

## Political Economy and Environmental Change since 1492

### ECON 3010 (4 credits)

#### International Honors Program (IHP) *Climate Change: The Politics of Land, Water and Energy Justice*

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### Course Description

Political economy studies the creation and distribution of wealth by asking “who gets what, why and with what consequences.” The study of political economy thus relates to most aspects of human activities in relation to societal organization and structure, the production of goods and services, the distribution of resources, including the role of the state, the market, non-governmental organizations, the private sector, individuals and communities. This course introduces influential theories and concepts in political economy such as capitalism, Marxism and neoliberalism and connects them to current issues in global and regional environmental change. This course focuses on the relations between capital, labor and nature, which include issues of private property, decision-making, conflict and resistance, racism, sexism and environmental degradation. It looks at how power relations of capitalist accumulation strategies have historically relied, and currently rely, on dispossessing people of their access to natural resources and externalizing the true costs of economic growth onto particular people and places, and the earth at large. It probes into how these forms of dispossession and externalization intersect with culturally and geographically specific modes of racism, patriarchy and social differentiation.

This course traces the history of capitalism as a dialectical process forged in and through conflicts, collaborations, resistance, and (produced) crises—the latter of which offers opportunities to challenge as well as to consolidate power. Through discussions and readings, this course is designed to help you develop theoretical and historical frames of analysis that you can use to more deeply understand the complex dynamics of socio-environmental change in the specific places we visit throughout the program, as well as in the places you call home. Who decides how natural resources are used or not? Who benefits and who bears the costs? How are basic human necessities such as food and water allocated and fought for? How does scarcity for some relate to abundance for others? What are the contradictions faced by economically impoverished countries as they seek to “develop” in an interdependent international arena and simultaneously protect the environments within their boundaries? In what ways are forms of life and ways of knowing that have been devalued in capitalist relations necessary to mitigate and adapt to climate change? How do different social actors contest environmental degradation? Are there alternative ways of organizing socio-environmental relations, which are more equitable, just and sustainable? These are the questions that we will discuss as we travel and learn together.

## Learning Outcomes

Upon completion of the course, students will be able to:

- Demonstrate critical insight and knowledge of the political and economic theories covered in the course and their historical context.
- Critically relate and apply historical knowledge and interpretation toward the analysis of current events, and to understand connections between capital accumulation, social and economic policies, and the current environmental crises of degradation, over-exploitation and climate change.
- Appreciate how the countries that we visit, and the people we meet, deepen our understanding of political economy and reflect on how we can reciprocate.
- Appreciate how the socio-environmental lines that divide and connect us also shape what we know, what we think we know, and what forms of knowledge are valued.
- Thoughtfully consider your own situatedness within political economic and socio-spatial relations.
- Think, dream and imagine alternatives to capitalist development and toward climate justice.

## Language of Instruction

This course is taught in English

## Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of *a concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

## Course Schedule

*\*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

## SESSIONS' SUMMARY

1. Introduction: Being in the Current Moment
2. Region in Focus: The Bay Area and the Fetish of the Digital Sublime
3. The ABCs of Capitalism
4. Capitalism, Nature, Crisis
5. Capitalism, Colonialism, Development, pt. 1
6. Capitalism, Colonialism, Development, pt. 2
7. Region in Focus: Puerto Rico – Autonomy & Mutual Aid
8. Globalization & Neoliberalism
9. Latin America: Past and Present

10. Country in Focus: Chile
11. Resistance & Social Movements
12. In, Against, and Beyond Capitalism
13. The Pluriverse

## **Module 1: Bay Area, California, USA**

### **SESSION 1: Introduction: Being in the Current Moment**

#### *Required Reading:*

1. Lilley, Sasha. 2011. 'Introduction' in *Capital and its Discontents: Conversation with Radical Thinkers on a Time of Tumult*. pp. 1-23. Oakland: PM Press.
2. Klein, Naomi. 2014. 'Introduction: One Way or Another, Everything Changes' in *This Changes Everything*, pp. 1-28. New York: Simon and Schuster.
3. Mattis, Kristine. 2017. 'We Are Barely Even Trying'.  
<https://www.counterpunch.org/2017/04/13/we-are-barely-even-trying/2>

