

“Community Tourism Marketing & Development”: IU Service Learning in Yucatan

LTAM L-426 (combined with LTAM L-###)

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**Six Week, Six Credit Summer Course offered by
Center for Latin America and Caribbean Studies — CLACS**

Course Catalog Description

This course provides students hands-on learning in tourism marketing, branding and community tourism development in the Yucatán and Maya Riviera. Students work with communities to help them develop locally controlled and owned tourism businesses in Maya communities located near Chichén Itzá, a major international tourism destination and UNESCO World Heritage site. Students work in teams to create marketing and branding strategies and products for community partners to increase the direct benefits for local peoples and communities. Students learn fieldwork methods of action research and applied anthropology to conduct service learning and develop visual marketing tools and products. The course combines traditional classroom learning, community based service learning, and on-site international field experience in the Maya world of Yucatán. Specifically, this field study abroad course provides students with direct experiential training in and academic knowledge of international tourism development and the unique problems of creating sustainable community oriented tourism. The first week of is conducted on-campus and then followed by five weeks in the Yucatán Peninsula, México. The primary on-site location is the Indigenous Maya community of Pisté, which provides the majority of tourism services to Chichén. A required orientation meeting is held in March. This is a combined undergraduate and graduate course. Students must submit an application and enroll through the IU Office of Overseas Study website.

Summary: Six Week, Six (6) credits Summer Program

Dates: May 10 to June 15, 2016

Credits Satisfy University Degree Requirements for :

- International Experience Requirement for Undergrad International Studies Majors
- Certificate in Latin American & Caribbean Studies, Undergrad & Grad levels

Enrollment Limited to 14 undergraduate and 5 graduate students

Program Field Site: Maya community of Pisté, located 3 km from Chichén Itzá, Mexico

Lodging: At Program Site family run hostels or shared group lodging, Homestay Option is available. On the Maya Riviera hotels in Playa del Carmen and Tulum

Meals: program costs include two meals a day.

Field Trips: can vary based on budget; program includes overnight in Playa del Carmen & Tulum; day trips to Chichén Itzá, Valladolid, Yaxuna, Yokdzonot, and Merida

Eligibility Requirements:

- Restricted to IU students in good academic standing with GPA of 2.4 or higher;
- Open to students with any major or minor who have completed freshman year;
- Students must have at least one year of college Spanish or equivalent placement; or have demonstrated native fluency or be a heritage speaker of Spanish.

Application Deadline: **Monday February 22**

- Grad & Undergrad students submit an [application through IU Overseas Study](#).
- Students must be formally accepted before being authorized to enroll.
- Non-refundable deposit of \$500 must be paid in March to complete enrollment.

Undergraduate Program Fee is \$2,395

Program Fee includes:

- ✓ Cost of tuition for 6 IU credits at graduate or undergraduate level;
- ✓ Lodging and two meals a day during the international component in Mexico;
- ✓ Local transportation for all mandatory group travel in México, including round trip ground transportation to/from Cancun Airport
- ✓ Entrance fees for mandatory field trips to archaeological sites and tourist attractions;
- ✓ All mandatory/required group program activities.
- ✓ Medical insurance during overseas component of program (variable 30-36 days)

The program fee excludes:

- Round trip international airfare from Indianapolis (or other domestic airport) to Cancun;
- Ground travel from home to US airport;
- One meal a day while in México;
- Optional field trips & group activities are out of pocket payment of expenses by student;
- Personal items, including medicine, hygiene, beauty, and gifts for individual use;
- Individually purchased food, service, lodging, or other consumables are excluded.

Grading and Assignments

1. On Campus Seminar Participation and Tourism Essay	20%
2. Five Field Trip based Reflections	20%
3. Community Tourism Service Learning Project & Portfolio	60%
○ Fieldwork Reflections (3 total: partner, fieldwork, project process)	10%
○ Fieldnotes and Archive (of all photos, video, audio, scans)	10%
○ Fieldwork Materials: Assessment, Focus Group Interviewing, etc.	10%
○ Proposal: Draft & Revision,	10%
○ Project Results & Products & Analysis; e.g., webpages, visual marketing	10%
○ Project Presentations to Group and to Community Partners	10%

Graduate Coursework & Evaluation

Graduate course has a separate syllabus. Grad students are (1) assigned more and higher level reading than undergrads; (2) are expected to complete more comprehensive and higher quality seminar assignments and field work; and (3) are assigned special grad level assignments as Project Coordinators (project supervisors and team leaders).

