

IDCC 260 Cultures and Ecosystems of Malaysia and Borneo

Syllabus, Spring – May Term 2019



INSTRUCTOR: Erik D. Lindquist, Ph.D.
Lindquist
Office: 260 Jordan Hall
Phone: 717-796-1800, ext. 2044
e-mail: quist@messiah.edu

LOGISTICS & STUDENT SUPPORT: Molly A.
e-mail: molly.lindquist@cure.org

TRAVEL DATES: May 18 – June 11, 2019

COURSE DATES: May 18 – June 18, 2019

- PRE-DEPARTURE MEETINGS:**
- ◆ November 3, 5:15-7:30 PM: Malaysian Dinner, Lindquist Home
 - ◆ February 15, 8-9:30 PM: Trip Preparation, K104
 - ◆ March 1, 6:30-8 PM: Health and Safety in an International Environment, F110
 - ◆ March 8, 8-9:30 PM: Trip Preparation, K104
 - ◆ April 4, 6:30-8 PM: Cross-Cultural Adjustment & Communication, F110
 - ◆ April 5, 8-9:30 PM: Trip Preparation, J159
 - ◆ April 19, 7-9 PM: Trip Preparation, K104
 - ◆ April 26, 6-8 PM: Malaysia Dinner and Host Family Connection, Lindquist Home
 - ◆ May 3, 8-9:30 PM: Trip Preparation, K104
 - ◆ May 18, 1PM: Course Check-In and Baggage Weighing
 - ◆ May 18, 3PM: Depart Messiah College Campus for JFK International Airport

COURSE DESCRIPTION: This course will introduce students to the multicultural, hospitable people and tropical eco-systems of Malaysia. We will explore the complex interactions between human civilization, biodiverse zones and the physical environment of the Malay Peninsula, Singapore and Borneo. We will consider the interactions of biological and geographic factors across the full range of Malaysian subcultures; from the traditional, rural Orang Ulu to Malaysia's urban, cosmo-politan culture. Students will witness and experience the breadth of Malaysia's culinary offerings, traditional dance, ethnic music, and other cultural artistic expressions. There will be ample opportunity to look for and/or observe important global biological treasures, such as, Asian elephants, flying foxes, hornbills, proboscis monkeys, parachuting treefrogs, pitcher plants, orchids, *Rafflesia* flowers, and the endangered orangutan. While in the region of Sarawak, students will interact with a community of the Bidayuh ethnic groups, a people formerly known to the world as fierce warriors and headhunters. In the urban setting of Kuala Lumpur, Messiah College students would be welcomed into the homes of families of students from Methodist College and local churches of Kuala Lumpur. This course will endeavor to explore human and environmental knowledge and challenges, not only from a Western point of view, but from an arguably better, authentic perspective from within this non-Western country. There will be an emphasis on attaining foreign experience in urban, rural and remote settings of Malaysia. This non-majors' honors course will fulfill the general education core cross-cultural experience course (or the non-Western requirement by formal petition). 3 credits.

TEXTS:

1. Required
 - a. Course Reader

- i. Carroll S. 2009. *Drawing the Line between Monkeys and Kangaroos*. In, Into the Jungle: Great Adventures in the Search for Evolution. Pearson Benjamin Cummings, San Francisco, CA. pp. 36-50.
- ii. Kricher J. 2011. *What and Where Are the Tropics*. In, Tropical Ecology. Princeton University Press, Princeton, NJ and Oxford, UK. pp. 6-37.
- iii. Lavenda RH, Schultz EA. 2012. *Culture*. In, Core Concepts in Cultural Anthropology. 5th Ed. McGraw-Hill, New York, NY. pp. 15-32.
- iv. Scupin R. 2006. *Island Southeast Asia*. In, Peoples and Cultures of Asia. Pearson Prentice Hall, Upper Saddle River, NJ. pp. 384-422.
- v. Wilson EO. 1999. *Krakatau*. In, The Diversity of Life. W.W. Norton & Co., New York, NY. pp. 16-23.
- vi. Zakaria F. 1994. *Culture Is Destiny: A Conversation with Lee Kuan Yew*. Foreign Affairs 73: 109-126.
- b. Corduan W. 2012. Neighboring Faiths: A Christian Introduction to World Religions. InterVarsity Press, Downers Grove, IL. (Online Reading through Murray Library)
 - i. *Islam*. pp. 93-137.
 - ii. *Hinduism*. pp. 267-312.
 - iii. *Buddhism* pp. 313-357.
 - iv. *Chinese Popular Religion* pp. 388-422.
- c. Slimbach R. 2010. Becoming World Wise: A Guide to Global Learning. Stylus Publ., Sterling, VA. pp. 238.
- d. Other books or articles as deemed timely or important.

