



## CIEE Khon Kaen, Thailand

<b>Course title:</b>	The Human Perspective on Development and the Environment
<b>Course code:</b>	ECOL 3001 TKKU
<b>Programs offering course:</b>	Development and Globalization
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	6
<b>Contact hours:</b>	90
<b>Term:</b>	Spring 2020

### Course Description

Students learn about a broad range of issues surrounding sustainability through the experiences of local communities, government officials, private companies, and policy makers in Thailand and the Mekong Sub-region. Overarching issues covered have included: theory and practice of social movements; human rights frameworks and domestic and international compliance mechanisms; grassroots strategies and resistance; government policies promoting development and sustainability, constitutional provisions, and laws on the environment and sustainability; the growth of civil society in Thailand; the role and influence of outside organizations or networks such as the Asian Development Bank or the worldwide peasant organization Via Campesina. The core mechanism of the course is “people-to-people” exchanges. Each of the five units begins with lectures that provide context and background to the issues examined. After student facilitators help organize the group’s approach to each planned exchange/semi-structured interview, students are taken out to various communities where they stay with host families and can experience firsthand what they have studied in the classroom. During these community visits, students will be exchanging with various stakeholders around the issue: community leaders, government and/or private company representatives, and non-government organizations/organizers (NGOs). Through these visits and multi-perspective exchanges, students will better understand the human and environmental benefits and costs of certain development strategies. In past semesters, students have examined the social, political, and environmental implications of water management projects, mining, forestry policies, industrialization policies, and agricultural policies impacting the lives of Northeastern Thai people. As part of alternative, community-based education, the course uses an innovative model that places key importance on individual student engagement and the productive functioning of the group as a whole. Civic engagement must begin with the group (as with any other organization). Once sufficiently organized, the group can then effectively engage with other groups and organizations. To assist the group in organizing, the course begins with theories and practices underpinning group dynamics and community organization. To get the most content from each unit and the course as a whole, the group must function. The program believes that global civic engagement begins with peers: learning to work well with others who have different views than one’s self. Group Dynamics sessions cover the importance of group building, group goals and guidelines, learning styles, “elements”, and student facilitation.

### Learning Objectives

By completing this course, students will:

- Through lectures, workshops, readings, and practice, students have frameworks, tools, and skills to effectively organize while on community visits and as a group in general
- Lectures and readings, students have useful theoretical and historical frameworks through which to better understand the issues studied in each unit



- Through lectures and readings, students have useful global and local frameworks through which to better understand the issues studied in each unit
- Students understand the relationship between power, natural resource management, and rights
- Individual students and the student group productively engage in current development and environmental issues primarily facing the poor in the Northeast of Thailand through community stays and first-hand exchanges and semi-structured interviews
- Students can recognize, articulate, and act upon their role as global citizens in both the problems and the solutions facing the poor in the Northeast, in Thailand, and around the world
- The student group is able to actively consult with communities and negotiate the carrying out of tasks or projects of common interest
- Students can demonstrate understanding of issues through a final take-home exam
- Students are able to effectively frame and complete a feature news article and an editorial that takes into consideration various perspectives of a given development/sustainability issue in order to reach a given target group

### **Course Prerequisites**

No previous courses are required for this course.

### **Methods of Instruction**

- Classroom lectures
- Community stays and exchanges
- Exchanges with other related parties (government officials, company representatives, social critics, etc.)
- Producing Unit Project outputs
- Student-facilitated Briefings, Check-Ins, and Workshops

### **Assessment and Final Grade**

1. Unit Facilitation	20%
2. Individual Blog Reflection (6 times)	18%
3. Response to Peer's Blog Entry (6 times)	12%
4. Unit Outputs (4 times)	20%
5. Final Examination	20%
6. Participation & Attendance	10%
TOTAL	100%

### **Course Requirements**

#### **Unit Facilitation**

The HPDE course consist of 5 units. Each student will serve as part of a unit facilitator team for each unit. Each unit facilitator team has a responsibility to help the whole group come up with a plan for each unit and lead the group in the discussion on how to achieve the unit plan before, during, and after each unit trip. Apart from being responsible for facilitating and helping the group to complete the unit output, unit facilitators are also responsible for creating three things:

1. Unit plan with the consultation for the Academic Team
2. Create a vision plan. No written form need to be submitted but unit facilitators should stay in touch with Ajaan John.
3. A written update of the issue of at least 600 words sent to the ENGAGE listserv.