#### *Recommended readings:*

4. Clapp, Jennifer & Dauvergne, Peter. 2011. 'Peril or Prosperity? Mapping Worldviews of Global Environmental Change'. Chapter 1 in *Paths to a Green World: The Political Economy of the Global Environment* (2nd ed.) pp. 1-17. Cambridge: MIT Press.
5. Parenti, Christian. 2011. Chapters 1-3. In *Tropic of Chaos*, pp. 3-36. New York: Nation Books.

### **Session 2: Region in Focus: The Bay Area and the Fetish of the Digital Sublime**

#### *Required Reading:*

1. Walker, Richard. 2018. 'Tech World: Utopias and Dystopias of the IT Revolution'. Chapter 9 in *Pictures of a Gone City*. pp. 318-349. Oakland: PM Press.

#### *Recommended readings:*

2. Juhasz, Antonia et al. 2010. "Chevron Corporate, Political and Economic Review" and "Chevron in California" In *The True Cost of Chevron: An Alternative Annual Report*, pp. 1-7 & 11-12.
3. Walker, Richard. 'The Right Fight: What Future for the Left Coast?' Chapter 10 in *Pictures of a Gone City*. pp. 350-394. Oakland: PM Press.

### **Session 3: The ABCs of Capitalism**

#### *Required Reading:*

1. Chibber, Vivek. 2018. *Understanding Capitalism*. Brooklyn: Jacobin Foundation.
2. Chibber, Vivek. 2018. *Capitalism and the State*. Brooklyn: Jacobin Foundation.
3. Chibber, Vivek. 2018. *Capitalism and Class Struggle*. Brooklyn: Jacobin Foundation.

#### *Recommended readings:*

4. The 2 Vivek Chibber guides not assigned

### **Session 4: Capitalism, Nature, Crisis**

#### *Required Reading:*

1. Moore, J. 2017. 'World accumulation and planetary life, or why capitalism will not survive until 'the last tree is cut'. *IPPR Progressive Review* 24(3): 176-202.

2. Mies, M. 2014. 'Housewifisation –Globalisation –Subsistence-perspective'. In M. van der Linden & K. Heinz Roth (eds.) *Beyond Marx: Theorising the Global Labour Relations of the Twenty-First Century*, pp. 209-237 (read until 226). Leiden & Boston: Brill.
3. Castree, N. 2010. 'Neoliberalism and the Biophysical Environment 2: Theorising the Neoliberalisation of Nature. *Geography Compass* 4(12): 1734-1746.

*Recommended readings:*

4. Polanyi, Karl. 2001[1944]. "Chapters 3-6" In *The Great Transformation: The Political and Economic Origins of Our Time* (2nd ed.), pp. 35-80. Boston: Beacon Press.

## **Module 2: Puerto Rico**

### **Session 5: Capitalism, Colonialism, Development, pt. 1**

*Required Reading:*

1. Galeano, Eduardo. 1973. 'Foreward & Chapter 2: King Sugar and Other Agricultural Monarchs' in *Open Veins of Latin America*. pp. ix-10 & pp. 59-133. New York: Monthly Review Press.

*Recommended readings:*

2. Rahnema, Majid and Victoria Bawtree. 1997. 'Chapters 4, 8, 9, 14, 20, 26' in *The Post-Development Reader*. London: Zed Books.
3. Mintz, Sidney. 1985. 'Production' in *Sweetness and Power: The Place of Sugar in Modern History*, pp. 19-73. London: Penguin Books.

### **Session 6: Capitalism, Colonialism, Development, pt. 2**

*Required Reading:*

1. Federici, Silvia. 2004. "The Accumulation of Labor and the Degradation of Women" In *Caliban and the Witch*, pp. 61-103. Brooklyn, New York: Autonomedia.
2. Bernstein, Henry. 2000. "Colonialism, Capitalism, Development" (part 1). T Allen & A. Thomas (eds) *Poverty and Development into the 21<sup>st</sup> Century*, pp. 241-265. The Open University & Oxford University Press.
3. Nkrumah, Kwame. 1965. "Introduction." In *Neo-colonialism: The Last Stage of Imperialism*, pp. ix-xx. New York: International Publishers.