Learning Outcomes corresponding to Credit Designations

⇒ **Service Learning:** Students gain practical experience, knowledge, and skills in Service Learning with community partners in non-US contexts of community-based tourism development and specifically learn about heritage management, eco-tourism, brand analysis, strategic planning, community control, and marketing of culture/cultural identity.

⇒ **CASE GCC:** Students gain academic knowledge and experiential understanding of the distinctive world view, institutions, and patterns of cultural organization of other, non-US communities, clients and partners, specifically Maya indigenous communities in contexts of Mexican society and the tourism development of the Yucatán region.

⇒ **CASE S&H** Students gain knowledge of the sociopolitical and economic processes of international tourism development and learn to critically analyze how local cultures and societies are dynamic actors that engage and are linked to regional, national and transnational structures and institutions.

⇒ **International Studies:** Students learn to prioritize the understandings, perspectives, and needs of local communities and groups over and above pre-packaged, US-based models of development and marketing that are typically imposed by transnational corporations and international non-governmental organizations.

Specific Course Objectives

Academic Goals

1. Gain a knowledge foundation of tourism as an interdisciplinary field of study
2. Gain knowledge of the socio-economic and political histories of Yucatán focusing on Maya culture and the political-economic institutions of regional tourism development
3. Be able to identify and critically analyze different types of tourism (e.g., mass charter, eco/alternative) especially in relation to consumption, markets, cultural institutions
4. Be able to identify and critically analyze how communities are integrated within and affected by distinct tourism development (politics, cultural institutions, economics)
5. Be able to identify and critically analyze political institutions and governmental processes that shape community solidarity, agency, and capacity to control tourism

Service Learning and Experiential Goals

1. Gain practical understanding, skills and experience in the application of tourism theories in the design and implementation of community tourism and eco-tourism development.
2. Gain experiential knowledge and practice in service learning methodologies based in community action research, participatory action research and applied anthropology
3. Gain experiential knowledge and practice in fieldwork methods, specifically focus group interviewing; participant observation; tourism analysis; ethnographic photography; visual marketing production; fieldnote writing; photo archiving;
4. Gain practical knowledge and analytical understanding of the dynamics between communities, government institutions, private sector businesses, and nongovernmental organizations in the specific contexts of Mexican society, politics and Maya cultures.
5. Gain the tools and skills of critical analysis and the ability to use these in projects that benefit and assist community partners in their negotiation of encompassing political institutions, social structures, and economic processes.

Required to Purchase: Readings, Software, Supplies & Equipment

- There is no required textbook to purchase. Required readings are all made available on Canvas or through IUCAT. A list of Recommended Books for Purchase is provided.
- All students are required to purchase [ACDSee image management program](#) software. Students are required to have installed software and to have initiated use and become familiar with it prior to course start. Discount pricing is available through a special arrangement with the professor.
- See separate list of required supplies & equipment provided during orientation.

Weekly Schedule: Summary of Activities

Pre-Course Orientation Meeting

Held during week AFTER spring Break 3 hours

Orientation covers travel, logistics, safety, IU release forms, Overseas Study policies, course design & obligations. Focus: Scheduling of student travel, purchase of flights; preparation (insurance, clothing, equipment, supplies); course dynamics; logistics (field trips, food, lodging); as well as other questions raised by participants. Read Student preparation Guide.