### Assessment

1. Organization/facilitation of unit as a whole 25%
2. Unit plan and vision 25%
3. Organize the Unit Workshop and send the Community Update 25%
4. Presentation of Outputs 25%

### Note on responsibilities of Unit Facilitator

#### Pre Unit Visit

1. Complete the unit readings
2. Plan for Reading Activities and Discussion (RAD) session
3. One day prior to Research Consultation I, coming up with a unit plan and send to [jmbelardo@gmail.com](mailto:jmbelardo@gmail.com) (before 8 p.m.)
4. Meet with the academic team during Research Consultation I to discuss the unit plan.
5. Communicate to the group and discuss how to achieve the unit plan.
6. Meet with the academic team during Research Consultation II to finalize the unit plan.
7. Facilitate the Briefing; informing the group of the upcoming unit schedule, share finalized unit planning to the group, coming up with exchange questions.
8. Meet with Ajaan John after the Briefing for Vision Consultation.
9. Send Ajaan John the goals/questions for the unit exchanges and your first draft of the unit vision to Ajaan John before leaving for the unit trip.

#### On Unit

1. Facilitate all the exchanges on unit trip in order to gain critical information required for their vision of the output as a whole.
2. Meet with Ajaan John for Vision Consultation II.
3. Facilitate a mid-unit check in with the group about the progress of
4. the trip and unit output.
5. Post-unit check in (on-site) in order to bottom-line the creation of the unit output that reflects the plan.

#### Post Unit Visit

1. Send Ajaan John your final vision for the unit output.
2. Organize/execute Unit Output Work Day
3. Send the community update to ENGAGE listserv (ccing Ajaan John) and send the description for the unit output and/or the output to CIEE Academic team before the Unit Workshop
4. Execute the Workshop. (see explanation for the workshop above).

#### Important Notes:

- Unit facilitation is a substantial commitment of time. You should not plan to travel the weekend prior to the unit, or the weekend separating the trip and Unit Work Day.
- Keep in mind that any session (RAD, Briefings, etc.) requires a fair amount of time spent planning, and should be evaluated by those facilitating afterwards. Although the pre-visit sessions (RAD and Briefing) take up only five hours together, facilitators should remember that numerous hours should be given to making the goals for your vision of the unit, planning and evaluating the RAD, etc.

#### **Individual Blog Reflection (6 times)**



A. Individual Blog Reflection: What did you learn about the issue? What aspects of the issue were a challenge, and in what way were they challenging? What did it tell you about Thailand? About the issue as a global issue? What did it make you think about in terms of your home country? How did you learn what you learned? How is the way you learned related to what you learned? Submit your blog entry on the

website by 5 p.m. on the Sunday following the pre/community visit. The blog should be 500-1,000 words.

B. Response: Respond to a blog entry of a peer by Wed., 5 p.m., the day after the unit workshop. Responses should be submitted on the website and should be at least 250 words.

You will be added to the blog website at a later date. Please contact Ajaan John if you have a different preferred email than the one used for the DG student listerv.

#### Assessment

1. Neatness: few grammar/spelling errors 10%
2. Reflect thoughtful analysis from many perspectives 35%
3. Provides individual (personal) perspective on the situation 20%
4. Understanding of situation and individual (personal) perspective and how they connect to a larger picture 20%
5. Demonstrate an understanding of the issue by generating more and better question about the situation; speculates on alternative use and/or solutions for the situations 15%

If you have any questions about posting on the website, please contact Ajaan John.

