

Mobilizations, Civil Society and Global Politics SOCL 3025(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 explores global politics from the bottom up and top down. Drawing on sociology, political anthropology and political science, including recent scholarship on populism and digital activism, this course examines citizens' and non-citizens responses to (neo)colonialism, global governance and the neoliberal world order. It examines how "civil society" has and continues to be constituted, and how it operates in contemporary US, Brazil, France, Belgium, and Senegal. This course takes a critical approach to citizenship and civil society, exploring how these notions are defined and contested by different parties.

Attention will be given to a range of mobilizations, as they intersect with various forms of human interconnectedness, illustrate different degrees of social capital, and emerge out of contexts holding different possibilities and constraints. Understandings of political action will be expanded to include actions people carry out in public space and/or in the "public sphere," but also forms of agency that are less public or visible, "weapons of the weak" (Scott). Different kinds of mobilizations, from "imagined communities" uniting over social media to protesters taking the streets, will serve as examples to understand the intersections of mobilizations, civil society, national and global politics in the US, Brazil, France, Belgium, and Senegal.

Learning Outcomes

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

- *Understand* and *utilize* concepts of "civil society" and "social capital" in the context of interconnected human lives and global political processes
- *Discuss* how people's everyday practices intersect with large-scale social and political phenomena including authoritarian rule, social revolutions, (post)colonialism, and democratic movements
- *Evaluate* the role of communication technologies both for advancing bottom-up political change and reinforcing the effectiveness of top-down intimidation
- *Analyze* translocal/global mobilizations in context, from a comparative ethnographic perspective

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*

SESSION SUMMARY

1. Mobilizations: People, Power and Civil Society (USA)
2. Global networks and the rise of far-right activism (BZ)
3. Global urban peripheries as spaces of dissidence (BZ)
4. Education as liberation (BZ)
5. <i>Liberté, Égalité</i> and the Children of Migrant Laborers (FR)
6. Black France : Race, Citizenship and (Post)colonialism (FR)
7. A Leaderless Social Movement Against Neoliberalism (FR)
8. "Mimicry" and Membership in the "First World" (SN)
9. Youth and Political Change (SN)
10. Beyond Development? Reconceptualizing Autonomy (SN)

Module 1: USA

Session 1: Mobilizations: People, Power and Civil Society

This class offers a conceptual framework to examine mobilizations at the intersection of people, power and civil society. It introduces and discusses the concept of "civil society," taking a social constructivist approach to power as well as expanding the notion of civilian "political action" drawing on Putman's concept of social capital and James Scott's discussion of the "weapons of the weak."

Required reading:

Guzzini, S. (2005) "The concept of power: a constructivist analysis," *Millennium: Journal of International Studies*, 33(3), pp. 495–521.

Howell, Jude, and Jenny Pearce (2001) "Manufacturing civil society from the outside: donor interventions," *Civil Society and Development*. Boulder, CO: Lynne Rienner Publishers, pp. 89-122

- McLean, Scott L., Schultz, David A., Steger, Manfred B. (2002) "Introduction," in McLean, Scott L., Schultz, David A., Steger, Manfred B. (eds.) *Social Capital: Critical Perspectives on Community and "Bowling Alone,"* pp. 1-15
- Putnam, R. D. (1995) "Bowling alone: America's declining social capital," *Journal of Democracy* 6(1), pp. 65-78.
- Putnam, R. D. & Sander T. H. (2010) "Still bowling alone? The post 9/11 split," *Journal of Democracy* 21(1), pp. 9-16
- Scott, James (1990) "Behind the official story," *Domination and the Arts of Resistance: Hidden Transcripts*, New Haven and London: Yale UPress, pp. 1-16.
- Scott, James (1990) "Making social space for dissident subculture," *Domination and the Arts of Resistance: Hidden Transcripts*, New Haven and London: Yale UPress, pp. 108-136.

