Course Description

In order to understand health and illness in diverse societies and implement interventions that are contextually relevant, a well-researched understanding of local contexts and the social, cultural, political, economic and other factors at play is imperative. To meet this complexity, health researchers and practitioners employ a variety of methodological approaches in order to produce information about and with the population of interest and to make inferences based on the information that is collected. This course focuses on the study and application of community-based research methods which actively involve community members in the design, implementation, and dissemination of research. Studies are designed with the goal of contributing to positive health outcomes whether through practice or by influencing policy.

In this course, you will be introduced to key concepts and theories underlying community-based research methods, intended to provide an overview of research methods used to collect information in order to identify and address important public health issues. Throughout, the emphasis will be on ethnographic techniques: the hands-on side of anthropology, which deals with direct observation of and with human lives, and the analysis of the “data” so produced. You will engage in hands-on practice of participant-observation, interviews, walking ethnography, and more. During the class sessions, you will be provided with research tools in order to better frame your case study experiences and smaller data collection projects. It is our expectation that you will work together to understand and probe the issues that are presented to you for field work and that you will do so in a methodical and methodologically sound way. That is, that you will apply the methods learned in class to systematically approach and report on your fieldwork.

The central fieldwork component of this course is the Case Study project, a small group exercise focused on investigating a theme across all four countries visited using a variety of research methods explored in this course (further descriptions of the Case Study are available in the Student Handbook, and will be discussed further in class). You will explore the value of participatory methods, as well as its challenges and ethical concerns in different contexts. The insights gained will prepare you for future work or study where you will be expected to plan and carry out research, and propose appropriate interventions in public health or other fields.

Three key learning cycles
In each country visited, students will be exposed to, and be confronted by, many different complexities and difficulties in which human health, disease and (un)wellbeing are at stake. This means that the structure of the course will be a little different to those typically taught in a single country (perhaps in the same lecture hall). Rather than introducing key spheres of learning over the arc of the whole semester, lectures in each country will move through three interconnected spheres of interest relevant to social science researchers seeking to understand human health, illness and (un)wellbeing. These are: (1) research methodologies, (2) ethics, and (2) techniques for making sense of, analysing, and presenting collected data. The aim of this approach is to provide students with the practical tools with which to research and make sense of these realities in temporal and spatial proximity to their experiences of them. Nevertheless, as the semester progresses, we will together learn to understand and see these spheres in increasingly sophisticated and nuanced ways.

Learning Outcomes

The Community Health Research Methods course comprises 60 class hours of instruction (4 credits). In this course students will gain an understanding of community-based health and medical anthropological research, and apply methodological and ethical approaches to investigating Case Study topics in cross-cultural contexts. By the end of the course, students will be able to:

- Formulate well-crafted research questions, and assess and choose appropriate research methodologies to explore them.
- Apply community-based approaches, principles, designs, and tools to assignments and case study research opportunities in the field in each country.
- Understand key ethical issues and challenges to conducting research with human beings.
- Evaluate key challenges faced by both participants and researchers (individually and in a team) in engaging in community-based research projects.
- Analyze qualitative data thematically and effectively.

Course Schedule

All course readings will be available in electronic format, in Dropbox, at the beginning of the semester; required readings will also be available as a hard copy at the beginning of each respective country stay. Topics and readings are subject to change, if warranted by local circumstances.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class topic</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.21.16</td>
<td><strong>RM-1</strong>&lt;br&gt;Introducing ethnographic fieldwork</td>
<td>USA</td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Suggested Reading</strong></td>
<td></td>
</tr>
<tr>
<td>2.5.16</td>
<td><strong>RM-2</strong>&lt;br&gt;Lecture 2: Participatory research, research questions, and ethics.</td>
<td>India</td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Suggested Reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marais, Frederick; Minkler, Meredith; Gibson, Nancy; Mwau, Baraka; Mehtar, Shaheen; Ogunsoa, Folasade; Banya, Sama S., and Corburn, Jason. (2015). A community-engaged infection prevention and control approach to Ebola. Health Promotion International 2015:1-10.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>RM-3</td>
<td>Interactive techniques: the art of interviewing</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>RM-4</th>
<th>Fieldwork and participant observation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>RM-5</th>
<th>Confidentiality, positionality, and ethics in human subjects research</th>
</tr>
</thead>
</table>
| 3.15.16 | **RM-6**  
**Walking as a research tool for understanding health, place and wellbeing** |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Required reading</strong></td>
<td><strong>Suggested reading</strong></td>
</tr>
</tbody>
</table>

