This document contains important logical and academic information for students participating on the program. The details herein represent a semi-formal agreement between the instructors and the student. As such, both the student and the instructors are responsible for following the policies detailed within this document unless otherwise noted in class and submitted in writing. If you feel that the instructors have not followed the guidelines outlined in this document, please consult with them as soon as possible about your concerns. If your concerns are not addressed, you should contact Rhonda Crackel, CANR study abroad director, or the MSU Ombudsperson.

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Background Information

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Community Sustainability
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Note: Email is the official means of communication at MSU. Instructors will communicate with you before and after the program using email and the ANGEL system. You are responsible for following this correspondence and ensuring that you meet deadlines as they arise.

Program Description
This four-week study program explores the sustainability of Australian wilderness, urban, and agricultural systems, with emphasis on human interactions with these environments and one another. Participants will explore broad questions related to sustainability and connect these questions back to their lives as students, future professionals, scholars, and citizens.

These questions include:

1. What is sustainability? How can it be defined and measured?
2. How do humans’ culture and context influence their attitudes and interaction with the world?
3. How do social and economic issues influence humans’ interactions with their environments?
4. What are our personal and collective responsibilities toward promoting sustainability?

Program participants will visit cities, villages, farms, agribusinesses, wildlife sanctuaries, World Heritage areas and forests, as well as selected cultural and historical sites, as a means of considering these questions. Students will also be exposed to situations that help foster their growth as global citizens and professionals.

Program Goals
This program has several goals that form the basis for the program’s structure, itinerary, and assessment methods. Students should keep these goals in mind when completing their assignments. This program seeks to help students:

1. Understand major themes related to food, environmental, and social systems and the interactions among these systems in Australia as compared to the U.S., with specific emphasis on social and ecological perspectives;
2. Develop their critical, creative, and reflective thinking skills;
3. Enhance their ability to interact with cultural differences, understand issues of socio-economic equity, and consider issues from diverse perspectives;
4. Challenge, understand, and appreciate their culture and experiences and how these areas influence their worldviews; and
5. Understand the meaning of citizenship as it relates to one’s personal and professional influence on local, national, and global issues.

Connection to MSU Liberal Learning and Global Competency Goals
The program hopes to help students achieve many of the goals related to MSU’s institutional learning outcomes and global competencies:

1. Analytical Thinking - (a) Understands the complexity and interconnectedness of global processes and is able to critically analyze them, as well as compare and contrast them across different cultures and contexts
2. Cultural Competency – (a) Understands the influence of history, geography, religion, gender, race, ethnicity, and other factors on their identities and the identities of others; (b) Recognizes the commonalities and differences that exist among people and cultures and how these factors influence their relationships with others; (c) Questions
explicit and implicit forms of power, privilege, inequality, and inequity; (d) Engages with and is open to people, ideas, and activities from other cultures as a means of personal and professional development.

3. **Civic Engagement** – (a) Understands the connection between their personal behavior and its impact on global systems; (b) Uses their knowledge, attitudes, and skills to engage with issues that address challenges facing humanity locally and globally.

4. **Effective Communication** – (a) Uses observation, conflict management, dialogue, and active listening as means of understanding and engaging with different people and perspectives; (b) Communicates their ideas and values clearly and effectively in multiple contexts, with diverse audiences, and via appropriate media and formats.

5. **Integrative Reasoning** – (a) Understands their place in the world relative to historical, geopolitical, and intellectual trends, including the geographic, socio-cultural, economic, and ecological influences on these trends; (b) Perceives the world as an interdependent system, recognizing the effects of this system on their lives and their personal influence on the system; (c) Understands how different disciplines contribute to knowledge of global processes, such as those related to health, food systems, energy and other areas; (d) Understands the cultural, disciplinary, and contextual role, potential, and limits of problem-solving techniques and that cultures and disciplines conceptualize data, methodologies, and solutions differently.

**Aligning Assignments with the Goals**

The following chart summarizes how the instructors see the program goals connecting to the assignments (detailed later in the document).

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Relevant Program Goal(s)</th>
<th>Relevant MSU Learning Outcomes</th>
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<td>3, 4, 5</td>
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<tr>
<td>Blog Posts and Comments</td>
<td>1, 2</td>
<td>1.a, 2.a, 3.b, 4.b</td>
</tr>
</tbody>
</table>

**Course Themes and Questions**

**Major Themes**

**Sustainability, Ecology, & Biodiversity**
- What is the difference between a strong and weak sustainability approach?
- How have humans’ understandings of sustainability and ecology changed over time?
- What is the balance between human needs and ecological protection?
- How does culture influence how humans relate to their environment?
- How does climate change threaten ecology and biodiversity?
- What factors contribute to making a food system sustainable?
- How can food production systems negatively impact the ecology and what technologies or processes can ameliorate these concerns?
- How does food production relate to climate, geography, and culture?
- What are some impacts of natural resource degradation and climate change on food systems?
- How has human technology supported or hindered sustainability?

**Food Production Systems**
- What is the connection between social equity and nutrition?
- What systems support or hinder a population’s health and/or food security?
- How do public policies support or hinder sustainable action?
- What actions should society take to be more sustainable?
- What is the role of government in regulating or dealing with sustainable issues?
- What is the relationship between economic growth and prosperity and sustainability?
- Can Australia be considered sustainable if it doesn’t deal with social equity issues?
Program Schedule and Logistics

Pre-Departure (March 2013 – May 2013)

Prior to departure, students will have four 2.5 hour seminars to prepare them for their time abroad. These sessions will include sessions related to program management/logistics and program content, including sessions about Australian geography and history, Australian culture and indigenous issues, the Australian economy, and sustainability.

As part of these sessions, students will complete some short assignments, tasks, and readings, which the instructors will post to ANGEL or do during the seminar. Students who need to miss orientation sessions will need to do extra work to make-up material missed during these sessions.

Orientation sessions will cover information from the following sources:


In addition to the formal class sessions, the group will also have a few social nights when we watch movies. Students are encouraged, but not required, to participate in these activities unless otherwise noted in class or over email.

