

## THAILAND: GLOBAL CHANGE, COMMUNITIES, AND FAMILIES

FSoS 4158 3 credits

On Campus B-term: April 13 – May 2

In Thailand May term: May 12 – June 2, 2019

**Work Load:** Over the duration of this embedded learning abroad course, learners will be engaged for a total of 127 hours. This includes 92 hours of instructor- and community-led lectures, demonstrations, and activities for (84 hours - 14 days of scheduled learning activity x 6 hours/day), plus three 2-hour on-campus classes and one 3-hour off-campus class prior to departure (9 hours). Additionally, there will be a total 35 hours of independent work including 8 hours reserved for teams to work on their group projects, about 1 hour per day to journal (~17 hours), and about 10 hours to complete assignments (blog, digital story).

**Instructor:** *Acharn Cathy (Dr. Catherine Solheim)*, Professor, Department of Family Social Science; 287 McNeal Hall, 612-625-1201, [csolheim@umn.edu](mailto:csolheim@umn.edu)  
Office Hours Spring Semester: Fridays from 10:00 a.m. - Noon

**Course Website:** <http://academics.cehd.umn.edu/thailand/>

### **Course Description:**

This interdisciplinary course uses social justice and human ecological lenses to examine global change that is occurring at the intersections among Thailand's natural environment, communities, families, and culture. Topics include globalization, human trafficking, education, religion, environmental issues, and cultural integration/identity formation, particularly among indigenous populations in northern Thailand. Students interact with key community leaders, village leaders, elders, and students who serve as teachers; this leads to critical understanding of Thai culture and the contemporary issues faced by Thailand's families and communities. Through journaling, digital stories, blogging, and discussions, students will synthesize, integrate, apply, and communicate what they've learned.

### **University of Minnesota Liberal Education Requirements and Student Learning Outcomes:**

This course is designed to meet the Liberal Education Global Perspectives theme at the University of Minnesota. This theme focuses on "*assuring U of M graduates have at least one significant academic exposure to the world beyond the U.S. borders and the opportunity to consider the implications of this knowledge for the international community and their own lives*".

Moreover, this course will meet two Student Learning Outcomes. Students will: understand diverse philosophies and cultures within and across societies; and 2) can communicate effectively.

Specifically, learners will:

1. Observe, document, and critically analyze impacts of globalization on families and communities in northern Thailand (e.g., Chiang Mai, Mae Kampong, Chiang Dao, Chiang Rai, and Chiang Khong). Specific attention will be paid to population changes, ethnic minority integration, human trafficking, education, Buddhism, community advocacy to protect local cultural and natural resources, and deep culture.
2. Understand diverse philosophies and cultures of families and communities and their wealth of cultural traditions and the challenges to thriving due to economic forces and impacts of globalization in northern Thailand.

3. Actively compare and contrast observations and learning in Thailand to families and communities in the United States (particularly Southeast Asian refugee populations in Minnesota), and to further students' own understanding intercultural interacting.
4. Produce a writing journal and take photographs (and/or sketches) to document their learning and use to create blog entries and digital stories on topics relevant to families and communities as well as students' own intercultural development.

### **Course Format and Participation:**

This course is designed to encourage you to develop your critical thinking skills about global change, families, culture, social justice, and the environment. Pre-departure orientation sessions including lectures, readings, discussions and group activities prepare you for entry into Thailand. Experiences in Thailand have been selected to help you meet the learning goals listed above. Some unscheduled time is built in to allow you to explore on your own and with others. We will also spend time thinking, reflecting, and writing as individuals and discussing as a group. These processes are critical to your learning and growth; specific assignments that demonstrate your learning and growth are included below.

This course is guided by six core principles:

- Stay engaged in the process
- Think critically and reflectively
- Speak your truth
- Respect others' truths
- Experience and learn from challenges and discomfort
- Expect and accept ambiguity and non-closure

Note: Students must read, understand, and sign an accountability contract prior to departure (attached).