| 3.22.16 | **RM-7**  
**Graphic arts as research tools I: insight into bodily experiences.** |
<table>
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</thead>
<tbody>
<tr>
<td><strong>Required Reading</strong></td>
<td><strong>Suggested Reading</strong></td>
</tr>
<tr>
<td></td>
<td>Gastaldo, D., Magalhães, L., Carrasco, C., and Davy, C. (2012). <em>Body-map</em></td>
</tr>
</tbody>
</table>
**TBC**

**RM-8**

**Graphic arts as research tools II: tracing relations that make lives and worlds**

**Required Reading**


**Suggested Reading**


**TBC**

**RM-9**

**Straining the limits of our real – transforming consciousness in the pursuit of ethnographic knowledge**.

**Required Reading**


**Suggested Reading**


**TBC**

**RM-10**

**Producing collaborative ethnography**

**Required Reading**

Suggested Reading:


Assignments

The following is an overview of assignment responsibilities. Further details (particularly on case study assignments) will be discussed and given as we move through the semester. I will also be as available as I can be to discuss these projects when and if you have questions about them, as will country co-ordinators (in regard to case study assignments). Assignments should be typed in electronic format, in Gill Sans MT size 11 font, 1.5 spaced lines, and with 'normal' sized margins. The American Psychological Association (APA) referencing style is preferred.

Please hand in all assignments on USB, not via email. Please include your name on every page of the assignment itself, as well as in the file name. Where visual/handwritten assignments are set, please take clear photographs of these and submit as digital files. Fieldnote journals, however, should be submitted in their handwritten (i.e. non-digitized) form. It should also be noted that due to occasional in-country logistics and circumstances beyond our control, faculty reserve the right to adapt the syllabus details and organization, if necessary.

Point breakdown and provisional submission date schedule

This table is to give you an overall sense of what you are expected to hand in during the course of the semester. Please note that these are provisional due dates because case study presentation dates (the same as all submission dates for this research methods course) may change slightly due to the necessities of a travel abroad programme. However, case study presentations will always take place toward the end of our stay in each country.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>What to submit</th>
<th>Provisional due dates</th>
<th>Grade points available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short fieldwork methods projects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. USA</td>
<td>Observational exercise, fieldnotes.</td>
<td>1.27.16</td>
<td>0</td>
</tr>
<tr>
<td>2. South Africa</td>
<td>Fieldnotes/photos/map, descriptive mini ethnography.</td>
<td>3.28.16</td>
<td>10 (1 for fieldnotes hand-in, 9 for ethnography)</td>
</tr>
<tr>
<td><strong>Case study group</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
### Short Fieldwork Methods Projects

A short fieldwork methods project will be set in Washington and South Africa (two in total). These are in addition to case study assignments (see below). The aim of these is to offer students the experience with useful and common techniques of social science research, carried out and written up individually (i.e. not in groups as in case study research).

1. **Washington D.C.**
   **Due:** Case study presentation day, USA – before presentations begin.

   Further details of this will be given at launch, but this will be an ungraded observational assignment aimed at giving students a taste of making ethnographic observations and fieldnotes centring on the urban environment of Washington D.C. This will help familiarize you with your fieldwork journals – a central tool in the skills you will learn throughout the course, as well as contributing toward your overall grade for the research methods course (though, again, this first exercise is not graded).

2. **South Africa:** Walking ethnography exercise.
   **Due:** Case study presentation day, South Africa – before presentations begin.

   For safety reasons, this exercise should be done in pairs, although the assignment itself is individually written and graded. Think about a small research question you would like to approach having to do with environment and health. Ask someone else from a host community, perhaps a homestay family member, if they are willing and interested, to take you on a short walk (maximum around 30 minutes in length) around their local neighbourhood. See Carpiano (2009) for tips on how to identify what these might be. An idea for research might be for them to show you sites they perceive as positively associated with wellbeing (if any) and those associated negatively with wellbeing (if any) and ask them to expand on why this is.

