

SAMPLE SYLLABUS

**Global Service Corps – Seminole State College
In Collaboration with Paññāsāstra University of Cambodia
Cambodia Service Learning Semester Program
January Semester
Phnom Penh, Cambodia**

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

General Sequence of Semester Activities:

- Cultural and Internship **Orientation**, with guided tours to national monuments and discussions on Cambodian customs with Touch Sophak, exploratory program development meetings and visits to local community organizations with GSC staff
- Start of service internship activities with **Community Organization**
- Work on **reflective writing exercises** and submit to Faculty on a **biweekly** basis
- Mid-semester **break**, then continue with your service internship activities and reflective writing exercises
- Buddhist Immersion and **Working Retreat** at Buddhist monastery last week before heading home
- Complete research and writing on **Capstone Project** and submit to Faculty

Academic Internship Expectations and Credits:

15 credits for the semester divided into **5** equal portions, as follows:

9 credits of 300-level GINS (Globalization/International Studies, S/U Graded) in **Service Internships/Global Community Engagement**, from:

- **Working with NGO/schools in Program Development and Community Training in Public Health**
- **Working with schools in Curriculum Development Training in Conversational English**
- **Working with NGO/schools in Community Engagement/Development and Youth Leadership Training**
- Titles may change in order to better reflect the internship projects/activities undertaken under supervision of the community organization and staff.
- Based on a **12-week service internship** placement, expect to spend an average of **28-30 hours/week** or more on your service internship projects.
- You will supplement and contextualize office and field-work through related **readings**, sent to you via email or provided for your use on-site.
- Faculty will review **reports** of hours and activities from your service internship supervisor(s), and from you, through your **Time-Spent Analyses**.

6 credits of 300-level GINS (Letter Graded by Faculty) in **Independent Studies**, from:

- **3 credits** of **Cambodian Cultures and Problem-Solving** (yours and theirs)
 - You will compose a series of biweekly **Hopes and Fears/Joys and Concerns** essays on your service internship(s) and submit them via email.
 - You will design, author and update a publicly-posted **Blog/Vlog**, for the purposes of exploring and questioning your day-to-day observations, experiences, and ideas through your original writing and photography.

- **3 credits of Capstone Project: Community Engagement Proposal**

- This 12-15 page critical writing and inquiry component requires both planning and guidance. Consider topics that intrigue you and that would be of use to some segment of Cambodian society. A 1 page outline is due on **2/15** and the completed proposal is due on **5/15**.

Learning Outcomes:

- You will be immersed in Cambodian cultures and gain increasing knowledge and appreciation of them.
- You will listen to and practice the basics of the Khmer language and begin to regularly use phrases to greet people. Do **not** expect to attain the proficiency necessary to work in Khmer during field assignments, but your willingness to learn the basics and engage with others will be rewarded.
- You will assess the practical application of service learning and community engagement for yourself.
- You will carry out various activities within your NGO/school placement, thereby gaining invaluable skills in multiple areas, such as writing and speaking for the purposes of community outreach and education, and peer training.
- 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, such as education, leadership, religion, health, and human rights.
- You will observe and reflect upon Buddhism and meditation techniques, including the concept of engaged Buddhism in the Cambodian context.
- You will edit and deliver writings and/or workshops aimed at bolstering Cambodians' efforts to build future leaders and sustain healthy communities.

Learning Assessments:

- You will show a willingness to learn and respect local customs, as demonstrated through your listening, speaking, and actions when with your hosts.
- We expect your active **participation** in orientation, meetings, site visits, guest lectures on leadership and development, and in all internship activities.
- If ever you do not know what you are supposed to be doing, ask! Communicate with your service internship supervisors to the best of your abilities.
- You will undertake various activities within your NGO/school placement. Expect to spend at least **28- 30 hours/week** on tasks assigned by your NGO/school hosts and volunteer coordinator. Show up on time and be ready to learn and serve. Practice communication with your Cambodian hosts every day.
- Free time includes most weekends, a mid-semester week break and a Working Retreat at the end. GSC and YFP will inform you about your schedule.
- Grading Criteria: **S/U** grading for the **9 credits of Service Internship** (including supervisor's reports and your time-spent analyses); **A-F** grading for the **6 credits of Independent Studies**, which include the biweekly reflective essays, Blog, and your Capstone Project: Community Engagement Proposal.
- Complete **analytical and reflective writing** assignments and submit them via email in a timely manner. Please see below for **assignment descriptions**:
 - **Faculty** will ask for your vision of service learning and your feedback on his lessons and activities that you perform together in week 2.
 - On a **biweekly** basis, beginning on **1/15**, you will **email** a series of essays and analyses on your evolving experiential education to **Faculty**:
 - **A** - An initial "**Hopes and Fears**" essay (due on **1/15**), followed by "**Joys and Concerns**" essays about your internship placement and activities, due on **1/31, 2/15, 2/28, 3/15, 3/31, 4/15, and 4/30**. There is no prompt or set format for the essays. For each essay, you should choose a couple **themes** and explore them in about **200 words**. You may return to similar issues in each submission or branch out into new directions.