*Recommended readings:*

4. Gunder Frank, Andre. 1966. "The Development of Underdevelopment," *Monthly Review*, September, pp. 17-31.
5. Escobar, Arturo. 1995. 'The problematization of Poverty: The Tale of Three Worlds and Development'." In *Encountering Development: The Making and Unmaking of the Third World*, pp. 21-54. Princeton, NJ: Princeton University Press.
6. Fanon, Frantz. 1963. "The Pitfalls of National Consciousness", *The Wretched of the Earth*, pp. 148-205.

### **Session 7: Region in Focus: Puerto Rico – Autonomy & Mutual Aid**

*Required Reading:*

1. Klein, Naomi. 2018. *The Battle for Paradise: Puerto Rico Takes on the Disaster Capitalists*. Chicago: Haymarket Books.
2. Atilés-Osoria, J. M. 2014. Environmental Colonialism, Criminalization and Resistance: Puerto Rican Mobilizations for Environmental Justice in the 21st century. RCCS Annual Review. A selection from the Portuguese journal *Revista Crítica de Ciências Sociais*, (6).

3. Garcia-Lopez, G. A. 2018. The Multiple Layers of Environmental Injustice in Contexts of (Un) Natural Disasters: The Case of Puerto Rico Post-Hurricane Maria. *Environmental Justice*, 11(3), 101-108.

4. Big Door Brigade. 2020. 'What is Mutual Aid?' <https://bigdoorbrigade.com/what-is-mutual-aid/>

*Recommended readings:*

5. Loewenstein, Antony. 2015. Disaster capitalism: Making a Killing out of Catastrophe. Brooklyn: Verso Books.
6. Kropotkin, Petr. 1902. 'Introduction and Chapter 1' in *Mutual Aid: A Factor of Evolution*.
7. Milstein, Cindy. 2010. *Anarchism and its Aspirations*. Oakland: AK Press.

### **Module 3: Chile**

#### **Session 8: Globalization & Neoliberalism**

*Required Reading:*

1. Harvey, David. 2005. "Freedom's Just Another Word..." and "Production of Consent" In *A Brief History of Neoliberalism*, pp. 5-63. Oxford: Oxford University Press.
2. Federici, Silvia. 2012. 'The Reproduction of Labor Power in Global Economy and the Unfinished Feminist Revolution' [2008], *Revolution at Point Zero: Housework, Reproduction and Feminist Struggle*, pp.91-114. Oakland: PM Press.

*Recommended readings:*

3. Klein, Naomi. 2014. "Hot Money: How Free Market Fundamentalism Helped Overheat the Planet," *This Changes Everything: The Revolutionary Power of Climate Change*, pp. 64-95. New York: Simon and Schuster.
4. Newell, P. & M. Paterson. 2010. 'Histories of climate, histories of capitalism (Neoliberalism and Climate Politics)' & 'The Limits of Climate Capitalism', in *Climate Capitalism: Global Warming and the Transformation of the Global Economy*, pp. 23-36 & 129-140.

#### **Session 9: Latin America: Past and Present**

*Required Reading:*

1. Galeano, Eduardo. 1973. 'Introduction: 120 Million Children in the Eye of the Hurricane & Lust for Gold, Lust for Silver' in *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, pp. 1-58. New York: Monthly Review Press.
2. Acción Ecológica. 1999. 'No More Plunder, They Owe Us The Ecological Debt'. <http://www.accionecologica.org/deuda-ecologica/alertas/441-78-no-mas-saqueo-nos-deben-la-deuda-ecologica>
3. Zibechi, Raul. 2012. 'Latin American Social Movements: Trends and Challenges' in *Territories in Resistance: A Cartography of Latin American Social Movements*, pp.13-20. Oakland: AK Press.
4. Gago, Veronica & Raquel Gutiérrez Aguilar. 2018. 'Women Rising in Defense of Life'. *NACLA Report on the Americas* 50(4): 364-368.