Beyond our time together as a group, the instructors encourage all students to conduct research before departure in the areas of current events, topics relevant to your days as leader, and/or their final project. The instructors also strongly suggest that you purchase a travel guide relevant to Australia and that you take time to read the major newspapers from the region:


Program Schedule

Prior to departure, the faculty members will provide students with a general itinerary for the program. Please note that this itinerary will be subject to change for a variety of reasons, including but not limited to weather, emergencies, host needs, etc.

Generally, the program will start each day with breakfast and conclude with dinner. On some occasions, there will be group discussions or activities at night. During scheduled time with the group, students should conduct themselves as representatives of the university and refrain from drinking alcohol, unless otherwise noted (e.g., we visit a winery or the host provides a drink to us).

At the start and end of each day, instructors will make announcements relevant to the program’s itinerary, weather, meals, expectations, etc. Students are responsible for these announcements, and failure to show up prepared and on-time will result in deductions from students’ participation grades (see participation and engagement).

At this point in time, the general itinerary for the 2013 program is below. Additional information about the exact field visits and readings will be given Spring 2013 once enrollments and the student composition has been completed.

- Saturday, May 11 - Depart from United States
- May 11-13 - Transit via air to Adelaide, South Australia
- May 13-16 - Adelaide area, South Australia
• May 16-18 - Adelaide surrounds
• May 18-24 - Riverlands region (Calperum Station, Mildura, Hay, Wagga Wagga)
• May 24 - Transit via train to Sydney, New South Wales
• May 24-28 - Sydney, New South Wales
• May 28 - Transit via air to Far North Queensland
• May 28 - June 8 - Far North Queensland (Cairns, Tablelands, Daintree)
• Saturday, June 8 - Depart for United States

**Holidays, Observances, and Special Needs**

Per the Ombudsperson’s web site (https://www.msu.edu/~ombud/classroom-policies/index.html), the Policy on Religious Observance asks that faculty and staff "be sensitive to the observance of [religious] holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. . . .It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors."

Hence, if students have needs related to religious holidays, observances, or customs, they should let the instructors know as soon as possible.

For physical or cognitive disabilities and/or special needs while abroad, students should also follow the MSU Policy. Per the RCPD (https://www.rcpd.msu.edu/), students and employees requesting accommodations must provide appropriate documentation of their disability. Students will meet with a Disability Specialist for an individual needs assessment to determine reasonable accommodations. After meeting with their supervisor, employees may contact the Disability Resource Coordinator for assistance with the accommodation request process.

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Accommodations for persons with disabilities may be requested by contacting the program instructor as soon as possible after acceptance into the program. Requests received after this date will be honored whenever possible.

If you have special dietary needs for religious, health, or medical reasons, you need to let the instructors know prior to departure. You also should make arrangements with the airlines to ensure that they will have food to meet your needs on the flight. The instructors will make every effort to accommodate special dietary needs by communicating such needs to the persons handling our food in-country. If you find the food unacceptable due to a special dietary need while in-country, you should contact the instructors immediately.
**Program Policies**

**Participation and Engagement**
During all sessions and visits, the instructors expect students to be fully engaged and prepared to discuss reading assignments. Students are strongly encouraged to ask questions of the instructor, guest speakers, and their peers.

Active participation includes, but is not limited to, the following behaviors:
1. Asking and answering questions of the instructors, peers, or guest speakers;
2. Bringing forth new ideas, information, or perspectives to academic conversations;
3. Discussing your readings and reflections with an instructor and peers;
4. Meeting with the instructors to discuss your interests, assignments, or project;
5. Questioning information presented and discussed;
6. Participating in small group discussions and activities;
7. Assisting in the daily running and maintenance of the program (i.e., helping out while overseas);
8. Exhibiting leadership and volunteerism consistent with the goals and maintenance of the program;
9. Refraining from drinking alcohol during all formal program activities - unless otherwise noted; and
10. Assuming responsibility for personal behavior and learning.

While studying abroad, students should be mindful that things will change and that they are guests in another culture; therefore, it is important for all participants to exercise:
- Respect for themselves, each other, and our hosts;
- Openness and a positive attitude toward new ideas and experiences;
- Flexibility and tolerance of ambiguity;
- Good communications amongst themselves, our hosts and with the faculty; and
- Compliance for the safety rules outlined in the faculty / student agreement form.

**NOTE:** When working with indigenous people, please be mindful of cultural differences, especially as related to religion, photography, and drinking.

**Hotel Check-in and Check-Out**
Checking in and out of the hotel can be a hectic time for the group, especially given our size and luggage situation. As such, we ask that all students follow these procedures when checking in:

1. When checking in, please remain on the bus until asked to get off. When requested, please help grab luggage and move to a location that is as out-of-the-way as possible. Try not to block doors, sidewalks, stairs, elevators, etc.
2. The instructor or accommodation manager might have announcements, so please listen to the rules and any guidelines you are given. You will also be told about emergency procedures.
3. Generally, we will try to hand-out a map of the local area at check-in.
4. The instructors will call out names for each room one at a time. We will try to stagger the rooms depending on the stairs and elevator situation. Please be patient.
5. Please note that in some locations you may need to share keys. In some cases, leaving a key at the desk makes the most sense. Work it out.
6. Sometimes, you will need to put a room key in a slot to make the lights work in your room.
7. Do not change rooms without consulting the instructors. We only stay a few nights at each location, and if you move rooms and we do not know, you are creating a security and safety issue.
8. Men and women are not permitted to share rooms per MSU policy.
9. Day leaders may be asked to help with this process.

When checking-out, we ask that you follow the following procedures:

1. Day leaders should show up early and help with this process.
2. The instructors will inform you about exact procedures, but generally you will to bring your bed linens and towels down during check-out.
3. Do a room check (under beds, in drawers, in the bathroom, etc.).
4. If you used the phone or other accommodation service, you should check the desk for any bills that you might have.
5. Turn your key into your instructor. Instructors use this process to make sure the rooms are clear and ensure that all keys are present (some places will charge for lost keys).
6. Wait in an out-of-the-way location and load your luggage and get on the bus when instructed.

**Attendance and Tardiness**

Attendance for all academic sessions and activities is mandatory.

