

Community-Based Education:

Living and Learning in Trinidad & Tobago

SYLLABUS

Instructor of Record:

Candice Hughes-Bengochea and Ms. Averil Ramchand

General Course Goal: To frame study away in Trinidad & Tobago as a total learning experience

- To continue your cultural orientation and community service through guided reflection
- To learn through exposure to unfamiliar experiences

Learning objectives – Students will:

1. Identify things (people, objects, institutions, situations, beliefs, ideas) that are different in T&T and the sources of these differences. (cultural knowledge)
2. Analyze in what ways experiences in T&T are similar to and different from the similar experience at “home.” (perception of difference)
3. Examine a set of critical incidences that occurred during the program that have resulted in eye-opening experiences and learning opportunities. (self awareness)
4. Demonstrate how they learned to interact effectively and appropriately with Trinibagonians in their culture and the experiences that led them to this discovery/knowledge. (bridging cultures)

Course Assumptions:

1. Intercultural learning is foundational
2. Intercultural learning needs to be largely experiential (questions and problems encountered can lead to deeper understanding).
3. Intervention by a mentor is required throughout the program in order to move students toward suspending judgment until they have a fuller cultural picture from which to understand/evaluate what they are seeing, hearing and experiencing
4. Intercultural understanding leads to better community relations and development

Course description:

This course, (taught alongside the experientially-based Caribbean Culture and Society course), is designed to assist students in acquiring a broader understanding of what it means to live and learn in Trinidad and Tobago, and how community relations can be fostered. It includes the experiences of a short homestay, as well as regular weekly

community service at a venue of a student's choice that is monitored by the venue supervisor and Ms. Hughes, and arranged by Ms. Ramchand. This course builds on 5 broad areas of experience each student on the program will have and provides an opportunity to talk about and analyze these experiences, comparing them to similar experiences the student has already had at home or on their home campus.

Opportunities for discursive comparison – each are readily available in the course of the program:

1. Home-stay experience (cf. own home living experience)
2. Classroom experience and learning styles (cf. PLU class experiences)
3. Free time/extra-curricular experience (cf. home campus experience)
4. Ritual and performance (compare with religious, cultural and/or political rituals and performances of home communities)
5. Community-based education (service learning component) (cf. volunteer activities at university or college, in town where university is located/where student is from) (*Cyril Ross Nursery; St. Mary's Home for Children; Autistic Society; Home for the Elders; Princess Elizabeth Home for Disabled Children*)

Required Reading:

Horace Miner, "Body Ritual among the Nacirema." *The American Anthropologist*, vol. 58 (1956), pp. 503-507. <http://oak.cats.ohiou.edu/~thompsoc/Body.html>

Course Format, Assignments, and Evaluation:

This course will make use of:

1. Regular weekly meetings: a venue to focus discussion on one or other of the above comparative topics. Discussions will be led by Candice Hughes. (10%)
2. Structured reflections: Ms. Ulsted and Mrs. Hughes will be responsible for reading and evaluating students' structured reflections at least three times during the program. The reflections will record your experiences in the five (5) comparison categories noted above and your comparative reflections on those experiences. Please use the course objectives as a lens through which to consider your entry. (Example: Paper about Home-stay experience: Students will be given a range of questions /issues from which to consider their homestay experience. Upon return from homestays they will write a reflection essay that will be the topic of one of the discussion groups, and will be read and evaluated by Ms. Hughes and Ms. Ulsted). (40%)
3. Reflection paper about Community-based education (service learning): Students will draw from their service learning weekly journal log to write a short reflection paper about

what they have learned during their volunteer time, as it compares with similar experiences at home. (20%)

4. Final Paper and Presentation: Students will prepare a final presentation (power-point or conventional, photos encouraged) drawn from their reflections in the above five requirements, to be presented and videotaped in the final week in Trinidad.

After considering the five reflections you wrote, draw out the common threads and values your reflections exhibit. The final paper and videos of the presentation will be prepared and sent back to Tanya Ulsted. Both the presentation and the paper should demonstrate what you have learned about and how you understand more deeply

- i. your time in Trinidad and Tobago
- ii. US culture
- iii. and yourselves

Note that you will need to adjust for the different audiences. (30%)

Total: 100%

Credit: student will earn 4 semester hours of credit for this course which will appear on the transcript as a 4 credit co-op course, titled, Living and Learning: Trinidad and Tobago.

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STRUCTURED JOURNAL ENTRIES:

Entry 1: Homestay Experience

Write a four-five page essay (double spaced) in which you reflect upon your homestay experience in the following ways:

- 1) In what ways did the family structure and its members' roles seem similar to or different from that of your own family in the US?
- 2) What family or community values seemed to be the most important to your homestay families?
- 3) Tell of one incident that led to an "aha moment" for you.
- 4) Analyze your own experience in adapting to life in your Trinidadian family. In what ways do you feel you succeeded in interacting in a Trini way? In what ways do you feel you did not succeed?