#### **Response to Peer's Blog Entry (6 times)**

#### **Unit Outputs (4 times)**

Unit Outputs will be done as a group after each unit trip and may come in many forms both written and non-written forms. The non-written forms may include but are not limited to: videos, transcripts of interviews, photo essays, profiles, shorter features, performances of some type, etc. For non-written unit outputs, there needs to be a written component to the output; for instance, transcript for videos, storyline for photo-essays, or explanation for the performances.

#### Assessment

1. Multiple Perspective 25%
2. Reflect Research Question 25%
3. Deeper Understanding 25%
4. Presentation 25%

#### **Final Examination**

You will receive instructions for the take-home final examination. The exam must be from 1,500 to 2,500 words in length, with proper APA citations and a bibliography. The paper must have at least 10 sources, with 3-5 references from exchanges, lectures, and readings, respectively.



Exams will be graded on clarity of writing, depth of analysis, organization, recognition of other points of view, attention to neatness, and correct citation and bibliography form. Please send to [jmbelardo@gmail.com](mailto:jmbelardo@gmail.com)

#### Assessment

1. Clarity of writing 20%
2. Depth of analysis 20%
3. Organization 15%
4. Recognition of other points of view 20%
5. Attention to neatness 15%
6. Correct citation and bibliography (APA Style) 10%

#### **Participation & Attendance**

Attendance is required at all lectures and community visits. Arriving more than 15 minutes late will be considered absent. One unexcused absence is allowed. Each subsequent unexcused absence will result in a 20% reduction of your class participation grade.

#### Assessment

1. Coming to class on time 40%
2. Preparedness for lectures 30%
3. Positive contributions to lectures 30%

Note 1: You are allowed one unexcused absence from this class. Any further absences may affect your overall grade.

Note 2: Assignments turned in late will be marked down 5% after the first day and 1% every day afterwards. No coursework will be accepted after the last day of class.

#### Unit Structure:

The structure of each unit itself is designed to deepen the student group's understanding of issues from a grassroots level and to create student group empowerment over their own learning. The semester is divided into five units, each about twelve days long.

1. Reading Packets include materials on a global and local context. The reading packets are stored in an online database which you can access and download them to your electronic devices, read them online, or print the articles out to read on your own. The readings are updated every semester to make sure that the contents are up-to-date. Note: You should read all your readings prior the Reading Activities and Discussion (RAD).

2. Research Consultation 1 allows for unit facilitators to talk with the Academic Team (Dave, Ajaan John, and Ajaan Tony) in coming up with key topics for the unit to help shape the focus of the student group in approaching the RAD and Unit Lectures, and to begin thinking about the unit outputs to be presented on at the workshop on the Tuesdays following the unit trips.

3. Reading Activities and Discussions (RAD) are unit facilitator-led sessions before the lecture(s). The unit facilitators will facilitate the session using various kinds of activities in order to achieve these goals:



- Make sure the group leaves session with well-rounded knowledge base of issues
- The group is challenged to think critically about the issues
- All the voices within the group are heard

The RAD session is intended to spark interest and help prepare students for the upcoming Unit Lectures.