*Recommended readings:*

5. Federici, Silvia. 2019. 'Women's Struggles for Land and the Common Good in Latin America,' in *Re-enchanting the World: Feminism and the Politics of the Commons*, Oakland: PM Press, pp. 134-150.
6. Escobar, Arturo. 2010. 'Latin America at a Crossroads', *Cultural Studies* 24(1):1-65.
7. Rodriguez Acha, Maria Alejandra. 2017. "We have to Wake Up Humankind! Women's Struggles for Survival and Environmental and Climate Justice," *Development*. <https://doi-org.eur.idm.oclc.org/10.1057/s41301-017-0126-5>

## **Session 10: Country in Focus: Chile**

### *Required Reading:*

1. Galeano, Eduardo. 1973. 'The Invisible Sources of Power' in *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, pp.134-172. New York: Monthly Review Press.
2. Romero, H., Méndez, M., & Smith, P. 2012. 'Mining development and environmental injustice in the Atacama Desert of Northern Chile'. *Environmental Justice*, 5(2), 70-76.
3. Klubock, T. M. (2014). *La Frontera: Forests and ecological conflict in Chile's Frontier territory*. Duke University Press. [selected chapters]

### *Recommended reading:*

4. Liu, Wenjuan and Datu Buyung Agusdinata. 2020. 'Interdependencies of Lithium Mining and Communities Sustainability in Salar de Atacama, Chile'. *Journal of Cleaner Production*, 120838.
5. Galeano, Eduardo. 1973. 'Part II: Development Is A Voyage With More Shipwrecks Than Navigators' in *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, pp.173-262. New York: Monthly Review Press.

## **Session 11: Resistance & Social Movements**

### *Required Reading:*

1. De Angelis, Massimo. 2012. 'Crises, Movements and Commons' in *Borderlands* 11(2): 1-22.
2. Di Chiro, G. 2008. 'Living environmentalisms: coalition politics, social reproduction, and environmental justice', *Environmental Politics* 17(2): 276-298.
3. Martinez-Alier, Joan, Leah Temper, Daniela del Bene & Arnim Scheidel. 2016. 'Is There a Global Environmental Justice Movement?', *The Journal of Peasant Studies* 43(3): 731-755.

### *Recommended Reading:*

4. Schlosberg, David. 2013. 'Theorising Environmental Justice; The Expanding Sphere of a Discourse', *Environmental Politics* 22(1): 37-55.
5. Temper, Leah. M. Walter, I. Rodriguez, A. Kothari & E. Turhan. 2018. 'A Perspective on Radical Transformations to Sustainability: Resistances, Movements and Alternatives', *Sustainability Science* 13: 747-764.

## **Session 12: In, Against, and Beyond Capitalism**

### *Required Reading:*

1. Holloway, John. 2010. 'Break' in *Crack Capitalism*, pp. 3-13. London: Pluto Press.
2. Holloway, John. 2016. *In, Against, and Beyond Capitalism: The San Francisco Lectures*. Oakland: PM Press.

### *Recommended Reading:*

3. EZLN. 2016. *Critical Thought in the Face of the Capitalist Hydra*. Durham: Paperboat Press.

## **Session 13: The Pluriverse**

### *Required Reading:*

1. Esteva, Gustavo. 2014. 'Commoning in the New Society', *Community Development Journal*. 49, 144-159.
2. Kothari, Ashish (Ed.). 2019. *Pluriverse: A Post-Development Dictionary*. New Delhi: Tulika Books.
3. Haiven, Max. 2020. 'No Return to Normal: For a Post-Pandemic Liberation'. <https://roarmag.org/essays/no-return-to-normal-for-a-post-pandemic-liberation/>
4. Davis, Mike. 2020. 'Pandemics, Supercapitalism, and the Struggles of Tomorrow'. <https://madamasr.com/en/2020/03/30/feature/politics/mike-davis-on-pandemics-super-capitalism-and-the-struggles-of-tomorrow/>

### *Recommended Reading:*

5. Gibson-Graham, J.K. Cameron, J. & Healy, S. (2016) 'Commoning as a Post-Capitalist Politics,' in A. Amin & P. Howell (eds.), *Releasing the Commons*, London and New York: Routledge.