One of the following as assigned in a pre-travel class meeting

1. Phillips Q. 2014. Phillips' Field Guide to the Birds of Borneo (3rd ed.). John Beaufoy Publishing.
2. Jeyarajasingam A, Pearson A. 2012. A Field Guide to the Birds of Peninsular Malaysia and Singapore. Oxford University Press.
3. Shepherd I, Shepherd C. 2014. A Naturalist's Guide to the Mammals of Southeast Asia. John Beaufoy Publishing.
4. Das I. 2013. A Naturalist's Guide to the Snakes of Southeast Asia. John Beaufoy Publishing.
5. Kirton L. 2014. A Naturalist's Guide to the Butterflies of Peninsular Malaysia, Singapore and Thailand. John Beaufoy Publishing.
6. Das I. 2007. Amphibians and Reptiles of Brunei. Natural History Publications (Borneo).
7. Recommended
 - a. Kuala Lumpur, Melaka & Penang. 2014. Lonely Planet Publications.
 - b. Malaysia, Singapore and Brunei. 2016. Lonely Planet Publications.
 - c. Leffman D, Lim R. 2015. The Rough Guide to Malaysia, Singapore and Brunei. Rough Guide Ltd.
 - d. Pocket Guide. Lonely Planet Publications. For cities like Singapore and Kuala Lumpur.

COURSE OBJECTIVES:

General Learning Objectives

1. Identify most relevant information about the host culture's history, traditions, politics, geography, including relevant regional differences, if applicable.
2. Identify facets in which the host culture differs from their own.
3. Identify facets in which the host culture is similar to their own.
4. Explain insights learned about themselves or their own relationships by directly interacting with individuals and groups from the host culture.

Specific Behavioral Objectives

1. Introduce students to the extensive cultural and biological endemism of the Malay Peninsula and Borneo region of Southeast Asia.
2. Provide a framework for understanding issues relating to ethnic/national inequities of the region.
3. Provide opportunities for students to observe on endemic, colonial, and hybrid cultures of maritime Southeast Asia.
4. Develop an understanding of the conceptual basis of historic and contemporary thought as it pertains to ecology and cultural anthropology.
5. Introduce students to recent and historic literature on the region.
6. Because of the activities in this course, the student should be able to:
 - a. define biological and cultural diversity.
 - b. describe ecological and human issues pertaining to the loss of biodiversity and environmental degradation.
 - c. discuss the theories of evolution by natural and sexual selection as an explanation for biological diversity.
 - d. provide examples of human-environment interdependence.
 - e. demonstrate an understanding of the mechanisms of genetic change and physiological/development acclimation functioning within populations.
 - f. demonstrate an understanding similarities and differences of local ecoregions.
 - g. apply the ethnographic method to cultural understanding.

COURSE STRATEGY:

