

Sample Syllabus

Developed by

Global Service Corps - State University of New York at Albany
In Collaboration with Paññāsāstra University of Cambodia
Cambodia Service-Learning Internships Program (January semester)
Phnom Penh, Cambodia

Welcome to the best season of your life (so far)!

Instructional Staff: Faculty from the University at Albany
Faculty from Paññāsāstra University of Cambodia
GSC Cambodia In-Country Coordinator

Guest Lecturers: Rick Lathrop, M.A., GSC Founder and Executive Director
Others TBA

Support Staff: GSC Cambodia In-Country Coordinator
Program Coordinator, Office of Education Abroad, Center for International Education and Global Strategy, UAlbany
Susan Hagadorn, Ed.D., MPA, Associate Dean, Faculty of Arts, Letters, and Humanities, Paññāsāstra University of Cambodia

Academic Expectations:

15 credits for the semester divided into **3** components, as follows:

9 credits of 300-level GINS, S/U Grade (Globalization/International Studies) community engagement, applied service-learning coursework, selected from one of the following course areas:

Community Development & Leadership Training

Teaching English

Global Public Health

Child Care & Social Work

Buddhist Immersion & Teaching English

Cambodian Culture and Problem-Solving, 3 credits of 300-level GINS (Reflective Blog, Letter Grade)

Independent Study and Research, 3 credits of 300-level GINS (Capstone Project in one's Major/Minor, such as in AANT, AGLO, ASOC, AWSS, HSPH, if approved by academic adviser; due on **5/15**, Letter Grade)

Applied and Service Learning

Applied Learning is SUNY's way of saying "we believe in the power of learning by doing." SUNY students' hands-on opportunities include service-learning, community service, civic engagement, co-op and clinical placements, internships, entrepreneurships, work study, field study, and collaborative research.

Applied Learning Topics to be covered: Roles of Cambodians, NGOs and Volunteers within Community Development, Socio-Economic Change, and Globalization; Buddhism and Post-Conflict Society;

Nutritional and Reproductive Health as Human Rights; Preventative Medicine (Global Public Health); Peer-to-Peer Education, Emotional Intelligence, and Service Learning (Servant Leadership)

Service Learning, a core principle at the heart of GSC's mission Asia, is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

General Order of Things: 2 weeks of Orientation (early January), Internship activities and Blog-work continuing, regroup for academic activities (early February), more Internship activities, Spring Break (early March), more Internship activities, Working Retreat, home, Capstone

Student Learning Outcomes:

1. You will be immersed in the local cultures of Cambodia and gain increasing knowledge and appreciation of them.
2. You will learn some basics of the Khmer language, and begin to regularly use phrases to greet people as well as demonstrate a willingness to learn local customs.
3. You will assess the practical application of service learning, first-hand.
4. You will carry out various activities with NGO placements, gaining invaluable skills in multiple areas, such as community outreach, education, and peer training.
5. You will be a first-hand witness to how Cambodian organizations and civil society are addressing social change in Cambodia. You will observe the unique challenges faced by key development sectors in post-conflict societies, including education, leadership, health, and human rights.
6. You will be exposed to, and reflect upon, Buddhism and meditation techniques, including the concept of engaged Buddhism in the Cambodian context.
7. You will tailor and deliver leadership workshops on emotional intelligence (EQ).
8. You will have the opportunity to develop and propose a community-based intervention, or part of one, and to later send your proposal to local NGO officials.