## Assignments and Evaluation

### Assignment Descriptions and Grading Criteria

#### **Reading Responses (35%)**

The readings for all the lectures will be made available in printed version if students request them. They will also be available in the course folder on Dropbox. The readings are absolutely fundamental to the classes. You are expected to read all the required readings, **BEFORE** the class meets. The readings have been kept to a minimum to ensure that this requirement is realistic given the emotional and logistical demands of the program.

In order to document your observations and reflections about the theories and analyses presented in the readings, you will contribute to an online group discussion with reading responses through the IHP Climate Change Google Group. This is meant to serve as foundational analytical tool for your comparative research projects, and help you stay caught-up with the program's progress. Timely and thoughtful engagement with the readings and responses, will make the quizzes a lot easier as well and our classes more enjoyable. In addition, it will help you make connections between the sites we visit and the in-country staff lectures. For each class session, you will be expected to:

1. Paste your reading response (see guidelines below) as a **REPLY ALL** to an initial email I send out, so they come as one thread. This is due by 9 pm two days **BEFORE** that class session.
2. Respond to one (1) other person's online reading response (see guidelines below).
3. Again, press **REPLY ALL** so everyone can read your responses. This is due before the class start time.

#### **ONLINE READING RESPONSE GUIDELINES**

Due by 9 pm two days before a class session. For example, if the class is on Wednesday, the response will be due on Monday at 9 pm via the email response to the prompt I send on IHP Climate Change Google Groups. The student facilitators and I need the time to read your responses before the class.

Send as **REPLY ALL**.

Your online reading response should be 250-450 words. It should:

- 1) Begin with Class #, Date, Place, & the # words in memo;
- 2) Address at least one required reading;
- 3) Engage the readings via one or more of the following prompts. You may include quotations that are useful for you, but do not include in word count:
  - Write about something you didn't agree with, or that confused you and briefly explain why;
  - List the main arguments of the readings;
  - Reflect on how a reading relates to a previously discussed theme or reading;
  - Connect the readings to a site visit(s) or guest lecture(s);
  - Explain how the readings relate to each other;

- 4) End your memo with one open-ended discussion question for the class related to the issues you raised in your responses. Feel free to write informally. However, please spellcheck your work and make sure it makes sense. In our writing, we should be respectful of other peoples' views and keep our minds open.

### **REPLY TO PEER READING RESPONSE**

Due before the class start time. Send your response as **REPLY ALL** to a specific person's reading response (so it goes to that person and the Google Group).

Your reply should:

- 1) Contain at least 3 sentences and no more than 3 paragraphs or central points.
- 2) Be addressed to the person to whom you are replying, so indicate his or her name. Pick someone's response that interests, provokes thoughts, even disagreement, and/or enlightens a subject for you. It is fine if a few people reply to the same response.
- 3) End with your name.

You have **ONE PASS**. This means, one time you do not have to turn in a response. Please respond to the group thread with the word "Pass" (no need to explain why) so we know you are selecting to pass.

### **Class Discussion Facilitation (15%)**

You will be responsible (in groups of 3-4) for facilitating a 30-45 minute class discussion or collaborative learning activity based on at least one required reading and one recommended reading (assigned for the respective class session). You may submit requests to me to facilitate a specific class during the first two weeks of the program. The facilitators will be required to meet with me at least once and at least a day before class to discuss and plan the session. Your facilitation should:

- Give a brief description of the author's background and the methodology used in the text;
- Highlight the key argument(s) of the writers in a thoughtful way;
- Engage the class in a discussion or activity that you feel will deepen their (and your own) understanding of the text;
- Connect (and/or invite others to connect) the reading to an experiential component of the program;
- Raise new or deeper questions for future analysis.