Consult:

<http://www.un.org/en/sections/resources-different-audiences/civil-society/>

<http://www.worldbank.org/en/about/partners/civil-society>

Module 2: Brazil

Session 1: Global networks and the rise of far-right activism

This session looks at transnational advocacy, not by environmental and rights groups, but by conservative activists fighting for Brazilians civilians' rights to own firearms. Deploying exclusionary strategies, negative tactics and dissuasive ideas, they aim both to make and unmake policy. Students will learn about the global gun coalition's efforts to control firearms in Brazil, and NGOs impact on armed violence.

Required Reading:

- Clifford, Bob (2012) "Clashing networks in world politics," *The Global Right Wing and the Clash of World Politics*. Cambridge: Cambridge UPress, pp. 1-15
- Clifford, Bob (2012) "Battlefield Brazil: National disarmament and international activism," *The Global Right Wing and the Clash of World Politics*. Cambridge: Cambridge UPress, pp. 142-182
- Clifford, Bob (2014) "The transnational battle over gun control: implications for NGO governance," in Hall, Rodney B. (ed.) *Reducing Armed Violence with NGO Governance*, London & New York: Routledge, pp. 133-145
- Lipschutz, Ronnie D. (2014) "War, peace and civil society: can non-state actors stop intra-state violence?" in Hall, Rodney B. (ed.) *Reducing Armed Violence with NGO Governance*, London & New York: Routledge, pp. 58-74

Session 2: Global urban peripheries as spaces of dissidence

This session explores the resistances emanating from Brazilian urban peripheries. It will look at the role of race, colorism, class and (post)colonialism in shaping the social and spatial texture of Brazilian cities, and Sao Paulo in particular. Special attention will be given at the spaces of dissidence that form as city inhabitants respond to regimes regulating their presence and corporeity in public space.

Required Reading:

- Abers, Rebecca Neaera (2000) "Urban politics and neighborhood organizing in Brazil" and "Mobilizing neighborhoods," *Inventing Local Democracy: Grassroots Politics in Brazil*. Boulder: Lynne Rienner Publishers, pp. 25-46; 135-146
- Appadurai, Arjun (2002 Deep) "Democracy: urban governmentality and the horizon of politics," *Public Culture* 14(1), pp. 21-47

Caldeira, Teresa P.R. (2012) "Imprinting and moving around: new visibilities and configurations of public space in Sao Paolo," *Public Culture*, 24(2): 385-419

Holston, James (2009) "Insurgent citizenship in an era of global urban peripheries," *City & Society* 21(2), pp. 245–267

Fry, Peter (2000) "Politics, nationality, and the meaning of "race" in Brazil," *Daedalus* 129(2), pp. 83-118

Rose, Nikolas and Thomas Osborne (1999) "Governing cities: notes on the spatialisation of virtue," *Environment and Planning D, Society and Space* 17, pp. 737–760

Recommended:

Lefebvre, Henri 1996 [1967] "The right to the city," in Eleonore Kofman and Elizabeth Lebas (eds.), *Writings on Cities*, Malden: Blackwell., pp. 63-181 (excerpts)

Session 3: Education as liberation

This session explores the intersections between education, democracy, decolonialism and global politics. It examines the role of pedagogy and critical literacy in shaping resistance and empowerment of marginalized populations in Brazil. The movement Escola sem Partido ("School without Party", or ESP) will be used as a case study. It considers that Brazil's schools have been politicised by left-wing teachers and demands "pluralism" in the classroom.

Required Reading:

Bolin, T. D. (2017) "Struggling for democracy: Paulo Freire and transforming society through education," *Policy Futures in Education*, 15(6), pp. 744–766

Freire, Paulo (2018) [1968] "chapter 1," *Pedagogy of the Oppressed*, 50th anniversary edition, New York: Bloomsbury, pp. 43-70

Fujino, D. C., Gomez, J. D., Lezra, E., Lipsitz, G., Mitchell, J., & Fonseca, J. (2018) "A transformative pedagogy for a decolonial world," *Review of Education, Pedagogy, and Cultural Studies*, 40(2), pp. 69–95

Mayo, P. (1995) "Critical literacy and emancipatory politics: The work of Paulo Freire," *International Journal of Educational Development*, 15(4), pp. 363–379

Meek, David (2016) "Learning as territoriality: the political ecology of education in the Brazilian landless workers movement" in Tarlau, R. & Pahnke A. (eds.) *Brazilian Agrarian Social Movements*, Oxon & New York: Routledge, pp. 111-134

Module 3: France and Belgium

Session 1: Liberté, Égalité and the Children of Migrant Laborers

This session examines some of the first political mobilizations by children of postcolonial migrants, in particular of North African origin, as the temporary labor arrangement of *travailleurs immigrés* turns into permanent residence and family building in France and Belgium. The role of left-affiliated workers' unions, non-profit *associations*, and community radios (as well as popular music) will be explored. The *Marche des Beurs* will be an important case-study.

Required Reading:

Boubeker, Ahmed (2009) "Outsiders in the French melting pot: construction of invisibility for visible minorities," Tshimanga C., Gondola D., and Bloom P. J. (eds.), *Frenchness and the African Diaspora: Identity and Uprising in Contemporary France*, Bloomington: Indiana University Press, pp. 70-90

Cooper, Frederick (2012) "From imperial inclusion to Republican exclusion? France's ambiguous postwar trajectory," in Tshimanga C., Gondola D., and Bloom P. J. (eds.), *Frenchness and the African*

Diaspora: Identity and Uprising in Contemporary France, Bloomington: Indiana University Press, pp. 91-119

Derderian, Richard L. (2002) "Algeria as a lieu de mémoire: ethnic minority, memory and national identity in contemporary France," *Radical History Review* 83, pp. 28-43.

Hargreaves, A. G. (1991). "The political mobilization of the North African immigrant community in France." In *Ethnic and Racial Studies*, 14(3), 350–367

Izambert, Caroline (2008) "The example of a communist paper aimed at Algerian Immigrants, *L'Algérien en France* (1950-60)," in Pojmann, Wendy (ed.) *Migration and Activism in Europe since 1945*, New York: Palgrave MacMillan, pp. 99-110

Schandevyl, Eva (2008) "Immigrants and the Brussels labor movement: activism, integration and exclusion since 1945," in Pojmann, Wendy (ed.) *Migration and Activism in Europe since 1945*, New York: Palgrave MacMillan, pp. 129-150

Session 2: Black France : Race, Citizenship and (Post)colonialism

This session examines France's contemporary relationships with (francophone) Africa and the Caribbean. The entanglements of race, citizenship and (post)colonialism are analyzed through the lens of the *sans-papiers* issue, the 2005 urban revolts and the *Indigènes de la République* movement. These mobilizations highlight France's colonial past (and present), and provide important insights into biopolitical technologies of governance and the particular role played by race in French constructs of nation, citizenship and borders.

Required reading:

Constant Fred (2009), "Talking race in colour-blind France: equality denied, "blackness" reclaimed," in *Black Europe and the African Diaspora*, University of Illinois Press, pp. 145-160

Diouf, Mamadou (2012) "The lost territories of the Republic: historical narratives and the recomposition of French citizenship," *Black France/France Noire: The History and Politics of Blackness*, Durham and London: Duke UPress, pp. 32-56

Dubois Laurent (2000) "La République Métissée: citizenship, colonialism, and the borders of French history," *Cultural Studies* 14(1), pp. 15-34.

Freedman, Jane (2008) "The French *sans-papiers* movement: an unfinished struggle," in Pojmann, Wendy (ed.) *Migration and Activism in Europe since 1945*, New York: Palgrave MacMillan, pp. 81-98

Indigènes de la République (2005) *The Call of the Indigenous of the Republic* [2 pages]

Rosello, M. (1998). "Representing illegal immigrants in France: from *clandestins* to *l'affaire des sans-papiers de Saint-Bernard*," *Journal of European Studies* 28(1), pp.137-151.

Wilder, Gary (2012) "*Eurafrique* as the future past of Black France: Sarkozy's temporal confusion and Senghor's postwar vision," *Black France/France Noire: The History and Politics of Blackness*, Durham and London: Duke UPress, pp. 57-87

Session 3 : A Leaderless Social Movement Against Neoliberalism

Protesters against President Macron's neoliberal reforms *have evaded* political or union affiliation, and have been (mis)represented as an anti-intellectual, xenophobic, far-right heinous mob. *This leaderless grassroots movement will be used as a case study to examine grassroots responses to neoliberal governance, the impacts of (social) media on "civic renaissance," transformations in street protesting, and the increasing recourse to the "state of exception" and police force by national governments.*

Required reading:

Earl, J., McKee Hurwitz, H., Mejia Mesinas, A., Tolan, M., & Arlotti, A. 2013. "THIS PROTEST WILL BE TWEETED: Twitter and protest policing during the Pittsburgh G20," *Information, Communication & Society* 16(4), pp. 459–478.

Fassin, Didier & Defossez, Anne-Claire. 2019. "An Improbable Movement? Macron's France and the rise of the Gilets Jaunes," *The New Left Review* 115, Jan/Feb 2019 [5 pages]
Newton, Kenneth. 1999. "Mass media effects: mobilization or media malaise?" *British Journal of Political Science* 29(4), pp. 577-599
Shapiro, Michael J. 2002. "Post-liberal civil society and the worlds of neo-Tocquevillian social theory." In McLean, Scott L., Schultz, David A., Steger, Manfred B. (eds.) *Social Capital: Critical Perspectives on Community and "Bowling Alone,"* pp. 99-128
Quinn, Ben & Henley John. 2019. "Yellow vests: protesters' fight for ideological ownership," *The Guardian*, 13 January 2019 [2 pages]

"After yellow vests come off, activists in France use Facebook to protest and plan," *New York Times* [2 pages]

Module 4: Senegal

Session 1: "Mimicry" and Membership in the "First World"

This session looks at postcolonial relations of power, focusing in particular on the role "mimicry" has played in relations between the "First" (colonizing) World and the "Third" (colonized) World. It contextualizes and discusses aspirations to "Western" life(styles) through consumption and mobility (social as well as geographical). First-person narratives and requests that Africans have addressed to "the West" will be used as examples to explore voice, agency, dependency and accountability.

Required reading:

Bhabha, Homi (1984) "Of mimicry and man: the ambivalence of colonial discourse," *Discipleship: A Special Issue on Psychoanalysis* 28, pp. 125-133
Diome, Fatou (2004) *The Belly of the Atlantic*, London: Diogenes (excerpts) [7 pages]
Fanon, Frantz (2004) [1961] "On violence," *The Wretched of the Earth*, translated by Richard Philcox, New York: Grove Press, pp. 1-52 (excerpts)
Spivak Gayatri Chakravorty (1988) "Can the Subaltern Speak?," in Cary Nelson et Lawrence Grossberg (eds.), *Marxism and the Interpretation of Culture*, Urbana, University of Illinois Press, pp. 271-313 (excerpts)
Achille Mbembe (1992) "Provisional notes on the postcolony," *Africa: Journal of the International African Institute* 65(1), pp. 3-37
Ferguson James G (2002) "Of mimicry and membership: Africans and the 'New World Society'," *Cultural Anthropology* 17(4), pp. 551-569

Session 2: Youth and Political Change

This session examines the role youth has played in shaping political change in Senegal. The *Y'en a marre* Senegalese youth mobilization, and similar movements across francophone West Africa such as the Burkinabè *Balai Citoyen*, reveal important transformations in the relations between younger generations, civil society and governance, both national and global, including a break away from "waithood" and the emergence of popular artists (rappers in particular) as central political actors.