Week One. On Campus Seminars — Days 1-2-3 (pre-Travel)

Tues: Tourism Studies & Concepts; Maya Cultures; Spanish Dialogue; Fieldwork Basics
Wed: Theories of Tourism; Action Research Methods; Visual Ethnography Methods
Thurs: Regions; Alternative & Eco-Tourisms; Tourism Representation & Marketing

Week One-Two. Maya Riviera Field Trip (Days 4-5-6-7)

Friday: International Travel to Cancun CUN; Shuttle to Playa del Carmen:
Ethnographic Tour Seminar on Spatialization of Tourism
Saturday: Playa: Seminar on Maya Riviera Tourism Development & Ethnography
fieldwork assignments on tourism in Playa
Sunday: Morning Free; Travel to Tulum; Tour of Tulum Ruins
Monday: Tourism Workshop with Tulum County officials, business leaders, and
community representatives; afternoon break; travel to Pisté evening

Week Two. Pisté – Chichén – Yokdzonot Community Tourism (Days 8-12)

Tues: Arrival in Pisté. Day of write up, reflection, reading, settling in community
Wed: Seminar (fieldwork workshop; reflections); Group visit to Yokdzonot Community
Partner; conduct tourism destination assessment of Cenote Zaazil Haa.
Thurs: Meet with Tinum County & Pisté Government officials & Tourism Business
Leaders; meet with community partners and scheduling specific team work
activities. Writing Assignments Due (reflections, seminary essay)
Friday: Observation day with community partners; seminar de-briefing
Saturday: Full day ethnographic tour of Chichén Itzá; fieldwork assignments

Weeks 3, 4 and 5: Community Tourism Projects Pisté (Days 13-33)

Week Three. (May 22–May 28)

Week Four. (May 29–Jun 4)

Week Five. (Jun 5–Jun 11)

Routine Schedule hours per day direct service learning with community partner or working with teammates on service learning project. Weekly routine includes: 2 hours of seminar 2 times a week; 3-4 hours daily working with community partner on team project; 2-3 hours daily divided between (a) writing up fieldnotes and reflections, (b) lab work to process and archive visual-graphic media, audio recordings and video, (c) reading of seminar assignments, (d) online research related to community partner and project, and (e) screening and discussion of films related to tourism and Maya culture.

- ➔ **Written Assignments are generally due** for submission on Mondays and Thurs or Friday. Due dates of written assignments can be modified in relation to on-the-ground needs derived from the specific activities that are conducted during the week. Reflections are due during the Debriefing Seminars as indicted in the calendar below and are the basis of the seminar discussion.
- ➔ **Written Assignments include** project proposal draft, revised project proposal, fieldnotes, daily field log, interview questionnaires & summaries, destination assessment tourism evaluation, description of project results, field trip reflections and project reflections (on community partner, fieldwork and project process/products).

Field Trips, mostly day excursions from Pisté:

- Cenotes Yokdzonot (day trip)
- Cenote Ikkil (day trip)
- Cenote Dzitas (day trip)
- Cenote Dzitnup (day trip)
- Valladolid, tour of colonial city (day trip)
- Mérida en Domingo— street festival held every Sunday in downtown Merida
- Mérida Noche de Yucatán—traditional music & culture festival in Parque Santa Lucia (Thurs. evening)

Week Six. Finalize & Present Projects to Partners (Jun 12–Jun 15; Days 34-37)

Final days of program on-site: Sunday, Monday, Tuesday.

- Sun/Mon: Team members complete project and prepare presentations
- Mon/Tues: Presentation of Project Results to Community Partners
- Tuesday: Debriefing Seminar; service learning students assess and reflect on projects, achievements, frustrations, and modifications of project plan
- Tuesday: Submission of Project Portfolio (including all assignments, fieldwork materials, photo archive, fieldnotes, project products & results)
- Tuesday: Program Clausura – social event to mark closure of program
- Wednesday: Departure for airport by 11am from Pisté. Students return to USA

