice Thread (VT) Forums

25% of final grade (worth 250 points)

Specific instructions on how to engage in VT forums and forum grading rubrics is in the course shell

VT Forums are created by the instructor to stimulate student engagement with subject matter and each other. The instructor creates a series of discussion topics around which students must exhibit their knowledge and critical or creative thinking ability.

VT forums are asynchronous. Students participate by offering either a voice message, a video clip, or typing comments. The instructor and other students may build on comments submitted by a student.

A minimum of 1 original comment and then one reply to a learning community member is required in each forum area (there are multiple forum areas within each VT forum); extra credit for additional high quality comments or replies to instructor or student comments.

Blog Writing Assignment and Comments

20% of final grade (worth 200 points)

Specific instructions on how to develop and submit the blog post and comments; grading rubrics located in course shell

Students choose a subtopic of interest associated with diversity, globalization, and sustainable development in the Toledo District. Students have access to a variety of subtopics as well as an organized instructor researched list of links to contemporary news and informational articles/videos in the eCompanion course shell. Subtopic resources vary. Example: ecotourism (economic concerns) education (social welfare concerns.) Student may also engage in a web search and use other resources not made available in the course shell.

Requirements: 500 word overview of subtopic; 200 word opinion statement; listing of 2 resources used to develop the overview Blog writing assignment worth 150 points

Students must choose 3 blog posts and respond to content and opinion after reading all of the learning community's posts. Comments worth 50 points

Team Presentation and Defense

45% of final grade (worth 450 points)

Points earned: 50% instructor; 50% peers (Peer score includes a collaborative score by teammates)

Students are placed in multidisciplinary teams prior to arrival in Belize. Using a case study approach and an instructor designed template, teams develop their presentation throughout the Belize intensive period.

Teams present and defend the contents of their presentation to other team members, their instructor, and select professionals and civil leaders who have worked with students during the educational intensive.

Presentation Components

Briefing of Current Situation (Includes presentation of complexity and any paradox)

Multidisciplinary Perspective on Opportunities and Challenges (diversity; globalization sustainable development)

Suggested Next Steps

Quizzes

10% of final grade (worth 100 points)

Specific instructions on completing quizzes using the eCompanion exam feature is located in course shell. Quizzes worth 100 points; 50 points per quiz

Grading

Each assignment or quiz is associated with a number of points. The list below indicates the point/letter grade breakdown. All assignments are graded using a rubric available to students prior to engaging in the assignment.

A = 1,000 – 900 points

C+ = 799 – 780 points

F = 599 – 500 points

B+ = 899 – 880 points

C = 779 to 700 points

B = 879 – 800 points

D = 699 – 600 points

No temporary grades given. Students must engage in the 10 day educational intensive in Belize to pass the course. (D or higher grade)

Course Material

To assist teams when completing their Phase 3 assignment, appropriate reading and video material will also be available during the educational intensive in Belize. Recommended material is not listed in this syllabus but will be available in the eCompanion shell.

Overview: Belize

Demographics

Reading

2010 Census Data

Statistics on the Toledo District available in this resource.

Published by: Government of Belize

Internet Access:

http://www.statisticsbelize.org.bz/dms20uc/dynamicdata/docs/20110505004542_2.pdf

About Belize and the Toledo District

Video Instructor Developed Video: A Perspective on Belize and the Toledo District

Reading Description of Belize: Government Resources

Sections: Physical features, People, history, politics, international relations, agriculture, industries and investment, communications, social services, tourism, national symbols
Published by: Government of Belize

Internet Access: <http://www.belize.gov.bz/np.asp?ctNode=335&mp=27>

Sections: Overview, Environmental/Economic Issues (ecology, biodiversity, protected areas, water, agriculture, economy), History, Government, People and Society

Published by: US Central Intelligence Agency, US State Department

Internet Access: <http://www.eoearth.org/article/Belize>

Geography:

Maps of Belize & the Toledo District: Road Map; Tourist Map, Conservation Map

Human Diversity

Topic: General Overview of Dimensions of Diversity

Video Instructor Developed Video: Introduction to Human Dimensions of Diversity and Cultural Values

Topic: Diversity in Belize and the Toledo District

Reading Use resources listed in the Overview: Belize material (Demographics and About Belize and the Toledo District) that focus on diversity of ethnicity, gender, age, education, and social class in Belize.

