The course is an intensive two-month field program in Thailand, conducted as a collaborative endeavor between WWU and the Institute for Village Studies. The ten-week course offers students an in-depth, cross-cultural educational experience among village people in Southeast Asia. The theme of education and social change combines academic studies in Southeast Asia culture, history, religion, and politics, with opportunities for service learning and participation in grassroots community development. It seeks to enhance empathy across cultures, heightening awareness of the power of culture and education, and celebrating diversity.

The field program is grounded in collaborative learning and ethical travel. Through an intellectually and physically rigorous schedule of cultural study, inter-cultural interactions, and reflection, the course promises to be both unique and transformative. Prior to travel, students will participate in orientation, team building, and preparatory study on ethical global citizenship. While in Southeast Asia, community, work, and family activities provide diverse experiences for participatory learning. As a “seminar in motion,” the program draws on remarkable local expertise and diverse social contexts, in a dynamic itinerary that entails both carefully planned and evolving activities. In addition to service learning projects, students will engage in on-site academic seminars, reading, writing, and reflective practice. Upon return to WWU, students will create an action project for positive social change informed by their experience in Southeast Asia. This 15-credit course is designed to enable students to get the most out of their international experience by developing knowledge, skills, values, and their application in an intercultural context.

*Service learning is defined as a “course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.” (Bringle & Hatcher, 1995).

**COURSE OBJECTIVES**

This course involves a set of interrelated objectives:

1. Provide basic knowledge of the cultural dynamics, religious traditions, historical patterns, and contemporary issues that contribute to the identities of the communities we visit.
2. Introduce students to interdisciplinary conceptual frameworks, particularly those of sustainable development and how they apply in local communities.
3. Enable participants to interpret their experiences, focus their service, and establish a context for specific inquiry.
Course objectives will be accomplished through direct experiences and relationships that students develop in communities we visit, and the deeper understanding that results. These will relate to the full scope of practices, principles, and aspirations of people we come to know. Through a combination of formal instructional activities and assignments, and living and working with villagers, participants will have a full range of interactive learning experiences with local experts as well as WWU faculty.

**CORE COURSE COMPONENTS**

**Cultural Competency & Immersion:** This entails a survey of religious traditions, historical patterns, and political dynamics that contribute to the cultural identities of Southeast Asian communities. The principal objective is to provide background information that enables students to interpret their experiences, focus their service, and establish a context for specific research. A second objective is to acquaint students with basic heritage, customs, and etiquette of the cultures they visit, facilitating a productive adaptation to village life. This includes instruction in basic language and homestays with local families. Students are expected to participate in a schedule of lectures and discussions from faculty and indigenous experts, and are accountable for core course readings.

**International Service Learning:** The course will introduce students to theories of sustainable international development to provide a conceptual framework for students’ service learning. As part of this discourse, we will discuss elements of equitable international partnerships and how they are initiated, nurtured, and sustained. We have long-standing relationships with grassroots organizations and local communities based on respect and reciprocity. In the field, we will partner with them on projects that they initiate and lead. The service philosophy of this program is that local communities are the experts in their priorities and in how best to achieve them. Our role as outsiders is to approach international service with a huge dose of humility and let our community partners guide our involvement in the manner that they believe will be most meaningful.

**Ethical Global Citizenship and Travel:** This course examines the ethical and practical questions raised by traveling, working, studying, reporting, and volunteering internationally. By exploring the social, cultural, historical, political, and economic contexts in which international engagement takes place, students will develop a critical lens with which to evaluate their own place in an increasingly interdependent world. As part of this component, students will develop Social Action Plans that empower them to use their experience on program to create actions that will have a positive impact on the world, both at home and abroad.

Before departure we will cover general guidelines and expectations for ethical travel, as well as the responsibilities we carry as global travelers. For the program to be successful and have a long-term positive impact, it requires a full commitment of all participants to uphold these principles. With the understanding that responsible and ethical travel is an ongoing learning process, students will be encouraged to share questions, perspectives and insights throughout the trip. Through this collaborative learning, we will aspire as a group to improve upon the practices and principles of the program.
ORIENTATION

Prior to departure students will participate in an intensive week-long orientation. It will include lectures and discussions on the religions of Southeast Asia (Buddhism and Islam) the history and cultures of Thailand, contemporary politics, sustainable international development, and ethical travel. WWU faculty and IVS staff will also assist students in focusing and designing their individual projects. Particular attention will be devoted to health and safety concerns, including working with the IVS staff and having a 2-hour session on health and safety with a medical professional.