2016 Program Calendar – May 10 to June 15 – 6 Week

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Wk 1.	May 8	May 9	May 10 Program Starts On-Campus Day 1	May 11 On-Campus Day 2	May 12 On-Campus Day 3	May 13 Arrive Cancun 1pm Shuttle to Playa Arrive Playa by 3pm. Seminar Walk Tour	May 14 Playa Carmen Seminar, Field Work Session, & Write Up
Wk 2.	May 15 Half Day Rest Field Trip Tulum Ruins Guided Tour	May 16 Tulum Workshop w/ Govt. Officials, Business Owners, Tourism Developers Travel to Pisté	May 17 Debriefing Seminar Walking Tour Pisté Write Up Reflections Reflections Due	May 18 Seminar Yokdzonot Tour Ethnography Pisté Write Up/Lab Work Archive Photos	May 19 Meet with Pisté govt, business leaders, Community Partners; Seminar Essay Due	May 20 Travel Seminar: Debrief & Write Up Reflections Initial Project Planning in Teams & Scheduling Work	May 21 8 hrs at Chichén Guided Tour includes meeting Govt. officials, lunch & swim
Wk 3.	May 22 Day of Rest, Write up, Reading, Research	May 23 Service Projects Team Work & Seminar; Film Night Reflections Due Archive Photos	May 24 Service Projects Team Work & Seminar Write Up/Lab Project Proposal Due	May 25 Morning Write Up Field Trip Dzitnup 11am; Valladolid	May 26 Service Projects Team Work & Seminar Optional Trip Sta. Lucia, Mérida	May 27 Service Projects Team Work & Seminar Write Up/Lab Proposal Revision Due Photo Archive Check	May 28 Cenote Ikkil or Dzitas Cenote Day Trip
Wk 4.	May 29 Day of Rest, Write up, Reading, Research	May 30 Service Projects Seminar Film Night Assignment Due	May 31 Full Day Field Trip Yaxuna Ruins & Cenote	JUN 1 Service Projects Seminar Write Up/Lab	JUN 2 Service Projects Write Up/Lab	JUN 3 Service Projects Seminar; Write Up/Lab Assignment Due	JUN 4 Day of Rest & Write up Opt: Merida Trip
Wk 5.	JUN 5 Rest Day Optional: Merida en Domingo	JUN 6 Service Projects Seminar Film Night Assignment Due	JUN 7 Service Projects Write Up/Lab	JUN 8 Service Projects Seminar Write Up/Lab	JUN 9 Service Projects Write Up/Lab	JUN 10 Service Projects Seminar Write Up/Lab	JUN 11 Complete Team Projects Write Up/Lab
Wk 6	JUN 12 Complete Projects; Write Up/Lab Work	JUN 13 Debrief Seminar Present Projects to Partners	JUN 14 Turn in Portfolios Present Projects to Partners Program Clausura	JUN 15 Program Ends Depart Pisté by 11am for CUN for Return Flight	JUN 16	JUN 17	JUN 18

Detailed Schedule of Activities

Week One. On Campus Seminars — Days 1-2-3 (pre-Travel)

On-Campus seminars are held during three days prior to travel. There are three 1-1.5 hour seminars each day; these are five hour classroom days. There is a 30 minute lunch break.

Day 1: Tuesday: Tourism Studies, Maya Cultures, Fieldwork, Spanish Dialogue

Seminar 1: Tourism Studies & Concepts: What is Tourism? Who is a Tourist?

Readings:

- Required: Chambers, Native Tour, Intro and chap 1, pp. 1-7, 7-30
- Required: Crick, Representations of International Tourism in the Social Sciences

Seminar 2: Maya Cultures, Civilization & Histories. Panorama

Readings:

- Required: Baklanoff & Mosely, “Intro: Yucatan since 1982 Mexican Debt Crisis”
- Required: Baklanoff & Moseley, chap 1 “Yucatan's Prelude to Globalization”

Seminar 3: Fieldwork Basics: Field Notes, Archives, Photographs,

Readings, all required:

- OSEA.02.03_Primer on How Spanish is spoken in Yucatán
- Castañeda, “OSEA.01.2_Guide_Mantras_Fieldwork_2015”
- Castañeda, “OSEA.03.00_Guide_Setting_Up_Research_Archive_2015”
- Castañeda, “OSEA.03.01_Guide_Setting_Up_Field_Notebooks_2006”
- Castañeda, “OSEA.03.01_Guide_Writing_Fieldnotes_3Types_2015”
- Castañeda, “OSEA.03.02_Guide_Setting_Up_Image_Management_ACDSee”

Language & Culture & Film Session: In-Class Spanish dialogues and fluency assessment. Use of live interaction and discussion of research and youtube films related to tourism in Yucatán to assess competency.

