

# Study-Service Term SST Philly & Indonesia/Thailand

Spring 2022  
Goshen College  
Integrated Course Syllabus

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## Program Description<sup>1</sup>

SST Philly-Indo-Thai (**PIT**) is an integrated cross-cultural program that offers Goshen College students an immersive learning experience. In a normal year, this would be a 12-week course divided into two sections: a 6-week study portion in Yogyakarta, Indonesia and a second 6-week, community service experience in Indonesia's provinces. However, because of the difficulty in getting visas for Indonesia due to COVID-19, this program is taking a different form and will require all of us to be more adaptable as conditions shift and change during the duration of the program. Our first 5+ weeks will be spent in Philadelphia working and living with Indonesian families at the Philadelphia Praise Center. There will then be a couple of travel days and the last 6+ weeks will be spent in either Indonesia (if we are able to get visas) or Thailand (as a last resort if we cannot enter Indonesia). Please continue to check the [course calendar](#) as dates and topics can shift as this program comes together and we learn more about the COVID-19 situations both here and abroad. As such please keep in mind that, although Philadelphia is indeed in the United States, your staying with Indonesian host families, hearing their stories, and working with community partners will be a cross-cultural experience for you - and we will treat it as such. During the program, students will participate in five academic and experiential courses, which will help them engage deeply with diverse aspects of their experience (language, family and community, history, and culture) and explore aspects of their identity and worldview.

## SST Objective and Learning Goals

The Study-Service Term offers students the opportunity to prepare for life, leadership and career as global citizens, able to collaborate for the common good and respect human dignity across cultural differences.

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<sup>1</sup> This syllabus is an accumulated project by current and former SST leaders and the SST director

### *Learning goals*

1. To function competently and collaboratively in cross-cultural contexts and relationships,
2. To analyze a critical global issue from interdisciplinary perspectives within systems of unequal power,
3. To gain proficiency in language and cross-cultural communication skills,
4. To engage in cultural analysis from a perspective of empathy and cultural humility,
5. To develop a personal sense of social responsibility in civic engagement,
6. To actively and critically reflect on one's own identity and position in the world.

### **BIG Questions that will animate our time in PIT**

- How does this new context change my understanding of self and how can I relate respectfully to the people I meet here?
- How do the people I have been living and/or working closely with in PIT work to improve their communities and what does that mean for how I fit in here and my social responsibility when I return home?
- How do the people I meet in PIT relate to their natural environment, and what are the interconnections between sustainability, human rights, and other economic or political interests?

### **Required texts**

*TBD - see the website and calendar*

### **Class descriptions** (class syllabi specific to each course hyperlinked)

1. **Bahasa Indonesian Language Course (4 credits)** Indonesian language studies for semester in PIT. Students are enrolled in an online course from Indonesia and practicing Indonesian with their host families. If we travel to Indonesia, students will have an opportunity to practice their language skills abroad. This language learning will NOT be applicable to the Thai context. Students will however get a chance to practice their Indonesian language skills with a peer language partner in Indonesia over video chat.

#### ***Student learning goal***

- To gain proficiency in language and cross-cultural communication skills

#### ***Elements of the course***

- Approximately 20 hours of formal conversation and grammar classes with an Indonesian language instructor and peer-to-peer conversations
- Regular homework assignments, projects and assessments, as assigned by your instructor (who is in Indonesia and working with you remotely)
- Routine conversations with your families and others in the Indonesian community in Philly as well as your peer language partners, also interactions in Indonesia if we are able to go there

### *Assessment*

- The language teachers WITHIN Indonesia will assign a grade for this course. Your SST instructor of record (John) will then translate these grades from the Indonesian system to Goshen College's system and this will be the grade that is entered on your Goshen College transcripts.

2. **Cultural Perspectives: Indonesia (3 credits)** In this immersive, intercultural course students grapple with the issues of learning about and relating to a new culture and people. This course will engage the students in group meetings, reflective journals, relations with host families and other participatory assignments for cultural immersion. This is introduced in the first six weeks, but designated journal assignments assigned in the second half of the semester may count for this class as well.

