

Study Center in Khon Kaen, Thailand

Course name:	The Human Perspective on Development and the Environment
Course number:	ECOL 3001 TKKU
Programs offering course:	Development and Globalization
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	90 Hours
Term:	Spring 2017

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 are able to exchange with community leaders, government and/or private company representatives, and non-government organizations/organizers (NGOs). Through these visits and multi-perspective exchanges, students 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.

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. You should also bring reading packets on homestays as a reference tool. Note: All Unit readings are due the day of the RAD (see no. 4 below).

2. **Issue Lectures** provide students with needed content and background for each unit. When practicable, lecturers with different viewpoints are invited (Usually 3-4 hours)

3. **Reading Activities and Discussions (RAD)** are unit facilitator-led sessions after the lecture(s). These discussions/creative activities help the students get on the same page and deepen their understandings of the readings. They are intended to spark interest and help prepare students for the upcoming Briefing.

4. **Research and Vision Consultations** allow for unit facilitators to talk with Ajaan John about how to work with the group in coming up with a vision of how to push the group to work together and create an engaging unit output.

5. **The Briefing** occurs before the student group leaves for the unit trip and is facilitated by unit facilitators. Generally, unit facilitators will introduce their visions for the unit output and plan how the group will obtain information on the trip in order to create the unit output. Unit facilitators will discuss plans to use various research tools and how to organize exchanges. Staff will also go over the logistics of the homestays and exchanges.

6. **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.

7. **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.

8. **The Workshop** is a place where students 1) present their unit outputs, 2) 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 3) talk about larger implication of what you have learned on the unit and how it can be beneficial for people in the area, in Thailand, and you as a global citizen.

Grading Rubric for Unit Facilitation shall be graded on a set of skills the team is expected to develop

Learning Objectives

- 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
- 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

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|--|-----|
| • Unit Facilitation (facilitation of various sessions, | 20% |
| • pre- and post-community visit project vision paper, and outputs) | |
| • Unit Outputs (4 times) | 40% |
| • Final Examination | 25% |
| • Participation and attendance | 15% |

Course Requirements

The Human Perspective on Development and the Environment course runs in conjunction with the Social Research Methods course.

All assignments should be emailed to CIEE academic team at aruneee@yahoo.com, jmbelardo@gmail.com (a confirmation will be sent that the assignment was received).

Assessment Description

1. 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 from Ajaan Ooh and Ajaan John
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.

Assessment

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|--|-----|
| • Organization/facilitation of unit as a whole | 25% |
| • Unit plan and vision | 25% |
| • Organize the Unit Workshop and send the Community Update | 25% |
| • 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 aruneee@yahoo.com and 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 finalize unit planning to the group, coming up with exchange questions.
8. Meet with Ajaan John after the Briefing for Vision Consultation I.
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 and Ajaan Ooh 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 Ajaan Ooh) 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. So 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.

2. Unit Outputs

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

- Multiple Perspective 25%
- Reflect Research Question 25%
- Deeper Understanding 25%
- Presentation 25%

3. 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

Assessment

- Clarity of writing 20%
- Depth of analysis 20%
- Organization 15%
- Recognition of other points of view 20%
- Attention to other neatness 15%
- Correct citation and bibliography (APA Style) 10%

4. Participation and 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

- Coming to class on time 40%
- Preparedness for lectures 30%
- Positive contribution to lectures 30%



ENGAGE. EXPERIENCE. EMBRACE. EDUCATE.

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.

Class Schedule

Please see the schedule in the semester guide

Readings

Unit 1: Agriculture

US & International Context:

McKibben, Bill. "The Cuba Diet." *Harpers Magazine*, April 2005: 61-69. Print.

Halweil, Brian. "Can Organic Farming Feed Us All?" *Currents*, September 2006: 16-20. Print.

Borlaug, Norman. "Biotechnology and the Green Revolution." Interview. *Action Bioscience*. American Institute of Biological Sciences, November 2002: n.p. Web. <<http://www.actionbioscience.org/biotech/borlaug.html>>.

Brower, Andrea. "Eating Our Way to a Better World? A Plea to Local, Fair-Trade, and Organic Food Enthusiasts." *Common Dreams*, 12 June 2012: n.p. Web. <<https://www.commondreams.org/view/2012/06/12-4>>.