Day 2: Wednesday: Tourism/Tourist, Action Research

Seminar 4: Tourist Motivations, Experiences & Meanings, Authenticity

Readings:

- Required: Feifer, Going Places, chap. 1-2
- Required: Turner & Ash, Golden Hordes, chap 3,4,5
- Required: MacCannell, the Tourist, chap. 5 “Staged Authenticity”
- Required: Bruner, Balinese Contact Zone

Seminar 5: Community Action Research Methodologies.

Readings:

- Required: Morgan, Focus Group Ethnography, chap 1,2,3 — pp. 1-30.
- Required: Madison, Critical_Ethnography_ch2_Interviewing pp.22-41
- Required: Rubin, Qualitative Interviewing, chap 9
- Required: Schensul, Ethnographer's Toolkit vol. 3/ch 2 "Focus Groups" pp. 51-114.
- Required: Castañeda, "Community Collaboration" (4 pps)

Handouts:

- Castañeda, "OSEA.05.0_Logic_Interviewing_Methods"
- Castañeda, "OSEA.05.1_Guide_Interviewing_Techniques"
- Castañeda, "OSEA.05.2_Guide_Interview_Questions"
- Castañeda, "OSEA.05.3_Guide_Interviewing_Strategies"
- Anderson & Brown, Time to Listen: Hearing People receiving Aid

Seminar 6: Visual Ethnography of Tourism, Maya Cultures

Film Session: "Incidents of Travel in Chichén Itzá" by Himpele & Castaneda
Screening and Discussion

Readings:

- Required: Castañeda, Incidents of Travel in Chichén Film Guide
- Required: Vivanco, Performing Pilgrims

Day 3: Thursday: Tourism Development, Alternative & EcoTourism, Markets

Seminar 7: Tourism Regions and Development: Example Cancun Concept

Readings:

- Required: Clancy, "Mexican Tourism Since 1970"
- Required: Torres, "Post-Fordist Tourism Cancun"
- Required: Sunyer, Thomas, Daltabuit, ch 9 "Tourism on Maya Periphery"

Seminar 8: Alternative Tourisms, Ecotourism, Sustainability

Readings:

- Required: Castañeda, Neoliberal Imperative of Tourism (4pps)
- Required: Stronza, Hosts and Guests. Anthropology of EcoTourism. NAPA vol. 23
- Required: Butcher, Ecotourism, NGOS and Development. Chap 3.

Seminar 9: Yucatán Tourism: Marketing & Representation — "Sex, Sun, Sand, Ecology, Archaeology, Heritage"

Readings:

- Required: Ardren, Tourism in the Mundo Maya
- Required: Ehrentraut, Maya Ruins and Tourism
- Optional: Breglia, Hacienda Tourism in Yucatán, CEDLA chapter
- Required to skim read through more than one Yucatán Guide book on Canvas

Seminar 10. Visual Ethnography Workshop: How to take a photograph.

Readings:

- Required: Mitchell, Doing Visual Research, chap 9
- Required: Pink, Doing Visual Ethnography, chap 2 Ways of seeing

Handouts:

- OSEA.08.2_Guide_Body_Focused_Visual_Documentation

Week One-Two. Maya Riviera Field Trip (Days 4-5-6-7)

Friday. Day 4: International Travel to Cancun CUN & Shuttle to Playa

- Students arrange for ground transportation out of pocket from their homes to Indianapolis departure airport.
- Purchase your international flights for arrival in Cancun between Noon and 3pm.
- All students rendezvous in Cancun airport at designated location according to travel instructions that are provided in orientation and class.
- Participants must use Santander ATM in Cancun airport, just past Mexican Customs, in order to withdraw Mexican currency in cash (recommended amount is \$300).
- Complete readings for Saturday seminar on Friday before and during travel.

Friday. Day 4: Playa del Carmen

On-Site Orientation re: security, safety, rules of behavior, meals, lodging, & schedule.

Seminar 10. Introduction to Maya Riviera and Field Trip of Playa del Carmen.