Prior to departure, absences should be the exception not the rule and result from extenuating circumstances. Students who have class or work conflicts with orientation sessions will need to complete additional online work to meet contact hour requirements. Students who miss a session can find all materials from the orientation session folder on ANGEL. Excessive tardiness or missing sessions will result in lowered participation points unless alternative work arrangements are completed.

Once in Australia, the instructors expect all students to arrive on time and prepared for the day’s activities, including having appropriate dress and academic materials. Students are responsible for obtaining any information or materials missed due to tardiness or an absence and should contact the instructor as soon as possible if they miss a session or visit. Please see the participation and engagement section and the late assignments section for more information. Excessive tardiness or missing official activities while abroad will result in lowered participation points.

For more detail on the official MSU policy related to missing class, please see the information on-line at https://www.msu.edu/unit/ombud/. Please note that getting lost, alarm failure, or not owning a watch are not considered appropriate excuses for being late or missing a session. While in country, the instructors recommend working with your friends and roommates to make sure everyone is on time and in the right location.

Calling home for non-emergencies, buying supplies (i.e., batteries), eating, getting money, and other personal responsibilities also are not appropriate reasons for missing class or being late. **Students must use their time wisely while abroad.** Also, illness that results from an individual’s poor decision-making (e.g., being hung-over) may or may not be excused depending on the circumstances.

The instructor will work with students on a case-by-case basis for excessive absences due to official MSU activities, religious reasons, illness, or other serious emergencies. In certain cases, instructors will require documentation of the event, illness, etc. **Students missing orientation/overseas activity for a planned event (e.g., conference, religious holiday or observance, class trip, etc.) must submit a written request as soon as possible before missing the session.** Students missing a session or activity for unexpected reasons should contact the instructor as soon as possible.

**Technology Use**

Technology is a valuable tool when used appropriately. While in sessions on campus and abroad, students should put their cell phones to silent or turn them off. Also, students should refrain from sending and/or reading text or email messages during formal class sessions. Please note the use of US cell phones in-country is very expensive. Students on prior programs have found the “non-restriction” of a cell phone tether to be quite refreshing. By policy, the program is required to have a program cell phone for emergency use.

In regards to taking photographs, we strongly encourage students to take them while abroad, but we cannot have students being distracted by photography when they should be listening to the speaker or engaging in an activity. To the extent possible, the instructors will give students time to take photos, call home, check email, etc. When in a formal session, students should put academics first and the rest of these issues second.

Students will have intermittent access to the Internet while abroad. Often they will have access in accommodations, but more often, they will need to use Internet cafés. There will be times when we are in remote areas, and we will have no access to the Internet for a day or two.

**Disclosure of Information**

Students should remember that MSU has a zero-tolerance policy for harassment and discrimination of any kind. Federal law requires that acts of harassment and discrimination be investigated. Students who are suspected of violating relevant MSU policies will have the situation referred to campus staff, who will investigate according to MSU policy. Students who feel that they have been discriminated against or harassed should speak with the instructor immediately, and as needed, they can report the situation themselves online (see below).
Also, students should be advised that as agents of the University, the instructors must report any and all cases of sexual harassment, child pornography, and/or child abuse reported to them. Relevant policies can be found on-line at:

MSU Policies: http://www.hr.msu.edu/documents/uwidepolproc/
Policies and Reporting: http://www.inclusion.msu.edu/

Academic Integrity

Plagiarism is a serious issue in college. Plagiarism happens any time you take an image, idea, or phrase from another source without citing it. Citations are needed for more than quotations; ideas taken from other sources should be cited. If you have questions about making citations, you should talk with your instructor. In general, citations should follow APA format.

This program follows the MSU Academic Integrity statement, Article 2.3.3 of the Academic Freedom Report, as detailed on the MSU Ombudsman page, which states that (https://www.msu.edu/unit/ombud/academic-integrity/index.html): “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.”

In addition, the program adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide using the MSU Web site at (http://splife.studentlife.msu.edu/).

Unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from external experts or peers. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com or similar Web site to complete any work in this course.

Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course. Also note that plagiarism can be reported in your academic and student files, and can result in disciplinary action if it is habitual.
**Academic Information**

**Courses and Credits**
Undergraduates are required to enroll in a minimum of seven (7) credits, and graduate students are required to enroll in four (4) credits. Graduating seniors in their last semester can enroll for fewer credits (4), but they must discuss this situation with their instructors. All students must be fully enrolled to participate on the program. Students who fail to enroll for the correct courses and/or credit levels can have their student account billed to cover program expenses.

Students desiring more than seven credits or honor’s options must complete additional work in the form of an independent study. All students complete the same work regardless of their enrollments; however, they will tailor the existing assignments depending on their enrollment, needs, and interests. Students are encouraged to work with their academic advisors to select the courses that fit best with their major requirements and curriculum.

Courses offered on this program include:

ACR 202-753  Problem Solving in Community, Agriculture, and Environmental Systems  3 cr.
ANR 475-757  International Studies in Agriculture and Natural Resources  2–6 cr.
BE 475-750  International Studies in Biosystems Engineering  1–6 cr.
ESA 480-750  Environmental Studies Abroad  1–6 cr.
ISB 202-753  Applied Environmental Biology  3 cr.
ISS 310-751  People and Environment  4 cr.

**Assignments and Points**
Students can read specific guidelines for all assignments in the Homework section of this document. For information about submitting and formatting your work, please see subsequent sections below.

- **Pre-departure work (150 points)**
  - Orientation Sessions - 90 points
  - Wordpress setup and pre-departure blog post - 25 points
  - Pre-departure information - 35 points
    - Final project concept - 15 points
    - Dropboxes, Forms, OSA Orientation, etc. - 25 points

- **In-country work (700 points)**
  - Analytic Reflections - 200 points (4 papers @ 50 points each)
  - Critical responses - 150 (2 @ 75 points each)
  - Participation - 300 points
    - Engagement - 150 points (3 evaluations @ 50 points each)
    - Group assignments and scavenger hunts (100 points)
    - Day Leadership - 50 points (2 @ 25 points each)
  - Blog - 50 points

- **Re-entry work (150 points)**
  - Final project - 100 points
  - Post-program blog update - 50 points

**Evaluation**
Students will receive a numeric grade according to the point scale below. Instructors will update grades via Angel. Grades are completed at the end of the program, with official final grades posted at the end of August when the course officially ends (see the Schedule of Courses web site for more information). Extensions are possible if students request one prior to the due date.
Grading Standards
Sometimes students assume that study abroad programs provide an automatic 4.0. Students on this program must put forward high quality work to earn their grades for the program.

- **4.0** – Exceptional work; work greatly exceeds expectations and is free all but minor errors; work integrates course materials and shows thinking beyond the obvious; work exhibits new knowledge and understanding that connects various ideas and perspectives
- **3.0** – Above average work; work generally exceeds expectations and is relatively free of errors; work integrates course materials
- **2.0** – Average work; work meets basic standards and expectations; work shows understanding of lesson materials and information
- **1.0** – Below average or poor work; work fails to meet class and instructor expectations; work contains many errors and is unacceptable for college-level effort; work does not clearly exhibit understanding of course concepts
- **0.0** – Failing; work incomplete or missing

Disputing Grades
At MSU, grades are the responsibility of the instructor and reflect your instructor’s evaluation of your work. If you have questions about how you have been assessed on your work or effort, you should contact the instructor as soon as possible after receiving the grade. Discussing options on a graded assignment should not be left until the end of the program, final project period, or after grades have been posted.

If you feel, after discussing the option with your instructor, that you are being treated in a manner that is unfair or inconsistent with this syllabus, then you should contact the department sponsoring the course under dispute or the Ombudsman.

Assignment Expectations
Instructors expect students to think critically and analytically about the course content. Papers and blogs should not simply restate what students experienced, read, or heard during the day; this work should analyze, compare and contrast, and critique using multiple sources.
<table>
<thead>
<tr>
<th>Category</th>
<th>Examples and key words</th>
<th>Example questions and statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: Recall data or information.</td>
<td>Examples: Recite a statistic or fact. Quote prices from memory. Knows the safety rules. <strong>Key Words:</strong> Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</td>
<td><strong>Questions:</strong> Name three ways Wellington has tried to become more sustainable; How many acres do you own?; What is the price of wool in New Zealand? <strong>Statements:</strong> Victoria uses organic fertilizer because she wants to be more sustainable. She also uses recycled compost from a mushroom farm. These are just two examples of how organic farming is helping New Zealand become more sustainable.</td>
</tr>
<tr>
<td>Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one’s own words.</td>
<td>Examples: Rewrites the major categories of energy. Explain in one’s own words the definition of sustainability. Convert acres to hectares. <strong>Key Words:</strong> Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</td>
<td><strong>Questions:</strong> Define sustainability in your own words.; Predict the effect of using poison to kill mammals on the kiwi population.; Explain why Australians want to recycle water. <strong>Statements:</strong> Victoria is a sustainable farmer because she has lowered her impact on the environment by using organic products and she has developed relationships with her community, which allows her to sell her product locally. In both cases, she has helped make the environment cleaner by decreasing her use of carbon.</td>
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<tr>
<td>Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</td>
<td>Examples: Uses the definition of sustainability to evaluate the dairy farm. Apply ideas from the climate charts to evaluate the potential effects on New Zealand’s climate. <strong>Key Words:</strong> Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</td>
<td><strong>Questions:</strong> How can efforts in Wellington and Sydney inform city design in Michigan?; Relate the relationship between Australia and the US during WWII to the current relationship between the two countries.; Using the climate change model in the chapter, predict the amount of land that will flood in Sydney. <strong>Statements:</strong> The values inherent to the organic farm we visited parallel those of sustainability: organic farmers have a closer connection with their product and value it as a community good, they seek out niche markets locally and cooperate with the regional economy, and their practices tend to require less input of chemicals and use of carbon.</td>
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<tr>
<td>Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</td>
<td>Examples: Discuss the ability to transfer ideas and practices from one culture to another. Recognize logical fallacies in NZ farmers cutting down their trees. Compare and contrast the scale and farming methods used on the dairy and organic farms. <strong>Key Words:</strong> Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</td>
<td><strong>Questions:</strong> In its current state, is the Maori culture sustainable? Why or why not?; Compare and contrast the native/indigenous cultures in the USA, New Zealand, and Australia.; Identify barriers to personal change toward sustainable diets. <strong>Statements:</strong> While at face value the organic farm seems highly sustainable, there are aspects of the operation that require scrutiny. First, while the products produced do less harm to the environment and seem to help the local economy, the products are for high end restaurants. Also, they are not “staple” foods, but rather, they are luxury garnishes available to those who can afford to purchase them.</td>
</tr>
<tr>
<td>Category</td>
<td>Examples and key words</td>
<td>Example questions and statements</td>
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<tr>
<td>Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</td>
<td><strong>Examples</strong>: Writes a ten point guide for making Detroit a sustainable city. Explain how organic and production agriculture could be integrated. Connect the conceptual purpose for the NZ forest preserves for native birds to the Maori school and dinner show. <strong>Key Words</strong>: Categorizes combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, tells, and writes.</td>
<td><strong>Questions</strong>: How would you change organic farming to make it more socially sustainable?; Design a presentation for your city council about making your hometown more sustainable.; Adapt Al Gore’s movie for a college-aged audience and make it more relevant to life on a college campus. <strong>Statements</strong>: Organic farming is often portrayed as highly sustainable; however, based on the full definition of sustainability, organic farming is often not sustainable. While organics often benefit the environment and potentially the economy, they tend to provide high end, niche products to a limited range of consumers. In order for organic farming to be truly sustainable, it must provide “staple” food products to a wider range of consumers at a reasonable cost.</td>
</tr>
<tr>
<td>Evaluation: Make judgments about the value of ideas or materials.</td>
<td><strong>Examples</strong>: Selects the most effective solution to climate change using a sustainability model. Decide whether or not the Australian government should apologize to its first peoples. Explain and justify a new city budget. <strong>Key Words</strong>: Appraises compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, and supports.</td>
<td><strong>Questions</strong>: Based on what you have learned about sustainability, how will you change your behavior back home?; Should tourism be continued in the Waitomo cave system?; Critique the design of Home Bush Bay using a sustainability model. <strong>Statements</strong>: While Victoria’s efforts are commendable and make sense for herself and her community, efforts should be taken by the government to support a wider application of organic principles. One way organic farming could be more socially sustainable would be the use of community gardens and community support agriculture in and around major cities such as Wellington or Sydney...</td>
</tr>
</tbody>
</table>
**Formatting Assignments**

Students will hand-write their assignments while in-country. We ask that students take time to ensure that their writing is legible and ask that students print if their handwriting is difficult to read. We also ask that students avoid writing on the bus, as it makes the handwriting worse than normal.