Required reading:

Bratton, M., and N. van de Walle (1992). "Popular protest and political reform in Africa," *Comparative Politics*, 24 (4), pp. 419-42

Honwana, Alcinda (2015) "Enough is enough!": youth protests and political change in Africa," in Tall, K., Pommerolle, M-E., and Cahen M. (eds.) *Collective Mobilizations in Africa/Mobilisations Collectives en Afrique*, Brill, pp. ?

Honwana, Alcinda (2012) "Waithood" and "Citizenship," *The Time of Youth: Work, Social Change, and Politics in Africa*, Boulder & London: Kumarian Press, pp. 19-38; 111-138

Posch, Doris (2017) "Cultural heritage and popular cultures: the revolution won't be televised and its global reception," *Critical Interventions* 11(3), pp. 301-317

Thiaw, R. (2016) *The revolution won't be televised*. Senegal: Boul Fallé Images. [film]

Consult:

<https://yenamarre.sn>

<http://www.lebalaicitoyen.com>

Session 3: Beyond Development? Reconceptualizing Autonomy

This last session will address the changing relationships among citizenry, associations, the state and global governance. It will examine the post-development framework and its critique through the lens of the notions of "autonomy" and "dependency."

Required reading:

Blaney, D. (1996) "Reconceptualizing autonomy: the difference dependency theory makes," *Review of International Political Economy* 3(3), pp 459-497

Dembele, Demba M. (2007) "Senegal: social movements lead the struggle against neoliberalism," in Polet, F. (Ed.) *The State of Resistance: Popular Struggles in the Global South*, New York: Zed Books Ltd, pp. 144-150

Escobar, A. (1988) "Power and visibility: development and the invention and management of the third world," *Cultural Anthropology* 3(4), pp. 428-443

Fisher, William (1997) "Doing good? The politics and antipolitics of NGO practices," *Annual Review of Anthropology* 26, pp. 439-464

Tidjani Alou, M. (2007) "Niger: civil society activist reinject politics into public life," in Polet, F. (Ed.) *The State of Resistance: Popular Struggles in the Global South*, New York: Zed Books Ltd, pp. 118-123

Scott, James (1990) "The infrapolitics of subordinate groups," *Domination and the Arts of Resistance: Hidden Transcripts*, New Haven and London: Yale UPress, pp. 183-201

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

Assignments should be submitted via flash drive ,unless otherwise instructed, in a Word file to allow for comments. All assignments are to be double spaced with one-inch margins in 11 Times New Roman font (unless otherwise stated). The American Psychological Association (APA) referencing and citation style is preferred.

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper. If you are referring to an idea from another work but not directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

See end of syllabus for late work and make-up assignments policies.

Assignment	Due	Length	Pts
Engagement and participation	Throughout the semester		10
Group-led discussion 1	Throughout the semester	20 min	10
Group-led discussion 2	Throughout the semester	20 min	10
Local/Global politics response 1	Throughout the semester	1000 w.	15
Local/Global politics response 2	Throughout the semester	1000 w.	15
Final research paper	End of semester	3000 w.	40
Total			100

Two Group-Led Discussions (GLD) (10% each)

- Co-lead a discussion on a reading. The instructor will assign groups randomly early in the semester, approximately week 3.
- Discussion leaders are encouraged (but not required) to visit office hours prior to leading their discussion to review the reading(s) and plan for the discussion.
- Lead discussion for approximately 20 minutes. Students are expected to initiate discussion with good questions and will also be expected to make connections throughout the class.
- An effective way to lead discussion is to develop a series of questions to discuss and direct the class to key quotes from the text that we can read and discuss together.