Seminar is an Ethnographic Tour of the Spatialization of Tourism

Readings:

- Required: Jairo Martin, Master's Thesis Playa del Carmen, chapters 1 and 3

Fieldwork Assignment: Observe, recognize, and assess the organization of space in relation to types of tourists, forms of consumerism, and behaviors.

Assignment Objectives:

- Be able to identify types of tourists by nationality, consumer styles, motivations.
- Be able to recognize how space is organized to facilitate consumerism, in terms of structuring of bodies, activities, and sets of objects
- Be able to recognize how the visual organization and display of bodies, objects, and images in Playa as a tourism destination
- Be able to observe, document, and discuss the way Maya identity, culture, and heritage are used as marketing devices, what other kinds of symbols Maya is or is not associated with, how local tourism agents (vendors, guides, waiters, etc.) associate or disassociate with the identity, image and symbolism of Maya
- Be able to analyze how Maya is used as commodity and brand tourism development

Saturday. Day Five: Playa Field Trip

- ✓ Observation of Morning Beach Activities, 7am-9:30am.
- ✓ Group Breakfast at 9:30 am followed by First Reflections Workshop, re: Playa
- ✓ Beach Ethnography 11 am to 2am
- ✓ Lunch, 2:30-4pm, including brief discussion of photography; show and tell
- ✓ Afternoon – Evening Ethnography of Spatiality of Consumerism, 5:00pm to 8pm
- ✓ Group Dinner. Discussion.
- ✓ Mandatory check in at 11am and 1am. Curfew at 3am with roll call in Hotel

Ethnography Reflection Assignment:

Students form groups of two or three and are assigned specific tourism situations/spaces to conduct fieldwork: E.g., Shopping on 5th Ave; local hanging out in Zocalo; tourist interface with restaurant hosts; beach recreation; night life bar-club scene. Students conduct at least four interviews of more than 10 minutes with tourists and tourism-workers and do observations and photo-documentation of tourist experience and modes of interaction. Specific focal points learning and reflection: What do people say and think about tourists, their experience, and their interactions? What are tourist motivations and needs? What do local tourism workers think are the motivations, needs, experiences and forms of interactions of tourists? What are the different types of tourists? How are they different?

Sunday. Day Six: Playa and Tulum

Special Fieldwork Workshop: Show & Tell & Critique of Photographs & Video

Seminar 11. Tour Tulum Ruins (2 hrs) and Ethnography in Tulum Artisan Market (2hrs)

- ✓ Morning Free in Playa del Carmen until 10:00 am.
- ✓ Shuttle to Tulum Hotel, drop off luggage and then to Tulum Ruins
- ✓ Lunch in Tulum Market
- ✓ Return to hotel by 5pm
- ✓ Dinner in Group, out of pocket

Monday. Day Seven: Tulum Community Tourism Workshop

Seminar 12. Tulum Community Tourism Workshop with Municipal Authorities, OperaMaya festival, hotel owners (Papaya Palapa Proyecto Hotel), and news media.

Learning Outcomes: Experience first hand how politicians and business persons speak and think about community tourism development as a ethical project and as an economic motivation, brand, and marketing tool. Student enter into with prepared questions and write reflection essays afterwards and next day.

Schedule of Activities:

- ✓ Morning free on beach until 11am
- ✓ Seminar Tourism Workshop 11am to 4pm
- ✓ 6:00 pm departure from Tulum Hotel for Pisté by Shuttle
- ✓ 6:30 Dinner in Tulum City, out of pocket
- ✓ 8:30 pm Departure for Pisté arrival by midnight.

Readings:

- Required: Batchelor Mysterious Maya Performance Coba Xcaret Riviera, chap 1
- Required: Walker, “Archaeological Tourism” 2003 NAPA article
- Required: Stronza, “Bold Agenda of EcoTourism”
- Required: Honey, “Costa Rica EcoTourism” in Gmelch
- Required: Patullo, “Cruise Ship Industry” in Gmelch

Week Two. Pisté – Chichén – Yokdzonot Community Tourism (Days 8-12)

No sunglasses allowed in Pisté, Yokdzonot, Yaxuna or other Maya communities in which we are working with Maya community partners.

Tues: Arrival in Pisté, Day of Writing Up and Reflection

Orientation Meeting in Morning during breakfast.