   Then ask them to take you to, or show you places, that are particularly significant for them, and which are relevant to the research question you are approaching. It will help if you formulate the question with your proposed participant!
Take your field journal and pen with you and ask your participant to tell you about these places and sites as you move near or through them. Note these down, the route you are taking, and anything else you think might be of significance later on – either about the locality itself, or your own and your participant’s actions and emotions. What kind of social relations, sights, sounds, smells, or other sensations are linked to those places? Does your research participant associate these sensorial aspects with the significance they derive from that place? If appropriate, you can take photographs of significant places encountered on your walk.

Upon returning from your walk, discuss your notes, your photographs (if any) and your shared experience with your participant. If it helps make sense of things, and if your research participant feels comfortable doing it, you could ask them to draw a map of the route he or she took you on and then place your route, and significant sites on this map. See also if there is anything they wish to add to the sense you have made of their [the research participant’s] experience of their local neighbourhood. Write up your experience in the form of a descriptive mini ethnography (1000-1,100 words, but strictly no more than 1200) in which you describe the process of doing the interview, the route you took, and the social-sensorial contexts of the walk. Please also address the following questions:

1. Did you enjoy the exercise? Why? Why not?

2. Were you able to answer your research question? Why? Why not?

3. Pink (2015), Carpiano (2009), and Lee and Ingold (2006) all argue that walking with research participants can help to develop a sense of empathy between researcher and researched, and also level hierarchies between researcher and researched. Did you find this to be true? Why? Why not?

4. Did the experience of working with a research partner (the other student) help or hinder (or a bit of both) the research experience? How?

**Grading Schedule**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic completion of all aspects of exercise, keeping to word count limit</td>
<td>3</td>
</tr>
<tr>
<td>Submission of fieldnotes/photos/maps</td>
<td>1</td>
</tr>
<tr>
<td>Mini ethnography is clearly written, well communicated, and responds to topic (see rubric below for further details on this)</td>
<td>2</td>
</tr>
<tr>
<td>All questions answered</td>
<td>2</td>
</tr>
<tr>
<td>Linking answers to lectures, reading and or discussions</td>
<td>1</td>
</tr>
<tr>
<td>Offering original insight into the process of doing walking ethnography</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
Case Studies

Case study projects will be completed in groups of 6 - 7 students, and will be used to apply the methodological concepts and tools covered in readings, lectures, and class exercises to the investigation of real health issues in the communities where we will be located, across the four countries. Case studies are country-specific, and the country coordinators arrange the logistics; therefore, they may be organized differently in the U.S., India, South Africa, and Brazil, respectively. They provide an opportunity to learn about and apply the methods discussed in the course, in addition to learning about a particular health issue in greater depth. Given time constraints and potential language barriers, faculty and country coordinators have pre-determined a number of research themes, and each Case Study Team will be assigned in Washington, D.C. These will be maintained throughout the length of the semester. Country coordinators and local faculty, in addition to myself, will consult and coordinate closely with you on an ongoing basis regarding ways in which to integrate the concepts and tools learned in the course into your research projects. Your objective will be to learn how to approach your given topic with a clear research question, and a sensible plan for data collection and analysis.

Approximately one full case study day per country will be scheduled in the U.S. In India, South Africa, and Brazil there will be approximately three to four days available for case study work, depending upon local time and logistics. The selection of research sites and actors will be determined by the respective country coordinators; in some cases the actual research agenda will be pre-determined; in others not so. During our stay in all of the countries (except the U.S.), you will participate in a workshop co-designed by the respective country coordinator; the objective of these is to further discuss and practice the methods discussed in class, and to have an opportunity for closer supervised work on the research projects. During the final days in each country, your Case Study team will present its findings of the previous month’s work, and fellow students and faculty will have the opportunity to ask you questions and make comments regarding your research.

While groups have substantial creative freedom to craft their presentations to best fit their projects, all students involved in the project should speak during the presentation and all group presentations should address the following topics:

- What were your specific research question and sub-questions (if any)?
- What theory, theories or paradigms did you draw on to approach this research?
- What research methods did you use?
- What did you find most challenging about the research? Why?
- What were your preliminary conclusions?
- What were the most interesting and or exciting findings?
- What ethical issues did you negotiate during the course of the research?
- What were the limitations of this research?
- If you were to extend and deepen this research, what would you do, what would you need to make it happen, and how might you do it differently?