Student Learning Assessments:

1. Active participation in orientation, classes (**weeks 1-2**), and all internship activities (**weeks 3-8, 10-15**). Free time includes almost all weekends, a **Spring Break (week 9)** and a **Working Retreat (week 16)** that involves Buddhist Immersion at Wat Koltertaing.
2. Proficiency in Khmer language to engage in **basic conversations** with local people, e.g. **greetings, numbers, foods, directions**. Students should **not expect to attain the proficiency necessary to work in Khmer** during the field assignments. A phrase book and Google Translator are useful.
3. Undertaking various activities with NGO placements. Expect to spend 30-40 hours/week on tasks assigned by your NGO hosts and volunteer coordinator. Show up on time and be ready to learn and serve. Communicate with your hosts and volunteer coordinator.
4. **Blog** (photo-journal = incorporate photographs into your journaling (emphasis on daily) / journalism) in response to your travels, daily discoveries and interactions, internship activities, and **Reflection Questions** (topics of service-learning, roles of civil society, NGOs, and Buddhism

in social development...). Your biweekly target is **1,000 words** and **10 photos** with descriptive labels to be uploaded (final Blog target of **8,000 words** and **80 photos**). New blog links (to where your Blog is publicly posted online) must be emailed to faculty by **11:59pm** (Cambodia time) on the following due dates: **1/15, 1/30, 2/15, 2/29, 3/15, 3/30, 4/15, 4/30**.

5. **Capstone Service Project**, designed by you, in consultation with Dr. Richie, to best pair your skills and interests with the needs of the Cambodian people and NGOs who you are serving (due by email to faculty by 11:59pm Eastern U.S. time on Sunday, **5/15**, which is 4 full weeks after the end-date of your internship activities and the Working Retreat in Cambodia).
6. Grading Criteria: **S/U** grading for the 3 internships; **A-F** grading for the Blog and Capstone.

Study Materials:

Required Reading (selections from):

1. Robert K. Greenleaf (2002). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness, 25th Anniversary Edition*. Paulist Press.
("America and World Leadership," "The Servant as Leader," which were emailed to you as pdfs)
2. Rick Lathrop's "Student Benefits from Service Learning" (emailed to you as a pdf)

The following are available on Amazon and are to be purchased by you prior to your arrival in Cambodia:

3. Joel Brinkley (2011). *Cambodia's Curse: The Modern History of a Troubled Land*. New York: Public Affairs, Perseus Books.
4. *The Miracle of Mindfulness: An Introduction to the Practice of Meditation*, Thich Nhat Hanh
5. *Never Fall Down*, Patricia McCormick
6. *Emotional Intelligence: Why It Can Matter More than IQ*, Daniel Goleman

Articles: Additional readings will be announced and emailed to you as pdfs during the spring program. e.g. Paul Farmer's "Rethinking 'Emerging Infectious Diseases'," "Rethinking Health and Human Rights: Time for a Paradigm Shift," and "Malnutrition and the Evolution of Food Systems"

Recommended Books:

1. Sophal Ear (2013). *Aid: How Foreign Assistance Undermines Democracy in Cambodia*. New York: Columbia University Press.
2. Lee Anderson, Kerryann Griffin, and Shawna Hartley (2013). *Unsung Heroes: Cambodia, People and Projects Making a Difference*. Potts Point, NSW, Australia: Unsung Heroes Cambodia.
3. David Chandler (1992). *The Land and People of Cambodia*. New York: J.B. Lippicott Co.
4. Henry Kamm (1998). *Cambodia: Report from a Stricken Land*. New York: Arcade Publishing.
5. Khamboly Dy (2007). *A History of Democratic Kampuchea (1975-1979)*. Phnom Penh: Documentation Center of Cambodia.
6. Claude Jacques and Philippe LaFond (2007). *The Khmer Empire: Cities and Sanctuaries from the 5th to the 13th Century*. Bangkok: River Books Press.
7. Ian Harris (2008). *Cambodian Buddhism: History and Practice*. Honolulu: University of Hawaii Press.
8. Henri Locard (2004). *Pol Pot's Little Red Book: The Sayings of Angkar*. Chiang Mai, Thailand: Silkworm Books.
9. Harish C. and Julie B. Mehta (2013). *Strongman: The Extraordinary Life of Hun Sen, from Pagoda Boy to Prime Minister of Cambodia*. Singapore: Marshall Cavendish.
10. Milton Osborne (2013). *Southeast Asia: An Introductory History (11E)*. London: Allen & Unwin.
11. Toni Samantha Phim and Ashley Thompson (1998). *Dance in Cambodia*. London: Oxford University Press.
12. Sam Rainsy (2013). *We Didn't Start the Fire: My Struggle for Democracy in Cambodia*. Chiang Mai, Thailand: Silkworm Books.
13. Nick Ray and Daniel Robinson (2008). *The Lonely Planet Guide to Cambodia*. Available at: www.lonelyplanetguide.com