1. **Lectures/Readings** – On most days we will rise early to enjoy morning's first light. Lecture time will be designed to introduce you to the theoretical aspects of the course with the culture and nature serving as the setting. You should review the course reader and any handouts in advance of our discussions.
2. **Short Exams** – There will be four 50-point exams over the material covered in the course. Honors Students will have one additional question on each exam.
 - Exam #1: Pre-travel Readings and Basic Concepts on Cultures and Ecosystems (May 19th)
 - Exam #2: KL Lectures and Cultures of Peninsular Malaysia (w/o Tropical Ecosystems) (May 29th)
 - Exam #3: Cultures of Singapore and Borneo (June 6th)
 - Exam #4: Tropical Ecosystems and Organisms (In-Flight; June 10th)
3. **Urban and Regional Ethnographies** – An ethnographical essay on modern urban and rural/regional residents will be based upon your readings and personal interviews of locals.
4. **ELI Diversity Project** – This exercise will seek to have students synthesize their experiences abroad with their own culture. Students will be asked to reflect on themes that specifically connect aspects of human, biological and cultural diversity in Malaysia, Singapore and Brunei. Each student will work with the instructor to develop a theme that intersects multiple facets of diversity. The student may choose a multimedia poster or digital storytelling format to present and unify their ideas. Additionally, students will set their own learning objectives while traveling to Southeast Asia, recursively engage the objectives while learning, interacting and traveling to/within our course locations, and finally answer the Outcome Reflection Questions outlined in the general ELI requirements (Appendix A). Honors students must do the digital storytelling format for this exercise.
5. **Lecture/Field Debriefs** – Field time for both ecological and ethnographical sections of this course will involve both theoretical discussions, group opportunity for first-hand examination of these principles, and time for individual reflection. Your travel journal will be your record of daily activities, serving as the basis for your reflective entries. An exemplar entry will be provided during one of our pre-departure meetings.

6. **Bornean Endangered Species Presentation** – Borneo is a superbly biodiverse island in the Malay Archipelago with many opportunities to see interesting flora and fauna. Unfortunately, its remote forests also harbor illegal poachers that permanently reduce viable populations to the brink of extinction. Students will select a species that is endemic to Borneo and write a report on the reasons for its endangerment, as well as efforts to secure its future. This presentation will take place during our stay in Ulu Temburong National Park and should be electronically submitted to the professor before leaving Singapore.
7. **Cultural Exchange Vignette** – Each student will prepare a 5-minute presentation on a unique aspect of his or her American culture (or otherwise for international students). This will be part of a presentation exchange with our Methodist College student counterparts. Students will be expected to take notes on Malaysian presentations for their journals. A special handout with detailed instructions will be provided in a pre-departure meeting.
8. **Student Presentations, Contributions and Attitude** – Each student will report back to the group on the results of your personal and group observations and will record the details of these in your notebook/journal. Establishing and maintaining a good travel community “vibe” is essential to all on the travel course. Your good attitude is essential. Reluctance to participate or cooperate will result in a loss of overall points. Remember,... don’t be high maintenance, as it could reduce your course grade.

TOPICS TO BE COVERED:

1. The Sciences of Cultural & Natural History
2. The Physical Setting
3. Ecology (Interactions Among Organisms)
4. Endemism of the Malay Peninsula and Borneo
5. Ethnographic Study of the Malay Peninsula and Borneo
6. Culture, Religion and Geography
7. Contemporary Culture in Historic Setting

RESPONSIBILITIES OF STUDENTS:

1. Attendance. Regular class and pre-travel meeting attendance is expected. If a student is unable to be present for these, **EVERY** effort should be made to secure an excuse from the professor **before** the event. When an excused absence exists, then you may make up the material. Excessive absences can result in point loss at the discretion of the professor.
2. Timely completion of assignments. Assignments that are turned in late will receive a daily deduction of 10%.
3. Participation in field/cultural/biological excursions
4. Preparation for exams, presentations and projects
5. Travel responsibility and great attitude
6. Textbooks, journal, and other required readings
7. Maintaining a outwardly positive and good attitude toward all members of our travel group
8. Online Evaluation: Students must complete an online course evaluation following their return from the course trip. Failure to submit the evaluation will result in a course grade of incomplete.
9. Be well rested as much as possible.

REQUIRED EQUIPMENT: binoculars, field notebook/reflective journal, textbooks, field clothes, urban clothes. Your binoculars, notebook, and field guides should be readily available whenever we go into the forests.

COURSE OUTCOMES:

A. Grade - Your work in the above areas will be evaluated by your mastery comprehension of fundamental concepts and underlying principles.