To submit your assignments, please hand them to an instructor personally or slide them under their door; do not leave them outside the instructor’s door or with a hotel employee. When turning in assignments, please submit at the end of the day or when requested. Also, unless necessarily (i.e., you have a question) do not knock on the instructors’ door to submit the assignment, just slide it under the door. Turning in papers at meal times or randomly during the day makes it harder for the faculty to keep track and care for your work. Assignments without a name or not matching the formatting guidelines will lose points.

For the final project, students should type using a 12-point font size, standard typeface (e.g., Arial, Times, etc.), double-spaced, and one inch margins. For specific typed format, citations, and bibliographies, students should follow standard APA format, fifth edition.

If you do not have a style guide, then you can look up appropriate information on-line or ask the instructor for help. One online resource available to you for APA citations is: [http://citationmachine.net/index2.php](http://citationmachine.net/index2.php). Students should also use appropriate citations for any web content taken from outside sources on their blogs.

To submit the final project, please post it to ANGEL or physically hand it in. DO NOT email your work (especially web pages) to the instructors unless given permission.

**Late Work**

Before and after travel, instructors will accept late assignments for up to five working days (days on which classes are held) past the due date with a 25% deduction (5% a day) from the total possible points.

Due to the short turn-around on assignments in-country, days will be converted into three hour blocks and follow the same system as on campus. In other words, turning in something in under three hours late will receive a 5% reduction, 3-6 hours is a 10% reduction, 6-9 hours is a 15% reduction, etc.

Students who have questions about an assignment should talk with the instructor before the assignment is due. Not understanding the guidelines or due dates is not an excuse for late or poor quality work.

Students who will miss due dates due to official MSU trips or events should make arrangements with their instructor to turn in any assignments they will miss.

Students will receive a 0.0 for all pre-departure work not completed 3 days (May 8, 2013) prior to departure.
**Homework**

This section details the assignments required of all students on the program. Students who desire honor’s credit or extra credits will need to design an independent project beyond the work detailed below. Additional details about this work may be posted on ANGEL.

**Pre-Departure Work**

*Orientation Sessions (90 points - due May 8 or prior)* - Students will attend the scheduled academic sessions and participate in activities and discussions related to the program’s themes. If students cannot attend a session for some reason, then they must complete the online work and take an on-line quiz to fulfill the contact-hour and content requirements.

*Blog (25 points - due May 8)* - http://aussie2013studyabroad.wordpress.com/ Once the itinerary is finalized, students will be assigned a day or days for their day leadership. In preparation for their day leadership abroad, students will prepare a blog prior to our departure detailing an overview of what we expect to see while we are there. This information can include:
  - Information about the site visits on our itinerary
  - Information about the region and city hosting us on that day
  - Pictures of the area (with citation for where you got them in proper format)
  - Information about the weather, climate, geography, local environment, etc.
  - Local information related to noteworthy sustainability facilities, organizations and activities.
  - Links to information related to the above points.

*Pre-departure information (35 points)* - As a means of getting ready to depart on the program, students will complete several administrative tasks that will facilitate their travel including a final project proposal, a short bio, a passport photocopy and completing several forms.
  - Writing a biography and having a picture taken for posting on-line
  - Providing the faculty with information about dietary and health needs
  - Providing the faculty with emergency contact information
  - Completing required forms - (e.g., photo release, faculty/student contract, etc.)
  - Turning in a copy of your passport
  - Completing the Office of Study Abroad Orientation on Angel

All pre-departure work must be submitted before leaving for Australia. Any pre-departure work not completed before May 8 will automatically receive a “0” for a score - no exceptions.

**In-Country Work**

*Analytical Responses (200 points)* - Students will complete four short essays, with each one relating to a reading and course theme. The purposes of the responses are to consider, compare and contrast, and question events and activities from the time spent abroad. Acceptable response will include an arguable, reasonable thesis statement that responds to a program theme or themes. Students can respond to the theme(s) from whatever perspective they wish, but the response must do the following:
  - Relate the topic or theme to the concept of sustainability in a holistic way based on our course readings and model;
  - Apply knowledge and reflection gained from the readings, discussions, and field experiences; and
  - Address a unique problem or idea that extends the writing beyond a summary or restatement of factual information and moves toward analysis, synthesis, or evaluation of information

Students will turn in these forms when directed in-country no by slipping them under a hotel door. DO NOT WAKE UP INSTRUCTORS TO TURN IN WORK UNLESS OTHERWISE DIRECTED. Do not give instructors work during field activities or give work to hotel employees.

*Critical Responses (150 points)* - Students will two group homework assignments related to food and urban design (two program themes). Based on the group work and discussion, students will complete a brief response that asks them to detail the following:
  - Is it sustainable? Why or why not and using what evidence to make this claim?
  - How does this theme/issue relate to at least one other theme from the class?
What recommendations might you make to make Australia more sustainable in this area?

Students will turn in these forms when directed in-country not by slipping them under a hotel door. DO NOT WAKE UP INSTRUCTORS TO TURN IN WORK UNLESS OTHERWISE DIRECTED. Do not give instructors work during field activities or give work to hotel employees.

Participation - Engagement (150 Points) - To earn full credit for daily engagement, students should actively participate in discussions before and during the trip. To participate effectively, students must contribute quality thoughts and ideas that connect ideas, not just talk (see participation and engagement section of the syllabus for more information).