- **B - “Time-Spent Analyses,”** free-style calendars of how you are spending your time, are due on **1/31, 2/15, 2/28, 3/15, 3/31, 4/15, and 4/30.**
- **C - A Blog/Vlog,** which fully integrates any captioned/labelled and relevant photographs, drawings and even video to illustrate your writing.
 - **“Journaling”** encompasses both the **daily** writing and **journalistic** observation. Your Blog should be part **creative portfolio** and part **critical log analysis**, a mix of Photo-Journalism, Travel Writing, and Cultural Critique.
 - Reflect on your travels, daily discoveries, interactions, internship activities, and the **Reflection Questions** (in the syllabus and Faculty’s international interns/volunteers reflective prompts). Integrate these discussion prompts wherever and whenever you can.
 - Blogging encourages active engagement and vivid descriptions of experiences, observations, problems, and reactions throughout your program. Write about the sights, sounds, tastes, and smells that you encounter, as well as socio-economic situations that you observe. In describing social conditions, you might 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, daily life, how activity patterns change throughout the day and night, or other areas of interest to you. Share your adventures in servant leadership, the roles of NGO/schools in homegrown and international community development projects, the techniques taught and used, characteristics of different places and social gatherings (familial, educational, religious), how you may be changing in your thinking...
 - Employ engaging, thought-provoking, creative and professional writing styles. Proofread for proper spelling and grammar. Vary your vocabulary, themes, and points of view. Value your own viewpoints. Be creative! Be yourself!
 - Your **biweekly** target is **1000 words** and **10 labeled photos**, for a total of **7,000 words** and **70 photos**, drawings or video clips.
 - The link to where your Blog is publicly posted online is also to be emailed on/by **1/31, 2/15, 2/28, 3/15, 3/31, 4/15, and 4/30.**
 - UAlbany and GSC want to share your posts with prospective future students and possibly publish excerpts on our websites. Any confidential information, not to be shared, can be sent in an email. *Please protect the anonymity of your hosts and colleagues.*
 - Recent participants have chosen to use **Blogspot, WordPress** or **Tumblr** as their Blogging platform.
 - Here are some examples of recent Blogs that we are very pleased with. Let them inspire you!:
 - <http://leacambodiasanders.tumblr.com/> <https://startingwithcambodia.wordpress.com/2016/01/15/photo-tour-of-cambodia/>
 - <http://fionn-mac-cumhails-cave.tumblr.com/> <https://www.tumblr.com/blog/hippydippyme>
 - <http://xliluuuu.blogspot.com/> www.Mytimeacrosstheglobe.tumblr.com
 - <http://xanalu.wordpress.com> <https://dfrasca1.wordpress.com>
 - <http://viacambodia-india.tumblr.com/> <http://studyabroadcambodia2014.blogspot.com>
 - <https://aiyannagoestocambodia.wordpress.com/>

Reflective Prompts for Blog-Writing

For the January and February Blog Submissions:

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

What preconceived notions did you have and how are those panning out?
What did you do to prepare yourself for these potential academic and cultural changes?
What all goes into setting up NGO/school work, funding and partnerships in a nation like Cambodia?
What makes a development program succeed or fail?
What does service learning mean to you and why is it important for students to engage in it?
What makes for a good leader? What makes for a good servant? Where are you using the concept of servant leadership in your office or fieldwork?
Why is this concept important to make an impact on the community that you are working with and with those around you?
What relationships do you see among concepts in Servant Leadership, Emotional Intelligence, Mindfulness, Meditation, and Buddhism?
How can those concepts be applied in international development work such as peace and reconciliation or public health efforts?
Which class lecture or discussion topic has been most beneficial to you and why?
What are 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?
Discuss your assimilation into Cambodian culture (possibly into using the Khmer language) and what you are doing to make this transition smoother.
How prepared do you feel to begin your field experiences over the next few months?
Discuss what experiences have been instrumental for you and which issues do you feel that there is a need for more training or preparation.

For the March and April Blog 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 office and/or 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?

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 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?

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 has this 16-week service learning program shaped you?

How has this experience made you a better, smarter and/or stronger person?

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

- To earn your remaining 3 credits, you will author a **Capstone Project: Community Engagement Proposal**, designed by you, in consultation with Faculty. Pair your skills and interests with the needs of the Cambodian people and the NGO/school that/who you are service interning with.