Please see presentations grading rubric and feedback schedule in this syllabus.

Note: It is important to remember that these case studies are primarily an opportunity to learn about the process of community-based research methods, rather than to go into extensive detail about a particular health issue. Nevertheless, the actual research topic for each study group is of course also of important relevance for the course in particular, and for the semester overall.
General outline of case study research projects

Specifics of these research assignments will necessarily be worked out in each country, in dialogue with country co-ordinators and in response to the kinds of research opportunities that open up there. However, in each case we will together forge research questions that draw on Russell Bernard’s (2006, p. 70) five questions that he argues any prospective social science research should be able to honestly answer yes to before commencing any research project. These are:

1. Does this topic (or research site, or data collection method) really interest me?
2. Is this a problem that is amenable to scientific inquiry?
3. Are adequate resources available to investigate this topic? To study this population at this particular site? To use this particular data collection method?
4. Will my research question, or the methods I want to use, lead to unresolvable ethical problems?
5. Is the topic of theoretical and/or practical interest?

These questions, and the chapter in which they are embedded will be discussed at length in our Research Methods lecture 2, in India.

Outline of the case study assignments and grading system, by country.

United States

Case Study Group Presentation 1, week 2, Washington, DC. (10-12 minutes including discussion) (5 group grade points available).

For this, students will participate in activities designed to introduce observational techniques and develop fieldnote skills. Groups will present their findings as a result of their fieldnote taking exercise experience.

Case study mind-map 1. On an A4/letter-sized piece of plain paper, draw a mind map in which you trace connections between your personal US case study experience and topic with theories and concepts discussed in all classes, and across your IHP experience so far. This is an opportunity to think big, and (somewhat) freely, about connections across the semester without yet having to commit to a narrative or essay form. Due: on the morning of case study presentation day, USA – before presentations are given.

Mind-map grading schedule

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic completion of the exercise</td>
<td>2</td>
</tr>
<tr>
<td>Mind-map is clear, with strong connections drawn between case study experience and the rest of the IHP experience</td>
<td>1</td>
</tr>
<tr>
<td>Linkages made to lectures, readings and or</td>
<td>2</td>
</tr>
</tbody>
</table>
India

**Case Study Group Presentation 2, week 4, India.** (20 - 25 minutes including discussion) (10 group grade points available).

This presentation will focus on the respective data collected, but more importantly on the methodological, practical, theoretical and ethical experience and insights gained through doing cross-cultural participatory research, as part of the group case study project over the month in India. This should also include a detailed explanation of the role played by the individual group members, within the collective as a whole.

**Individual Case Study Report 1 (10 grade points available – 9 for report, 1 for handing in fieldnotes).**

Students will write a short (8,000 – 1,000 word) reflection paper, incorporating their “ethnographic experience” during the group Case Study exercise. This should include personal observations, findings, impressions, and conclusions. It should, however, be considered as a narrative expansion of the fieldnotes, a critical reflection paper on the personal experience of doing the exercise, and therefore with much more emphasis placed on the process of collecting the data, rather than on an analysis of the “results” themselves. You should hand in your fieldnote journal as part of the individual grade evaluation process. **Due:** on the morning of case study presentation day, India – before presentations begin. **Please see individual case study reports grading rubric in this syllabus.**

South Africa.

**Case Study Group Presentation 3, week 4, South Africa.** (20 - 25 minutes including discussion) (15 group grade points available).

This presentation will focus on the respective data collected, but more importantly on the methodological, practical, theoretical and ethical experience and insights gained through doing cross-cultural participatory research, as part of the group Case Study project over the month in South Africa. This should also include a detailed explanation of the role played by the individual group members, within the collective as a whole.

**Case study mind-map 2.** On an A4/letter sized piece of plain paper, draw a mind map in which you trace connections between your personal South African case study experience and topic with theories and concepts discussed in all lectures across your entire IHP experience so far. This is an opportunity to think big, and (somewhat) freely, about connections across the semester without yet having to commit to a narrative or essay form. **Due:** on the morning of case study presentation day, South Africa – before presentations begin.