<b>Course Assignments</b>	<b>Points</b>
1. Two 3-hour mandatory pre-departure classes; lecture, readings, discussion	30
2. Cultural immersion pre-departure 3-hour session at Wat Thai, St. Louis Park	10
Reflection about your experience at Wat Thai	05
3. In-country participation	50
a. Full participation in learning activities	
b. Active engagement in discussions	
c. Respectful culturally appropriate conduct	
d. Respectful intergroup interactions	
e. Honoring departure times and schedules	
f. Disconnection from technology devices during learning experiences	
4. Required daily journaling, ~30 minutes (3 10-point checks in-country)	30
Journal notebook will be provided	
5. Individual blog (one pre-departure; one in-country) (15 each)	30
6. Content-focused blog based on team project	25
7. Digital story (focus on personal learning and growth)	20
<b>TOTAL</b>	<b>200</b>

### **Readings (TBD)**

Hallinger, P. & Kantamara, P. (2000). Educational change in Thailand: Opening a window onto leadership as a cultural process. *School Leadership & Management*, 20(2) 189-205.

- Ingersoll-Dayton, B., Saengtienchai, C., Kespichayawattana, J., & Aunguroch, Y. (2001). Psychological well-being Asian style: The perspective of Thai elders. *Journal of Cross-Cultural Gerontology*, *16*, 283-302.
- Ishii, K. (2011). The impact of ethnic tourism on hill tribes in Thailand. *Annals of Tourism Research*, *39*(1), 290-310.
- Jones, L., Engstrom, D.W., Hilliard, T., & Diaz, M. (2007). Globalization and human trafficking. *Journal of Sociology & Social Welfare*, *XXXIV*(2), 107-122.
- Kontogeorgopoulos, N., Churyen, A., & Duangsaeng, V. (2014). Success factors in community-based tourism in Thailand: The role of luck, external support, and local leadership. *Tourism Planning & Development*, *11*(1), 106-124.
- Other articles TBD

### **Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g.,

whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include illness, physical or mental, of the student or a student's dependent; medical conditions related to pregnancy; participation in intercollegiate athletic events; subpoenas; jury duty; military service; bereavement, including travel related to bereavement; religious observances; participation in formal University system governance, including the University Senate, Student Senate, and Board of Regents meetings, by students selected as representatives to those bodies; and activities sponsored by the University if identified by the senior academic officer for the campus or the officer's designee as the basis for excused absences. Voting in a regional, state, or national election is not an unavoidable or legitimate absence. Instructors are expected to accommodate students who wish to participate in party caucuses, pursuant to Board of Regents resolution (see December 2005 Board of Regents Minutes, p 147.) For circumstances not listed in (1), the instructor has primary responsibility to decide on a case-by-case basis if an absence is due to unavoidable or legitimate circumstances and grant a request for makeup work. For complete information, please see:

<https://policy.umn.edu/education/makeupwork>

### **Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Grading and Transcripts:** The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic

environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

**Disability Accommodations:**

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: <http://ds.umn.edu/student-services.html>.

**Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**Academic Freedom and Responsibility: *for courses that do not involve students in research***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

**Schedule (subject to change slightly due to in-country adjustments)**

<b>Date</b>	<b>Location</b>	<b>Activities/Assignments</b>
Sat, 4/21/19 10:30 – 1:00 p.m.	Wat Thai 2544 Highway 100 South, St. Louis Park, MN 55416 (612) 605-7979	<b>Pre-departure Orientation 1</b> <ul style="list-style-type: none"> <li>• Intro to Buddhism by Buddhist monks in residence</li> <li>• Go over syllabus</li> <li>• Decide on group project topics and group members</li> <li>• Begin logistics discussion</li> <li>• Lunch</li> </ul>
Thurs, 4/25/19 3:00 – 6:00 p.m.	McNeal Hall Room 278	<b>Pre-departure Orientation 2</b> <ul style="list-style-type: none"> <li>• Discuss readings (TBD)</li> <li>• Continue logistics discussion</li> </ul>
Thurs, 5/2/19 3:00 – 6:00 p.m.	McNeal Hall Room 278	<b>Pre-departure Orientation 3</b> <ul style="list-style-type: none"> <li>• Assignments (blogs, journals, digital stories)</li> <li>• Final itinerary overview</li> <li>• <b>Pre-departure blog due Sunday, May 5, 2018</b></li> </ul>
Mon, 5/13/19	Arrive Chiang Mai	Transfer to hotel
Tues, 5/14/19	Chiang Mai	<ul style="list-style-type: none"> <li>• <b>10:00 a.m. Orientation</b></li> <li>• Lunch on own (walk to local market)</li> <li>• 1:00 Leave for Child Safe Workshop led by Friends International (focus: human trafficking)</li> <li>• 6:30 p.m. Depart for Khan Toke dinner</li> </ul>
Wed, 5/15/19	Chiang Mai	<ul style="list-style-type: none"> <li>• 9:00-3:00: Food &amp; culture through cooking class including market exploration, role of food in Thai family culture; Eat prepared food</li> <li>• <a href="http://www.cookingathome-chiangmai.com/">http://www.cookingathome-chiangmai.com/</a></li> <li>• Afternoon: Monk Chat – Wat Suan Dok (Focus on basic tenets of Buddhism and way of life for monks)</li> <li>• Dinner on own (Option: Explore Night Bazaar as group)</li> </ul>