Informal work day devoted to WRITING, individual reflection and informal discussion, reading, settling in to the Pisté community. Note There are several written assignments that are due based on the Playa and Tulum experiences and fieldwork.

Once on-site in Pisté, all students must integrate time in the evening to complete writing and lab assignments; this is a time of rest, but also of informal, unstructured individual or team work. Students must commit to structuring their time accordingly.

Wed: Project Orientation Seminar; Reflection Workshop; Yokdzonot Trip

Seminar 13. Project Orientation & Visual Ethnography Methods part 1 to define work routine; define DATE: “Destination Assessment and Tourist Evaluation”

Seminar 14. Fieldwork Workshop -- Formal Group Reflections on field work & field trips

Field Trip: Group visit to Yokdzonot Community Partner as tourist-researchers. We conduct the DATE analysis. Time on-site is provided for note-taking and documentation of experience

Thurs: Meeting with Pisté Partners

Seminar 15. Pisté Meeting with Government Officials and Collaborating Businesses

Meet with Tinum County & Pisté Government officials & Tourism Business Leaders; meet with community partners to schedule specific team work activities and hours of participation with partners

Seminar 16. Debriefing Seminar following Meeting with Pisté Partners & Officials

Friday: Observation Day with Community Partners; Write Up & Lab

Observation day with community partners; writing up reflections and fieldnotes; lab work to process photographic, audio, and video recording; prepare for archiving and complete written archival documentation of audio-visual materials

Submit Written Reflections and Assignments for Maya Riviera and Yokdzonot Field Trips

Saturday: Chichén Itzá Trip, 9am to 6pm on-site

➔ **Full day** ethnographic tour of Chichén Itzá; fieldwork assignments

Bring sun protection, 2 liters water, snack, comfortable clothing & walking shoes, money for extra water, photographic camera, video camera: No sunglasses allowed, lunch included

Weeks 3, 4 and 5: Community Tourism Projects Pisté (Days 13-33)

Fine Print Details regarding “Weekend Free Days”:

- ⇒ Arranged food and lodging in Pisté is included in program costs.
- ⇒ All non-program travel, meals, and expenses must be paid out of pocket by participants.
- ⇒ Travel out of Pisté for any reason must be requested and approved in advance by Prof. Castañeda and requires a minimum number of 3 persons doing an activity together; no individual travel is permitted under any circumstances. These rules are strictly enforced.

Routine Schedule during Weeks 3,4,5

Weekly Routine Schedule includes: 2 hours of seminar 2 times a week; 3-4 hours daily working with community partner on team project; 2-3 hours daily divided between (a) writing up fieldnotes and reflections, (b) lab work to process and archive visual-graphic media, audio recordings and video, (c) reading of seminar assignments, (d) online research related to community partner and project, and (e) screening and discussion of films related to tourism and Maya culture.

Sunday		Free Day. Day of informal work, writing up, rest, reading
Mon, Wed & Friday		Morning. Seminar at 9:30am; variable to 11:30am or Noon.
MTWThrF	3 hrs	Project Field Work & Service Learning w/ Community Partner
Monday		Night. Film Screening and Discussion (weeks 3,4,5)
Tues/Thurs	3:30-6	Fieldwork Workshop/Team Reflections & Assessment

Field Trips, excursions from Pisté included in group activities:

See Calendar above for provisional dates. The dates may change due to circumstances. Generally cenote trips are scheduled for Wed or Saturday unless need to modify dates.

- Cenotes Yokdzonot (day trip)
- Cenote Ikkil (day trip)
- Cenote Dzitas (day trip)
- Cenote Dzitnup (day trip)
- Valladolid, tour of colonial city (day trip)

Optional Overnight Field Trips to Mérida

Mérida field trips are an additional expense that is not included within the program budget. High enrollment in course program can allow for a majority of the expenses to be included. Low course enrollment requires these trips to be excluded or to be conducted entirely at the pocket expense of the participants as an optional activity

- Mérida Saturday Night—downtown closed for street party (trip paired with below)
- Mérida en Domingo— street festival held every Sunday morning 10am to 4pm
- Mérida Noche de Yucatán—music & culture festival in Santa Lucia on Thurs 7pm

