

International Honors Program (IHP)

IHP Health and Community:
Globalization, Culture, and Care

Community Health Research Methods & Ethics

(IPBH3510 / 4 credits / 60 class hours)

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Course Description

To understand health and illness in diverse societies and implement interventions that are contextually effective, it is imperative to have a well-researched understanding of local realities and the social, cultural, political, and economic factors at play. This course, therefore, introduces qualitative research methods that simultaneously engage with the experiences of community members while helping researchers adapt their own understandings of health, disease, and wellness.

Qualitative research techniques like participant-observation, interviewing, walking ethnography, and other hands-on techniques for learning from-and-with different human experiences—constitute some of the tools utilized in different public health professions, but are also vital skills for intercultural engagement. In this course, therefore, learning will not be linear, as students will be equipped with the practical ethnographic tools needed to systematize and make sense of their experiences as they unfold in situ and in real time.

While the methods learned in this course will be practiced as a regular part of assignments, the central fieldwork component of this course is the Case Study project, an exploratory investigation of a particular theme across all Country Cycles, to be conducted in small groups using research methods discussed in the course. Successful Case Study projects demonstrate the intersection of the three aspects of qualitative community health research: (1) theories, models, and approaches informing ethnographic methodologies; (2) techniques for collecting, making sense of, analyzing and presenting collected data; and (3) the ethical entailments of such engagement. (See also Case

Study section, under Assignments, below). The practice and insights gained during Case Study projects prepare students for future work in public health and related fields where training in research—from data collection to analysis—concludes with more sophisticated research questions informed by cultural nuance and community-based evidence.

Learning Outcomes

The *Community Health Research Methods & Ethics* course comprises 60 class hours of instruction (4 credits). 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
- Collect and analyze qualitative data pertaining to thematic research
- Apply community-based approaches, principles, and tools to assignments and field-based case study research opportunities in each country
- Demonstrate the ability to identify and analyze key ethical issues and challenges to conducting research with human beings.
- Evaluate 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.

Materials

All course readings will be available electronically. You may opt-in to receive hardcopy printouts of materials prior to arrival in each country. Students are responsible for accessing all required materials, which will be provided electronically.

Format

This is a combination lecture-and-workshop class, organized into four country cycles, the first of which also introduces semester-long aims. In each country cycle you will have context-specific assignments that will be workshopped during class and graded by the instructor. Case Study projects, although graded in this course, constitute research efforts that should encompass immersive experiential learning and cross-cut multiple courses. The same goes for all programming (site visits, guest lectures, etc.) that could inform your research in this course. In this same vein, students are expected to take regular fieldnotes that encompass immersive experiences beyond the classroom. The resulting field journal will be regularly collected for evaluation.

Course Schedule

This course comprises one introduction class and three subsequent country cycles. See the program calendar distributed at the start of each country program for corresponding dates of class sessions.

*** The instructors retain the right to change the syllabus as needed. Given the flexible field program, changes may occur that are beyond our control.**

USA

Lectures and Readings

Session	Preparation
<p>RME 1</p> <p>Look At Your Fish</p> <p><i>Inductive / deductive models</i></p> <p><i>emergent research</i></p> <p><i>emic / etic</i></p>	<p>Required</p> <p>Sunstein, B. and E. Chiseri-Strater. 2012. Look at Your Fish. <i>Field Working: Reading and Writing Research</i>. New York: Bedford. Pp. 74-84.</p> <p>Suggested</p> <p>Agar, M. 1980. "Ethnography." In <i>The Professional Stranger: An Informal Introduction to Ethnography</i>. New York: Academic Press. Pp. 63-76.</p> <p>Workshop: Case Study Preferences</p>

India

Lectures and Readings

Session	Preparation
<p>RME 2</p> <p>Categorical Thinking Part I</p> <p><i>cultural domain analysis</i></p> <p><i>free-listing</i></p> <p><i>elicitation</i></p>	<p>Required</p> <p>De Munck, Victor. Ch. 3: Freelisting. <i>In Research Design and Methods for Studying Cultures</i>. London: AltaMira.</p> <p>Suggested</p> <p>Eastman, Caroline. "Anthropological Perspectives on Classification Systems." <i>Advances in Classification Research Online</i>. 5.1 (1994). Pp. 69-78.</p> <p>Workshop: Free-list with homestay family on a chosen cultural domain</p>