4. Issue Lectures provide students with needed content and background for each unit. When practicable, lecturers with different viewpoints are invited (Usually 3-4 hours per unit).
5. Research Consultation 2 allows for the unit facilitators to check-in with the Academic Team to better refine the key topics after having gone through the RAD and the unit lecture(s), in planning the Briefing, and to lay out their vision for the Unit Output.
6. The Briefing occurs before the student group leaves for the unit trips and is facilitated by unit facilitators. Generally, unit facilitators follow up on the key topics of the unit with the student group and typically is a space to share their vision for the unit output. Unit facilitators will lead the group in planning for each exchange; unit facilitators/student group's roles, theme and questions, and tools for each exchange. Ajaan John and/or Ajaan Tony will also use this time to go over the logistics of the trip and address any logistics related questions from the group.
7. Vision Consultation is the last session before leaving for the unit trip. The unit facilitators will get a chance to go over their plan for the unit with Ajaan John and Ajaan Tony as well as to discuss any remaining concerns unit facilitators might have.
8. Community Visits are in many ways the core of the course, providing the main venues for gathering information about local issues in the program. Using a variety of research tools, students will gather information about the issues studied during the unit with villagers and community organizations, NGOs, companies, and governmental organizations. Every community visit needs to have a segment dedicated to "collaborative community consultation" with villagers and NGOs that helps inform potential joint projects for the final course. This can be towards the end of the exchange with both the villagers and the NGO for each unit.
9. Unit Production Work Day is a time for unit facilitators to organize their peers in the creation of unit outputs that are in line with the vision for the unit.
10. The Workshop is a place where students:
  - present their unit outputs
  - discuss the issues involved with the group process that might have contributed to or hindered the group in creating an engaging unit output and along with how the group can improve group process
  - come up with questions to help the group talk about larger implication of what they have learned on the unit and how it can be beneficial for people in the area, in Thailand, and them as a global citizen.
11. Unit Reflection and Discussion After each unit, students will reflect as a group on the previous unit. These reflections will allow students to voice their thoughts and feeling on the previous unit and the issues they witnessed, as well as the program overall and how its topics relate issues seen in the US and/or in student's lives.



Grading Rubric for Unit Facilitation shall be graded on a set of skills the team is expected to develop (please see the detail below).

**Attendance**

**Weekly Schedule**

**Week 1**

Class            Orientation

**Week 2**

Class 2.1        Intro to The Human Perspective on Development and the Environment Course

An introduction to the different components and structured within the course as well as all required assignments.

Class 2.2        Introductory Lecture

Lecture/Discussion on Globalization and Education

A discussion session that will help students:

- Define the following terms: globalization, development, sustainability, and education.
- Start recognizing the effect of these terms in their own personal lives as well as the global society.

Class 2.3        Introductory Lecture

The Northeast and the History and Politics of Thailand

This lecture provides provide in-depth analysis on both the historical and political issues of Thailand that students can draw upon when conducting interviews with different people/organization within the northeastern region of Thailand throughout the course.

Class 2.4        Introductory Lecture

Thai Social Structure

This lecture provides an in-depth information about the social structure of both the urban and rural communities of the northeastern region of Thailand while prompting students to start recognizing different social components within the overall structure that help shaped northeastern region communities.

Class 2.5        Facilitation and Leadership

Discussion on the differences between “facilitator” and “leader”. Encourage students in recognizing good facilitation skills and good group process and how to apply those skills in real group discussions and meetings.

**Week 3**

## Class 3.1 Introductory Lecture

## Human Rights in Thailand

A lecture from well-known human rights activist within Thailand to discuss current human rights issues. Investigate how the issue of human rights play a role in many communities within the northeast of Thailand.

## Class 3.2 Community Pre-Visit Briefing

## Preparation for Community Pre-Visit

This session will help students to prepare how to work together collaboratively during the pre-visit trips, recognize the strengths and weaknesses within the group, and create interviews questions in order to assess the need of the communities they will be visiting.

## Class 3.3 Community Pre-Visit

An overnight visit to get students to be familiar with real rural living within the northeast of Thailand. Students will be able to apply the knowledge on Thai Social Structure as well as the historical and political aspect when interacting with the community members both through formal and informal interactions.

## Assignment:

Students will use the knowledge and experience that they will be receiving from trip to write the first blog post for the course.

**Week 4**

## Class 4.1 Unit 1 Lecture (2)

Food and agriculture lectures consist of one lecture from government officers from the local government working on the issue of food and agriculture and one lecture from an NGO or people's movement's representative to learn about two perspective on food and agriculture within Thailand.

## Required Readings:

- (About AAN, 2010)
- (Overview of Organic Agriculture in Thailand, 2011)
- (Hayes, 2009)

\* Students are encouraged to finish all Unit 1 readings before the lecture.