### *Student learning goals*

- To function competently and collaboratively in cross-cultural contexts and relationships
- Students will participate in and seek out a variety of experiences for meaningful connection and understanding
- To actively and critically reflect on one's own identity and position in the world

### *Elements of the course*

- Immersive/experiential learning about one place and/or cultural group(s) (in-home and community experiences, field trips)
- Interdisciplinary learning with experts from different perspectives; genuine curiosity and engagement in cross-cultural settings Forming relationships with hosts in both study and service
- Daily communication in another language and/or set of cultural cues; careful observation, use, adjustment, and reflection on verbal and non-verbal signs in the culture, with special attention to the family, classroom teachers, lecturers, and co-workers
- Sensitivity to classmates, group dynamics, misunderstandings; awareness of one's own feelings and actions
- Reflection and community formation as faculty/student cohort

### *Assessment*

- Weekly Journal reflections (12)
  - 5 long-form Philly reflections = 30pts/each X 5 = 150pts total
  - 1 special Philly retrospective = 45 points
  - 6 short-form Indonesia reflections = 10pts/each X 6 = 60pts total
- Photo blog assignment (2) = 30pts/each X 2 = 60pts total
- Final oral narrative project: telling your story = 100pts

TOTAL = 515 points

- 3. Community Engaged Learning: Indonesia (3 credits)** This course constitutes the “service” portion of the SST learning program. Usually, during the second six weeks of SST, student volunteers are placed with an organization, during which time they design and conduct an action-research project. The placements are cooperatively planned to achieve the organization’s goals and engage the students in relationships and the life of the organization, helping them develop their own sense of social responsibility in a cross-cultural setting. **Instead - because of the unique situation we find ourselves in with PIT** - service will be incorporated throughout the experience. What this service looks like will ultimately depend on what situations actually come to pass. For the Philly portion of PIT, students will be participating in service 2 days a week (Mondays and Tuesdays). These service placements will be of a different character than the standard SST placements. Because students will be launching directly into service the first week they arrive in Philly, they will not have the background context to fully function in the organization right away. In addition, a standard SST unit sees the students working all day every day for 6 weeks when on service. Instead, students will be working two partial days a week while in Philly. Therefore, please consider our Philly placements as more of a “shadow” opportunity rather than an “internship-like” experience. What this means is that students will find themselves observing much of the time while also being tapped for specific tasks within the organization. Students will NOT be expected to develop a project of their own while in service in Philly. Now, what happens in the second half of the semester remains to be seen. If we do end up going to Indonesia then students will launch directly into service placements in Indonesia just like they would during a standard SST. If instead we end up going to Thailand, service placements will not take place - but there may be stand alone service opportunities (TBD).

***Student learning goals***

- Students will engage in cultural analysis from a perspective of empathy and cultural humility
- Students will develop a personal sense of social responsibility in civic engagement through the completion of some kind of service placement (the extent is yet to be seen) and present their experiences and conclusions in written and oral form.

***Elements of the course***

- Volunteer work with a non-profit organization
- Hands-on learning in a cross-cultural context
- Presentation of experiences/conclusions describing the placement
- Reflection and community formation as faculty/student cohort

***Assessment***

- Formative Action Research Assignments (3) = 60pts
  - Assignment 1 = 20pts
  - Assignment 2 = 20pts
  - Assignment 2 = 20pts
- Action Research Project = 200pts total
  - paper = 150pts
  - presentation = 25pts
  - verbal check-in = 25pts

TOTAL = 260 points

4. **Global Topics/Issues (3 credits)** In this course, students will engage immediate social and cultural topics in PIT, especially those relating to human rights and sustainability. Reading assignments, written responses and discussion will help students reflect on their own position in the world in relation to other cultures around them from a global perspective. By focusing on one issue, they will analyze the complex global dynamics of unequal power structures. This course will also give students opportunities to reflect on how their global studies will impact future decisions, directions and commitments.

*Student learning goals*

- To analyze a critical global issue from interdisciplinary perspectives within systems of unequal power

*Elements of the course*

- Lectures, field trips, guided activities
- Assigned readings

*Assessment*

- [Writing Multiple Choice Exam Questions](#) (Philly) = 15 pts
- Multiple Choice Moodle Exam (Philly) = 100pts
- **Final in-class essay = 50pts**      **Only if there is time during retreat**

TOTAL = 115 points

5. **SST Integration Capstone (2 credits)** This course provides students with opportunities to reflect on their SST experiences and learning during, and after the conclusion of the program. Students in the PIT SST units will get 2 credits for this course while on SST but complete it in an evening course that meets one hour per week in the semester directly following. The director of international education leads the on-campus portion of the course. One hour of credit is assigned by the SST leader based on the final reflection work done in the retreat before the students leave. That grade is combined with the Capstone course taught on campus by the director of international education in the semester after they return.

*Elements of the course*

- Addressing mental/spiritual health and career goals with Student Life staff
- Group processing and reflection on integration, social responsibility, identity, and lifelong commitments.

*Assessment*

- The SST director will assign a grade for this course; however it WILL include a final, capstone project

Graded on the basis of the AAC&U Value Rubric for  
[Integrative Learning](#)

**Grading will be on the following scale for each of the academic courses:**

93-100 percent A	73-77 percent C
90-92 percent A-	70-72 percent C-
88-89 percent B+	68-69 percent D+
83-87 percent B	60-67 percent D
80-82 percent B-	59 percent ↓ F
78-79 percent C+	