At the end of your facilitation, your classmates will give you brief verbal feedback.

### **Class Discussion Commentary (15%)**

You will be responsible (in groups of 3-4) for writing up a commentary on one of the student led-discussions. These commentaries (between 1000-1200 words) should briefly summarize the main topics of the discussion, and elaborate on a few arguments made during the discussion that the group members found particularly interesting or insightful. In doing so, the commentary should build links with the concepts or theoretical issues addressed in any of the class sessions (i.e. the class session of that particular week when the commentary is written or any other previous class session). These commentaries will be shared with the whole class. You may submit requests to me to write a commentary for a specific class during the first two weeks of the program (those who facilitate the discussion and those who write the commentary cannot be the same. So, you need to inform me of your preferences for each task separately).



### **PE Section of Final Methods Paper (25%)**

This portion of the final grade is based on 1,000-1,500 words of your 4,500 to 5,500-word final comparative analysis methods paper. This must be a distinct section that draws from at least three readings and/or concepts to create a theoretical or analytical framework that grounds and orients your methods paper. You should also incorporate this analytical frame into your final methods presentation.

### **Participation, Expectations and Policies (10%)**

Show up prepared. Be on time, have your readings completed and questions in mind for discussion or clarification. Being prepared raises the level of class discussion for everyone. This includes being punctual and prepared for guest lectures and site visits. All students are expected to be present at every program session, with the only exceptions being illness (written note required from a non-IHP adult, e.g. homestay parent, or preferably, health care professional). Unexcused absences and habitual lateness will result in penalties reflected in your participation grade. Please inform the traveling faculty or fellow if tardiness is anticipated. Also, please bear in mind that this part of the grade concerns your participation in ALL program activities, not just this course.

- Have assignments completed on schedule and done in accordance to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Be attentive, respectful and engaged with the guest lecturers and site visit hosts. These are often very busy professionals and community leaders who are doing us an honor by meeting with us and deserve your full attention and respect.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical). Any plagiarism or cheating will result in a score of zero for that assignment, and could result in additional disciplinary measures as outlined in the Academics section of the IHP Student Handbook.
- Reciprocate for the sharing of knowledge the countries and people provide and look for ways to contribute to you learning community.
- Respect differences of opinion (classmates, lecturers, site visit hosts, homestay families). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Be pro-active and flexible and take ownership of your learning experience as individuals and as a group. The experiential model of learning requires that you look forward and back across the semester. The logistics of our time in each country means that coursework will not always develop in a strictly linear fashion.
- Electronic devices: The use of phones, tablets and laptops are not permitted during site visits and guest lectures, or In-Country Faculty classes. The use of cell phones during any class is prohibited. We will discuss the need for the use of tablets or laptops during this course.

### **Assessment**

Reading Responses 35%

Class Facilitation 15%

Class discussion commentary 15%

PE Section of Final Methods Paper 25%

Participation 10%

Total 100%

## Late Work

Exact deadlines for assignments will be confirmed in class. Work is due at the start of the day on which it is due, either during the Person of the Day (POD) announcements or at the beginning of class. Late work may be penalized. Due to the nature of the Country Module structure, late work will be difficult to manage—so work hard to be on time.

## Grading Scale

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

## **Program Expectations**

### **Participation**

IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with substantial class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by IHP staff, faculty, or Fellow. Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade. Keep in mind that IHP is an experiential program and has academic requirements to attend class meetings and field activities. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

### **Class Preparation**

This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

### **Academic Integrity**

Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person's ideas or product as one's own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another's written work, using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the source; using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to cited, quoted, paraphrased, or summarized, and research or critical papers should acknowledge these sources in footnotes or by use of footnotes.

**Violations of SIT Study Abroad academic integrity policy are handled as violations of the student code of conduct and will result in disciplinary action. Please discuss this with your traveling faculty if you have questions.**

### **General Considerations**

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak....
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

### **SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.