Eubanks, William S. "Paying the Farm Bill." *Environmental Law Reported* (2010): 56-75. Print.

"The parable of the sower." *The Economist*. St. Louise, 19 November 2009: n.p. Web. <<http://www.economist.com/node/14904184>>.

"Fair Trade Certification: Frequently Asked Questions." *Fair Trade USA*, (n.d.): n.p. Web. <<http://www.fairtradeusa.org/what-is-fair-trade/faq>>.

Thailand National Context:

Vitton Panyakul. "Thai Rice: The Rice of Freedom." *Green Net*, May 2003: n.p. Print

"Agrochemicals Unmasked: Fertilizer and Pesticide Use in Thailand and its Consequences for the Environment." *GreenPeace*. 2008. <<http://www.greenpeace.org/seasia/th/Global/seasia/report/2008/2/agrochemicals-in-thailand-eng.pdf>>.

"Thailand's International Agriculture Strategies for 2012-2016." *Department of International Trade Promotion, Ministry of Commerce, Royal Thai Government*, 16 March 2012: n.p. Web. <http://thailand.prd.go.th/view_news.php?id=6194&a=2>.

"Sowing the Seeds of Change." *Bangkok Post*, 2 May 2012: n.p. Web. <<http://www.bangkokpost.com/news/investigation/278357/sowing-the-seeds-of-change>>.

"Tesco: Thailand." *Corporate Watch*, (n.d.): n.p. Web.

"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>>.

Kingkorn Narintarakul, Benja Silarak. "Thai-China Free Trade Agreement: Who Benefits?" *Free Trade Agreements and their Impact on Developing Countries: The Thai Experience*, (2005): 77-116. Web. <http://www.thailaws.com/law/e_laws/freetrade/ImpactFTAinThailand.pdf>.

Supanee Taneewuth. "Common Fate on the Road to Free Trade." *Free Trade Agreements and their Impact on Developing Countries: The Thai Experience*, (2005): 121-128. Web. <http://www.thailaws.com/law/e_laws/freetrade/ImpactFTAinThailand.pdf>.

Witoon Lianchamroon. "An Analysis of the Liberalization of Biotechnological Products in the Thai-US FTA." *Free Trade Agreements and their Impact on Developing Countries: The Thai Experience*, (2005): 131-142. Web. <http://www.thailaws.com/law/e_laws/freetrade/ImpactFTAinThailand.pdf>.

Pol. Lt. Col. Thaksin Shinawatra, et al. "Free Thai Statement for National Sovereignty in Opposition to the Negotiations in Signing of Free Trade Agreements LED."

"U.S. - Thailand Trade Facts." *Office of the United States Trade Representative*, (n.d.): n.p. Web. 5 September 2012. <<http://www.ustr.gov/countries-regions/southeast-asia-pacific/thailand>>.

Isaan Context:

"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/>>.

Lefferts, Leedom. "Sticky Rice, Fermented Fish, and the Course of a Kingdom: The Politics of Food in Northeast Thailand." *Asian Studies Review* 29.3 (2005): 247-58. Print.

"Thailand Rice Farmers Look to Organic to Salvage Premium Quality, Price." *Oryza*. Web. 22 October 2013. <<http://oryza.com/print/16969>>.

Past Student Projects:

Jonathan Hufford, et al. "Voices from the Margin: Surin Organic Agriculture." *ESCR Mobilization Project Fall 2008*, 2008: n.p. Print.

Jordan Templeton, Ana Kostioukova, Maina Handmaker, Morgan Miller. "Fall 2009 Pass-On and Yasothon Green Market Logo and Pamphlet."

Caitlin Goss, Abe Levine, Ester Sosa, Iise Pukinskis. "Spring 2010 Pass-On and *By Consumer for Consumers: A Report on the Status of Consumerism in Yasothon*."

Alex Marable, Anne Sledd, Galen Hiltbrand, Molly Johanson, Seanie Burke. "Fall 2012, Final Project: Na Samai 11."

Nelson Falkenburg, Kelly Hardin, Ben McCormack, Kaiti Reed. "Spring 2013 MSU-CIEE Follow the Food Workshop: Final Project Analysis."

Recommended

Manning, Richard. "The Oil We Eat." *Harper's Magazine*, February 2004: 38-45. Print.

