

INST 41XX- Undergraduate Service-Learning in Thailand
Summer Semester

Short Name: UG Service-Learning in Thailand

Course Description:

This service-learning class will take place in Thailand and will introduce students to the concept of *global service-learning*. Students will learn about different models and philosophies of service-learning and work collaboratively on a community-identified service project in an under-resourced community in Thailand. Students will explore what it means to be a global citizen and gain an understanding of service-learning in local and international contexts. Students will engage in critical thinking about community development, civic engagement, power, privilege, and poverty and how these themes relate to global service-learning.

Course packet and Readings:

There is no required textbook. A course packet, including readings, links to videos and other materials will be posted on Blackboard.

Readings will include:

Bringle, G. & Hatcher, J.A. (2011). International Service Learning. In G. Bringle, J.A. Hatcher & S. G. Jones (Eds.), International service learning: Conceptual frameworks and research (3-28). Sterling, VA: Stylus.

Crabtree, R. D. (2013). The Intended and Unintended Consequences of International Service-Learning. Journal Of Higher Education Outreach And Engagement, 17(2), 43-66.

Dewey, J. (1933). How we think: A restatement of the relation of reflective thinking to the educative process. Boston, MA: D.C. Heath and Company.

Erasmus, M. (2011). A South African Perspective on North American International Service Learning. In G. Bringle, J.A. Hatcher & S. G. Jones (Eds.), International service learning: Conceptual frameworks and research (347-371). Sterling, VA: Stylus.

Eyler, J. (1999). Where's the learning in service-learning? San Francisco, CA: Jossey-Bass.

Garcia, N., & Longo, N. V. (2013). Going global: Re-framing service-learning in an interconnected world. Journal Of Higher Education Outreach And Engagement, 17(2), 111-135.

Illich, I. (1968, April). To hell with good intentions. In An Address to the Conference on InterAmerican Student Projects (CIASP) in Cuernavaca, Mexico, on April (Vol. 20).

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Kretzman, J. & McKnight, J. P. (1996). *Asset-based community development*. *National Civic Review*, 85(4), 23-29.

Course Learning Outcomes:

After participating in this course, you will:

1. Be able to identify and differentiate service-learning models and philosophies
2. Be acquainted with the culture of Thailand
3. Be able to define the concept of global service-learning
4. Have contributed significantly to a service project in an under-resourced community in Thailand
5. Be able to identify transferable skills that apply to your discipline
6. Have gained greater understanding of your role in global systems and how they affect local and international socioeconomic issues

Prerequisite: Students must demonstrate participation in a previous volunteer service experience.

Course Expectations:

1. ***Attendance, Participation and Professionalism:*** Students will be required to participate in three two-hour pre-departure workshops that will take place in Athens, Ohio during the previous Spring semester. Students are expected to travel to Thailand and participate in the five week long program. During their stay in Thailand, students will be required to actively participate in all classroom and field activities. Attendance will be taken at each activity. Participation in all activities is also a part of your grade and is therefore critical to your success. For each unexcused absence to class or required activities, ten points will be deducted from your total points in the class. Students participating in this course represent Ohio University in Thailand, therefore are required to conduct themselves with professionalism while in Thailand. Unprofessional behavior could jeopardize the standing of the program and Ohio University with our in-country partners and community members. In case of behavioral misconduct and depending on the nature of the offense, students will be issued 1) a verbal warning, 2) written warning and/or 3) dismissal from the course and the program.
2. ***Promptness:*** While in Thailand, we will move as a group. Therefore, you must arrive on time to class or field activities: arriving late to field activities will delay the initiation of activities by the whole group, which it is unfair and disrespectful to your classmates,

staff, faculty and community partners, and will delay the progress of the service-learning projects. Recurrent tardiness will result in a deduction of ten points from the total points of the class.

All assignments and papers should be turned in when due; any assignments turned in late may not be accepted for full credit, if accepted at all. If any unforeseen circumstances arise that interfere with your ability to keep up with assignments, please let the instructor know as soon as possible.

3. **Safety and Security:** Students will be required to adhere strictly to the safety and security protocols set forth by the Service-learning in Thailand team.
4. **Preparedness:**
 - a. Assignments should be read prior to class and you are expected to be prepared to discuss the content during the discussions. If you haven't read the material, neither you nor the class will benefit as much from the discussion.
 - b. Each assignment should be typed, double-spaced and include your name, the date of the assignment, and the title of the assignment.
5. **Ethics:**
 - a. You are expected to be courteous and respectful of your instructors, staff, community members and fellow students. You will be exposed to a variety of viewpoints, values and opinions that will differ from your own. Everyone participating in this class should feel comfortable expressing their viewpoints and concerns in a respectful manner.
 - b. You are expected to adhere to the standards of academic integrity (see item 6 below).
 - c. This course will strictly adhere to OHIO's policy on discrimination: No discrimination or harassment will be tolerated. Any concerns in this regard should be brought promptly to the attention of the Instructors or higher ranking staff present. Immediate action is to be expected to investigate and deal with any allegations of discrimination or harassment. Actions could include dismissal from the education abroad program and referral to OHIO's judiciaries.
6. **Academic Integrity:** *"As an academic community, Ohio University holds the intellectual and personal growth of the individual to be a central purpose. Its programs are designed to broaden perspectives, enrich awareness, deepen understanding, establish disciplined habit of thought, prepare for meaningful careers, and thus to help develop individuals who are informed, responsible, and productive citizens"* (Ohio University Mission Statement). Part of this process includes the expectation that students will be honest and forthright in their academic endeavors. All forms of academic misconduct are prohibited by the Student Code of Conduct, and will be dealt with accordingly and with the utmost seriousness.