## Class 4.2 Unit 1 Briefing



Unit facilitators will need to come up with facilitation plan for this session to help the student group come up with the goals for the unit through the assessment of both the strengths and the weaknesses of the group as well as assigning different roles and tasks to each individual student. As a group, students might come up with theme and topics for the interviews.

## **Week 5**

Class 5.1 Unit 1 Community visit

Five days community visit to learn about agriculture and food issue. Students will be paired up to stay with homestay families while trying to understand the lives of the people in the rural area as they are fighting to protect their livelihood, tradition, and culture.

As a group, students will be conducting interviews with stakeholders relating to the issue of food and agriculture. Facilitators will hold group discussions to allow the group to analyze the information they receive and the information can be presented through the creation of unit outputs.

Assignment:

Students will use the knowledge and experience that they will be receiving from trip to write the first blog post for the course.

## **Week 6**

Class 6.1 Unit 1 Workshop

Unit 1 output due

Presentation of the unit outputs from the community visit. Students will work together to present their findings which can be done through different forms within class. Facilitator group will come up with discussion questions to help the group recognize their own role as American citizen both with the context of Thailand and the US.

Class 6.2 Unit 1 Reflection

Process facilitators will be facilitating this session through series of reflection questions that will help the group reflect on their group process. Students will be encouraged to think critically about the work they did with their peers: what aspect to be fixed or improved upon and what aspect can be added.

Class 6.3 Unit 2 Lecture

Land Rights lectures consist of one lecture from government officers from the local government working on the issue of land rights and one lecture from an NGO or people's movement's representative to learn about two perspective on land and forest management within Thailand.

Readings:

- (Scanlon, Cassar, & Nemes, 2004: 13-25)
- (Erwin, 2009: 71-84)
- (Dulin, A. et al, 2008: 1-18)

Class 6.4 Unit 2 Briefing

Unit facilitators will need to come up with facilitation plan for this session to help the student group come up with the goals for the unit through the assessment of both the strengths and the weaknesses of the group as well as assigning different roles and tasks to each individual student. As a group, students might come up with theme and topics for the interviews.

**Week 7**

Class 7.1 Unit 2 Community Visit

Five days community visit to learn about land rights issues. Students will be paired up to stay with homestay families while trying to understand the lives of the people in the rural area as they are fighting to protect their livelihood, tradition, and culture.

As a group, students will be conducting interviews with stakeholders relating to the issue of land rights. Facilitators will hold group discussions to allow the group to analyze the information they receive, and that information can be presented through the creation of unit outputs.

Assignment:

Students will use the knowledge and experience that they will be receiving from trip to write the first blog post for the course.

**Week 8**

Class 8.1 Unit 2 Workshop

Unit 2 output due

Presentation of the unit outputs from the community visit. Students will work together to present their findings which can be done through different forms within class. Facilitator group will come up with discussion questions to help the group recognize their own role as American citizen both with the context of Thailand and the US.

Class 8.2 Unit 2 Reflection

Process facilitators will be facilitating this session through series of reflection questions that will help the group reflect on their group process. Students will be encouraged to think critically about the work they did with their peers: what aspect to be fixed or improved upon and what aspect can be added.

Class 8.3 Unit 3 Lecture

Water Rights lectures consist of one lecture from government officers from the local government working on the issue of water management and one lecture from an NGO

or people's movement's representative to learn about two perspective on water management within Thailand.

Readings:

- (What Is Land Tenure, 2002)
- (Johnson & Timothy, 2002:1591-1605)
- (Gershkovich, 2014)

Class 8.4 Unit 3 Briefing

Unit facilitators will need to come up with facilitation plan for this session to help the student group come up with the goals for the unit through the assessment of both the strengths and the weaknesses of the group as well as assigning different roles and tasks to each individual student. As a group, students might come up with theme and topics for the interviews.

## Week 9

Class 9.1 Unit 3 Community Visit

Five days community visit to learn about water management. Students will be paired up to stay with homestay families while trying to understand the lives of the people in the rural area as they are fighting to protect their livelihood, tradition, and culture.