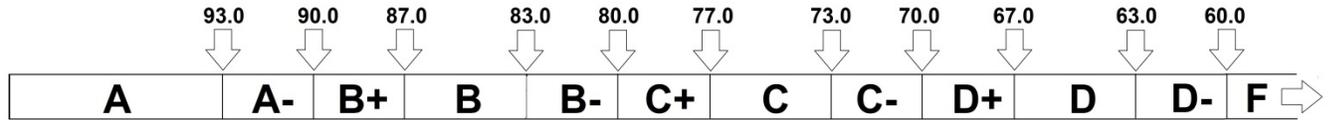
B. Composition - Your grade will be determined by your performance in each of the following.

- 200 pts. Exams (May 19, May 29, June 6, and June 10)
- 50 pts. Cultural Exchange Vignette on Personal “Americana” (May 22)
- 50 pts. Bornean Endangered Species Report (May 30 Turn-in; June 9 Presentation)
- 500 pts. Field Notebook/Ethnographic Reporting/Journaling (at JFK International on June 11)

- Ecosystem and organismal notes (100 pts.)
- Urban micro-ethnography from home-stay experience (Kuala Lumpur) (75 pts)
- Regional micro-ethnography from Gawai Dayak experience (Borneo)(75 pts)
- Personal intercultural reflections (150 pts.)
- Organization and neatness (50 pts)
- Lecture Notes (25 pts.)
- ELI Questions (25pts.)

200 pts. ELI Diversity Project (due June 18)

1,000 pts. Total



**an average below 60 is not a passing grade*

C. Grading Rubric

A	Excellent mastery of conceptual content & most examples, terms, and detail & enthusiastic about culture learning
A-	Excellent mastery of conceptual content & most examples, terms, and detail, yet not enthusiastic about culture learning
B+	Good mastery of fundamental concepts, examples, terms, and detail & enthusiastic about culture learning
B	Good mastery of fundamental concepts, examples, terms, and detail, yet not enthusiastic about culture learning
B-	Average mastery of the course material & enthusiastic about culture learning
C+	Average mastery of the course material, yet not enthusiastic about culture learning
C	Below average, but passing mastery of course material & enthusiastic about culture learning
C-	Below average, but passing mastery of course material, yet not enthusiastic about culture learning
D	Lack of conceptual understanding of basic concepts, examples and terminology & enthusiastic about culture learning
F	Lack of conceptual understanding of basic concepts, examples and terminology, yet not enthusiastic about culture learning

ACADEMIC INTEGRITY: The following will not be tolerated: 1) Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer’s exam. 2) Submitting as one’s own work part of

any assignment that is copied, paraphrased or purchased from another source, including on-line sources without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc. Depending of the severity of the case, plagiarism will be countered by: a) receiving a zero on the graded work, b) receiving a zero for the course, or c) disciplinary measures taken by the College.

AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor, before the beginning of the course, of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Hoffman 101). If you have questions, call extension 5382.

- D. ***Investigative Protocol*** - This is a cross-cultural course with a focal biological and anthropological component, which means a lot of time outside and amongst people and nature. Not only do I want to illustrate, but also enable you to connect, many of the principles we discuss in lecture from observations of nature and the peoples of Malaysia, Singapore, and Borneo. The goal is to equip you to see things about human interactions with the natural world that you have never seen before, by helping you not only to identify components but, even more importantly, to recognize processes and perceive questions of which you have not conceived before. That's a big goal. My job will be to provide you with the appropriate information and selective exposure to and interpretation of habitats and cultures. Your job will be to give it your best, submitting to a variety of field protocols. Specific details will be explained in class.
- E. ***Field Notebooks*** – Forty percent of your grade will come from a field notebook and journal, which should have three distinct and clearly marked sections. 1) notes from lecture discussion sessions; 2) field observational records on the species, cultures and ecological communities we observe and study; 3) a personal one which might be called a reflective or an intellectual journal (see *point F* below). In the first section you should include notes taken in the field, classroom and during guest lectures. Students, if they wish, may keep several notebooks to keep entry categories separate.
- Many scientists, travelers, explorers, missionaries, political leaders, naturalists, environmentalists and other intellectually productive and creative people keep journals. A journal is more than an historical or even a personal introspective diary (although it should include elements of that). It should be a chronicle of your thoughts, observations, feelings, insights, connections, analyses, and conclusions related to certain ideas; but it should also contain your unanswered questions, sources of confusion and possible plans for resolving them. As a field notebook, or naturalist's journal, it should also be rife with descriptions, perceptions, and observations about the world around you. You should have one significant journal entry per day. This is not to be an analytical or scientific document, but rather one where you allow your inner being to reflect on events and observations.
- F. ***Proper Behavior*** – I want our forays into the field and cultures to be seen as opportunities for adventure and discovery. Following protocols that help rather than hinder the experience for yourself and others in the class can do this. Much of this is so intuitive that it should go without saying, but differing backgrounds and personalities of previous students have demonstrated that it doesn't always go without saying.

