International Development: Human Rights & Marginalized Communities

COURSE DETAILS

Course Designator and Number: THAI XXXX
Number of Credits: 4
Language of Instruction: English
Contact Hours: 60
Instructor: Mark A. Ritchie, Ph.D. and Nicole L. Geller, M.P.H.

COURSE DESCRIPTION

This course will focus on human rights broadly defined, including social work as well as other efforts to educate and work with vulnerable populations. The course will look at the roles of local people, nonprofits, government agencies, and intergovernmental entities in determining how to best work with and serve vulnerable populations and how these different stakeholders collaborate while addressing complex, often sensitive situations. Course content will focus on citizenship and orphan/vulnerable children, as well as human trafficking, disabilities, migrant workers, and LGBT issues in the Thai context, as well as minority issues, especially with the hill tribes of Northern Thailand. Students in this course will utilize the content learned in this collaborative classroom setting and apply it individually toward a specific internship placement or research topic during the second half of the semester.

This course encourages students to think critically about development theories and practices. For the majority of examples and reading, the course will draw on case studies from Thailand and links to global development issues. We will explore "development" as a contested value and process on multiple scales— local, national, and global. We will place special emphasis on the practice of development: What does it mean to actually "do" development in a cross-cultural international setting? We will examine the roles of

outsiders and facilitators and how local communities and organizations can be empowered through the development process.

Course Objectives

The objectives of this course are to:
- Provide an overview of the major issues in human rights with a special emphasis on marginalized communities in the Global South
- Examine the cultural, historical, and legal framework of human rights in both theory and practice in Thailand and Southeast Asia
- Understand the specific historical and cultural context and understanding of human rights and marginalization in the Thai context
- Provide an overview of development theories, practices, and current trends
- Utilize theoretical and conceptual tools to critically analyze specific development problems, policy programs, and projects as they experience them in their host communities and internship agencies
- Promote multidisciplinary ways of thinking that can be used to synthesize and analyze local, national, and global issues surrounding human rights and marginalized groups
- Identify the needs of specific social groups, power relationships among relevant social groups, and methods or strategies applied by each group to access social services, then develop recommendations for delivering social services

Methodology

The course will integrate course lectures and readings with group discussions and seminars. Experiential field studies will also be an important component of the course. Guest lecturers will also be invited to share their experiences with students. Keeping up with readings, materials presented in class, and assignments is critical for success during this course.

Required Readings/Materials

- "What is global development?" Rory Horner, Global Development Institute Working Paper Series 2017-020 December 2017.
- "Global South: what does it mean and why use the term?" Aug 8, 2018, Marlea Clarke, Global South: what does it mean and why use the term? | Global South Political Commentaries.
- "Chapter 2 Contesting development in theory and practice," International Development in a Changing World, Rebecca Hanlin and William Brown, pages 31–48.
- "From International to Global Development: New Geographies of 21st Century Development," Rory Horner and David Hulme, Development and Change 0(0): 1–32. DOI: 10.1111/dech.12379.
- "Preface and Introduction" to The Development Dictionary: A Guide to Knowledge as Power, Wolfgang Sachs, Zed Books, 2010.