The orientation sessions will help students to begin to collaborate as a group – to solve problems, to communicate clearly and openly, and to hopefully make lifelong friends. We will address the challenges of cultural assimilation and the unique aspects of travel and study with a group.

TENTATIVE ITINERARY

<table>
<thead>
<tr>
<th>Date</th>
<th>Place/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 9-13</td>
<td>Orientation, Bellingham</td>
</tr>
<tr>
<td>Jan 16</td>
<td>Depart Seattle</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Arrive Bangkok</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Travel to Chiang Mai</td>
</tr>
<tr>
<td>Jan 18-21</td>
<td>Chiang Mai</td>
</tr>
<tr>
<td>Jan 22-Feb 4</td>
<td>IMPECT Project/Mawwakee Village</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Chiang Mai</td>
</tr>
<tr>
<td>Feb 6</td>
<td>Travel to Kanchanaburi</td>
</tr>
<tr>
<td>Feb 7-Feb 16</td>
<td>Ban Phrat Tat</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Travel to Ban TapTawan</td>
</tr>
<tr>
<td>Feb 18-28</td>
<td>Ban TapTawan</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Travel to Kui Buri National Park</td>
</tr>
<tr>
<td>Mar 2-4</td>
<td>Kui Buri National Park</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Travel to Bangkok</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Depart Bangkok/arrive Seattle</td>
</tr>
<tr>
<td>Mar 12-23</td>
<td>Post-Trip Seminar/Public Presentations</td>
</tr>
</tbody>
</table>

EVALUATION

Fairhaven 437c is S/U. Your grade will be assessed in the following areas.

Service Learning Fieldwork:
The primary focus of the course will be your Service Learning Fieldwork experience. For eight weeks, you will be a part of a small group of students and faculty working with community members and community-based organizations in Southeast Asia.

1) Professionalism, Participation, and Contribution
This international experience will be fluid and collaborative, and the content of this experience will depend greatly on how your own individual interests mesh with the goals of local communities. Therefore, your professionalism, contribution, and participation in this program are critical to the success of not only your own experience, but also the current and future partnerships with community members and organizations.

Your contributions should be positive and take into consideration the learning of the entire class. Any actions that impede your learning of the learning of other class members will adversely affect your professionalism, participation, and contribution grade. Outstanding participation and contribution would be characterized by the following behaviors:

- Demonstrates a commitment and understanding of the importance of respecting the local culture, their norms, and their expectations of our partnership.
- Participates in class discussion, including questions, areas for exploration, and discussions that further understanding, according to our learning objectives.
- Demonstrates excellent listening skills by remaining attentive and respectful of other students, teachers, staff, and community members.
- Demonstrates ability to apply, analyze, and synthesize course material.
- Explores new ideas and challenging questions.
- Demonstrates open and full participation in service and learning activities.

2) Reflection
Students will have multiple opportunities for reflection and application of academic principles throughout the term before, during, and after the fieldwork experience. Sometimes this will take place in seminar discussions. Students will also write a number of short critical reflection papers, based on a prompt provided by the instructors. Reflection papers will be evaluated on content (40%), reasoning (40%), and writing quality (20%).

Journals & Research Exercises:
Keeping an ongoing journal enables students to record experiences and therefore remember long after their memory has faded. It is also a powerful way to reflect on all that they encounter, its significance, and personal development and growth. On occasion, they will be asked to select and share with experiences key passages that reflect their learning, connections to other experiences, or challenges to prior knowledge or points of view.

Semi-weekly ethnographic exercises will be developed *en situ*, including on topics such as: global-local intersections; social relations; resolution of divergent viewpoints; interconnections of social/environmental wellbeing; and religious principles and practice. Specific topics will be assigned during orientation as well as around the numbers and kinds borders that are crossed from Bellingham to Southeast Asia.