Academic Misconduct is a Code A violation of the Ohio University Student Code of Conduct. Academic Misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as your own (plagiarism), or knowingly furnishing false information to the university.

If you are found to be involved in academic misconduct, you will receive an “F” grade on the project or for the class and a referral to the Director of Community Standards & Student Responsibility with the possible sanctions of suspension or expulsion.

Accessibility Services:

If you are a student who may need accommodations, please contact me privately to discuss your specific needs and how to register with the Office of Disability Services - 348 Baker University Center, 740.593.2620, or <http://www.ohio.edu/disabilities/> . In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.”

This program will take place in rural Villages of Thailand. Therefore, the ability to accommodate will depend upon the disability. Villages sometimes have rough terrain and hotels might lack ramps or elevators; thus creating some challenges for students with mobility disabilities. Alternative activities will be arranged as needed.

Course Topics:

Global service-learning
International studies
Thai culture
Wealth and poverty
Socio-economic development
Project planning and implementation
Community development

Structure of the course

The class will be divided in three parts:

- a. Pre-departure Workshops
- b. Service-Learning in Thailand
- c. Re-entry

It is expected that all the students enrolled in the class participate in the mandatory pre-departure curriculum, travel to Thailand during the summer of 2017 and complete re-entry assignments. Registration in the program during the summer of 2017 is mandatory.

Grading and Evaluation

You will receive a letter grade for this course. Retaking this course at a later time is possible. All assignments (except journaling and in-class assignments) should be typed and double spaced.

Course Grading Scale

A= 94 - 100	B+ = 87 - 89	C+ = 77 - 79	D+ = 67 - 69
A- = 90 - 93	B = 84- 86	C = 74 - 76	D = 64 - 66
	B- = 80 - 83	C- = 70 - 73	D- = 60 - 63
			F = below 60

Course Assignments and grade weight

- In class participation (150 points)
- Participation in field activities (150 points)
- Journal (100 points)
- Presentation (200 points)
- Final Reflection Paper (300 points)
- CV/Resume (100 points)

Students will be required to maintain a reflective journal throughout the pre-departure and service-learning experience. At the end of the class, students will submit five journal entries they feel best demonstrate their engagement with the course material.

As part of your class participation, you will conduct a cross-cultural interview with a Thai citizen. The purpose of this interview is to learn more about our host culture and Thai perspectives on critical issues facing Thailand. Prepare a 10-minute presentation on your interview and submit a written interview report including your reactions to what you learned from the interview.

Presentation on what was learned about a particular aspect of Thai culture, language, history, art, politics, education, social issues, environment, trade, etc. (20 min, including 5 min for questions) will be presented as part of the summative activities.

Students will submit their CV/Resume, which includes a "marketable" description of the experience & skills gained during the program.

The final reflection paper must be submitted within two weeks of our return from Thailand. The paper must include an insightful discussion of your experience in relationship with community development, civic engagement, power, privilege, and poverty and how these themes relate to global service-learning. In addition, a section including how you think that the knowledge and experienced gained in Thailand could apply to a local context (Athens, Ohio or your home community).

Grading concerns: Concerns about errors or unfair grading should be brought to the instructor's attention as soon as possible and will be corrected if they are determined to be meritorious.

Class schedule:

Pre-service Workshops: Preparatory activities (12 hours instruction):

1. *Building Community*

- A. Students will learn about different types of community engagement, discuss what it means to be a community and engage in team-building activities.*
- B. The work, history and scope of the project in Thailand will be presented.*
- C. Thinking Locally: Community and rural life*

2. *Service-Learning*

- A. Models for experiential learning and philosophies of service-learning will be discussed.*
- B. The role of journaling, discussion and reflection in service-learning: theory and practice*
- C. Thinking Locally: Service and Rural Communities*

3. *Identity Matters*

- A. What is culture?*
 - Exploration and discussion of U.S. culture, students' cultures and identities*
 - Discussion of Thai culture and social identities*
- B. What is Power and Privilege?*
- C. Thinking Locally: University-Community Partnerships*

4. *Global Citizenship*

- A. What does it mean to be a global citizen?*
 - Defining global service-learning*
- B. Thinking Locally: Thinking globally, acting locally*
- C. Program and service project logistics*

Week 1: Preparatory activities (40 hours instruction):

- Travel to Thailand*
- Applying Service Learning theory (Classroom: 5 hours)*
- Basic Thai language training (Classroom: 2 hours)*
- Cultural competency: Interviews (Classroom/Field: 5 hours)*
- Social Development theory (Classroom: 3 hours)*
- Service Learning Projects description and activity planning (Classroom: 5 Hours)*
- Cultural exploration activities (Field 20 hours).*

Week 2 (40+ hours): Service learning project activities in the field

- Reflection activities
- Service-Learning project work (35 hours)
- Classroom work (5 hours)

Week 3 (40+ hours): Service learning project activities in the field

- Reflection activities
- Service-Learning project work (35 hours)
- Classroom work (5 hours)

Week 4. Service Learning Project activities in the field plus excursion

- Reflection activities
- Service-Learning project work (30 hours)
- Classroom work (3 hours)
- Excursion (3-5 days)

Week 5 (40 hours instruction).

- Debriefing and summative activities (10 hours)
- Student presentations (10 hours)
- Discussions on how the skills they have acquired overseas can be applied to local service-learning programs in Athens (2 hours)
- Description of service learning opportunities available at OHIO (2 hours)
- Cultural exploration activities (Field 12 hours).

Re-entry work:

Presentations at OU

Final reflection paper

CV from the student that includes a description of the professional development experience and transferable skills acquired.

Overall Time:

Classroom work: 65 hours

Service-learning project activities: 100 hours

Time/location: Pre-departure workshops in Athens – classroom TBA; Various Locations in Thailand

Instructor:

Teaching Assistant: