

Globalization and its Consequences: Human Security Challenges in the 21st Century

POLI 3015(4 credits)

International Honors Program (IHP) International Relations: *Global Governance, Human Security & Civil Society*

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

This course will explore the impacts of and responses to globalization through the lens of human security. The human security paradigm, articulated in the UNDP's Human Development Report (1994), relocates the referent for understanding security from the nation-state to the individual, from security of territory to security of people; emphasizing that development and security can be most effectively achieved by ensuring "freedom from want" and "freedom from fear." Applying this conceptual framework, students will analyze contemporary challenges to these objectives arising from globalization, colonial legacies and neocolonialism, and the neoliberal economic system.

The focus on human security will allow students to better understand the tensions between contemporary political movements that are, in part, a response to globalization; maintaining a sustained commitment to this paradigm; and the roles of actors at the global, state and local levels. Examples of such tensions that are explored in this course include the rights of political and economic refugees and the rise of anti-immigration movements; addressing growing inequality and youth unemployment in the context of neoliberalism; the rights of indigenous people and other vulnerable groups who have been marginalized by their own governments; the resurgence of right-wing politics and authoritarianism alongside the subversion of international institutions; and the challenge of addressing transnational issues such as climate change, global health and human rights violations as cooperation is increasingly strained at the international level.

Learning Outcomes

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

- *Apply* the human security paradigm to analyses of contemporary world events;
- *Analyze* the intersection between globalization, neoliberalism and the rise of populist movements in the US, France, Brazil, Senegal and beyond our countries of study;
- *Recognize* the enduring impacts of colonization on the well-being (cultural, political and socio-economic) of native populations, and the contemporary impacts of neocolonialism.
- *Identify* tensions between the priorities of global and state-level elites and vulnerable sub-national population groups, including ethnic minorities, migrants, and indigenous peoples;
- *Evaluate* the human impacts of globalization and neoliberalism, including economic inequality, environmental harm, and patterns of urbanization and migration.

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. Globalization and Human Security (USA)
2. Rising Authoritarianism (BZ)
3. Climate Governance, Sovereignty and Indigenous Rights (BZ)
4. Urbanization, Migration and Neoliberalism (BZ)
5. The New Nationalism (FR)
6. Assimilation and Secularization (FR)
7. Political Representation, Intersectionality and Inequality (FR)
8. Lessons of the "Development Project"(SN)
9. Globalization, the Economy and Cultural Imperialism (SN)
10. Globalization, Neocolonialism and Political Transformation (SN)

Module 1: Washington, D.C., USA

Session 1: Globalization and Human Security [146 pages]

This session provides the foundation for understanding the human security paradigm, and the ways in which globalization is affecting human security. This session also begins to explore the contributions and deficiencies of the U.S. government in meeting the standards of this paradigm as it grapples with the impacts of globalization, such as through its policies on immigrants, refugees and other vulnerable groups inside and outside of the United States.

Required Reading:

UNDP. (1994) Human Development Report. New York: Oxford University Press. Available:
http://hdr.undp.org/sites/default/files/reports/255/hdr_1994_en_complete_nostats.pdf

Norris, Pippa and Roger Iglehart (2019) Understanding Populism. In *Cultural Backlash: Trump, Brexit and Authoritarian Populism*, Cambridge: Cambridge University Press, pp. 3-31.

Bratman, Eve (2011) "Development's Paradox: Is Washington DC a Third World City?" *Third World Quarterly*, 32(9), pp. 1541-1556.

Module 2: Brazil

Session 1: Rising Authoritarianism [83 pages + 15 min. podcast]

Current trends in Brazilian national politics, including the election of Bolsonaro and the parallels to Trumpism, are explored.

Required Reading:

- Costa, Sergio. (2018) Entangled Inequalities, State, and Social Policies in Contemporary Brazil, In M Ystanes, I. A Stronen (eds.) *The Social Life of Economic Inequalities in Contemporary Latin America: Approaches to Social Inequality and Difference*, Cham: Palgrave Macmillan, pp. 59-80.
- Hunter, Wendy and Timothy J. Power (2019) "Bolsonaro and Brazil's Illiberal Backlash," *Journal of Democracy*, 30(1), pp. 68-82.
- Iber, P. (2019) After the Pink Tide: Introduction, *Dissent* 66(1), pp. 18-22.
- Haidt, Jonathan (2016) "When and Why Nationalism Beats Globalism" *The American Interest*, 12(1), pp. 46-53.
- Plattner, Marc F. (2019) "Illiberal Democracy and the Struggle on the Right," *Journal of Democracy*, 30(1), pp. 5-19.
- Kagan, Robert (2019) "The Strongmen Strike Back" *Democracy and Disorder*, Washington DC: Brookings Institution, pp. 1-18.
- [Podcast] Wickenden, Dorothy (2018) "Brazil's New President, Jair Bolsonaro, and the Rise of Latin American Authoritarianism," *The New Yorker*, (approx. 15 min.) Available: <https://www.newyorker.com/podcast/political-scene/brazils-new-president-jair-bolsonaro-and-the-rise-of-latin-american-authoritarianism>

Session 2: Climate Governance, Sovereignty and Indigenous Rights [123 pages]

As climate change receives increasing attention at the global level, megadiverse countries face perceived tradeoffs between economic exploitation and environmental protection. We will attempt to understand Brazil's choices in navigating short-term benefits vs sustainability, the relationship between global and local governance, and the threats to the cultural and land rights of indigenous peoples in Brazil.

Required Reading:

- Laschefski K., Zhou A. (2019) Indigenous Peoples, Traditional Communities and the Environment: The 'Territorial Question' Under the New Developmentalist Agenda in Brazil. In Puzone V., Miguel L. (eds.) *The Brazilian Left in the 21st Century: Marx, Engels and Marxisms*. Cham: Palgrave Macmillan, pp. 205-236.
- Hendlin, Yogi Hale (2019) "Environmental justice as a (potentially) hegemonic concept: a historical look at competing interests between the MST and indigenous people in Brazil," *Local Environment*, 24:2, 113-128.
- Rodrigues, Maria Guadalupe Moog (2002) "Indigenous Rights in Democratic Brazil," *Human Rights Quarterly*, 24(2) pp. 487-512.
- COICA. (1989) "Two Agendas on Amazon Development," *Cultural Survival Quarterly*, 13(4), pp.75-78.
- Conca, Ken (1995) "Environmental Protection, International Norms, and National Sovereignty: The Case of the Brazilian Amazon," In Gene Lyons and Michael Mastanduno (eds.) *Beyond Westphalia? National Sovereignty and International Intervention*, Baltimore: Johns Hopkins University Press, pp.147-169.

Zhour, A. (2010) "Adverse Forces" in the Brazilian Amazon: Developmentalism Versus Environmentalism and Indigenous Rights. *The Journal of Environment and Development*, 19(3), 252-273.

Session 3: Urbanization, Migration and Neoliberalism [118 pages]

This session explores the influence of neoliberalism on patterns of migration and urban development within Brazil. In particular, the human security impacts on health, poverty and the environment are placed within the context of global trade and economic expansion.

Required Reading:

- Amarante, Veronica (2008) Growth and Inequality in Latin America, In Stephen Klasen and Felicitas Nowak-Lehmann (eds.) *Poverty, Inequality and Migration in Latin America*, New York: Peter Lang, pp. 21-58.
- Fernandes, Edésio (2007) "Constructing the 'Right to the City' in Brazil," *Social and Legal Studies*, 16(2), pp. 201-219.
- Oliverira, Ney do Santos (1996) "Favelas and Ghettos: Race and Class in Rio de Janeiro and New York City," *Latin American Perspectives*, 91(23), pp. 71-89.
- Feler, Leo and J. Vernon Henderson (2011) "Exclusionary Policies in Urban Development: Under-Servicing Migrant Households in Brazilian Cities," *Journal of Urban Economics*, 69(3), pp. 253-272.
- Fernandes, Edésio (2000) "The Legal Regularization of Favelas in Brazil: Problems and Prospects" *Third World Planning Review*, 22(2), pp. 167-188.

Module 3: France and Belgium

Session 1: The New Nationalism [105 pages]

The rise of nationalism in France is explored, recognizing this political phenomenon as part of a growing trend across Europe and the Americas. This session will include a focus on the global refugee crisis, the policies of anti-immigration and the rise of nationalist candidates in the French political system.

Required Reading:

- Veugeliers, John, Gabriel Menard and Pierre Permingeat (2015) "Colonial Past, Voluntary Association and Far-Right Voting in France," *Ethnic and Racial Studies*, 38(5), pp. 775-791.
- Huysmans, Jef (2000) "The European Union and the Securitization of Migration," *Journal of Common Market Studies*, 38(5) pp. 751-777.
- Mayer, Nonna (2018) The Radical Right in France, In *The Oxford Handbook of the Radical Right*, Oxford: Oxford University Press, pp. 533-451.
- Van Holsteyn, Joop J.M. (2018) The Radical Right in Belgium and the Netherlands, In *The Oxford Handbook of the Radical Right*, Oxford: Oxford University Press, pp. 478-504.
- Wimmer, Andreas (2019) "Why Nationalism Works and Why it Isn't Going Away," *Foreign Affairs*, 98(2) pp. 27-34.
- Muller, Jan-Werner (2019) "False Flags: The Myth of the Nationalist Resurgence," *Foreign Affairs*, 98(2) pp. 35-41.

Session 2: Assimilation and Secularization [108 pages]

This session explores France's approach to assimilation, including the historical context for this tradition, and the challenges that "laïcité" provide for contemporary multiculturalism.

Required Reading:

- Jansen, Yolande (2013) *The Crisis of Multiculturalism, New Assimilationism and Secularism*. In *Secularism, Assimilation and the Crisis of Multiculturalism: French Modernist Legacies*, Amsterdam: Amsterdam University Press, pp.13-58.
- Bassel, Leah and Akwugo Emejulu (2010) "Struggles for Institutional Space in France and the United Kingdom: Intersectionality and the Politics of Policy," *Politics and Gender*, 6(4), 517-544.
- Laurence, Jonathan and Justin Vaisse (2006) *The Steady Integration of France's Most Recent and Largest Minority*, In *Integrating Islam: Political and Religious Challenges in Contemporary France*, Washington DC: Brookings Institution Press, pp. 15-48

Session 3: Political Representation, Intersectionality and Inequality [101 pages]

This class explores institutionalized inequality in France's political and economic system. Taking an intersectional approach, current social tensions and the interrelationship of gender parity, racism and economic marginalization are explored.

Required Reading:

- Hermanin, Costanze and Judith Squires (2012) Institutionalizing Intersectionality in the 'Big Three': The Changing Equality Framework in France, Germany and Britain, In *Institutionalizing Intersectionality: The Changing Nature of European Equality Regimes*, London: Palgrave Macmillan (pp. 89-118).
- Murray, Rainbow (2016) "The Political Representation of Ethnic Minority Women in France," *Parliamentary Affairs*, 69(3), pp. 586-602.
- Geva, Dorit (2018) "Daughter, Mother, Captain: Marine Le Pen, Gender, and Populism in the French National Front," *Social Politics*, jxy039 pp. 1-26.
- Emejulu, Akwugo and Leah Bassel (2017) "Whose Crisis Counts? Minority Women, Austerity and Activism in France and Britain," In J. Kantola and E. Lombardo (eds.) *Gender and the Economic Crisis in Europe*, Cham: Palgrave Macmillan, pp. 185-208.
- Fisher, Max (2012) "Why French Women Have So Little Equality, A Story in Charts," *Washington Post*, (2 pages) Available: https://www.washingtonpost.com/news/worldviews/wp/2012/10/25/why-french-women-have-so-little-equality-a-story-in-charts/?utm_term=.dceabd9a3eca

Module 4: Senegal

Session 1: Lessons of the "Development Project" [108 pages]

This class explores the impact of neoliberal economic policies that were promoted by the International Financial Institutions as part of their development program for Senegal. A key focus will be the relationship between liberalization, economic growth and income inequality across sectors and geographical spaces in Senegal.

Required Reading:

- Weissman, Stephen R. (1990) "Structural Adjustment in Africa: Insights from the Experiences of Ghana and Senegal," *World Development*, 18(12) pp. 1621-1634.
- Baizan, Pau, and Amparo Gonzalez-Ferrer, "What Drives Senegalese Migration to Europe? The Role of Economic Restructuring, Labor Demand, and the Multiplier Effect of Networks," *Demographic Research* 35(13) pp. 339-380.
- Kenny, Charles (1998) "Senegal and the Entropy Theory of Development," *The European Journal of Development Research*, 10(1), pp. 160-188.
- Hummel, Diana (2016) "Climate Change, Land Degradation and Migration in Mali and Senegal – Some Policy Implications," *Migration and Development*, 6(2), pp. 211-233.

Session 2: Globalization, the Economy and Cultural Imperialism [111 pages]

How has Senegal adapted to an increasingly globalized world? What has been the impact on its economy, viewed from the perspectives of both economic transformation and cultural transformation? How has neoliberalism changed perceptions of the community, property and exchange?

Required Reading:

- Koopman, Jeanne E. (2009) "Globalization, Gender and Poverty in the Senegal River Valley," *Feminist Economics*, 15(3), pp. 253-285.
- Colen, L., M. Maertens and J. Swinnen (2012) "Globalization, Private Standards and Poverty: Evidence from Senegal," In *Private Standards and Global Governance*, Cheltenham: Edward Elgar, pp.172-191.
- Diatta, Marie Angelique and Ndiaga Mbow (1999) "Releasing the Development Potential of Return Migration: The Case of Senegal," *International Migration*, 37(1), pp. 243-266.
- Almame, A. Tinta, et al. (2018) "Assessing the Impact of Regional Integration and International Trade on Economic Growth and Food Security in ECOWAS," *Global Journal of Management and Business Research*, 18(2-B), pp. 33-44.
- Sinatti, Giulia (2015) 'Come Back, Invest, and Advance the Country,': Policy Myths and Migrant Realities of Return and Development in Senegal, In Lisa Akesson and Maria Eriksson Baaz (eds.) *Africa's Return Migrants: The New Developers?*, London: Zed Books, pp. 87-108.

Session 3: Globalization, Neocolonialism and Political Transformation [128 pages]

What has the impact been of globalization on Senegal's political institutions? What is the relationship between globalization, democratization, tolerance and gender equality in Senegal?

Required Reading:

- Diouf, Mamadou (1998) "The French Colonial Policy of Assimilation and the Civility of the Originaires of the Four Communes (Senegal): A Nineteenth Century Globalization Project," *Development and Change*, 29(4), pp. 671-696.
- Diagne, Souleymane Bachir (2013) A Secular Age and the World of Islam, In Mamadou Diouf (ed.) *Tolerance, Democracy, and Sufis in Senegal*. New York: Columbia University Press, pp. 36-50.
- Crossouard, Barbara and Mairead Dunne (2015) "Politics, Gender and Youth Citizenship in Senegal: Youth Policing of Dissent and Diversity," *International Review of Education* 61(1) pp. 43-60.
- Evans, Ruth (2016) "Gendered Struggles Over Land: Shifting Inheritance Practices Among the Serer in Rural Senegal," *Gender Place & Culture*, 23(9) pp. 1360-1375.
- Smith, Etienne (2013) Religious and Cultural Pluralism in Senegal: Accommodation Through 'Proportional Equidistance'?, In Mamadou Diouf (ed.) *Tolerance, Democracy, and Sufis in Senegal*. New York: Columbia University Press, pp. 147-179.
- Sievekings, Nadine (2007) "'We Don't Want Equality; We Want to Be Given Our Rights': Muslim Women Negotiating Global Development Concepts in Senegal" *African Spectrum* 42(1), pp. 29-48.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

Class Writing: At the beginning of class, you will be asked to define concepts and/or connect the assigned readings to larger themes expressed in site visits and lectures. This writing exercise is intended to assess reading comprehension. Each exercise will be no longer than 10 minutes. Assuming use in each class session, each writing assignment will be worth 2 points or 2% of the final grade.

Class writing will be graded based on the following scale:

- 2 points – Demonstrates understanding and application of course readings
- 1 point – Some familiarity with concepts but mistakes in meaning or application
- 0 points – Does not demonstrate understanding of assigned readings

Short Response Essays:

Each essay must be no more than 1,000 words

1. What factors account for the rising support of authoritarian regimes/parties in the US, Brazil, and France? To what extent is each case a result of globalization, and to what extent is each case a product of domestic politics?
2. Compare and contrast the endurance of secularization in France and Senegal. To what extent has Senegal maintained the colonial imprint of *laïcité*? To what extent is France now adapting to accommodate a more multicultural population?

Assessment criteria for this assignment include:

Criterion	Standards
Responsiveness to Essay Prompts	<p>A – Strongly addresses topics, responds very effectively to all aspects of assignment.</p> <p>B – Clearly address topics, but may respond to some aspects more comprehensively or effectively than others.</p> <p>C – Adequately addresses the topics, but may often slight relevant and pertinent aspects.</p> <p>D – Indicates confusion about the topics and overall assignment, or significantly neglects important aspects.</p> <p>F – Suggests an inability to comprehend assignment, or to respond meaningfully to topics.</p>
Development, Evidence and Argumentation	<p>A – Explores relevant issues through strong analyses of data/experience; goes significantly beyond the simple or obvious; applies lessons from site visits, lectures and/or personal contacts without exotifying or essentializing research subjects.</p> <p>B – Shows good depth and complexity of thought; supports arguments with evidence</p> <p>C – May treat the topics simplistically or repetitively; doesn't demonstrate sufficient analysis of data and/or experience.</p> <p>D – Lacks focus, demonstrates confused or simplistic thinking, or fails to adequately communicate ideas.</p> <p>F – Unfocused, illogical, incoherent or disorganized.</p>
Organization and Clarity of Expression	<p>A – Coherently organized, with clearly stated argument(s) consistently supported by strong reasons or examples; logical flow of paragraphs; free from grammatical and spelling errors</p> <p>B – Well organized and developed; identifiable argument; minimal spelling/grammatical errors</p> <p>C – Adequately organized and developed; weaknesses in writing mechanics or structural coherence</p> <p>D – Poorly organized and/or undeveloped; significant writing/grammar errors that impact clarity</p> <p>F – Undeveloped; poorly written.</p>
Research Quality	<p>A – Thoughtfully and analytically incorporates references to course material as well as outside research, site visits, and experiences; cites where appropriate using a consistent citation style</p>

	<p>B – Incorporates references and provides sufficient analysis.</p> <p>C – Partially includes references and provides very general analysis; may reflect a weak research effort.</p> <p>D – Partially includes references and doesn't demonstrate sufficient analysis.</p> <p>F – Does not include any references; provides no analysis.</p>
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News Broadcast: Human Security Update 2025

Design a news broadcast video with your group that is approximately 7 minutes long. You should create a video that links class readings and site visits, providing an update on the human security situation in the year 2025 for one of our countries of study. You and your group members can conduct "interviews," simulate an event, or report as new broadcasters. You should be creative but realistic – show us what you think the main human security topics will be at that time, and clarify your reasons for seeing improvement or decline.

Assessment criteria for this assignment include:

- **Theoretical and Conceptual Application** – Broadcast reflects an understanding of the concept of human security and application of this concept to the specific conditions within the chosen country. Reflects comprehension of key theories and lessons related to human security, globalization, and the particular challenges that the video emphasizes.
- **Historically and Contextually Relevant** – The themes covered are relevant to the chosen country of study, reflecting a knowledge of the country's history and key challenges. The analysis demonstrates an understanding of key challenges that the country faces and envisions a situation that can be reasonably inferred from the lessons drawn from site visits, readings, lectures and other in-country experiences.
- **Quality of Execution** – Video is professionally crafted, taking into account local limitations. This means that editing and audio quality may not be perfect, but the presentation should reflect a well-prepared and conscientious effort to craft a video that is thoughtful, coherent and rehearsed.

Engagement and participation (10%)

Course assignments are created to facilitate synthesis, but also critical evaluation of ideas. Dialogue in class about these critiques—the strengths and weaknesses of what we know—is essential. For this reason, your engagement and participation are required. As a learning community, please take responsibility for your role in this environment and come to class having read the required texts and ready to engage with others in a positive and thought-provoking manner. IHP is an experiential learning program: You have to show up to have the experience.

Participation includes active involvement in lectures, readings, discussions and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.

- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

Criteria for evaluation of student performance include attendance and participation in program activities. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the Program Director or Faculty. Absences impact academic performance, may impact grades, and if unexcused, could result in dismissal from the program.

Assessment:

Class Writing	20% (approximately 2% per exercise)
Short Response Essays	50% (25% each)
News Broadcast Video	20%
Participation	10%

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (comparative projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

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

- 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.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

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.