Thurs, 5/16/19	Chiang Mai	<ul style="list-style-type: none"> <li>• Free day in Chiang Mai Own arrangements</li> </ul>
Fri, 5/17/19	Chiang Mai	<ul style="list-style-type: none"> <li>• 9:00 a.m. Depart for Suksasongkroh Chiang Dao School (travel - ~1.5 hours)</li> <li>• Boxed lunch provided</li> <li>• 11:30 a.m. Transfer to Pha Nok Kok Hmong Village</li> <li>• Lecture about village from elders, visit a home for a glimpse into traditional way of life, participate in Hmong games; visit vegetable/fruit farm to discuss economic base of village</li> <li>• <b>Required debrief upon return to hotel</b></li> <li>• <b>Group #1 Blog Due</b></li> <li>• Dinner on your own</li> </ul>
Sat, 5/18/19	Chiang Mai	<ul style="list-style-type: none"> <li>• Check out of hotel by 8:45 am</li> <li>• Prepare small overnight bag for homestay. You will leave large luggage on vans overnight.</li> <li>• Depart by 9:00 am for homestay (travel ~1.5 hours)</li> <li>• Arrive Mae Kampong village for homestay experience</li> <li>• Lunch and dinner with villagers</li> <li>• Overnight in villagers' homes</li> </ul>
Sun, 5/19/19	Chiang Mai/Chiang Rai	<ul style="list-style-type: none"> <li>• 10:00 am Depart for Chiang Rai (travel ~ 3 hours)</li> <li>• Lunch provided on the way</li> <li>• Stop at Hill Tribes Museum in Chiang Rai</li> <li>• <b>1<sup>st</sup> Journal turn-in before you leave for dinner</b></li> <li>• Dinner on your own (Option: explore CR Night Market as group)</li> </ul>
Mon, 5/20/19	Chiang Rai	<ul style="list-style-type: none"> <li>• 10:00 -4:00 pm TBD Focus on northern Thailand's indigenous communities' cultures</li> <li>• Dinner on your own</li> </ul>

Tues, 5/21/19	Chiang Rai	<ul style="list-style-type: none"> <li>• 10:00 – 4:00 pm TBD. Focus on northern Thailand’s indigenous communities’ cultures</li> <li>• Dinner on your own</li> </ul>
Wed, 5/22/19	Chiang Rai	<ul style="list-style-type: none"> <li>• 10:00 – 4:00 pm TBD Focus on northern Thailand’s indigenous communities’ cultures</li> <li>• <b>Brief group check-in: Time TBD</b></li> <li>• Dinner on your own</li> </ul>
Thurs, 5/23/18	Chiang Rai Chiang Khong	<ul style="list-style-type: none"> <li>• 9:30 am Check out of hotel</li> <li>• 10:00 am Depart for Chiang Khong (Travel ~ 4 hours)</li> <li>• Stop at Wat Rong Khun (White Temple)</li> <li>• Dinner on your own</li> <li>• <b>Group 2 Blog Post Due</b></li> </ul>
Fri, 5/24/19	Chiang Khong	<ul style="list-style-type: none"> <li>• 10:00-4:00 Day-long work session focused on group projects ; group discussions</li> <li>• Noon-1:00 for lunch on your own</li> <li>• <b>2<sup>nd</sup> Journal Turn-in before leaving for dinner</b></li> <li>• Dinner on your own</li> </ul>
Sat, 5/25/19	Chiang Khong	<ul style="list-style-type: none"> <li>• Day to explore Chiang Khong</li> <li>• Lunch and dinner on your own</li> </ul>
Sun, 5/26/19	Chiang Khong	<ul style="list-style-type: none"> <li>• 9:30-3:30 Sunflower House: Mekong Child Rights Protection Center</li> <li>• Interact with girls, learn about their lives, exchange ideas, and participate in a service-project</li> <li>• Lunch included</li> <li>• Dinner on your own</li> </ul>
Mon, 5/27/19	Chiang Khong	<ul style="list-style-type: none"> <li>• 9:30-3:30 Tung Na Noi: Tour village led by school children</li> <li>• Group lunch provided</li> <li>• Participate in arts and crafts projects at the school</li> <li>• Dinner on your own</li> </ul>