14. Dawn Rooney and Peter Danford (2005). *Angkor: Cambodia's Wondrous Khmer Temples*. Eastsound, WA: Turtleback Publishing.
15. Jon Swain (1995). *River of Time*. London: Vintage/Random House.

Prior to the beginning of the class, you should thoroughly read your **Participant Handbook** and determine which items in the **Suggested Resources** section might be most beneficial to you. The following is a list of resources that you may wish to review, as a point of departure for your journey of discovery. Please let us know of any other resources that you discover and would like to recommend.

Recommended Movie: *The Killing Fields* (available through NetFlix)

Recommended Internet Sites:

Cambodian Children's Fund: www.cambodianchildrensfund.org

Daily news on Cambodia: <http://www.khmernews.com>

Lonely Planet Guide: www.lonelyplanet.com

Phnom Penh Post: <http://www.phnompenhpost.com>

Royal Government of Cambodia: www.cambodia.gov.kh

U.S. Centers for Disease Control: <http://www.cdc.gov>

U.S. State Department: www.travel.state.gov

Laptop Computer: You are strongly encouraged to bring your own personal laptop computer with you to compose your Blog, do internet research and readings, and emails. Computers are available at the university, but they may be difficult to access. There is a good **Wifi** connection available at the hotel, your homestay, and most of your field placements. Leave behind (back home) a full backup of your computer files and ensure that your travel insurance covers theft.

Learning Community:

Teaching Methodology: A combination of lectures, in-class discussions, hands-on demonstrations, assessments, and critical-thinking scenarios will be utilized in this course.

Attendance:

Class attendance is required! Participation cannot happen if you are not present! Excessive absences will negatively affect your performance and overall grade in the class. You are expected to be present at every class and field training throughout the entire semester. If you are ill or cannot make it to class, please notify the GSC Cambodia In-Country Coordinator ASAP and email your Instructor about your absence.

Classroom Expectations and Etiquette:

To ensure a safe and respectful learning environment, these classroom expectations will apply:

1. Participate fully in the class activities.
2. Address the instructor (presenter) in an appropriate manner and respect the views and opinions of other students.
3. No ear/headphones may be worn in class. Turn cell phones off!
4. No chewing tobacco, cigarette smoking, or eating permitted in class. Drinks are okay.

Academic Honesty:

The University expects students to maintain their own academic integrity and the reputation of the organization (GSC) and the University at Albany. Academic dishonesty is an intentional act of fraud in which a student seeks to claim credit for the work or efforts of another without authorization. It also includes forgery of academic documents, impeding or damaging the academic works of others, assisting

other students in acts of dishonesty, and cheating. Academic dishonesty will not be tolerated in the classroom and can result in failure of the course. Students who are unclear on this topic should consult with the instructor.

Credit and Grading System:

Students are expected to attend class regularly, read the assigned readings, and participate in class discussions. The determination of credits and grades earned will be based on attendance and participation, internship and independent projects, and assignment assessments. **Letter grades (A-F)** will be issued for 2 of the 4 segments in this **Service-Learning Curriculum (Photo-Journal Blog – 3 credits; and Capstone Service Project – 3 credits)**. The 3 **3-credit Internships** with NGOs will be graded on a Satisfactory/Unsatisfactory (**S/U**) or Pass/Fail basis.