- "What is sustainable development?" Jennifer Elliott, An Introduction to Sustainable Development 3rd Ed. Routledge 2006.
- Alternative Care Thailand and One Sky Foundation, "Hidden Crisis: The proliferation of private children's homes in Thailand," https://alternativecarethailand.com/wp-content/uploads/2019/03/A-Hidden-Crisis-English.pdf.
- Asia Pacific Refugee Rights Network, "Country Factsheet: Thailand," 4 September 2018, http://aprrn.info/wp-content/uploads/2018/09/APRRN-Country-Factsheet-Thailand-4-Sept-2018.pdf.
- Baan Dek Foundation and UNICEF Thailand. (May 2019). "Building Futures in Thailand: Support to Children Living in Construction Site Camps," https://www.unicef.org/thailand/reports/building-futures-thailand.
- Cheva-Isarakul, Janepicha, "Blood, soil and paper: Thailand's mission to reduce statelessness," http://theconversation.com/blood-soil-and-paper-thailands-mission-to-reduce-statelessness-100519.
- Foster Crawford, Christa. "Cultural, Economic and Legal Factors Underlying Trafficking in Thailand and their Impact on Women and Girls From Burma," Thailand Law Journal 2009 Spring Issue 1 Volume 12, http://www.thailawforum.com/articles/Trafficking-in-Thailand%20.html.
- Healy, Lynne. (2008). International Social Work: Professional Action in an Interdependent World. Oxford University Press, Inc. New York, New York (excerpts).
- ILO. World Social Protection Report 2017-19. "Thailand: a regional example in social protection," https://www.ilo.org/asia/media-centre/news/WCMS_606069/lang--en/index.htm.
- Int J Environ Res Public Health. 2019 Feb; 16(3): 430. "Education Policy for Migrant Children in Thailand and How t Really Happens; A Case Study of Ranong Province, Thailand," Published online 2019 Feb 1. doi: 10.3390/ijerph16030430.
- Lumos, "Children in Institutions: The Global Picture," https://alternativecarethailand.com/wp-content/uploads/2019/03/Children-in-Institutions-The-Global-Picture-English.pdf.
- MAP Foundation, "RegularRights: Do Documents Improve Migrants' Lives?" December 2012, http://www.mapfoundationcm.org/eng/index.php/works-wrapper/publications/regular-rights-do-documents-improve-migrants-lives-2012.
- Sakdiyakorn, Malinvisa and Vichitrananda, Sutthana. "Corruption, Human Trafficking and Human Rights: The Case of Forced Labor and Sexual Exploitation in Thailand," https://www.nacc.go.th/images/journal/malinvisa.pdf.
- Thailand Development Research Institute (TDRI) Quarterly Review. December 2016. "Social Protection System in Thailand: An Overview," https://tdri.or.th/wp-content/uploads/2017/07/TDRI-QR-Dec2016.pdf.
- UNICEF, "Review of Alternative Care in Thailand: Policy to Implementation with Special Focus on Children Affected by HIV/AIDS", May 2015: https://www.unicef.org/thailand/reports/review-alternative-care-thailand.
- United Nations Thailand Working Group on Migration, "Thailand Migration Report 2019," https://thailand.iom.int/thailand-migration-report-2019-0.
- U.S. Department of State, "2019 Trafficking in Persons Report: Thailand," June 20, 2019, https://www.state.gov/reports/2019-trafficking-in-persons-report-2/thailand.

Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	
C+	77–79	Achievement that meets the course requirements in every respect.
C	73–76	
C-	70-72	
D+	67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of grade
Attendance and class participation	10%
Unit essays (5% each)	40%
Field studies	25%
Final presentation	25%
Overall grade	**100%**

Assessment Details

Attendance & Class Participation
Students are expected to be active and engaged during the classes, which means asking questions, completing the readings beforehand, and participating in class activities. Due to the intensive nature of the MSID classroom phase, attendance is required, and skipping class is discouraged. Missing a significant number of classes will result in a grade reduction. This is worth 10% of the grade.

Weekly Essays
Each weekly essay focuses on a group of related issues, seminars, readings, and field studies. At the end of each week, students will write a short essay (2–3 pages) about the content from
that week. The essays should follow the following rubric:
- Which particular issue/seminar/reading did you find particularly interesting during this unit and why?
- How does this issue relate to the larger topic of this theme?
- How does this issue relate to the broader issues of international development?
- What questions does this raise for you related to this theme that would like to explore further?

Each essay is worth 5%, for a total of 40% of the grade. Essays are due on the Monday following the week, with the final Unit 8 essay due on the final Friday.