Tues, 5/28/19	Chiang Khong	<ul style="list-style-type: none"> <li>• 9:00 Depart for Laos to visit local villages</li> <li>• Lunch provided</li> <li>• 3:00 Return to Thailand</li> <li>• Dinner on your own</li> </ul>
Wed, 5/29/19	Chiang Khong	<ul style="list-style-type: none"> <li>• 10:00 am Mekong School</li> <li>• Learn about challenges of globalization on natural resources, particularly the Mekong River, and way of life of local people</li> <li>• Lunch provided</li> <li>• Mekong River trip</li> <li>• Afternoon break at hotel</li> <li>• 6:00 pm Return to Mekong School for dinner and party</li> <li>• <b>Group #3 Blog Post Due</b></li> </ul>
Thurs, 5/30/19	Chiang Khong-Chiang Mai	<ul style="list-style-type: none"> <li>• 10:00 am Transfer to Chiang Mai (Travel ~ 5.5 hours)</li> <li>• Stop along the way for lunch on your own</li> <li>• <b>Final (3<sup>rd</sup>) journal turn-in before leaving for dinner</b></li> <li>• Dinner on your own</li> <li>• <b>Team projects posted on blog by 10:00 pm</b></li> </ul>
Fri, 5/31/19	Chiang Mai	<ul style="list-style-type: none"> <li>• 8:30-11:30 am Final Debrief</li> <li>• 11:45 Depart for Farewell Lunch at the Shangrila</li> <li>• Dinner on your own</li> </ul>
Sat, 6/1/19	Chiang Mai	<ul style="list-style-type: none"> <li>• Free day in Chiang Mai</li> </ul>
Sun, 6/2/19	Chiang Mai	<ul style="list-style-type: none"> <li>• Check out of hotel by 11:00 am.</li> <li>• <i>Flight home or continue to other destinations</i></li> <li>• <i>Journals returned</i></li> </ul>
6/4/19 – 7/15/19		<ul style="list-style-type: none"> <li>• Work on Digital Story</li> <li>• Submit via Google Drive Folder by July 15, 2019</li> </ul>

## Appendix A

### Course Assignment Descriptions and Requirements

1. **Writing Journal:** There are two parts to your journaling. Part I will address questions posed in your journal notebooks. These questions will focus more on the content of the day/activity. Your writing will share: a) what you **observed**; b) provide rich **descriptions**; c) offer your evaluation of what you experienced, and d) evaluate what you learned. For c – **evaluation**, and d – **interpretation**, I want you to critically think about the basis for these responses and provide a reflection on not only what you learned about ‘another’ but how observing ‘another’ has contributed to a deeper understand of their cultural selves.

Part II will be focused on your personal feelings experienced as you walked through the day. What were your joys, your frustrations, your hopes, your questions? This is free writing – contrary to the first section, I am not so interested in your writing being grammatically correct (though I need to be able to understand it). Rather I want you to tap into your emotions and feelings. Feel free to sketch, use poetry, etc. Bring in the senses. What did you smell, hear, see, feel, and taste? Feel free to attach artifacts or mementos that you gathered that day.

I will ask you to turn in the journal twice (see syllabus for turn-in times) so I can read what you’re learning, what you’re experiencing, what you’re feeling. Please keep that in mind; if you want something kept confidential, please label those sections as such. Alternately, you may also want to keep a separate personal journal.