Two Local/Global politics responses, 1000 words (15% each)

- Students will choose an event they attended, an encounter they made, or interaction they had in the field that illustrates linkages between local and global politics
- They are expected to take field notes in a journal, recording their observations, reflections, and interpretations about the event/encounter/interaction (these will be turned in with the paper to the instructor).
- Based on the notes, students will write a 1000 word response to the event/encounter/interaction (not a *review* of the event, a *response* to the event), following the following prompts:
 1. A short description of the event/encounter/interaction.
 2. A brief but thoughtful analysis of how the event/encounter/interaction represents and/or is an actual example of global/ transnational processes. In what ways was it global? What connects and disconnects local and global politics?
 3. A brief but thoughtful analysis of how the event/encounter/interaction is local/ localized. How does it fit within the local physical or social landscape?
 4. A reflection on the event/encounter/interaction. What did you learn and/or feel by participating in it?
 5. At least one connection to the course material. Cite and engage a minimum of one course reading in your paper and list the citation at the end of your paper.

Except for in the US where the assignment is ungraded, the assignment will be graded as achieving one these grades consisting of an A, A-, B, or no credit. This is a simplified grading system, designed for a quicker turn around by the professor to get your papers back to you. Consider this as a version of

a “credit/no credit” assignment, in which there is a graduated expression of how well the “credit” has been achieved.

0 Points- No credit	8.5	9.0	9.5 or 10 points
<p>Does not make a meaningful attempt at addressing the assignment;</p> <p>Has multiple inaccuracies and/or needs supporting details;</p> <p>Supporting ideas and context are provided superficially but not accurate or are not ‘unpacked’ or examined;</p> <p>Paper is not poorly written or falls far short of the word requirement.</p>	<p>A reasonable description however has factual errors;</p> <p>Needs more accurate and necessary details;</p> <p>Ideas/examples are not well ‘unpacked’ or contextualized;</p> <p>Paper is acceptably written but not done well or does not meet the word requirement.</p>	<p>A reasonably thorough description with few significant factual errors;</p> <p>Provides some accurate and necessary details;</p> <p>Ideas/examples could be more ‘unpacked’ and properly contextualized;</p> <p>Paper is well-written and meets the word requirement.</p>	<p>A clear and thorough description with few significant factual errors;</p> <p>Provides accurate and necessary details;</p> <p>Ideas/examples are ‘unpacked’ and well contextualized;</p> <p>Paper is well-written and meets the word requirement.</p> <p>In addition to the above, a 10-point paper is excellent, has a little something extra that sets it apart, and shows effort beyond the basic requirements.</p>

Final Research Paper: Critical analysis of a Social Movement, 3000 words (40%)

The goal of this assignment is to give students an opportunity to explore more deeply and critically a particular social movement, campaign, activism or other form of political agency along with the theories and debates addressed in class. Students will discuss a social movement in comparison with another case study explored in class. The paper should focus on an empirical case of interest. The case that chosen for discussion may be related to one addressed in class, but must go well beyond the class discussion and readings. Papers will be evaluated in terms of the quality of the critical thinking and pertinence of the theoretical framework applied.

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>

	F – Suggests an inability to comprehend assignment, or to respond meaningfully to topics.
Development, Evidence and Argumentation	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. B – Shows good depth and complexity of thought; supports arguments with evidence 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 – Coherently organized, with clearly stated argument(s) consistently supported by strong reasons or examples; logical flow of paragraphs; free from grammatical and spelling errors B – Well organized and developed; identifiable argument; minimal spelling/grammatical errors C – Adequately organized and developed; weaknesses in writing mechanics or structural coherence D – Poorly organized and/or undeveloped; significant writing/grammar errors that impact clarity F – Undeveloped; poorly written.
Research Quality	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 B – Incorporates references and provides sufficient analysis. C – Partially includes references and provides very general analysis; may reflect a weak research effort. D – Partially includes references and doesn't demonstrate sufficient analysis. F – Does not include any references; provides no analysis.

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

Group-led discussion	20% (10% each)
Local/Global politics responses	30% (15% each)
Final Research Paper	40%
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.