**Mind-map grading schedule**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic completion of the exercise</td>
<td>4</td>
</tr>
<tr>
<td>Mind-map is clear, with strong connections drawn between case study experience and the</td>
<td>2</td>
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</tbody>
</table>
rest of the IHP experience

<table>
<thead>
<tr>
<th>Linkages made to lectures, readings, and or discussions</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
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</table>

Brazil

**Case Study Group Presentation 4, week 4, Brazil** (45 - 50 minutes including discussion) (20 group grade points available).

This final presentation will also focus on the respective data collected, and on the methodological, practical, theoretical and ethical experience and insights gained through doing cross-cultural participatory research. It is, however, a longer presentation so that students will be able to demonstrate their comparative experiential learning experience incorporating both, first, Brazil as a specific case study; and—second, and just as important —the entire semester-long project as a cumulative and comparative whole.

**Individual Case Study Report 2** (15 grade points available, 1 for fieldnotes hand in, 14 for report). The second and final individual Case Study Report is similar to a critical reflection paper, but in direct regards to the group research process undertaken over the course of the semester. It is a cumulative, comparative overview and analysis of the entire experience, over four countries, and gives each student the opportunity to reflect more deeply on their *positionality* vis-à-vis the case study research, and to give a final self-assessment of their individual participation with the Case Study team. Again, you should hand in your fieldnote journal as part of the individual grade evaluation process. Each report should include the following:

- A consideration of relevant theoretical issues; for example, the relationships (if any) of key concepts learnt about in all IHP concurrent courses to the specific case study topic and research undertaken.
- An analysis of the effectiveness of the chosen group methodologies for researching the respective study topic; this should include both strengths and weaknesses, and why.
- A discussion in detail of a particular ethical or methodological issue they incorporated and/or confronted during the course of the project.
- A consideration of the feedback from classmates and faculty during the case study presentations, and how the key points raised were later taken into consideration and incorporated.
- A highlighting of areas of particular interest that could warrant further research or investigation, and why.
- An outline and detailed explanation of their individual role and contributions to the group, and a discussion of how they reacted to the challenges and opportunities of group work.

The final individual paper should include any relevant citations and a complete bibliography, if warranted; paper length should be 1,500-1,800. **Due:** on the morning of case study presentation day, Brazil – before presentations begin.

Each person’s final group grade for the case study project will reflect the carrying out and presentation / analysis of the case study research, and the effective presentation of the process and results. Also, note that the weight of the case study project grade in each country (relative to the overall course grade)
increases for Brazil; although the time allocated to the case studies is roughly the same in each country (excepting Brazil), the heavier weighting in grading should reflect the increased learning and application of the various research methodologies.

**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

**Note:** Where decimal points are used in grading, below 0.5 will be rounded down, while 0.5 and above will be rounded up. For example, 93.4 will be an A-, while 93.5 will be an A.
1. Group preparedness

2. Organization and methodology

3. Content

4. Clarity of presentation

5. General comments with reference to local knowledge and realities — Country Coordinator feedback (Student interpretations are culturally accurate and appropriate; potential impact and/or importance on student conclusions from apparently extraneous local social circumstances—political, economic, religious, etc)