2. **Online Blog:** The online blog writing uses first person narrative that keeps in mind that others will be reading. It should be free of spelling and factual errors. Your online post should be shaped by your personality, written in your voice, should be honest and true, and also culturally respectful and anticipate what readers who are not journeying with you in Thailand will need to know in order to engage with your insights. Acharn Cathy will be available to read and provide feedback prior to posting it to the blog if you would prefer.

#### *Requirements for Online Blogs*

- You will post one pre-departure blog before leaving for Thailand. Acharn Cathy will provide you with questions that might guide your thinking.
  - There will be a sign-up for students to post their in-country blog so that they are staggered throughout the 3-week experience.
  - *Note: A blog entry should be at least four solid paragraphs and at least one photo or short video..*
3. **Group Topic Blog Project:** This project will be based on your group’s pre-departure research that is expanded/enhanced through your experiences in Thailand. You will become familiar with topics and themes throughout your time in Thailand. Observe, take notes and pictures, and journal continuously while you shop at local market, interact with students and teachers at a school, listen to monks, meet and learn from elders, learn from elders in Hmong and Karen villages, cross the Mekong River to Laos, and visit with community members, guides, van drivers, hotel staff and students.

In teams, you will focus on one of the following four topics: Human Trafficking; Education; Globalization (on communities, on the natural environment, on culture); Indigenous identity and cultural integration

#### *Requirements for Team Topic Blog Project*

- Your team will determine what and how you will move forward in understanding your chosen topic.
  - This may include having a conversation with a local person (if needed, with the help of an interpreter), walking along the Mekong and taking photos, mapping the streets, or taking notes after visiting the market.
- Each team will create a 2-3 page blog post that will include at least 2 images on the selected topic.
- Please quote and cite outside research.

- 4. Individual Digital Story:** Once you return to the U.S. and you've had some time for reentry, each of you will create a short (10-12 minutes)\_digital story reflecting on the learning you experienced in Thailand. You will create a storyboard, a kind of visual outline or map of your digital story, that anticipates your use of narrative, photos, videos if relevant, music, text, and considers the arc of your story. You can create your digital story with the program of your choosing (for example, iMovie). **Finalized digital stories will be due by mid-July.**

***Requirements for Individual Digital Story***

- At final group meeting in-country, share your initial ideas about focus for your digital story.
- After returning to campus, create storyboard for digital story. Consult with Acharn Cathy as needed.
- Upload final digital story to Google Drive (link will be provided). Stories will then be uploaded to our Thailand course website digital story page.
- Watch classmates' digital stories after they are posted on our website.

**Accountability/Responsibility Contract**  
Thailand: Global Change, Communities, and Families

As a learner in this course that occurs in Thailand, you will be representing yourself, the University of Minnesota, and the United States. Accountability and responsibility are important aspects of personal and professional leadership. Your actions reflect on the entire group and the faculty leader who has spent many years developing relationships that are critical to allow us to be invited into villages and organizations so that we can learn from local hosts. Fulfillment of the contract includes participation, respect for Acharn Cathy, other leaders, and the group, and responsible conduct at all times.

**Participation** means participating fully in all lectures, group discussions, activities, and immersion experiences in communities. Active participation means being awake and engaged with local hosts/informants and with each other. You will not be penalized for the first time you do not meet this expectation. However, continuing this behavior, such as falling asleep due to reasons other than jet lag or illness, talking with others during a presentation, or engaging in behaviors that are culturally inappropriate will result at the minimum in a reduction in your grade and at the extreme in a return home at your own expense.

**Accountability/responsibility:** You are responsible for all individual assignments outlined in the course syllabus. You are also responsible to actively and substantively contribute to the group project.

While in Thailand, you are responsible to your roommate, which means that you can always account for your roommate, and in turn, they can always account for you. Please post general evening plans and who is in your group on the course communication site (Facebook or other program used that year). This will provide Acharn Cathy with the information needed should you need help or need to be contacted. Never leave anyone in the group alone in any setting. Do not let any group member leave on his or her own with locals.