- Submit a 1 page (250-word) **outline** on **2/15** and the completed (12-15) page proposal on **5/15** to Annette Richie. That is more than enough time for you to produce 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 10 referenced sources, and proper citation throughout the paper (not relying too heavily on quotes).
- Reach out to Faculty and local mentors about your ideas early and often. We want to help!
- 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 semester, you will work closely with Faculty to frame, develop, and refine your ideas and skills into an independent project that reflects what you want to give back to the people of Cambodia. Naturally, your ideas will evolve over time. Start thinking about this project 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 office and/or fieldwork or data collection of sorts while in your service internship(s), and when reflecting upon daily observations through your biweekly Blog submissions and Joys and Concerns Essays.
- 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. Your topic should be something that you have both passion and insights for.
- If 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/school. If you seek pre-approval and you invest comparable effort to what you would have in a research paper, then you can expect your choice to be supported.

Why Applied and Service Learning Matters

Applied Learning is SUNY's way of saying "we believe in the power of learning by doing." SUNY students' hands-on opportunities include study abroad, service-learning, community service, civic engagement, co-op and clinical placements, internships, entrepreneurships, work and field study, and collaborative research. (<http://www.suny.edu/applied-learning/>)

Applied Learning Topics to be covered: Roles of Cambodians, NGO/schools and Volunteers within Community and Program Development, Socio-Economic Change, and Globalization; Buddhism and Rebuilding Post-Conflict Society; Peer-to-Peer Education, Emotional Intelligence, and Service Learning (Servant Leadership)

Service Learning, a core principle at the heart of GSC's mission in Africa and 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. (<http://www.globalservicecorps.org/site/service-learning-programs>)

Learning Community Matters:

Teaching Methodology: A combination of lectures on leadership and development, readings and PowerPoint slides on Cambodian history and health concerns, discussions, hands-on demonstrations, assessments, and critical-thinking scenarios will be utilized in this integrated set of non-traditional courses.

Attendance:

Class attendance and participation are required. Participation cannot happen if you are absent. Excessive absences and lack of engagement will negatively affect your performance and overall grade. You are expected to be present at every class, work day, field training and activity throughout the semester. If you are ill or cannot attend for any reason, please notify the GSC in-country staff and/or email the instructor or supervisor about your absence.

Internship Participation:

Your internship supervisor(s) and the GSC Cambodia In-Country Coordinator will report on your project tasks, efforts, and performance on a biweekly basis. They should communicate clear **expectations** as well as provide **feedback** to you on a regular basis (every week or 2). 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, contact your internship supervisor(s) and Touch Sophak ASAP.

Classroom (and Internship) Expectations and Etiquette:

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

- Participate fully in all of the class and work activities.
- Address the instructor (presenter) or supervisor in an appropriate manner and respect the views and opinions of other participants.
- No ear/headphones may be worn in class. Put cell phones away.
- No chewing tobacco, cigarette smoking, or eating permitted in class. Drinks are fine. Avoid smoking or drinking alcohol whenever in the presence of children or when working/traveling with your hosts.
- In general, follow the lead of Cambodians on appropriate dress (clothing falling below the knee) and social interaction (quiet and deferential).

Academic Honesty:

Students are expected 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 their instructor.

Study Materials:

Required Reading (selections from):

(on Google Drive, emailed to you as attachments during Orientation week, or provided for your use on-site, at YFP headquarters)

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” and “The Servant as Leader”)
2. Daniel Goleman, *Emotional Intelligence: Why It Can Matter More than IQ*
3. Publications by Youth for Peace and the Peace Institute of Cambodia
4. Emailed Pdf articles and Pptx presentations on global health in the Cambodian context (authored by Dr. Chan Phanna, or Faculty)

The following are available as e-books, free online excerpts, or can be purchased at tourist-g geared bookstores in Phnom Penh (check near your hotel first):

5. Joel Brinkley (2011). *Cambodia’s Curse: The Modern History of a Troubled Land*. New York: Public Affairs, Perseus Books.
6. Thich Nhat Hanh, *The Miracle of Mindfulness: An Introduction to the Practice of Meditation*,
7. Patricia McCormick, *Never Fall Down*

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.

Other Resources:

Just prior to the beginning of the semester, 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:

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

Youth For Peace: <http://www.yfpcambodia.org/>

Reproductive Health Association of Cambodia: <http://www.rhac.org.kh/?page=front&lg=en>

Cambodia Cares/AIDs Healthcare Foundation (AHF): <http://www.aidshealth.org>

Child Safe Traveler Network and Movement: http://www.wvi.org/sites/default/files/Child%20Safe%20Traveller_ENGLISH.pdf

Cambodian Children's Fund: www.cambodianchildrensfund.org

Laptop Computer: You are strongly encouraged to bring your own personal laptop computer with you to complete your reflection exercises, compose your Blog, conduct internet research and readings, and send 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 travel destinations. Leave behind (back home) a full backup of your computer files and ensure that your travel insurance covers theft.

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- Make the most of your time in Cambodia! You are embarking on a remarkable rewarding journey!
 - Global Service Corps, Seminole State College, and Paññāsāstra University of Cambodia (PUC) 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 to learning from one another.
 - We already know that you are brave and generous, because you decided to join us for one of the most rewarding seasons of your life!