"How much is enough?" *The Economist*, 24 February 2011: n.p. Web. <<http://www.economist.com/node/18200702>>.

Parker, John. "The 9 billion-people question." *The Economist*, 24 February 2011: n.p. Web. <<http://www.economist.com/node/18200618>>.

"Worldwatch Institute's State of the World 2011 Shows Agricultural innovation Is Key to Reducing Poverty, Stabilizing Climate." *Worldwatch Institute*, 12 January 2011: n.p. Web. 2 February 2012. <www.worldwatch.org>.

Legrain, Philippe. "Food For Thought." *Open World*. London: Abacus, 2002: 211-212. Print.

Kluger, Jeffery. "What's So Great About Organic Food?" *Time*, 25 August 2010: 1-6. Web. <http://www.time.com/time/specials/packages/article/0,28804,2011756_2011730_2011720,00.html>.

Cummins, Ronnie. "Whole Foods Sells Out to Monsanto." *Organic Consumers Association*, 28 January 2011: n.p. Web. 3 February 2012. <http://www.organicconsumers.org/articles/article_22449.ctm>.

"Introduction." *The Human Cost of Food: Farmworkers' Lives, Labor, and Advocacy*. Ed. Charles Thompson, Jr. and Melinda Wiggins. Austin: University of Texas, 2002: 2-19. Print.

Budiansky, Stephen. "Math Lessons for Locavores." *The New York Times*, 19 August 2010: n.p. Web. 6 February 2010. <<http://www.nytimes.com/2010/08/20/opinion/20budiansky.html>>.

Pollan, Michael. "Farmer in Chief." *The New York Times*, 12 October 2008: n.p. Web. 9 September 2010. <<http://www.nytimes.com/2008/10/12/magazine/12policy-t.html?pagewanted=all>>.

Wisley, Jarret. "Thailand's Other Protests: Pro-Sustainable Food." *The Atlantic*, 7 June 2010: n.p. Web. 9 September 2010. <<http://www.theatlantic.com/health/archive/2010/06/thailands-other-protests-pro-sustainable-food/57506/>>.

Additional Resources (Web):

Pollan, Michael. "Unhappy Meals." *The New York Times*, 28 January 2007: n.p. Web. <<http://www.nytimes.com/2007/01/28/magazine/28nutritionism.t.html?pagewanted=all>>.

LaDuke, Winona. "Ricekeepers." *Orion Magazine*, July/August 2007: n.p. Web. <<http://www.orionmagazine.org/index.php/articles/article/305/>>.

Brady, Diane. "The Organic Myth." *Bloomberg Business Week*, 15 October 2006: n.p. Web. <<http://www.businessweek.com/stories/2006-10-15/the-organic-myth>>.

Fuller, Thomas. "In Thailand, Love of Food Carries Deadly Risks." *The New York Times*, 25 April 2011: n.p. Web. <<http://www.nytimes.com/2011/04/26/world/asia/26iht-thailand.html>>.

United States Farm Subsidy Database. <<http://farm.ewg.org>>.

World Watch Institute. <<http://www.worldwatch.org/programs/agriculture>>.

Gary Nabhan. <<http://garynabhan.com/i/>>.

Economist Debate. <<http://www.economist.com/debate/days/view/606>>.

What's Wrong with What We Eat. Perf. Mark Bittman. *TED*. TED Talks: TED Partner Series, May 2008. Web.

<http://www.ted.com/talks/mark_bittman_on_what_s_wrong_with_what_we_eat.html>.

Anne Cooper Talks School Lunches.. Perf. Anne Cooper. *TED*. TED Talks: TED Partner Series, Sept. 2008. Web.

<http://www.ted.com/talks/lang/eng/anne_cooper_talks_school_lunches.html>.

Sustainable Seafood? Let's Get Smart. Perf. Barton Seaver. *TED*. TED Talks: TED Partner Series, Oct. 2010. Web.