**Expectations include respect and appreciation:**

- Respect and appreciation of the local community and its norms and expectations related to appropriate dress (see expectations for dress below for more detail) and behavior
- Respect and discretion when asking questions; we are guests of our local hosts. It is not our job to point out weaknesses or flaws in the culture, but rather to work to understand why things are the way they are.
- Respect and appreciation related to hotel accommodations and staff (custodial, reception, maintenance)
- Respect and appreciation of our local tour guides, bus/van drivers, guest speakers, community organizations. Specifically, a primary role of our guides is to help you understand local culture. They are not there to make individual travel arrangements or arrange to have your laundry done. However, you may consult with them about resources and options.
- Self-monitoring of noise levels in the hotels. Please keep noise to a minimum so it does not disrupt others in the hotel or in the neighborhood, especially after 10:00 PM

**Expectations regarding alcohol and controlled substances:**

- Responsible use
- Respect for anyone who chooses not to drink
- Accountability/responsibility for group members in nightclubs or any setting where alcohol is present
- Alcohol consumption and its aftermath **will not interfere** with participation in the course
- Drug use is strictly prohibited; it is illegal in Thailand (including marijuana)

**Expectations regarding dress:**

- We have more strict guidelines for dress when we move through the country as a group and are considered to be ‘on program’. The syllabus will designate which activities/times are considered ‘on program’.
- **\*\*This is an area where students in past courses have struggled.** Dress in America is seen as a way to express one’s individuality and is very much in sync with American values of individualism and freedom of expression. Although Thailand is changing over time, moderation in dress and behavior is still the norm, especially in rural areas where we will be traveling. Think of the Buddhist ‘middle path’ philosophy that one should practice moderation in all facets of Thai life. Additionally, Thailand is predominantly a collectivist society so one’s behaviors are

continually connected to and reflected on others. Therefore, the way one dresses and behaves reflects on one's family and other groups to which one belongs. This can be challenging for some students who are strongly individualistic. Although this may be frustrating for you, I encourage you to think about how the ways you typically dress and behave at home in the U.S. has been shaped by cultural values and norms; then consider how Thai dress and behavior are also shaped by their cultural values and norms.

- By signing this contract, you are aware that faculty leaders may ask you to return to your room to change your clothes if they feel that dress code expectations are not met. This should not be seen as 'punishment or control' but rather constructive feedback that helps you to develop skills in crossing cultural and country boundaries. If the initial feedback does not result in subsequent appropriate dress, your grade will be lowered by ½ grade point for each time that you are asked to return to your room to change. If you have questions about the appropriateness of your clothes, do not hesitate to ask.
- **The following are expectations for dress for 'on program' activities and times:**
  - Short or capped sleeved shirts or tops with modest necklines, i.e., no or minimal cleavage showing for women. High-neckline tank tops are fine, but only if no or minimal cleavage and no bra straps are showing. (Wearing a tank top with a lightweight cover-up, shrug, or shawl/scarf often works very well). No see-through tops/blouses that clearly show your bra.
  - No undershirts/muscle shirts are allowed.
  - T-shirts are great – in fact, U of MN T-shirts are even better! Shirts displaying offensive language, inappropriate images or slogans, or political statements are not allowed.
  - Capris, slacks, long skirts, and long shorts are great (long means no shorter than slightly above the knee).
  - Dresses may be sleeveless (again, as long as bra straps are not showing). It often works if the dress has capped or short sleeves (or a lightweight T-shirt is worn underneath). They should be no shorter than slightly above the knee.
  - Please no thong bikinis in hotel pools, even if you are on your free time. It may be okay when you are at a tourist beach.
  - Please note that there are more restrictive rules for entrance into some temples. Our guides will let you know before these activities are scheduled.
- Expectations for dress during free time will *not* be monitored, but please keep in mind that you are a guest in the country and you should be aware of their norms. Different parts of the country will be more or less conservative in their expectations (i.e., Bangkok will be much less restrictive than Chiang Khong which is a smaller rural city in northern Thailand)

**Following these guidelines will facilitate a rich and respectful cross-cultural learning experience in which you learn about Thailand but also learn about yourself!**

By signing this contract, I agree that I understand the outlined expectations and agree to follow them.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Verified: \_\_\_\_\_ Date: \_\_\_\_\_