As a group, students will be conducting interviews with stakeholders relating to the issue of water management. Facilitators will hold group discussions to allow the group to analyze the information they receive and that information can be presented through the creation of unit outputs.

Assignment:

Students will use the knowledge and experience that they will be receiving from trip to write the first blog post for the course.

## Week 10

Class 10.1 Unit 3 Workshop

Presentation of the unit outputs from the community visit. Students will work together to present their findings which can be done through different forms within class. Facilitator group will come up with discussion questions to help the group recognize their own role as American citizen both with the context of Thailand and the US.

Class 10.2 Unit 3 Reflection

Process facilitators will be facilitating this session through series of reflection questions that will help the group reflect on their group process. Students will be encouraged to think critically about the work they did with their peers: what aspect to be fixed or improved upon and what aspect can be added.

Class 10.3 Unit 4 Briefing

Unit facilitators will need to come up with facilitation plan for this session to help the student group come up with the goals for the unit through the assessment of both the strengths and the weaknesses of the group as well as assigning different roles and tasks to each individual student. As a group, students might come up with theme and topics for the interviews

Reading:

- (Laos Profile Overview, 2015)
- (Reflections on Lao Civil Society, 2015)
- (Pham, 2011)

### **Week 11**

Class 11.1 International Trip

Six days and five nights comparative study trip between Thailand and Laos

Conducting interviews

Group discussions

Blog post for community visit

### **Week 12**

Class 12.1 Unit 5 Lecture

Water Rights lectures consist of one lecture from government officers from the local government working on the issue of mining and one lecture from an NGO or people's movement's representative to learn about two perspective on mining within Thailand.

Readings:

- (Power, 2002)
- (Kummetha, Thaweepon, & Kongpob, 2014)
- (DesCombes, Palkowitz, & West, 2011)

Class 12.2 Unit 5 Briefing

Unit facilitators will need to come up with facilitation plan for this session to help the student group come up with the goals for the unit through the assessment of both the strengths and the weaknesses of the group as well as assigning different roles and tasks to each individual student. As a group, students might come up with theme and topics for the interviews.

Class 12.3 Final exam sent out to students

Final exam will consist of three questions surrounding the issue of development and globalization and human rights. The final exam must be from 1,500 to 2,500 words in length, with proper APA citations and a bibliography. The paper must have at least 10



sources, with 3-5 references from exchanges, lectures, and readings, respectively. Students will be encouraged to discuss their experience with their peers in order to gain a deeper perspective on the different issues they had encountered.

### **Week 13**

Class Semester Break

### **Week 14**

Class Unit 5 Community Visit

Five days community visit to learn about mining. Students will be paired up to stay with homestay families while trying to understand the lives of the people in the rural area as they are fighting to protect their livelihood, tradition, and culture.

As a group, students will be conducting interviews with stakeholders relating to the issue of mining. Facilitators will hold group discussions to allow the group to analyze the information they received, and that information can be presented through the creation of unit outputs.

Assignment:

Students will use the knowledge and experience that they will be receiving from trip to write the first blog post for the course.

### **Week 15**

Class 15.1 Unit 5 Workshop

Presentation of the unit outputs from the community visit. Students will work together to present their findings which can be done through different forms within class. Facilitator group will come up with discussion questions to help the group recognize their own role as American citizen both with the context of Thailand and the US.

Class 15.2 Unit 5 Reflection

Process facilitators will be facilitating this session through series of reflection questions that will help the group reflect on their group process. Students will be encouraged to think critically about the work they did with their peers: what aspect to be fixed or improved upon and what aspect can be added.

Class 15.3 HPDE Final Exam due

## **Course Materials**

### **Readings**

#### **Unit 1: Food**

"Overview of Organic Agriculture in Thailand." Thai Organic Trade Association, 29 September 2011: n.p. Web. 5 September 2012. <<http://www.thaiorganictrade.com/en/article/442>>.