<http://www.ted.com/talks/lang/eng/barton_seaver_sustainable_seafood_let_s_get_smart.html>

Documentaries:

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

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

Unit 2: Thai Politics

Background to the Crisis:

Thongchai Winichakul, "Toppling democracy," *Journal of Contemporary Asia* 38:1(2008): 11-37
DOI: 10.1080/00472330701651937

Michael H. Nelson, "Vote No!": The PAD's Decline from Powerful Movement to Political Sect?," in *"Good Coup" Gone Bad*, ed. Pavin Chachavalpongpan (Singapore: Institute of Southeast Asian Studies), 141-169

Nick Nostitz, "The Red Shirts: From Anti-Coup Protestors to Social Mass Movement," in *"Good Coup" Gone Bad*, ed. Pavin Chachavalpongpan (Singapore: Institute of Southeast Asian Studies), 170-198.

Thongchai Winichakul, "The Monarchy and Anti-Monarchy: Two Elephants in the Room of Thai Politics and the State of Denial," in *"Good Coup" Gone Bad*, ed. Pavin Chachavalpongpan (Singapore: Institute of Southeast Asian Studies), 79-108.

Pravit Rojanaphruk, "All the King's Men," *Narratively*, October 11, 2013.
<http://narrative.ly/stories/all-the-kings-men/>

David Streckfuss, "Courting Disaster: Can Thailand's Monarchy Survive Democracy?," *World Politics Review*, April 22, 2014. <http://www.worldpoliticsreview.com/articles/13721/courting-disaster-can-thailand-s-monarchy-survive-democracy>

Prelude to the Coup:

Chaiyot Yongcharoenchai, "The fight tearing the country in two," *The Bangkok Post*, September 2, 2014. <http://www.bangkokpost.com/news/investigation/394024/the-fight-tearing-the-country-in-two>

Richard S. Ehrlich, "Thailand's Military Hunts Northern Lanna Separatists," *Scoop*, March 26, 2014. <http://www.scoop.co.nz/stories/HL1403/S00184/thailands-military-hunts-northern-lanna-separatists.htm>

Charles Keyes, "Thailand's Fight Over Who Should Rule," *Al Jazeera*, March 17, 2014. <http://america.aljazeera.com/opinions/2014/3/thailand-s-problematicdemocracy.html>

The Coup and Immediate Aftermath:

Pompimol Kanchanalak, "To the world: Please don't become part of Thailand's internal affairs problem," *The Nation*, May 23, 2014. <http://www.nationmultimedia.com/opinion/To-the-world-Please-dont-become-part-of-Thailands--30234297.html>

David Streckfuss, "Thailand's Military is Forcing People to Stop Worrying and Love the Coup," *Vice News*, June 3, 2014. <https://news.vice.com/article/thailands-military-is-forcing-people-to-stop-worrying-and-love-the-coup>

Denis Gray, "Clash of Values Mires Thailand in Cycle of Coups," *Washington Post*, June 28, 2014. http://www.washingtonpost.com/world/asia_pacific/clash-of-values-mires-thailand-in-cycle-of-coups/2014/06/28/65cee6e2-fe87-11e3-91c4-01dcd9b73086_story.html

In Isaan:

Nanchanok Wongsamuth, "Out of step with the junta," *Bangkok Post*, June 8, 2014. <http://www.bangkokpost.com/news/investigation/414124/out-of-step-with-the-junta>

Lizzie Presser and Fabian Drahmoune, "Military raids and Thai Red Shirt disquiet," *Al Jazeera*, June 16, 2014. <http://www.aljazeera.com/indepth/features/2014/06/military-raids-thailand-red-shirt-disquiet-201461684655762406.html>

Nanchanok Wongsamuth, "Is Khon Kaen the new model of justice?," *The Bangkok Post*, August 28, 2014. <http://www.bangkokpost.com/news/investigation/428404/is-khon-kaen-the-new-model-of-justice>

Nanchanok Wongsamuth, "Rise of the rural middle class," *The Bangkok Post*, August 10, 2014. <http://www.bangkokpost.com/news/investigation/425950/rise-of-the-rural-middle-class>

National/ International

Jakrapob Penkair, "The First Declaration," June 24, 2014. <http://freethais.org/>

Jakrapob Penkair, "Statement of the Organisation of Free Thais for Human Rights and Democracy: Regarding our rejection and condemnation of the dictatorship's regime's interim constitution" July 25, 2014. <http://freethais.org/>

Pravit Rojanaphruk, "What makes 'Thai-style democracy' globally palatable?" *The Nation*, August 13, 2014. <http://www.nationmultimedia.com/politics/What-makes-Thai-style-democracy-globally-palatable-30240809.html>

Pravit Rojanaphruk, "When virtual reality starts to overlap real life," *The Nation*, August 27, 2014. <http://www.nationmultimedia.com/politics/When-virtual-reality-starts-to-overlap-real-life-30241859.html>

Thai Lawyers for Human Rights, "Report on The Human Rights Situation 100 Days after the Coup," September 8, 2014.