<p>RME 3</p> <p>Categorical Thinking Part II</p> <p><i>cultural domain analysis</i></p> <p><i>deductive elicitation</i></p> <p><i>emic / etic</i></p>	<p><u>Required</u></p> <p>De Munck, Victor. Ch. 4: Pile Sorting. <i>In Research Design and Methods for Studying Cultures</i>. London: AltaMira. Pp. 67-75; 90-95.</p> <p>Sen, Colleen Taylor. Ch. 6, "Food and Indian Doctors, 600BCE-600CE." <i>In Feasts and Fasts: A History of Food In India</i>. London, UK: Reaktion Books, 2015.</p> <ul style="list-style-type: none"> ○ Read: Pg 117-121; 132-136 ○ Skim: Pg. 121-132 <p><u>Suggested</u></p> <p>The four humours (BBC) (electronic document). Time segments 0:00-5:00; 9:04-14:37; 15:20-16:00 (All other segments optional).</p> <p>Workshop: Pile-sort with homestay on *swapped* domain</p>
<p>RME 4</p> <p>Coding</p> <p><i>emic / etic analysis</i></p> <p><i>emergent research</i></p>	<p><u>Required</u></p> <p>Saldana, J. 2009. <i>An Introduction to Codes and Coding. The Coding Manual for Qualitative Researchers</i>. Los Angeles:Sage. Pp. 1-31.</p> <ul style="list-style-type: none"> ○ Read: Pg 3-21; 28-31 ○ Skim: Pg. 21-28 <p>Workshop: Patterns and hypotheses</p>

Session	Preparation
<p>RME 5</p> <p>Dialogical Collaboration</p> <p><i>meaning-making as data</i></p>	<p>Required</p> <p>Packer, Martin. 2011. "The Conduit Metaphor." In <i>The Science of Qualitative Research</i>. Pp. 53-56.</p> <p>Suggested</p> <p>De Munck, V. Ch. 7: Long Interviews.</p> <p>Workshop: Dialogical collaboration about an artifact</p>
<p>RME 6</p> <p>Participant Observation</p> <p><i>subjectivity as data</i></p>	<p>Required</p> <p>De Munck, V. Ch 9: Participant Observation</p> <p>Suggested</p> <p>May, Tim. 2011. "Participant observation perspectives and practice." In <i>Social Research: Issues, Method and Process</i>. Berkshire: Open University Press.</p> <p>Workshop: Participate-observe in every activity</p>
<p>RME 7</p> <p>Spatial Mapping</p> <p><i>space as data</i></p> <p><i>organization of power</i></p> <p><i>built environment</i></p>	<p>Required</p> <p>Sunstein, Bonnie Stone and Elizabeth Chiseri-Strater. 2012. <i>FieldWorking: Reading and Writing Research</i>. Pp. 186-190; 192-195; 197-203.</p> <p>Carpiano, Richard. M.. 2009. "Come take a walk with me: The "Go-Along" interview as a novel method for studying the implications of place and health and wellbeing." <i>Health and Place</i> 15(1). Pp. 263-272.</p> <p>Suggested</p> <p>Pink, Sarah. 2015. "Walking with others." In <i>Doing Sensory Ethnography</i>, 2nd ed. Los Angeles: Sage. Pp. 111-115.</p> <p>Workshop: Mapping spatial relationships</p>

Session	Preparation
<p>RME 8</p> <p>Workshop 1: World Capitals</p> <p><i>coding</i> <i>forms of capital</i> <i>conversion / access</i></p>	<p>Required</p> <p>Prepare your Case Study notes for in-class analysis/workshopping</p> <p>Suggested</p> <p>Bourdieu, Pierre. 1986. "The Forms of Capital." Pp. 241-258 in Handbook of Theory and Research for the Sociology of Education, edited by J. G. Richardson. New York: Greenwood Press.</p> <p>Workshop: Coding for forms of capital and conversions</p>
<p>RME 9</p> <p>Workshop 2: Cross-pollination & Interdisciplinarity</p> <p><i>spectrum of knowledge</i> <i>knowledge production</i> <i>decolonization</i></p>	<p>Required</p> <p>Prepare your Case Study notes for in-class analysis/workshopping</p> <p>Workshop: What is the relationship between health and community? What are the blind spots and strengths of disciplinarity?</p>
<p>RME 10</p> <p>Workshop 3: Research Proposal</p> <p><i>writing research design</i> <i>applied ethics</i></p>	<p>Required</p> <p>De Munck, V. Ch. 2: Research Design.</p> <p>Suggested</p> <p>Booth, Wayne et. al. 1995. "From Questions to Problems." In <i>The Craft of Research</i>. Chicago: University of Chicago Press. Pp. 40-52.</p> <p>Flyvbjerg, B., 2006. "Five misunderstandings about case-study research." <i>Qualitative inquiry</i>, 12(2). Pp. 219-245.</p> <p>Workshop: posing and proposing research</p>

Grading Scale

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

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.