Field Studies
Each course will have a number of short field studies as well as a larger, weeklong extended field study. In addition to the weekly essay, students will be expected to be engaged and active learners during the field studies. This means asking questions, being an active and engaged member of the group, completing assignments specific to the field study, and following all cultural, safety, and related guidelines for the field study. This is worth 25% of the grade.

Final Presentation

The final presentation is a 10-minute presentation of a topic of students' choice related to the theme of the course. Students should be working to collect information and material for the presentation during the entire course, using field studies, independent research, and course readings and seminars.

The final presentation should include and will be assessed on the following rubric:

- What is the issue that you are interested in?
- How is this related to the theme of your course?
- How is this related to the broader issues in international development?
- What did you learn during your research on this topic?
- What further questions did this project raise for you?

This is worth 25% of the grade.

This is due on the last day for the course, the final Friday of Unit 8.

COURSE CONTENT

Unit 1

Cross-Cultural Learning Workshop
- The purpose of this workshop is to provide students with a practical and experiential understanding of what it means to be culturally competent and able to be "culture learners" during the semester. Each session will be based on handouts, short videos, interactive discussions, and exercises to help students better understand their own culture as well as Thai culture.
- Readings for this week will be handed out in class.
  - Seminar 1: What is culture and fundamentals of culture: We tend to assume that our culture is just "the way things are" when, in fact, many cultural ideas and practices can be quite different. This session will give us some tools and understanding of what constitutes culture, and how we might use cultural analysis to understand and compare our own cultures with our new host culture in Thailand.
  - Seminar 2: Comparing Thai and American cultures; acting cross-culturally: This session will use a compare/contrast framework to look at some of the key differences between how American culture broadly defined, and how Thai culture think about how the world works, including hierarchy, patron-client relationships, and the presentation of self. We will also examine how this plays out in day-to-day interactions, and how students can learn to respect Thai culture and when and how to act appropriately.
  - Seminar 3: Cultural adjustment and culture shock: Adjusting to a new culture is not always easy and usually involves quite a bit of adjustment. This session will look at ways to help navigate some of the challenges of learning about and living in a culture that may look superficially similar to our home culture, but which is very different in some fundamental and challenging ways.
  - Seminar 4: Building resilience; stress and coping: Our goal is that students are able to thrive in the challenges of cross-cultural learning and living. This session will discuss how to navigate the inherent stress of cross-cultural living, as well as what positive and health coping strategies students can use to become more resilient.
  - Seminar 5: Living in Thailand: Host families, food, and transportation: This session highlights some practical aspects about living in Thailand that can help students adapt to daily life. We will focus specifically on host families, living in community, the role of food in Thai culture, and how to get around in Chiang Mai and elsewhere.

Unit 2

Introduction to International Development

- Seminar 1: Introduction to international development: What is the field of "international development"? What are some of the key issues and concerns?
- Seminar 2: Sustainable development: What do we mean by "sustainability" or "sustainable development"? How can we live within the Earth's biocapacity?
- Seminar 3: Approaches to development: This seminar examines four approaches to development, with particular attention given to how different approaches can each be used on the same problem.
- Seminar 4: Facilitating development: How does one "do" international development? We will examine two case studies of outsiders facilitating development and discuss what lessons we can learn about facilitating development in general, and for the internship phase of the MSID program in particular.
- Readings
    - "What is global development?" Rory Horner, Global Development Institute Working Paper Series 2017-020 December 2017.
    - "Global South: what does it mean and why use the term?" Aug 8, 2018, Marlea Clarke, Global South: what does it mean and why use the term? | Global South Political Commentaries.
    - "Chapter 2 Contesting development in theory and practice," International Development in a Changing World, Rebecca Hanlin and William Brown, pages 31–48.
    - "From International to Global Development: New Geographies of 21st Century Development," Rory Horner and David Hulme, Development and Change 0(0): 1–32. DOI: 10.1111/dech.12379.
    - "Preface and Introduction" to The Development Dictionary: A Guide to Knowledge as Power, Wolfgang Sachs, Zed Books, 2010.
    - "What is sustainable development?" Jennifer Elliott, An Introduction to Sustainable Development 3rd Ed. Routledge 2006.
- Assignment
    - Essay for Unit 1 is due this week.