Amnesty International, *Thailand: No let-up in spiral of repression 100 days after military takeover*. September 11, 2014

Unit 3: Comparative Study

Required:

Neiman, Amy, Eunice Soh, and Parisa Sutan. "Karen Cultural Profile." *EthnoMed*. N.p., 1 July 2008. Web. 1 Mar. 2013.

"Human Rights Issues Facing The Ethnic Karen Hill Tribe People." *Chiang Rai Times English Language Newspaper*. N.p., 3 Aug. 2012. Web. 01 Mar. 2013.

Case Study 8 Doi Inthanon National Park, Thailand. Case Study. N.p.: n.p., n.d. Web.

Deetes, Tuenjai. "Nature Is the Greatest Teacher." Interview by Monte Leach. *Share International* Apr. 1997: 1-4. Web.

Kesmanee Chupinit. "Hilltribe Relocation Policy in Thailand." *Cultural Survival*. N.p., 24 Feb. 2010. Web. 01 Mar. 2013.

Tilney, Cindy. "Parting with Poison: Eating Organically." *Chiang Mai Citylife*. N.p., July 2007. Web. 01 Mar. 2013.

Eisses, Rebecca, and Jutamart Chaikam. "Organic Farming and Gender Roles in Northern Thailand." *LEISA Magazine* Dec. 2002: 26-27. *Agricultures*. Web.

Haggerty, Suzanne et. al. "Voices from the Margin: HIV AIDS." *ESCR Mobilization Project, CIEE Thailand*, 2008.

"Empower Chiang Mai - Thailand." *Mama Cash*. N.p., n.d. Web. 01 Mar. 2013.

Short, Philippa. "25 Years in Thailand's Sex Industry." *CNN Travel*. N.p., 3 Aug. 2010. Web. 01 Mar. 2013.

“Empower Write to Thai PM Re ‘anti-trafficking’ Raids.” *Global Network of Sex Work Projects*. 1-2, 8 June 2012. Web. 04 Mar. 2013.

“It’s Time to Lay the Kaeng Sua Ten Dam Project to Rest.” *Bangkok Post*. 1-2, 14 Feb. 2013. Web. 04 Mar. 2013.

Recommended:

Polk, Emily. “Fighting for Change.” *Outer Voices*. AlterNet, 26 Feb. 2004. Web. 01 Mar. 2013.

Nisa Chamsuwan and Jirawat Poomsrikaew. “Discrimination against Hill Tribes.” *Human Rights Solidarity*. 1-3, 29 Nov. 2004. Web. 04 Mar. 2013.

“Thailand’s Human Zoos, Karen Padaung Long Neck Hill Tribe People.” *Chiang Rai Times English Language Newspaper*. 1-2, 03 Aug. 2012. Web. 04 Mar. 2013.

Symonds, Cornelia Anne, and Patricia V. Kammerer. “AIDS IN ASIA: Hill Tribes Endangered at Thailand’s Periphery.” *Cultural Survival*. N.p., 10 Mar. 2010. Web. 01 Mar. 2013.

“United Nations Office on Drugs and Crime.” *United Nations Office on Drugs and Crime (UNODC)*. N.p., n.d. Web. 05 Mar. 2013.

The Human Rights Council of Australia. *The Hill Tribes of Northern Thailand: Development in Conflict with Human Rights - Report of a Visit in September 1996*. Rep. Tribal Research Institute, Chiang Mai University, 2 June 1997. Web.

Unit 4: Land

US & International Context:

Oliver, Mary. “When I Am among the Trees.” *Spiritus: A Journal Of Christian Spirituality*, 2006: 1. Print.

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

Agrawal, et al. “Changing Governance of the World’s Forests.” *Science* 320.5882 (2008): 1460-1462. Print.

Spence, Mark D. “Introduction – From Common Ground”. *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks*. Oxford University Press; 1999.

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