Evaluation

Assignments			
Collegiality			10 pts
Data Collection Exercises (Choose 5)			25 pts
India	Due RME 3	Free-list with homestay family on chosen domain	5 pts each
	4	Pile-sort with homestay on swapped domain	
	5	Coding: Patterns and hypotheses	
South Africa	6	Dialogical collaboration: artifact	
	7	Participate-observe in an everyday activity	
	8	Map spatial relationships	
Case Study Group Presentations			45 pts
U.S.A.	Due: Final week of each country cycle	8 minutes (+2 min Q&A)	5
India		22 minutes (+8 min Q&A)	10
S. Africa		22 minutes (+8 min Q&A)	10
Argentina		45 minutes (+10 min Q&A)	20
Research Proposal			20 pts
Argentina	Final Week	Consult rubric and prompt	20
Total			100

Assignments

I) Collegiality (10%)

Peer reviewed (by Case Study members). While traveling and engaged in coursework, everyone is expected to develop and practice skills of profession collegiality. Do not confuse this with

participation/attendance, which, according to IHP Expectations and Policies (see below), “participation is a minimum expectation not to be rewarded with class credit.” Professional collegiality, on the other hand, requires the development of workplace skills and fulfilling your own professional goals while engaged with others who are trying to do the same. It involves being positive energy when working in a team, and utilizing support to assist you with difficulties arising. In our classroom, collegiality entails:

1. **Intellectual / experiential presence:** engaging with cultural experiences beyond the classroom, either intended for course assignments or for personal enrichment; listening to the comments of others and helping in the production of a collective dialogue.
2. **Critical reflection:** thinking about what you have been experiencing and how it upturns prior expectations/beliefs; self-critiquing of assumptions and positions that would otherwise thoughtlessly dismiss alternatives as lesser-than; checking ethnocentric evaluations as they (inevitably) present themselves to you.
3. **Respect / reciprocity:** practicing an ethos/ethics of exchange rather than extraction; and recognizing where expertise exists in marginalized forms; when absent, communicating beforehand to peers/faculty; visible engagement; guarding against obstructive or disrespectful behavior and interactions that negatively affect your collaborators.
4. **Positivity:** Public and Community Health workers work in teams. Problem solvers lift teams while those who see only problems drag teams down. Other team members will be supportive on a bad day, but this cannot be sustained week after week.

2) Data Collection Exercise

Data Collection Exercises offer you a chance to train in two skills: 1) framing / systematizing cultural exchanges into meaningful, personal and intellectual learning moments; 2) learning how to design, execute, and evaluate the effectiveness of particular research methods in a collegial, professional workshop format. As students in training, you will practice various research exercises for which strategies and critiques will be discussed in a workshop setting. This is a chance for you to open cross-cultural exchanges with your homestay family and neighborhood friends—and for us to help you process each others’ work.

The elements on the Data Collection Exercise sheet are essential methodological components of a research proposal.

Format:

1. **Class Discussion:** We will discuss the basic concept of a particular research method as a class, theorizing its basic functions and outcomes.
2. **Fieldwork:** You will have until the due date to conduct your Data Collection Exercise and to complete the **Data Collection Exercise** form for grading.
3. **Exercise Debrief:** Discuss the outcomes of your Data Collection Exercise, focusing as much on the methodological tools as on the findings themselves.
 - Evaluate your Exercise in terms of its **methodological, practical, theoretical** and **ethical** implications.
 - Discuss possible applications of the research method in question to your **Case Study** and other ongoing projects. Plan a research protocol (specify fieldsites, questions, behaviors, data collection media, etc.) that are feasible and ethical for Case Study research.
 - Amend any final thoughts or comments on your forms as they emerge from your Workshop discussion. Each section on the Workshop Debrief form should be about 4-5 sentences or bullet-points, although the Narrative section may be longer.

Note: Your fieldnotes will be collected and audited periodically as part of your grade.

Data Collection Exercise	Field Report	RM: Grade: / 5
Description of Methodology <p style="text-align: center;">How did you do it? What were the parts/steps? What was the setting/timing? Who was involved and why them?</p>		
Interpretation of Data <p style="text-align: center;">What information did it produce? What is the interesting insight you gained?</p>		

Evaluation of Methodology

Strengths

**In what contexts would this method be productive?
What type of information would it produce in other projects?**

Limitations

**In what contexts would this method be counterproductive or not helpful?
What type of information does it neglect?**

Ethical Implications

**What concerns does this approach/information raise?
How do you resolve them?**

Report Narrative

(TBD in Class)

3) Case Study Project (45%)

Case study projects will be completed in small student groups and will be used to demonstrate/apply the methodological concepts and tools from the course to the investigation of real health issues and cultural concepts in the communities where we will be located. Case studies are thematic and country specific; individual and collective research interests, therefore, must be accommodated, taking into consideration the possibilities and major issues each country offers.

In a Case Study, broad research themes are brought into focus through one or a few concrete examples with the aim of reevaluating or revealing some new insight about the theme in question. By definition, therefore, **Case Studies are NOT comprehensive; rather, they are focused, demonstrative, and curated narratives about an insight.**

In your case study work you are expected to foreground experiential data from informal, immersive interactions in homestay and other local settings, analyzing them with formal lessons and program sessions across the disciplines. Additional research moments—and logistical details—will be curated by local teams, who will also contribute to this process. The types and structures of these activities, therefore, may be organized differently within different Country Cycles, given the constraints of time, expense, language, and appropriateness.

To manage these constraints, Faculty and Country Coordinators have predetermined a set of research themes, to be assigned to groups in Washington, D.C. These teams will be maintained throughout the length of the semester. Group members will work together to refine research topics and develop questions with Faculty and Country Coordinators, according to what is appropriate in each social, political and cultural context.

Broadly speaking, research questions should be suitable for the country, relevant for the people who we will visit, culturally appropriate and respectful, as well as possible to research with the ethnographic methods at hand. Your research will also be graded on the basis of how much you are able to “listen to the field”, i.e. your capacity to change track and reformulate your approach as you progress in your local knowledge.

Tips for success:

- Foreground experiential data from informal, immersive interactions in homestay and other local settings; analyze by integrating formal lessons from site visits and program sessions across disciplines.
- 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.
- Program time is allocated for case study preparations. Case Study groups should consult with Faculty/Country Coordinator frequently (minimally twice per county), as well as with Local Faculty as desired.

- Groups have substantial creative freedom to craft their presentations to best fit their projects. However, case study groups should be able to demonstrate that they have integrated some of the research methods taught in class to the extent that they can make use of them for the purposes of their own research. Methods used should be presented in detail, together with the data obtained.
- Data obtained is not a “finding”! You should be able to differentiate clearly between data and analysis/interpretation and make sure that there is a “healthy” proportion between the two (data should and can be more ample than interpretation, but interpretation— i.e. understanding/presentations of the results—should take at least one third of your presentation. Case Study presentations should also demonstrate cultural humility and respect for the point of view and dignity of informants, research participants, and other “teachers,” whether formal or informal.
- References to readings, connections made with learned concepts and models are also required.
- Students must reflect continuously on the ethical implications of their research methods and findings.
- The presentations should be visual and innovative presentation techniques are welcome but “polish” should not come to the detriment of the content.
- Respect the time restriction.
- For additional grading criteria you can check the rubric. The Presentation is a collective work, and each team member should participate. You will be graded based on your collective performance.

As Case Study groups make use of their learning during the program, it is expected that as their research skills are progressing from country to country, the content becomes heavier and the analysis deeper. After the first country, presentations should also have a comparative element. Students are encouraged to reflect on the value of comparison to understand better their own society. In Argentina a complete summary of the comparative research findings is expected, besides the detailed presentation of research done in Argentina.

It is essential to remember that comparison does not mean establishing a hierarchy or making judgmental statements. Comparison is not the same thing as applying your own standard to new experiences. It is similarly not enough to qualify your experiences. Also, your comparison will be more substantial if you try to come up with some hypotheses that explain these variations (or the lack thereof).