Begin your essay with a brief description of your family, their geographical location and their apparent socio-economic position. Follow this with approximately one page on each of the above.

The writing style should contribute to the sense of a formal, yet personal essay. Proofread for elegance, clarity, flow and of course typos.

Due date: Friday 11th January 2013

Entry 2 : The Charlotteville Village Experience

Write a four-five page essay (double spaced) in which you reflect upon your experience in Charlotteville in the following ways:

- 5) In what ways did the community structure and its members' roles seem similar to or different from your own community in the US?
- 6) What community values seemed to be the most important to people with whom you spoke?
- 7) Tell of one incident that led to an "aha moment" for you.
- 8) Analyze your own experience in adapting to life in "a small place." In what ways do you feel you succeeded in interacting in a Trini way? In what ways do you feel you did not succeed?

Begin your essay with a brief description of Charlotteville and its apparent socio-economic position. Follow this with approximately one page on each of the above.

The writing style should contribute to the sense of a formal, yet personal essay. Proofread for elegance, clarity, flow and of course typos.

Due date: Friday 25th January 2013

Essay 3: The Classroom experience and learning styles

Write a two-three page response (double spaced) in which you reflect upon your experience in your Classroom in the following ways:

- 1) In what ways did the classroom structure and its members' roles seem similar to or different from your own in the US?
- 2) What learning styles seem to be most effective for the people with whom you spoke?
- 3) Tell of one incident that led to an "aha moment" for you.
- 4) Analyze your own experience in adapting to life as a person of minority or majority. In what ways do you feel you succeeded in interacting in a Trini way? In what ways do you feel you did not succeed?

Begin your essay with a brief description of the University and its apparent socio-economic position.

The writing style should contribute to the sense of a formal, yet personal essay. Proofread for elegance, clarity, flow and of course typos.

Due date: Friday 15th February 2013

Entry 4: Reflection: Free time/extra curricular experience

Write a two-three page response (double spaced) in which you reflect upon your experience in your free time in the following ways:

- 1) In what ways do Trinbagonians spend their free time and why? How are these similar to or different from home?
- 2) What made you choose this activity to spend your free time?
- 3) Tell of one incident that led to an "aha moment" and hence a learning opportunity for you.
- 4) Analyze your extra-curricular experience in adapting to life in the Caribbean. In what ways do you feel you succeeded in interacting in a Trini way? In what ways do you feel you did not succeed?

Begin your essay with a brief description of the activity and with whom you went.

The writing style should contribute to the sense of a formal, yet personal essay. Proofread for elegance, clarity, flow and of course typos.

Due date: Friday 15th March 2013

Entry 5: Reflection: Ritual and performance (religious, and/or political rituals)

Write a two-three page response (double spaced) in which you reflect upon your experience in your free time in the following ways:

- 1) In what ways did the religious event and its members' roles seem similar to or different from a religious event you have experienced in the US.
- 2) How was your presence perceived? Did you feel welcomed or accepted? What factors contributed to your acceptance or non-acceptance?
- 3) Tell of one incident that led to an "aha moment" and hence a learning opportunity for you during the event.
- 4) Analyze your own experience in adapting to life in a multi-religious society. In what ways do you feel you succeeded in interacting in a Trini way at the event? In what ways do you feel you did not succeed?

Begin your essay with a brief description of the event.

The writing style should contribute to the sense of a formal, yet personal essay. Proofread for elegance, clarity, flow and of course typos.

Due date: Friday 19th April 2013

COMMUNITY-BASED EDUCATION GUIDELINES

There are two main components:

- Content
- Presentation

Content

- Introduction, Make clear the institution you have been visiting and the time schedule
- First impressions
- Analysis from journal entries of activities, interaction with the children interaction with the staff during the period.
- Occasions that were memorable for you.(Describe in detail.)
- Analysis of the extent of your service to the community chosen
- Analysis of personal growth
- General reflections

Presentation

- Structure
- Language skills-clarity, flow, conciseness
- Correctness of spelling and grammar.(please proofread)

Please give your essay a heading.

Due date: Sunday 26th April 2013

FINAL PAPER AND PRESENTATION

- a) Students will prepare a final presentation (**power-point or conventional, photos encouraged**) drawn from their reflections in the above five requirements, to be presented and videotaped in the final week in Trinidad. After considering the five reflections you wrote, draw out the common threads and values your reflections exhibit. (10%)

Date: Sunday 28th April 2013

- b) A final paper (7-10 pages) paper should be geared to a North American audience (eg. use explanatory notes, appendices, or footnotes to ensure comprehension). Consider a shift in style, content elaboration, and cultural explanations/clarifications. (20%)

Both the presentation and the paper should demonstrate what you have learned about and

how understand more deeply

- i. your time in Trinidad and Tobago
- ii. US culture
- iii. and yourselves

Note that you will need to adjust for the different audiences. (40%)

Due date: Monday 29th April 2013