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**IHP - Health and Community: Globalization, Culture, and Care**  
Community Health Research Methods  
Case Study Group Presentations - Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>F</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group preparedness</strong></td>
<td>Presentation poorly planned, lack of sufficient preparation time very evident.</td>
<td>Presentation deficient in preparedness, members show uncertainty with</td>
<td>Presentation shows limited preparation time, but members comfortable with material.</td>
<td>Presentation responsibilities well distributed, and all members well prepared albeit with</td>
<td>Presentation shows very cohesive and comprehensive preparation time, all members exhibit strong certainty in roles.</td>
</tr>
<tr>
<td></td>
<td>some key points.</td>
<td>limited uncertainty.</td>
<td>Organization and methodology</td>
<td></td>
<td></td>
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<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Organization and methodology</strong></td>
<td>Presentation is disorganized and inhibits an understanding of group's ideas.</td>
<td>Presentation is somewhat organized, but clear findings are difficult to discern.</td>
<td>Presentation fluidly addresses a number of different topics, while presenting a clear discussion of further paths of inquiry.</td>
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<tr>
<td><strong>Content</strong></td>
<td>Content focus is unclear, and with little or no relevancy to the study theme.</td>
<td>Content adequately analyzed and discussed, but conclusions and further directions are not well thought out.</td>
<td>Presentation is organized, but does not address a complete variety of ideas. Key findings are present; conclusions are clear.</td>
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</tr>
<tr>
<td><strong>Clarity of presentation</strong></td>
<td>Presentation is poorly designed, and does not effectively present ideas.</td>
<td>Presentation is somewhat effective at communication of key ideas, but lacks some creativity.</td>
<td>Presentation is effective at communication of key ideas, but is not organized or clear.</td>
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<tr>
<td><strong>Time usage</strong></td>
<td>Presentation ran significantly over time or under time allotted, and either way was insufficient for adequately covering material.</td>
<td>Presentation needed to be markedly hurried in order to stay within a reasonable range of the time allotted, and concluded irregularly.</td>
<td>Presentation covered all relevant material, but allotted time was exceeded to a minor but significant degree.</td>
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</table>

IHP - Health and Community: Globalization, Culture, and Care
Community Health Research Methods
Individual Case Study Reports - Grade
Short Fieldwork Methods Exercises - Grade
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **Responsiveness to topics**     | A – Strongly addresses the topics, and responds very effectively to all aspects of the assignment.  
B – Clearly address the topics, but may respond to some aspects more comprehensively or effectively than others.  
C – Adequately addresses the topics, but may often slight relevant and pertinent aspects.  
D – Indicates confusion about the topics and overall assignment, or significantly neglects important aspects.  
F – Suggests an inability to comprehend the assignment, or to respond meaningfully to the topics. |
| **Communication of ideas**       | A – Explores relevant issues through strong analyses of data/experience; goes significantly beyond the simple or obvious.  
B – Shows good depth and complexity of thought.  
C – May treat the topics simplistically or repetitively; doesn’t demonstrate sufficient analysis of data and/or experience.  
D – Lacks focus, demonstrates confused or simplistic thinking, or fails to adequately communicate ideas.  
F – Unfocused, illogical, incoherent or disorganized. |
| **Organization and clarity of expression** | A – Very coherently organized, with ideas/statements consistently supported by strong reasons or examples.  
B – Well organized and developed, with frequently appropriate reasons or examples.  
C – Adequately organized and developed; generally supports ideas/statements with appropriate reasons or examples.  
D – Poorly organized and/or undeveloped; lacks support from data and/or experience.  
F – Undeveloped; provides little or no relevant support or rationale. |
| **Control of mechanics (sentence structure, grammar, spelling, etc.)** | A – Overall, completely or reasonably free from errors in mechanics, usage, and sentence structure.  
B – May have occasional errors in mechanics, usage, and sentence structure.  
C – May have recurring errors, but generally demonstrates control of mechanics, usage, and sentence structure.  
D – Often marred by an accumulation of errors in mechanics, usage, and sentence structure.  
F – Serious and persistent errors in word choice, mechanics, usage, and sentence structure. |
| **Word count**                   | +5% – Word count minimum/maximum range reasonably met.  
0 – Word count minimum/maximum range not reasonably met. |

**Expectations and Policies**

**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.

**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 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. The Fellow will act as a TA for the class and will keep attendance. *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.

**Policy on deadlines**

Coursework assignments are due on the deadlines indicated in the assignment handouts. 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. Unexcused late work will result in the lowering of the student’s grade one full step per day (for example, a B will drop to a B-). No exceptions will be permitted; extensions are not given unless there are exceptional circumstances. Exact deadlines for assignments will be confirmed in class.

*Keep an additional copy of all work you turn in,* so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean photocopying or scanning any handwritten assignments. Assignments that are not easily legible will be returned ungraded.

**Technology in the classroom**

Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. *Students, faculty, and visitors are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions*—except under extenuating circumstances that have been discussed in advance with the faculty member.

**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 course; and 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 references or by use of footnotes.

Violations of IHP/SIT Study Abroad’s academic integrity policy are handled as violations of the student code of conduct, and will result in disciplinary action. Please discuss this with me if you have any questions.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.