Unit 3

Introduction to Human Rights & Social Services in Thailand

- Terminology and context: What are human rights, social services, social welfare, and international social work, and why are they important?
- Understanding and measuring social strengths and weaknesses in a country or community
- Theories and concepts underpinning international social work: globalization, development, and human rights
- Overview of the social protection system in Thailand

- Readings
  - Healy, Lynne. (2008). International Social Work: Professional Action in an Interdependent World. Oxford University Press, Inc. New York, New York (excerpts).
  - Thailand Development Research Institute (TDRI) Quarterly Review. December 2016. "Social Protection System in Thailand: An Overview" https://tdri.or.th/wp-content/uploads/2017/07/TDRI-QR-Dec2016.pdf.
  - ILO World Social Protection Report 2017-19. "Thailand: a regional example in social protection" https://www.ilo.org/asia/media-centre/news/WCMS_606069/lang--en/index.htm.
- Assignment
  - Essay for Unit 2 is due this week.

Unit 4

Extended Village Field Study
- Students will embark on a five-day village field study in a rural community outside Chiang Mai City, staying with a host family.
- They will engage in hands-on learning and teaching directly with local community members and leaders.
- The goal of the village study is to understand rural development, the challenges, the best practices, the local culture, the differences between rural and urban development, and how government policies support development in this village.
- For this course, students must pay particular attention to two specific questions during this field study:
  - In what ways is this community marginalized? What is the role of rural communities in the broader Thai society? What is the place of farmers socially?
  - How do people here understand the concept of human rights, citizenship, and access to resources? What struggles do they have, as marginalized people, to access resources like water and land, as well as access to jobs and livelihoods?

Activities may change, depending on the availability and needs of local community members, but will likely include the following:
  - Village mapping: Learn about how the village is organized and how this affects their community management and housing, as well as how they adapt to the environment, observing the environments and resources of the community such as schools, local hospital or clinic, meeting hall, temple or church, and farms.
  - Local food in Northern Thailand: Become familiar with various edible plants and how the surrounding environment provides the nutritional needs of the local community.
  - Community-based tourism (CBT): Learn about culture and community resource management, how they developed CBT, and how they proposed a blueprint for CBT management that is appropriate for their culture.

- ○ Learn about traditional cultural practices such as weaving, natural dye, bamboo weaving and cultural preservation practices, and sustainable development.
        - ○ Participate in a service activity with the community school as a hands-on project building relationships with the community.
        - ○ Take a half-day hike to learn about the natural resource management of the community.
        - ○ Village meetings: Learn how to collect data through asking questions related to the course and their areas of interest.
- Assignment
    - ○ Essay for Unit 3 is due this week.

Unit 5

Child Protection
- Overview of child protection and services for children in Thailand
- Introduction to the Convention on the Rights of the Child and the Thailand Child Protection Act
- Identify and discuss challenges and barriers for children to exercise their rights to education, health, and safety/protection
- Field study: Baan Dek Foundation
    - ○ Baan Dek Foundation (BDF) is a Thai-registered foundation with a mission to provide access to education, health, and safety services for vulnerable children living in urban slums and construction site camps in Thailand.
- Readings
    - ○ Baan Dek Foundation and UNICEF Thailand. (May 2019). "Building Futures in Thailand: Support to Children Living in Construction Site Camps," https://www.unicef.org/thailand/reports/building-futures-thailand.
    - ○ Int J Environ Res Public Health. 2019 Feb; 16(3): 430. "Education Policy for Migrant Children in Thailand and How It Really Happens; A Case Study of Ranong Province, Thailand." Published online 2019 Feb 1. doi: 10.3390/ijerph16030430.
- Assignment
    - ○ Essay for Unit 4 is due this week.