To evaluate engagement and provide students with feedback, students will complete forms about once a week (see course pack for the forms). All students are responsible for assisting the group with monitoring the blog and responding to questions and comments from the public. All students must respond or comment at least four times during the program (one per week). These postings should be substantive answers or ideas, not just one word responses or personal sentiments.

Participation - Day Leadership/Thank You Notes/Emails (50 Points) - While in-country, student pairs will take responsibility for “leading” the group for two days. These responsibilities will include (see worksheet for full list):

- Assisting with check-in/check-out at accommodations;
- Organizing breakfast, lunch and dinner prep and clean-up;
- Assisting with shopping and meals;
- Briefing the group about the day’s schedule, restroom stops, etc.;
- Greeting, orienting, and introducing all guest speakers to the group;
- Thanking guest speakers with gifts (provided) and note the web link on the pens;
- Collecting guest speakers’ names, titles, full mailing address and email address;
- Writing and emailing thank you notes with carbon copy to instructors; and
- Taking digital pictures.

Each student must do one blog for the program (see below). Students writing a thank you note should prepare a unique, personal note to each host or speaker for the day (i.e., the main contact or senior person for each site: NOT all individuals at each site). These notes can be hand-written and addressed by the student or they can be composed in email and sent electronically with a carbon copy to the instructors (reesel@msu.edu or lucasjam@msu.edu). In either case the thank you must be sent within 48 hours of the actual day and please do not ask the instructors for the address or email of the recipient. That is your responsibility. Late notes or notes with incomplete information will receive severe point deductions.

Good leaders will have done their “homework” for the day and have a general sense of the day’s schedule and content. They will also be prepared with the appropriate numbers of gifts for each day working with the instructor well in advance. If leaders are late, forgetful of their duties, or perform unprofessionally, then they will receive a point deduction. Program faculty and students assistants will meet with the day leaders the evening prior to their leadership day to brief them on any changes or special considerations. Day leaders should again reaffirm the day’s itinerary before or at breakfast.

Blog (50 Points) http://aussie2013studyabroad.wordpress.com/ - The day blogger’s responsibility is to take copious notes and program theme-related pictures throughout the day to update their assigned blog. This blog should include:

1. A two paragraph summary or overview related to the day’s lessons or visits (If a student has a day light on “academic content,” then she or he can use general country information or discuss personal observations related to their final project or sustainability).
2. A more nuanced discussion (2 -3 paragraphs) of how the day’s activities related to sustainability (as with the above, if the day is light on actual visits, then the student can use personal reflections of his or her personal learning or something related to their personal project or major).
3. Four to six digital photos taken by the leader, with a caption that accurately describes the picture (1 or 2 sentences). Most of these photos should be somewhat serious, but 1 or 2 photo or photos can be fun and silly (yet appropriate!).
4. Any appropriate related links associated with our days. These can be left from your pre-departure blog.

Blogs should be completed nightly, unless otherwise specified by the instructor. Blogs not completed within 48 hours will receive point deductions. Exceptions will be made if Internet access is unavailable; however, students can still have their posts written and photos selected.
**Engagement Assignments (100 points)** – At various points throughout the program, students will complete group activities and projects. They will get points for completing these assignments and engaging in discussions related to them.

**Re-Entry Work**

**Final Project (100 points - due August 5)** - All students will complete an original research project that involves investigation of a unique topic related to Australian sustainability. Each student will decide the focus for his or her effort, but each project must: (1) relate to the concept of sustainability; (2) involve the collection of primary data while in Australia (i.e., you need to read, observe, ask questions, or interview people while abroad); and (3) focus on Australia in a comparative or primary context (i.e., discuss Australia or compare Australia to the U.S.).

When completing their assignments, students should look toward completing a final paper of about 10 pages or the equivalent of this effort. This paper (or project) should include:

1. **Introduction (1.5 pages)**—Introduce topic, explain its importance, define key terms and the problem being investigated.
2. **Secondary research (2 pages)**—Provide background reading and ideas related to the topic based on scholarly or valid sources (i.e., not based on Wikipedia or the Internet).
3. **Methods (.5 pages)**—Explain how you did your research/observations in Australia
4. **Findings (2 pages)**—Describe what you found in Australia doing primary research
5. **Implications (3 pages)**—State what you have learned, answer your research question, make comparisons, and make recommendations for action.

Students who complete a project that is digital, such as a video, should still have a written summary and explanation of their project.

When choosing a topic and designing a focus, students should consider the depth and breadth of the topic. Good projects are specific enough to be manageable but broad enough that students will be able to find primary and secondary material about them.

In relationship to the problem statement, students can think of the problem like a thesis statement for a typical analytical paper. The major difference here is that the students will do some primary research of their own and devise their own “solutions” to the problem investigated. The problem statement identifies the need for the study and helps outline the research process. Well written questions suggest a tension between two opposing “facts” or ideas. For example:

a. Statement 1: Water is a scarce resource and increasingly limited in availability in Australia.

b. Statement 2: Australian farmers rely on water for crop production.

c. Problem Statement: Given limited water availability and drought, what can be done in Australia to address food production from an economic and standpoint?

Notice that the phrasing of the actual problem statement bounds the study. In this study, you are not going to look at drought and water availability in the context of ecosystems; you are going to look at this issue as related specifically to food production. Similarly, you are not going to look at food production as related to the environment, sustainability, nutrition, or land use, you will specifically look at the economic issues of food production.

To assist you with writing the paper, you should consider creating an outline that will guide your writing and do some background reading before departure. To provide you with time while in country, we have set-aside some working days for you while abroad. To the extent that you plan ahead, we can work with you to identify locations or people that you could personally visit to augment your research on those days. You can also feel free to interview our hosts, guides, and guest lecturers, but you should plan ahead thinking of questions you should ask.

Papers should include a cover page and follow the guidelines detailed in the syllabus. All assignments should include a bibliography. Final assignments are due on August 5.