Appropriate field protocol involves the following absolute essentials, over which you will be graded:

1. ***Treating all wildlife, in the field, town or city, with respect:*** This includes refraining from harassment of animals in any way; collecting or damaging plants or animals without appropriate permission, permit, or license and without legitimate purpose.

2. *Treat all people with respect:* We are here to understand the cultures of Malaysia, Singapore, and Brunei from multiple perspectives. Probe the culture with the questions of an ethnographer. Do not lobby to make a point. Please represent our culture, institution and Lord as best as possible.
3. *Full participation in all course activities:* This includes bringing appropriate materials (especially notebooks); keeping necessary written records; staying with the group; paying attention to and heeding field instructions, often given *orally, just once*.
4. *Support of group collaboration:* Fieldwork is often a group process. We need to work together.

TECHNOLOGY POLICY: Remember, we are traveling in this course to be IN THE CULTURE. A major barrier to our learning objectives is having course participants unnecessarily drawn toward their lives and comforts back in the United States. What happens in the United States should stay in the United States for our travel duration. We are confident that God has wonderful things in store for our personal and academic growth!

- A. **Cell Phones** - Out of courtesy to faculty and peers, students are required to leave their cell phones in the United States. You will occasionally be given personal time to contact loved ones from a phone center or by e-mail, but understand that this will not be a daily opportunity. Trip leaders will have a course cell phone that is purchased in the region for emergency support and for student contact while in each country. Numbers of these cell phones will be determined in country. Should a family member need to contact us for emergency reasons only, they should contact the Intercultural Center at Messiah College at 717-796-1800 ext. 7373, or the Dispatch Office at 717-766-2511. iPhones and their non-Apple counterparts (smartphones) are to be left in the United States (even if it is your only camera).
- B. **Media Players and Headsets** – Use of these are only allowed on long haul flights, buses, trains and inside hostel rooms. Use of these technologies outside of this prescribed window may introduce the following undesirable situations: 1) they may put our group in harm’s way by displaying wealth to the criminally-inclined; 2) they will provide a social barrier to the poor with whom we interact; and 3) they will hinder our ability to be relational within our course travel community. iPhones and their non-Apple counterparts (smartphones) are to be left in the United States (even if it is your only media player).
- C. **Course Laptops** – We will have three college-owned laptops that will travel with the class for use in our learning and digital storytelling projects. Use of communication applications (e-mail, Skype, Facetime, chat/text and others) must have authorization of course leaders. Internet cafés will be available in many cities within which we travel.

Appendix A

To complement the unique features and learning outcomes inherent with each of the ELI-approved experiences, there are four signature components that make an experience distinctly ELI. These components ensure that the institutional ELI goals of professional development and community engagement are met.