Applied Learning Assignments - Internship Participation:

Your internship supervisors and the GSC Cambodia In-Country Coordinator will report on your weekly project tasks, efforts, and performance. Each week, the In-Country Coordinator and/or your internship supervisors will communicate clear expectations to you. You should ask them any questions that arise, provide them with timely and helpful feedback based on your experiences of the weekly service-learning activities, and turn to them first whenever in need of help. If you are unable to participate in an internship activity, for any reason, please contact Mr. the In-Country Coordinator ASAP.

Academic Assignments:

Biweekly Photo-Journal Blog = Cambodian Culture and Problem-Solving

Blogging will encourage you to reflect on your experiences, observations, problems, and reactions throughout the program. Grades will be partly based on thoughtful responses to the questions posed below. UAlbany and GSC would like to share your blog posts with prospective future students and possibly publish excerpts on our websites. Any confidential information can be shared via email with Rick Lathrop. The Blog is worth a total of **3 credits**.

- Blog entries are to be updated regularly, for a **biweekly target of 1000 words and 10 pictures** (500 words, 5 pictures/week, which amounts to 8,000 words, 80 photos in total, from 8 submissions).
- Proofread your Blog for proper spelling and grammar, Standard American English, and academic writing style. Use your spelling and grammar check before submitting.
- Add captioned and relevant photos to illustrate your writing.
- Integrate the discussion prompts where you can. Value your own viewpoints. Be creative!
- To earn **3 credits** for the Blog (part Photojournalism, part Travel Writing, part Cultural Critique), you are required to accumulate ~20 pages worth of writing, spread out over the course of the semester.
- New entries are due every **2 weeks (1/15, 1/30, 2/15, 2/29, 3/15, 3/30, 4/15, 4/30, by 11:59pm Cambodia time)**, via an **emailed link** to your publicly posted Blog
- Recent participants have chosen to use **WordPress** or **Tumblr** as their Blogging platform.
- Here are some examples of recent Blogs that we are very pleased with, to inspire you!
<http://xanalu.wordpress.com> <https://dfrasca1.wordpress.com> <http://viacambodia-india.tumblr.com/>
<http://studyabroadcambodia2014.blogspot.com> <https://aiyannagoestocambodia.wordpress.com/>
- This writing project should record your observations, vivid descriptions, and reflections on your experiences in Cambodia. It should be thought-provoking and written in an engaging style, with variation in your vocabulary, themes, and points of view. Write about the sights, sounds, tastes and smells that you encounter, as well as the social and economic situations that you observe. Tell readers about your adventures in servant leadership, the role of NGOs in homegrown and international community development projects, the techniques taught and used, daily life, and the characteristics of different places and social gatherings (familial, educational, religious...). In

describing social conditions, you might choose to focus on gender roles, dress, the responsibilities of different age groups, and/or care of children and the elderly. In describing places, you might emphasize architecture, vegetation, streetscapes, traffic flows, how activity patterns change throughout the day and night, or other areas of interest to you.

For the 1/15 and/or 1/30 Submissions:

What are your initial impressions of Cambodia as seen from Phnom Penh?

How prepared do you feel to begin your field experiences over the next few months?

Discuss what has been useful for you and those issues that you still feel a need for more training (reassurance) or preparation.

What have been your initial reactions to this new culture that you are being immersed in and have learned about during Orientation and the start of service learning?

What preconceived notions did you have?

What did you do to prepare yourself for these potential academic and cultural changes?

For the 2/15 and/or 2/29 Submissions:

Discuss your assimilation into Cambodian culture and what you have been doing to make this transition smoother.

Which class lecture or topic has been most beneficial to you and why? (guest lectures in week 6)

What does service learning mean to you and why is it important for students to engage in it?

Where are you using the concept of servant leadership in your fieldwork?