**Post-Program Blog Update (50 points - due June 28)** – Students will edit, revise and polish their in-country blog. Since Internet can be limited in-country for research and content verification, upon returns students should revise their blog entry to include revised and additional content related to the course sustainability theme, add additional photos (perhaps better photos) related to the course theme, add 5-10 links to related content particularly to Australian sites and provide a complete, formal bibliography to all sources. Any identified weaknesses or issues on the in-country blog grading rubric are to be corrected in this version.
Appendix - Travel Tips, Logistics, and Policies

Pre-Departure Tips

1. **Deal with MSU** - take care of any bills, holds, and paperwork with MSU. Make sure you have enrolled for the correct study abroad course sections and number of credits, as well as other summer courses and courses for the next school year. Take care of your financial aid, scholarships, loans, or any financial holds.

2. **Bills** - leave money for friends or family who will take care of your rent and bills while you are gone. You might set up automatic or online bill payment, which you can monitor overseas. Be sure to let your utilities, creditors, and bank know that you will be gone by providing them with your travel location and dates. It is especially important to tell the financial institution(s) providing your credit, debit, or ATM cards. If they are not notified, they may unknowingly put a block on your overseas credit charges as a safeguard to your financial security. If you have an MSU Credit Union account, you can use ComputerLine to enter “Travel Information.”

3. **Mail** - have you forwarded or put a hold stop on your mail. Do you have someone gathering your mail while you are gone? Visit www.usps.com to submit an electronic hold mail service for up to one month in duration. You can suspend some subscriptions while you are gone too (e.g., Netflix, newspapers, magazines, etc.).

4. **Dependants** - find proper homes for all your living friends—your children, pets, and plants. Have someone take care of your car too (e.g., start it up and drive it around the block). Don’t just let it sit around for a month.

5. **Job/Job Hunt** - inform your employer and/or future employer(s) about your trip. Have you let your future or potential employers know you will be gone? Are you set to start work when you get back? Do you have someone collecting your last paycheck for you? Make sure you check the calendar. Don’t schedule a check-in or interview while we’re camping!

6. **Family** - give your friends and family information about your flight and itinerary information (give them the blog and web addresses). Do they know how to use/access the WWW to contact you? To they have copies of your passport and credit cards in case of emergency? Do you have a plan for them sending you money in an emergency? Have you established an expectation for contacting people back home (e.g., when you will call, how often you will call, etc.)?

7. **Housing** – secure or renew your lease for next year, find a sub-leaser, leave money for your rent, etc. Will someone take care of your garden/yard/home for you? Should you keep your cell phone service active? Do you need to turn off any utilities? Have you left your belongings in a state that is safe and appropriate (e.g., think about the weather)?

8. **Renewals** - renew any license or certifications that will expire while you are gone (i.e., driver’s license, automobile, insurance, etc.).

9. **Prescriptions** - fill your medication and/or contact prescriptions. Make sure you bring the actual prescription form and your prescriptions in their original labeled containers, as you may need to show it at customs or get the meds refilled in an emergency. Buy any special medical products you use frequently, as they might not have an equivalent overseas.

10. **Flights** - Did you give your flight information to the person picking you up when you get home? Remind them to check the Internet for flight delays. Also, do you have your frequent flyer card or number for our airlines? Did you contact the flight about special dietary needs?

Money Management

Settle on the amount of money you will need while abroad. Friends with foreign experience or students who have participated in study abroad programs are excellent sources for advice on spending money and ways to save money while abroad. For conversion tables, consult the foreign exchange listings in a financial newspaper such as the Wall Street Journal or online at http://www.oanda.com/cgi-bin/ncc.

Most students access home funds through automated teller machines (ATMs). Many ATMs abroad will only access a checking account. Do not leave your funds in a savings account before departure. Otherwise, ATMs are used the same as they are here: your home checking account is debited for your withdrawal and you secure local currency. You are charged a service charge and the current exchange rate. Check with your local bank concerning use of ATMs abroad. A list of ATM cards available through MSU Federal Credit Union is available at the Credit Union. There is a small charge for using MSU related ATMs and debit cards overseas. If you are ordering a card for the first time, please use it a few times before leaving. In other words, make sure it works.

If you are nervous about security, you may want to carry some of your money in the form of traveler’s checks. To lock in a favorable exchange rate before you leave, you may wish to purchase traveler’s checks in the currencies of countries you plan to visit; however, traveler’s checks in U.S. dollars are accepted at banks abroad. Leave a copy of the serial numbers of your traveler’s checks at home; take another with you separate from the checks themselves. As you cash in the checks, keep a tally of which ones remain unredeemed. If you do carry traveler’s checks, realize you will need to have access to a
bank to cash them in, and there are usually fees for both getting them here and cashing them later. Please note that you are charged a fee to purchase and cash traveler’s checks, and you must cash them at a bank or bureau de exchange, which makes using them hard at times.

Credit cards such as Visa, MasterCard, and American Express are honored abroad. Visa and MasterCard are most common, and Discover is fairly non-existent. Seek advice from the issuing company as to the card’s applicability abroad and the billing rate for converting the amount of purchases abroad into dollars; many companies charge a conversion fee for foreign purchases. Find out from your credit card company your credit limit and be sure not to charge over that amount on your trip. Also, as with your bank, make sure your creditors know you are traveling overseas.

The best way to assure you of adequate funds is to take more than the proposed budget. If your money runs out and you have a credit card, you have access to additional funds. If you are a Visa cardholder, take your card to a foreign bank for a cash advance. The amount available to you varies with the exchange rate, but averages $150. You can obtain a cash advance directly from an ATM machine or speak with somebody at the bank. If you choose to do the first option, you need to know the PIN number, (your credit card company will issue this information to you). If you choose to do the latter, the bank will enter your passport and credit card numbers into the central computer, so you can’t run down the street to another bank and do it again the same day.

Make sure to check, with the issuing company, that your ATM card and/or your credit cards are properly working. If they do not work properly the company will issue new ones, but this may take up to one-week. MSU Federal Credit Union will issue an ATM or Visa debit card at the branch office while you wait. A credit card replacement will be ordered and can take up to a week.

If your money runs out and you do not have an ATM card or credit cards to access funds, you have several alternatives, all based on the assumption that someone at home can send you money. Funds can be transferred or wired from home, but this process is very costly and complicated. People at home can wire money to any bank, which takes about two weeks; or, using the local AMEX Office, it takes about a day, but high fees may apply. Avoid the expense and hassle by bringing the necessary funds and sticking to a budget.