1. Learning Goals + Outcome Prompts

Within the first couple of weeks of the experience, students must articulate learning goals based on the following prompts:

1. **PROFESSIONAL DEVELOPMENT**: *Regardless of whether or not your experience relates explicitly to your career goals, what specific skills do you hope to develop/enhance that would be transferable to your professional goals?*
2. **COMMUNITY ENGAGEMENT**: *What do you hope to learn about community or do as a member of a community from your experience? "Community" can be understood differently depending on the context of your experience. It could be a local or international community, society at large, the community within Messiah College or another academic context, a professional community within a workplace, organization or field/industry, or a community within a team of individuals.*

***To assist students in setting quality goals, it is recommended that students use the SMART goal setting method:**

Specific - *What exactly is it that I want to learn or accomplish?*

Measurable - *How will I demonstrate that I've learned/accomplished it?*

Achievable - *What steps will I take to learn this?*

Relevance - *How is this related to my personal and professional growth?*

Time bound - *By when will I complete this?*

OUTCOMES

At the conclusion of the experience, students will document the outcomes of their learning goals:

Did you achieve what you hoped to learn or be able to do, as stated in your learning goals? If so, provide supportive evidence of this. If not, provide rationale for why you did not achieve your goal(s).

2. ELI Reflection Questions

Regardless of the type of experience, students participating in an ELI-approved experience must respond to the following reflection questions at the conclusion of the experience:

1. *Discuss a significant moment during this experience that left a lasting impact on you. What made this moment significant for you?*
2. *How did this experience influence the way you think about your professional goals and/or your view of yourself as a future professional?*
3. *Please provide specific examples of two transferable skills (i.e. skills that you will be able to use beyond your experience itself) that you gained or enhanced during the experience.*
 - a. *Transferable Skill 1:*
 - b. *Transferable Skill 2:*
 - c. *A skill area in need of continued growth:*
4. *Describe a problem that you faced or observed during your experience. Describe the problem, and articulate an approach you did or would take toward a solution to the problem.*
5. *Please provide one example of something that you learned inside or outside the classroom at Messiah (e.g. a theory, concept, strategy, etc.) that you were able to apply during your experience.*
6. *What did “community” look like in your particular experience, and how did your engagement in this experience further shape your understanding of community? As you reflect on your experience, what is one specific way you foresee your future self engaging in and contributing to community? Your answer could relate to areas such as: purposeful influence in church and society; the work of reconciling individuals with God, each other, and/or creation; or demonstrating the love of God in service to others.*

3. Deliverable

A deliverable is a tangible product that contextualizes the outcomes of an experience in a way that is meaningful and relevant for an intended audience. At the conclusion of the experience, students must practice articulating the transferable skills and competencies resulting from the experience which are relevant to an external audience, such as a future employer or graduate program. For this course, your deliverable will be a multimedia poster or digital storytelling project as explained on page 3. A specific set of assignment instructions will be provided through Canvas.

Assessment Rubric for All ELI Experiences

Student Name: _____ Experience Category: Internship/Practicum Service Learning Off-Campus Prog Leadership Research

***In order for students to successfully fulfill the ELI Requirement, they must obtain at least five (5) points on this rubric.**

OUTCOME Points	CWEO	DIMENSION (Mapped to final reflection question numbers)	DEFINITION (Proficiency Level)	NO ATTEMPT 0	NEEDS IMPROVEMENT .5	PROFICIENT 1	EXEMPLARY 1.25
Meaningful Careers	5.d - interests, abilities, and limitations	Identifying Personal Strengths/Abilities (Questions 3 and 4)	Student clearly and accurately connects their intellectual, professional and personal strengths and abilities to their ELI experience				
	5.c. - sense of vocation/career that transcend career choice	Sense of Vocation (Questions 1 and 2)	Student clearly articulates how their experience enhances or informs their vocation (sense of purpose for their interests and abilities)				
	Academic integration 4 – major 1-3, 5-7 – QuEST	Academic Integration (Question 5)	Student identifies specific ways in which academic learning informs ELI experience and/ or ELI experience informs classroom learning				
Community Engagement	5.e. - role in community 7.b. – leadership – civic responsibility	Role in Community /Leadership (Question 6)	Student develops and specifically demonstrates awareness of his/her role, both personally and professionally, in society				
Completion of Deliverable			Student has completed deliverable project in the format appropriate to bucket area and in a way that clearly summarizes ELI outcomes and reflections to an external audience				