Week Three. Community Tourism Projects in Pisté (May 22–May 28)

Seminar 17. Writing Research Proposals, part 1: the portfolio assignment and report

All Readings and Handouts Required

- Required: Creswell, Qualitative Inquiry chapter 2
- OSEA.04.0_Instructions_for_Proposal_Assignment
- OSEA.04.1_Guide_How_to_Write_Research_Proposals
- OSEA.04.2_Model_Template_of_Proposal
- OSEA.04.4_Guide_Sample_Real_Grant_Instructions
- OSEA.04.4_Guide_to_Writing_Proposals_&_Research_Design
- OSEA.04.5_Index_Typical_Errors_Writing_Proposal_2015

Seminar 18. Ethnography and Action Research Methods, part 2

All Readings and Handouts Required

- Wolcott Art of Fieldwork ch1, 4, 5
- Handout Wolcott-Art of Fieldwork

Seminar 19. Writing Research Proposals, part 2

All Readings and Handouts Required

- Wolcott Transforming-Qualitative Data-chapter 2 (1994)
- OSEA.10.0_Assignment_Final_Portfolio_Instructions_2015
- OSEA.10.0_Assignment_Formatting_Final_Ethnography_2015
- OSEA.10.1_Guide_Writing_Ethnography_3Meta-Genres
- OSEA.10.2_Guide_Writing_Ethnography_Wolcott Writing Up_[2009Rev]

Week Four. Community Tourism Projects in Pisté (May 29–Jun 4)

Seminar 20. Collaboration in Ethnography and Action Research Methods

All Readings Required

- Service Learning Definitions and Principles (Project Engage textbook), pp. 2-14
- Castañeda, Between Pure and Applied Research
- Clerke & Hopwood, Doing Ethnography in Teams, chap 2
- Lassiter, Collaborative Ethnography, chap. 2 Defining Collaborative Ethnography
- OSEA Handout Collaborative Ethnography

Seminar 21. Tourism Representation of Maya: Commodity, Brand & Marketing Readings

- Required: Ardren, Ix Chel pop goddess
- Required: Batchelor, Mysterious Maya Performance Coba Xcaret Riviera, chap 2, 3, 4
- Required: Rafael Guerrero, Xcaret: Mexico for Sale
- Required: Martin Checa-Artasu, Turismo y Arqueología, usos y abusos
- Optional: Martin Checa-Artasu, Patrimonio naturaleza, y gestión Turística: Xcaret

Seminar 21. NGOs, Power and Politics in Globalization & Community Tourism: Readings

- Required: Ferguson & Gupta, Spatializing States
- Required: Nuijten, Governmentality and Working of Power in México
- Required: Lister, NGO Legitimacy? Critique of Anthropology 2003

Week Five. Community Tourism Projects in Pisté (Jun 5–Jun 11)

Seminar time Week Five is devoted to a “Workshop” in which participants bring their research and service learning projects to discussion and contribute with constructive commentary on the research process of the other participants. The workshop is focused on one or more aspect of the projects depending upon participant needs. This are:

- ⇒ development of ethnographic writing by sharing samples and discussing writing strategies and techniques
- ⇒ the development of service learning products and results, such as websites, videos, menus, reviews or any other type of promotional materials that are being created

Week Six. Finalize & Present Projects to Partners (Jun 12–Jun 15; Days 34-37)

Sunday & Monday: Teams Work to Complete Project

Team members complete project, prepare presentations, and write up the project portfolio, which includes all the properly archived research materials and documentation

Monday & Tuesday: Presentation of Project Results to Community Partners

Team members complete project, prepare presentations, and write up the project portfolio, which includes all the properly archived research materials and documentation

Tuesday: Final Program Work Day

- Debriefing Seminar; service learning students assess and reflect on projects, achievements,
- Submission of all assignments, fieldwork materials and products
- Program Clausura – social event to mark closure of program

Wednesday: Return to USA

Departure for airport by 11am from Pisté. Students return to Cancun for international flights. Program covers ground transportation in group to CUN – airport.