Presentation Requirements: You and your group have substantial creative freedom to craft your presentations to best fit your projects, so long, however, your presentations should address the following topics (in no particular order):

- Introduction that explains the evaluation of the research question
- The contextual elements which allow to understand the significance of the local findings
- Methodologies used
- The theoretical framework that allows to make sense of the findings in a comparative perspective
- Basic findings and discussion of evidence (remember, recorded data is not a finding, interpretations are!)
- Evaluation of methodological and/or theoretical approaches
- What ethical issues did you negotiate during the course of the research?
- What were the limitations of this research? What would you do differently?
- Thorough discussion of conclusions in a way that brings together argument and evidence. Highlight comparative alignments and disjuncture

USA Considering the (brief!) time in Washington DC, your group will present a preliminary sketch of your case study: although you may later decide to change the original topic, at the end of the US country program you are asked to brief your peers on your thinking and what you may or may not pursue throughout the program. 8 minutes (+2 min Q&A)

India India is the first country where you will have collected information on your topic outside of the United States. You might start to use a comparative frame to create testable generalizations and to understand better the weight of the particular contexts. You will have to continue to work on your research proposal, revise your research question, propose sub-questions to be explored, and adjust your methodology. At the end of the country program your group will present the state of your research project, incorporating your findings. The presentation is an excellent chance to practice your presentation skills with visual aids. This time you will start to build a theoretical framework, using concepts, models and theories learned during the program. 20 minutes (+8 min Q&A)

S. Africa Towards the end of the South Africa program, your group will present on the main findings thus far. The structure follows the same as above, with the exception that the comparative element will cover the US, India, and South Africa. 20 minutes (+8 min Q&A)

Argentina In this final group presentation, you will share your findings and analysis to fellow students, faculty, and other members of the learning community. You may use any

medium to present your research, so long as all required components are included. The presentation should include your main insight and research results in Argentina, as you have done before. An additional aspect of this presentation, however, is to also compare all Cases from across the entire semester as a cumulative and comparative whole. This presentation should demonstrate your learning path and highlight similarities, variations or oppositions in certain notions/issues/practices/problems and solutions between countries. It is essential to demonstrate how the overall learning inform your understanding of relevant comparable issues in the United States and of your own position in the world. 40 minutes (+8 min Q&A)

CASE STUDY PRESENTATIONS FEEDBACK

Group: _____

Time: Begin _____ End _____

<p>Preliminary research question</p>	
<p>Contextual elements for understanding</p>	
<p>Methodologies used</p>	
<p>Theoretical framework for comparative perspective</p>	
<p>Findings and insights</p>	
<p>Evaluation of methodological and/or theoretical approaches</p>	
<p>Ethical issues negotiated</p>	
<p>Limitations of / modifications to research</p>	

Conclusions	
Objective: To explore a public health topic through effective practice of methodological skills and application of theoretical concepts in order to develop a research question that is culturally informed and insightful.	

Other Comments:

Audience Questions/Comments:

4) Research Proposal (20%)

**This assignment is shared between the Research Methods and Ethics course and the Health, Culture, and Community course (the assignment outline here is replicated on that syllabus too).*

Identify a health and/or public health-related issue that you feel warrants further research, drawing on what you now learned about that issue and what you understand to be the current state of knowledge about the issue. You are not expected to be a world-leading expert overnight. Rather, you are expected to work intelligently with what you have had access to over the course of your country stays. **In short, ask an interesting Research Question given your exploratory research training this semester.**

You may rely on any and as many of the **theoretical dimensions** and **research methods** explored in class. Your proposal should:

Includes the following components (with proportions):

- a. Ethnographic description (10%): Description of local observation(s) that is engagingly vivid and culturally nuanced
- b. Theoretical framework (20%): Discusses theoretical framework(s) with accuracy and clarity
- c. Research Methodology (50%): Specifies
 - i. the research question;
 - ii. the techniques proposed for collecting data;
 - iii. your justification for these techniques;
 - iv. and disclosure of their strengths / weaknesses
- d. Ethical considerations (10%): outlines the kinds of ethical issues the proposed research presents and offers ways of addressing them.
- e. Comparative Method (10%): Suggests/evaluates how potential research findings may impact knowledge in other fields of study and/or apply to other geographical contexts.

Proposal No more than 4.5 pages (approx. 1000-1200 words). Because this assignment synthesizes core objectives from two different courses, RME and HCC, it will count in both.