Unit 6

Migration
- Overview of migration and services for migrant workers in Thailand.
- Identify and discuss challenges and barriers for migrants to exercise their rights in Thailand.
- Field visit: MAP Foundation
    - ○ MAP Foundation is a grassroots NGO that seeks to empower migrant communities from Burma living and working in Thailand. MAP works towards a vision of the future where migrants from Burma have their rights and freedoms fully protected. To reach this goal,

MAP tries to incorporate a human rights perspective into policy decisions, increase understanding of the situation of migrant workers in the host country, reduce discrimination, and assist local migrant worker communities in improving their working and living conditions.

- Recommended Readings
  - United Nations Thailand Working Group on Migration, "Thailand Migration Report 2019," https://thailand.iom.int/thailand-migration-report-2019-0.
  - Asia Pacific Refugee Rights Network, "Country Factsheet: Thailand," 4 September 2018, http://aprrn.info/wp-content/uploads/2018/09/APRRN-Country-Factsheet-Thailand-4-Sept-2018.pdf.
  - MAP Foundation, "Regular Rights: Do Documents Improve Migrants' Lives?" December 2012, http://www.mapfoundationcm.org/eng/index.php/works-wrapper/publications/regular-rights-do-documents-improve-migrants-lives-2012.
- Assignment
  - Essay for Unit 5 is due this week.

Unit 7

Human Trafficking
- Understanding the issues surrounding human trafficking in Thailand including populations most at risk, prevention programs, intervention and after-care programs, barriers, and progress.
- Guest lecture by Christa Foster Crawford, JD
  - Christa is an international consultant providing resources and expert advice to empower the anti-trafficking movement for greater effectiveness. Since 2001, Christa has lived in Thailand, working to end exploitation at both the grassroots and policy levels with the United Nations, International Justice Mission, and as co-founder of Just Food, Inc./The Garden of Hope.
- Human trafficking (continued) and identity rights
  - Discussion on the debate around human trafficking and the actions undertaken by anti-human traffickers
  - Overview of the right to identity, citizenship rights, ID card system and statelessness in Thailand, and challenges for social services
- Field visit: International Justice Mission
  - IJM partners with local authorities to rescue victims of violence, bring criminals to justice, restore survivors, and strengthen justice systems. In Thailand, IJM is particularly focused on human trafficking and citizenship rights for stateless hilltribe people.
- Recommended Reading
  - U.S. Department of State, "2019 Trafficking in Persons Report: Thailand", June 20, 2019, https://www.state.gov/reports/2019-trafficking-in-persons-report-2/thailand.

- ○ Malinvisa Sakdiyakorn and Sutthana Vichitrananda, "Corruption, Human Trafficking and Human Rights: The Case of Forced Labor and Sexual Exploitation in Thailand," https://www.nacc.go.th/images/journal/malinvisa.pdf.
  - ○ Christa Foster Crawford, "Cultural, Economic and Legal Factors Underlying Trafficking in Thailand and their Impact on Women and Girls From Burma," Thailand Law Journal 2009 Spring Issue 1 Volume 12, http://www.thailawforum.com/articles/Trafficking-in-Thailand%20.html.
  - ○ Janepicha Cheva-Isarakul, "Blood, soil and paper: Thailand's mission to reduce statelessness," http://theconversation.com/blood-soil-and-paper-thailands-mission-to-Reduce-statelessness-100519.
- ● Assignment
  - ○ Essay for Unit 6 is due this week.

Unit 8

Final Class Seminars
- ● Human rights in southeast Asia: Contemporary issues
- ● Marginality across cultures: exclusion and marginalization
- ● Key issues in the Thai experience of the struggle for human rights
- ● Wrap up discussion of social issues and social services in Thailand, challenges, and approaches
- ● Submit final assignments and presentations for grading
- ● Assignment
  - ○ Essay for Unit 7 is due on Monday and essay for Unit 8 is due on Friday.
  - ○ Final presentations

POLICIES

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

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.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.