Marsden, A.M. (2001) *The Living Maya: The Mopan and Q'eqchi' of the Toledo District, Belize, Central America*, Mayaviewkeeper, Mays Landing, NJ.

Selected Excerpts on Mayan culture (print and video)

Twigg, A. (2006). *Understanding Belize*. Harbour Publishing, Madeira Park, BC.

Excerpt: Chapter 2: The Maya, p. 23 -29.; Chapter 9: Humans for Sale; Creole Society section, p. 88 – 91.

Audio

Musician Preserves Fading African-Caribbean Culture

Audio: April 11, 2007, National Public Radio (NPR)

Internet Access:

<http://www.npr.org/templates/story/story.php?storyId=18287881#9515982>

Garifuna: An Endangered Culture – Named A World Heritage by UNESCO

Audio: August 12, 2001, National Public Radio (NPR)

Internet Access:

<http://www.npr.org/templates/story/story.php?storyId=1127274&ps=rs>

Topic: Developing Cross Cultural Competency

Video Instructor Developed Video: Using an International Experience as an Opportunity to

Develop Cross Cultural Competencies (and how you'll use the competencies in the future)

Reading Gardenswartz, L., Cherbosque, J. Rowe, A. (2008). *Emotional Intelligence for Managing Results in a Diverse World*. Davis-Black Publishing, Mountain View, CA.
Excerpt: Chapter 5: Intercultural Literacy, p. 97 – 128.

Assessment

Van Dyne, L., & Ang, S. (2006). A Self-Assessment of Your CQ. In P.C. Earley, S. Ang, & J-S Tan. *CQ: Developing Cultural Intelligence at Work* (pp. 217-227). Stanford University Press: Stanford, CA.

Excerpt: Assessment: A Self-Assessment of Your Cultural Intelligence

Access:

<http://culturalq.com/papers/Van%20Dyne%20&%20Ang%20self%20assessment%20of%20CQ%202006.pdf>

Globalization

General Principles

Video Instructor Developed Video:
What is Globalization? ; Globalization and Developing Caribbean Countries

Reading Bardhan, P. (2006). Globalization and Rural Poverty, *World Development*, 34(8), 1393 – 1404.

Social Justice and Globalization

Reading United Nations (2006). Social Justice in an Open World, Department of Economic and Social Affairs, Division for Social Policy and Development , New York.

Excerpts:

3.2.3 More Work Opportunities for a few and increased unemployment and underemployment for the majority, p. 32 – 33

3.2.4 A better distribution of information and perhaps of knowledge, but more uneven distribution of opportunity for quality education, p. 34 – 35.

Internet Access:

<http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>

Murray, M. (2012). As Ye Sow, So Shall Ye Reap: Granting Maya Women Land Rights to Gain Maya Land Rights. *William and Mary Journal of Women and the Law*, 18:651.

Excerpts:

Introduction, p. 651 – 653.

V: History of the Belize Maya Movement, p. 661 – 667.

(Political Representation, The Pan-Maya Identity/Movement)

VI: The Evolution of Maya Land Rights, p. 667 – 671

Internet Access:

<http://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=1343&context=wmjowl>

Sustainable Development

General Principles

- Video Instructor Developed Video: Understanding Sustainable Development
- Reading Munasinghe, M. (2007). Making Development More Sustainable: Sustainomics Framework and Practice Applications, 2nd Ed. Munasinghe Institute for Sustainable Development, Montreal, QC.
- Excerpt: Chapter 2: Sustainable Development Triangle
(social, economic, environmental)
- Internet Access for Chapter:
http://www.eoearth.org/article/Sustainable_development_triangle

State of Sustainability in the Toledo District

- Reading Belize Country Poverty Assessment
Caribbean Development Bank (CDB), August 2010
- Excerpts: Some Key Issues, p. 254 – 257
Toledo District Section 7 through 7.3.4, p. 220 – 227
- Internet Access: <http://www.belize.gov.bz/public/Attachment/131612504571.pdf>
- Examples of International Initiatives
- Broad Based examples available in course shell. Students are required to select two of to review.