Research Proposal Rubric

Points	Poor	Not Good	Below Average	Good	Excellent
Ethnography 10%	Description of local observation(s) / issue(s) is not defined and/or lacks cultural context	Description of local observation(s) / issue(s) lacks vividness and/or cultural context	Description of local observation(s) / issue(s) is somewhat vivid and culturally contextualized	Description of local observation(s) / issue(s) is generally vivid and culturally nuanced	Description of local observation(s) / issue(s) is engagingly vivid and culturally nuanced
	0 – 5.75	6-6.75	7-7.75	8-8.75	9-10
Theoretical Framework 20%	Discussion of theoretical framework is wholly inaccurate and/or unclear	Discussion of theoretical framework is mostly inaccurate and/or unclear	Discussion of theoretical framework is mostly accurate and clear, more elaboration required	Discussion of theoretical framework is mostly accurate and clear	Discussion of theoretical framework is accurate and clear
	0 – 11.5	12-13.5	14-15.5	16-17.5	18-20
Research Methods 40%	1) Research question, 2) proposed techniques for data collection, 3) justification for these techniques, and 4) disclosure of strengths/weaknesses is absent and/or unclear	1) Research question, 2) proposed techniques for data collection, 3) justification for these techniques, and 4) disclosure of strengths/weaknesses is absent and/or unclear is mostly undeveloped and/or unclear	1) Research question, 2) proposed techniques for data collection, 3) justification for these techniques, and 4) disclosure of strengths/weaknesses is absent and/or unclear is broadly developed and clear	1) Research question, 2) proposed techniques for data collection, 3) justification for these techniques, and 4) disclosure of strengths/weaknesses is absent and/or unclear is well-developed and clear	1) Research question, 2) proposed techniques for data collection, 3) justification for these techniques, and 4) disclosure of strengths/weaknesses is absent and/or unclear is compelling and clear
	0-28	24-28	28-32	32-36	36-40
Ethics 10%	Discussion identifying and resolving ethical issues raised by proposed research is absent and/or unclear	Discussion identifying and resolving ethical issues raised by proposed research is mostly undeveloped and/or unclear	Discussion identifying and resolving ethical issues raised by proposed research is partially developed and clear	Discussion identifying and resolving ethical issues raised by proposed research is mostly developed and convincing	Discussion identifying and resolving ethical issues raised by proposed research is complete and persuasive
	0 – 5.75	6-6.75	7-7.75	8-8.75	9-10
Evaluation of insights 10%	Evaluation of how findings may impact knowledge completely	Evaluation of how findings may impact knowledge is undeveloped and/or unclear	Evaluation of how findings may impact knowledge is partially	Evaluation of how findings may impact knowledge is developed and clear	Evaluation of how findings may impact knowledge is developed, clear,

	absent and/or unclear		developed and clear		and near-expert level
	0 – 5.75	6-6.75	7-7.75	8-8.75	9-10
Writing Style 10%	Writing style is incoherent. Several spelling and grammar mistakes are present	Writing style is confusing and mistakes are present	Writing style is straightforward and not compelling. Some mistakes may be present	Writing style is fluid, language is somewhat compelling. No mistakes are present	Writing style includes compelling language, no spelling/ grammar errors
	0 – 5.75	6-6.75	7-7.75	8-8.75	9-10

Submitting Assignments

- Except for hardcopy assignments, all work for this course will be handed in electronically via Canvas. Assignment grades and feedback will also be distributed through Canvas. Assignments are due on the day/time indicated by your professor.
- Students may never use email to submit assignments, per SIT IT Policy.
- PLEASE UPLOAD ALL ASSIGNMENTS AS A MICROSOFT WORD FILE to allow for in-document comments.
- **All assignments are to be double spaced with one-inch margins in 12-point Arial or Times New Roman font** (these are most legible for reading).
- 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.
- For hard copy assignments, you may be asked to submit the original. **KEEP A DIGITAL COPY OF ALL WORK YOU TURN IN ON YOUR COMPUTER**, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean photographing or scanning any hard copy assignments (and keeping a copy in .jpg or .pdf).
- **Assignments that are not easily legible will be returned ungraded.**

Expectations & Policies

Participation

IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation not 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 by IHP staff **and** faculty. Missing one class, excused or unexcused, 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 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.

Late Work

Exact deadlines for assignments will be confirmed in class. Work is to be submitted via Canvas on the day on which it is due. Assignments submitted past the deadline without prior notification/justification to the instructor may be penalized one full grade step (for example, from a B to a B-) per day, as per SIT's policy. Due to the nature of the Country Module structure, late work will be difficult to manage—so work hard to be on time.

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 are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions—except where otherwise indicated and under extenuating circumstances that have been discussed in advance with the faculty member. As is always the case, students with accommodations through SIT are welcome to use technology as is appropriate.

Class Preparation

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

Academic Integrity

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

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

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

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

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, Family Educational Rights and Privacy Act (FERPA), 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.