Active Participation:
The more the student engages with one’s classmates and the environment, the more he or she will get out of this course. Both the Instructor of Record and the Field Director will be in constant communication with the students on their level of participation. In general, we will be evaluating the student on the following points:

a. Follow guiding principles
b. Follow through with plans
Social Action Project Plan:
Your action project plan is your plan for how the fieldwork experience will influence and affect your decisions and actions in the future. Your experiences in Southeast Asia will give you a different perspective on the world. So your action plan should summarize how your perspective influences this particular project and beyond. **You will present your plan when we return.** Please outline your action plan as follows:

1. Executive summary: (1 page)
   a. Summary of the project and its purpose, setting the stage for the rest of the action plan
2. General description of the project including:
   a. Vision statement
   b. Mission statement
   c. Goals and Objectives – one to two years out
3. Action, Service and/or Product Description
   a. A strategic plan for your actions, services and products – a step-by-step outline of what you will do to prepare for your project and ensure that your project is realistic and successfully completed
4. Operations Description
   a. Description of all physical assets, including materials, locations, human resources, etc. needed to accomplish your project from beginning to end
   b. Description of how you will obtain these necessary assets
5. Financial Plan
   a. Detailed budget for Project (if necessary, one to two years out)
   b. Description of how budget amounts were determined
6. Conclusion (1 page)
   a. Discuss your current and future role as a global citizen. How will you achieve these difficult and worthy goals, not only through your project, but also in your future career beyond graduation?

**Final self-reflection:**
Write a final self-reflection, responding to the following items. Your reflection should be fully complete but also well edited and succinct. Grammar, proofreading, and writing quality are part of the grade.

*Expectations and Goals*
- What did I expect to learn? What were my goals?

*Participation*
- Be specific about your active participation in group sessions, meetings with partner organizations, and in the field. What was my role in group discussions? In other activities? Did I find ways to improve my participation over the course of the trip? How did my participation influence my learning in the course?
• Did I consistently follow the guiding principles and the group code of conduct throughout the trip?
• In what ways was I self-driven and engaged? How did I push myself to maximize the learning experience? What could I have done better?
• What does service-learning mean to me in an international context?

Reflection
• How well did I do on this trip? What were my strengths and weaknesses? What new strengths or weaknesses did I discover? How did I address my weaknesses over the course of the quarter?
• If I had problems or difficulties with the way the trip was working for me, did I bring those to the attention of the instructor/others so circumstances could improve? Did I do other things to face difficulty squarely?
• Did I seek out help when I needed it? How successful was I? What did I do/not do to make my experience as good as it could be?
• What did I learn (subject matter, skills, ways of knowing and working)?
• What changes happened in my attitude, my confidence, my way of going about or looking at things?
• What’s next? Where do I (could I) go from here? How will this trip influence the next steps in my education?

PRE-COURSE READINGS

We want to travel light when in the field. Therefore, the course readings are divided into Pre-Course Readings and Field Readings. For Pre-Course Readings, the student needs to purchase the books and have read the assigned chapters before coming to orientation. This is because NO BOOKS ARE TO BE BROUGHT WITH THEM on the study trip. Instead, a Field Reader will be given to the students when they arrive in Bangkok. The goal is for the student to have only their journals and field readers when on site.

FIELD READINGS

See separate page for full Field Reader schedule.

ADDITIONAL ACADEMIC RESOURCES

Alex Martin
Field Director, SE Asia, Institute for Village Studies
Founder, Off the Path Travel
MA in Southeast Asian Studies, Chulalongkorn University

Charlie Ashbaugh
Director, Institute for Village Studies
MA in Sustainable International Development, Brandeis University

Ted Hope
Founder and former Director, Institute for Village Studies
M.A. in South Asian Studies, University of Wisconsin Madison
DRAFT FIELD READER SCHEDULE

Site: Ban Phra Tat/Kanchanaburi, Thailand

**Required Readings (History/Current Situation General)**

**Thailand**


**Required Readings (Research Methods)**


**Suggested Only (Pluralism and Multiculturalism)**


Site: Chiang Mai, Thailand

**Required Readings (Ethnic Minorities)**


Site: Chiang Mai, Thailand

**Required Readings (Sustainable Development)**


4) UNDP. 2015. “Sustainable Development Goals.”


6) Falvey, Lindsey. 2014. “Sustainable Development in the Thai Highlands: Some Experiences from the Thai-Australian Highland Agricultural Project.”

**Suggested Only**


Site: On the Airplane to America

**Required Readings (Travel Reflection Essays)**