Natural Resources (Biodiversity)

- Video Instructor Developed Video: Natural Resources: The Real Wealth of Belize
- Wild Wealth: Sneak Preview Length: 4:57
- National Geographic and The Interdevelopment Bank (IDB)
- Internet Access: <http://www.youtube.com/watch?v=agTphpjPzWg>

Human Capital (Leadership)

- Video Instructor Developed Video:
Beyond the Natural Wealth of Belize: Government, Civil Society and NGOs
- Reading Hickey, W.D., Achtem, J. M., Nuner, J. (Winter 2012). International Partnerships: A Model For Educational Organizations, *School Leadership Review*, Tribute Issue, 7(1) p. 46 – 70. Available from: <http://www.tcpea.org/slr/2012/winter.pdf>
- Required: p. 48 – 55.
- Sections:
Lessons from International Partnerships, p. 48;
Lessons from an Educational International Partnership in the Toledo District, p. 50 – 52
- A Model for International Partnerships. 52 – 53; Discussion, 53 – 55.
- Wainwright J, (April 2009) Cartography, Territory, Property: Postcolonial Reflections on

Indigenous Counter-mapping in Nicaragua and Belize. *Cultural Geographies*, 16(2), p.153-178.

(Important aspects of this article detailed in instructor subject introduction)

About Phase 3: Educational Intensive in Belize

Educational Intensive

The educational intensive in Belize involves both day and evening educational sessions.

Topics for all interactive lectures/guest speakers and field experiences are directly associated with course topics of human diversity, globalization, and the social, economic, and natural resource management aspects of sustainable development. Lecturers and mealtime guest speakers work with students to recognize the multidisciplinary nature of issues associated with each of the course topics.

Some educational sessions and mealtime speakers are located in a large (thatched roof) common area at lodges where students reside. Other sessions are held “on location” where sustainable development related activities are occurring.

Specific Subtopics Addressed (in alphabetical order):

Conservation

(Conservation of natural resources and cultural perspectives, activities, and quality of life realities)

Cultural Norms, Values and Traditions in the 21st Century

(Diversity in the Toledo District’s civil society; opportunities of and challenges to cultural preservation; the post colonialism perspective)

Education

(Youth/Adult, basic, occupational training, lifelong learning)

Healthcare

(Formal systems and traditional healing)

Labor and Earning a Living Wage

(Formal and Informal Employment: ecotourism; agriculture/aquaculture; entrepreneurial businesses and government/business service work)

Leadership: NGO (Non Governmental Organization) and Civil Society

(Collaboration, opportunities and challenges)

Policies and Politics

(Governmental operation and laws in respect to civil society’s desire for sustainable development and social justice)

Service Learning

Students are required to volunteer 1 day of service to an international NGO that is assisting in the sustainable development of the Toledo District. The NGO Country Director will serve as one of the speakers during a regular educational session. Students will learn the connection between the objectives of the organization, the service students are providing and course topics of diversity, globalization, and sustainable development.

Recreation and Discovery

Students are given ample opportunity for recreation and discovery of the wonders of Belize as part of and outside of the daily educational program. Integrated into the schedule are physical activities such as: hiking in the rainforest; swimming in and kayaking on a jungle river; horseback riding and biking; overnight trip to an island/snorkeling the barrier reef; dancing to Garifuna drumming; sightseeing in a traditional Mayan village; traditional chocolate making; exploration of administrative center of the Toledo District (Punta Gorda Town.)

Note: Activities require a moderate level of physical fitness.

Students engage in class session activities as a group; recreational opportunities with at least one other classmate. No individual excursions will be allowed.