“About AAN.” Alternative Agriculture Network – Esan, 9 September 2010: n.p. Web. <<http://aanesan.wordpress.com/about/>>.

Hayes, Bennett. “Turning Crisis Into Opportunity.” Alternative Agriculture Network – Esan, 11 May 2009: n.p. Web. <<http://aanesan.wordpress.com/>>.

### **Additional Readings**

<https://cloud.cieekk.org/index.php/s/eGt87Me0Q1WpuZq>

### **Unit 2: Water**

#### **International Overview**

Scanlon, J., Cassar, A., and Nemes, N. (2004). Why link water and human rights? The World Conservation Union (IUCN). Gland, Switzerland and Cambridge, UK, 13-25.

Erwin, K. (2009, February). Wetlands and global climate change: the role of wetland restoration in a changing world. *Wetland Ecology and Management* Volume 17, Issue 1, pp 71-84.

Dulin, A. et al. (2008). Voices from the margin: Economic, social, and cultural rights report in Northeast Thailand, Rasi Salai. CIEE Development and Globalization, 1-18.

### **Additional Readings**

<https://cloud.cieekk.org/index.php/s/eGt87Me0Q1WpuZq>

### **Unit 3: Land and Forest**

“What Is Land Tenure?” Food and Agriculture Organization of the United Nations, 2002: n. pag. Web. 25 Aug 2007. <<http://www.fao.org/nr/tenure/lt-home/en/>>.

Johnson, Crag and Timothy Forsyth. (2002). “In the Eyes of the State: Negotiating a ‘Rights-Based Approach’ to Forest Conservation in Thailand.” *World Development*, Vol 30; No.9, pp. 1591-1605.

Gershkovich, Evan. “Isaan Poor Targeted by Junta’s Forest Policies.” *Isaan Record*, 19 October 2014: n. pag. Web. <<http://isaanrecord.com/2014/10/19/isaan-poor-targeted-by-juntas-forest-policies/>>.

### **Additional Readings**

<https://cloud.cieekk.org/index.php/s/eGt87Me0Q1WpuZq>

### **Unit 4: Laos**

#### **Background**

“Laos Profile Overview.” The BBC. 29 Jan. 2015. Web. n. pag. <<http://www.bbc.com/news/world-asia-pacific-15351898>>.

“Reflections on Lao Civil Society.” Kepa. Mar. 2015. Web. n. pag. <[https://www.kepa.fi/tiedostot/reflection\\_paper\\_laos\\_2015\\_0.pdf](https://www.kepa.fi/tiedostot/reflection_paper_laos_2015_0.pdf)>.



Pham, Minh H. "From Aid Effectiveness to Development Effectiveness." United Nations Lao PDR. 30 Nov. 2011. Web. n. pag.  
<<http://www.la.one.un.org/media-center/news-and-features/42-from-aid-effectiveness-to-development-eff>

### **Additional Readings**

<https://cloud.cieekk.org/index.php/s/eGt87Me0Q1WpuZq>

### **Unit 5: Mining**

Power, Thomas Michael. "Digging to Development: A Historical Look at Mining m, and Development." Oxfam September, 2002. Web.

Kummetha, Thaweepon, and Kongpob Areerat. "Lesson from Loei Ore Mine: How Thai Junta Uses Martial Law to End Conflict by Silencing People." Prachatai English, 27 August 2014. Web.

DesCombes, April; Palkowitz, Hannah and Mallory West. "The People's Participation: A Comparative Study of the Use of Public Participation in Thailand and Canada's Mining Licensing Processes." CIEE Khon Kaen, Thailand, Fall 2011. Print.

### **Additional Readings**

<https://drive.cieekk.org/index.php/s/4SXDwdnamMsyZke>

### **Media Resources**

Food, Inc. Dir. Robert Kenner. Magnolia Pictures, 2008. DVD.

FRESH. Dir. Anna Sofia Joanes. The Video Project, 2009. DVD.