Why is this concept important to make an impact on the community you are working with and with those around you?

What relationships do you see between concepts in Emotional Intelligence, Servant Leadership, and Buddhism?

How can those concepts be applied in international development work?

What makes a development program succeed or fail?

For the 3/15 and/or 3/30 Submissions:

Write a story about something that you have observed as you have traveled around Cambodia that has touched your heart, disturbed you, amused you, or inspired you.

What challenges are you encountering in your field work?

What support do you need to address these challenges?

If you feel that you are doing well, what is the 'secret' to your success in the work you are doing?

What are you taking with you from Cambodia, and what are you leaving behind?

Or -- what contributions are you making through your internships, and what is that teaching you?

For the 4/15 and/or 4/30 Submissions:

Discuss your experience at the monastery.

What did you learn about yourself and the Khmer Buddhist culture?

What was challenging and rewarding about the experience?

What key lessons have you learned while in Cambodia?

Have you identified good practices along the way?

How can you apply what you have learned when you return home?

What will you do when you return home to share the life of Cambodians amongst your friends and family?

How is the totality of your experience in Cambodia--theoretical, field-based, and reflective--coming together as you prepare your capstone project?

How has this 16-week service-learning program shaped you?

How has this experience made you a better, smarter or stronger person? **Capstone Service Project = Independent Study and Research, due 5/15:**

GSC volunteers' interests and talents are unique and invaluable. As such, your capstone service project should be an original creative product that will prove useful to your internship hosts, GSC, and yourself!

Over the course of the spring, you will work closely with faculty to develop and refine your ideas and skills into an independent project (worth **3** of your 15 credits) that reflects what you want to give back to the people of Cambodia. Naturally, your ideas will evolve over time. Start thinking about this early on.

While you are in Cambodia, it is not expected that you will complete much research or writing. But you will be refining your topic and questions by doing fieldwork or data collection of sorts when serving in your internships, and when reflecting upon daily observations through your biweekly Blog submissions.

If you seek to receive academic credit in your major or minor, then you should choose a topic that most interests you about what you are witnessing in Cambodia and apply approaches that fit into that discipline (for example, Anthropology, Art, Globalization, International Studies, Sociology, Women's Studies, Public Health...). Your topic should be something where you have both passion and insights.

Last spring's projects included Lexie's art therapy portfolio and analysis. It was given to the RiverKids NGO, in order to augment the local school's ongoing work with bringing joy and stress relief to children. Doris' paper asked Americans to look closer to home when critiquing Cambodian gender roles, while acknowledging links among poverty, lack of opportunity (education, career), and domestic violence.

A **250+-word proposal** of your project is due on **3/15 (11:59pm Cambodia time)**. That is a Tuesday night and the week after your spring break, so I suggest getting started in early March.

A capstone project entails a **20-page** typed paper. It is due on **Sunday, May 15th** (11:59pm, Eastern U.S.). You have a full month between when your time in Cambodia ends and when the project is due. That is more than enough time to make something useful that you are really proud of and to submit it on time!

A completed paper includes a title, well-integrated visual aids, a bibliography of at least 20 referenced sources, and proper citation throughout the paper (not relying too heavily on quotes).

If, like Lexie, your interests and talents are more artistic and they cannot be confined to a standard research paper, then you can make a case to faculty as soon as you have an alternative in mind. For example, you could produce a mini-documentary film, a poster with video presentation, or a proposal for expanding and/or improving existing services offered by a school or NGO. If you seek pre-approval and comparable effort to the paper is invested, then you can expect faculty to support your choice.

Make the most of your spring in Cambodia! You are now on a remarkable rewarding journey!

Global Service Corps, our partner Cambodia NGOs, Paññastra University of Cambodia, and the University at Albany are thrilled to welcome you as an invaluable volunteer participant and an international development scholar! We look forward to getting to know you much better and learning from one another. We already know that you are brave and generous, because you chose to join us!