



**DVST/BHS 404 Educational Travel Study
(3 credit hours)**

Spring/Summer 2013

Class Schedules

Time frame: June, 2013

Location: Travel study to Thailand

Instructor Information

Instructor of Record: Miriam Charter

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Course Description

This travel study course will offer experience-based learning opportunities for the student to see and better understand, first-hand, the cultural issues that impact/influence children in Thailand, with particular focus on orphanages or homes in Thailand. Of central importance will be an understanding of how issues of culture and the issues of human trafficking are related. Critical to the course will be the student's reflection on the cultural values in Thailand and how westerners interface with these cultural values in their attempts to help.

Course Objectives and Learning Outcomes

The aim of this course is for students to develop practical understandings of culture and how issues of culture are related to issues of human trafficking. Specifically, the course aims to achieve the following learning outcomes:

- A fundamental understanding of Thai culture
- A greater understanding and self awareness of who one is and how one functions in a cross-cultural context
- Understanding of how cultural values shape and interface with critical issues in the context

Course Texts & Materials

Required Reading:

1. Sherwood G. Lingenfelter and Marvin K. Mayers. 2003. Ministering Cross-culturally: An Incarnational Model for Personal Relationships, 2nd Ed. Baker Academic.
2. Patty Lane, 2002. A Beginner's Guide to Crossing Cultures: Making Friends in a Multicultural world. IVP books

3. In collaboration with the professor, choose two of the following four titles (depending on availability) to assist you in reflecting, generally, on culture and specifically on Thai culture:
- Do's and Don'ts in Thailand
 - Culture Shock! Thailand (by Robert & Nanthapa Cooper)
 - Working with the Thais (by Henry Holmes & Suchada Tangtongtavy)
 - Thailand: A Survival Guide to Customs & Etiquette (by Robert Cooper & Nanthapa Cooper)

Recommended Reading

“Help! My Halo’s Slipping,” a very humorous account, written by an OMF missionary who lived in Thailand for many years. It might be a fun read while in Thailand.

Course Requirements

Course grading and evaluation will be conducted according to the following elements:

Evaluation Method	Weight	Date Due
Pre-trip readings and personal (Cultural Values) awareness exercise	30%	Saturday, June 1, 2013
Personal Learning Journal	30%	Monday, July 15, 2013
Research paper	40%	Monday, August 5, 2013

Pre-trip Readings and Personal (Cultural Values) awareness:

Prior to travel, the student will be required to read Lingenfelter (see above) and at least one of the books focusing on Thai culture. After reading Lingenfelter and completing the BASIC VALUES QUESTIONNAIRE, student will write a three to four page (double-spaced) reflection on their own self-awareness as a Canadian going into the Thai culture, bringing this awareness to bear on their limited (not-yet-experienced) understanding of what they think may be experienced in Thailand, given their very limited understanding of Thai culture through reading a book on the topic.

Personal Learning Journal:

The student will be required to hand in a learning journal that describes and analyzes personal experiences and aspects of learning throughout the trip under two different categories: internal observations and observations about the context & ministry. The Personal Learning Journal can be typed or hand-written but should clearly demonstrate that the student consistently took time to reflect in two different ways:

Internal observations/reflection:

- Personal observations and insights about yourself and your own values, beliefs, goals, habits, behaviors, etc., gained from travelling to and living temporarily in a different cultural environment

Contextual/ministry observations/reflections: These reflections will doubtless be helpful in completing the Research Paper (see below). These reflections will include (but not be limited to) areas such as:

- Insights on Thai culture which either affirms or disagrees with what was learned in the pre-trip reading and subsequent reading on Thai culture.
- Aspects of cultural, social, spiritual and/or historical learning gleaned in Thailand

The point of the journals is to focus on what you learned in Thailand. **Do not simply tell/describe what you did each day and where you went** – instead of outlining the trip itinerary, your journal should highlight what you actually learned and reflected on throughout the time in Thailand. Student may wish to carry a journal (notebook) and make notes on their experiences throughout the trip to facilitate this assignment. However, journal entries should regularly be entered into a laptop. Journal entries should be brief but must demonstrate to the professor that time was regularly taken, while in the country, to reflect in these two areas.

In addition to written journals, hopefully there will also be opportunities throughout the trip for discussion with your supervisor and others who have experience in the field,, allowing for questioning about personal reflections and further evaluation of learning experiences. Post-trip debrief back at Ambrose will also be a part of this Personal Learning Journal.

Format for the Personal Learning Journal

1. Note the day and date
 - Briefly: note the activity, experience , clients and/or staff you worked with (and other salient information) that prompts the reflection **Remember** confidentiality: change client names or list by initials.
2. Reflect and explore -- Clearly specify under which of the two categories a reflection belongs (**internal observations/reflections** or **contextual observations/reflections**)
 - Write/describe in detail (positives/negatives)
 - Explain why this experience is important to you
 - What did the experience teach you about yourself? About the context where you are?

When reflecting on your **internal observations**: note emotional reactions, thoughts or behaviors in response to events/ideas/concerns/lessons

- Explore your own internal world in order to increase self-awareness and understanding of how you function in a cross-cultural context

When reflecting on **the context/ministry**: note questions about more professional aspects of your context/the ministry, discoveries about people, skills, ideas for research, and ideas you might use in future for research or continuation on in this field as a career.

- If possible, relate what you observe/experience to research/theory you have learned in your program. This could relate to:
 - Client population
 - Types of interventions
 - Causes of the population's needs (micro/macro)

- Make note of questions you might explore in areas where you don't fully understand what is going on in a given context. These could simply be listed as items "for further research."

Remember that the point of the journal is to focus on learning gleaned from experience(s). **DO NOT simply tell about what you did each day and where you went.** The professor is not concerned about a trip itinerary. Write notes that reflect "in depth" reflection, perhaps choosing a main idea/concern/lesson that stems from the event you experienced in the field on a particular day.

Research Paper:

Following the trip, students will be required to develop and write a research paper (approximately 8-10 pages in length: 12 point font, 1.5 spacing) on a topic of their choice that relates to an area of their experience in the field. Of particular interest for this paper is how history and culture shape the phenomenon of interest. All topics must be approved by the instructor through submission of a brief topic proposal (**due Monday, July 8, 2013**). The paper will provide an overview and background to the topic, an in-depth discussion of developments and key issues, what impact the topic is having on key stakeholders (i.e. expatriate workers, clients, the poor and their families, communities, developing countries, governments and public policy, international donor agencies, etc.) at various different levels (i.e. individual, community, organizational, national, regional and/or global), analysis and application to principles presented in the travel study activities and readings, and future direction or outlook for the topic. Students are encouraged to select a topic relevant to their own career or personal interests.

Grading

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

To pass the course, students must achieve an overall grade of at least 50%. Failure to submit an assignment on the assigned date without legitimate reason (i.e. evidenced illness) or prior approval of the instructor will result in a 0 grade on that assignment.

All hand-in assignments must include the student's name, ID number and contact email address.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.