Most ATM, debit, and credit cards will work overseas. The instructors recommend taking several forms of money and a small amount of cash, rather than large amounts of travelers’ checks. Travelers’ checks cost money to purchase and exchange, and they also require a bank or special location to redeem them.

If you take electronic forms of money, please make sure of the following:

- To use the ATM and debit cards, you usually need to have a checking account at your home bank, not just a savings account.
- Make sure you have multiple forms of money. Do not just take an ATM or a debit card, take both.
- Make sure someone at home has access to your bank account, in case you need money transferred or deposited.
- When in doubt about using an ATM machine overseas, try your US ATM card first. ATM cards are easier to replace and harder to “steal” money from than debit cards.

**Luggage and Packing**

Airlines restrict the amount of baggage that passengers can carry and will charge you for overweight or oversized baggage (and in some cases refuse to accept them). In general for international, airlines allow passengers two (2) bags, each weighing less than 70 pounds. In addition, neither bag can exceed 62 dimensional inches in size, nor can the combined size be greater than 106 dimensional inches. Airline requirements vary from carrier to carrier; it is your responsibility to inform yourself of these requirements.
<table>
<thead>
<tr>
<th>Carrier</th>
<th>Checked Bag</th>
<th>Carry-on Bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qantas: Travel to/from USA</td>
<td><strong>Size/Amount for Economy:</strong> Baggage Allowance: 2</td>
<td><strong>Size/Amount for Economy:</strong> Baggage Allowance: 1 + 1 personal item</td>
</tr>
<tr>
<td></td>
<td><strong>Weight/Size:</strong> 23kg (50 lbs.) per piece. Total dimensions of the 2 pieces must not exceed 270cm (106in) in combined length, width, and height with no one piece exceeding 158cm (62in)</td>
<td><strong>Weight/Size:</strong> 7kg (15lb) All items must easily fit into the overhead bin or under the seat in front of you. May not exceed 45 linear inches (or 115 cm) in combined length, width, and height.</td>
</tr>
</tbody>
</table>

To calculate the size of your baggage, use a tape measure to determine the three dimensions and add them as this example:

\[
30'' + 20'' + 12'' = 62 \text{ inches} \\
20'' + 14'' + 10'' = 44 \text{ inches} \\
\text{Total} = 106 \text{ inches}
\]

**Despite the fact that you can have two pieces for the international flight, we request that you only pack one bag for the program. Also, we ask that you **do not bring a roller-bag as a carry-on**, as they have caused us delays in the past.**

If you add domestic lay-overs, you may be charged to check luggage, but for those on the trip route, the international itinerary does not charge for bags.

When packing your carry-on piece of luggage, we suggest you include:

1. Eyeglasses or an extra pair of contact lenses;
2. Travel documents, and the contact information, map, and directions of your destination;
3. Medications (Keep medications in their original labeled container to make customs processing easier. If medications contain narcotics, carry a letter from your physician.);
4. Needed toiletries;
5. A sweater or sweatshirt;
6. Reading material (a book not the library), music, puzzles, etc.; and
7. An extra change of clothes (i.e., underwear and socks) in case your luggage gets lost.

**We also remind you to follow the 3-1-1 policy related to liquids:**

- **Carry-on baggage restrictions:**
  - All liquids, aerosols and gels must be carried in containers of no greater than 100ml/3.3oz capacity (approximately 100gm in weight).
  - All containers must fit comfortably in a transparent, resealable plastic bag.
  - The plastic bag must be no greater than 1 litre in capacity with a total outer edge measurement of the sealed section of the bag no larger than 80cm.
  - There is a limit of one plastic bag per passenger.
  - The plastic bag must be removed from carry on baggage and presented to security personnel at the checkpoint for inspection and separate x-ray screening.
  - Containers larger than 100ml will not be accepted, even if only partially filled.

- Be prepared. Each time TSA searches a carry-on it slows down the line.
- Put your liquids in checked luggage if possible, and declare larger liquids. Prescription medications, baby formula and milk (when traveling with an infant or toddler) are allowed in quantities exceeding three ounces and are not required to be in the zip-top bag. Declare these items for inspection at the checkpoint.
- Liquids, aerosols and gels include, but are not limited to
  - water and other drinks, soups, syrups, jams, stews, sauces and pastes;
  - foods in sauces or containing a high liquid content;
  - creams, lotions, cosmetics, oils and perfumes;
  - sprays;
  - gels including hair and shower gels;
- contents of pressurized containers, including shaving foam, other foam and deodorants;
- pastes including toothpaste;
- liquid-solid mixtures;
- mascara, lipstick, lip gloss, and similar make-up;
- lighters;
- any item of similar consistency at room temperature.

Other important packing tips to make your trip safer and more comfortable:

- Make photocopies of your airline ticket, your passport, traveler’s checks, driver’s license, and the credit cards you take with you. Leave one set at home and keep another with you in a carry-on bag or a separate place from the original items. Leave a copy of your itinerary with family or friends at home should they need to contact you in an emergency. NEVER pack your passport and other important documents in your checked luggage. Carry your passports, credit cards, and money in a money belt, pouch, fanny pack, or other device close to your body. Keep photocopies of these documents in a separate bag from the one the actual documents are in.

- Electrical service is not identical throughout the world. Australia voltage is 220 and has a different plug configuration. Many chargers support multiple voltages or voltage ranges. Check all chargers and electrical devices to see if they take a voltage range of 110-220. If so, you simply need a plug adapter. For 110 voltage electrical items, you will a voltage converter. You can purchase these items at electronics stores such as Meijer, Target, Kohl’s or Radio Shack. If you are bringing expensive electronic equipment such as a computer, obtain all necessary conversion information from a professional before departure. We do not recommend that you bring a computer on this program.

- Keep your cell charger with you in your carry-on bag, as you might have an emergency before departure and need to use your phone.

- Keep in mind that any object that could be used as a weapon (e.g., nail file, tweezers, finger nail clippers, etc.) should be put in your checked luggage. Cigarette lighters and other combustible materials are totally banned from any luggage.

- Remember that you also will have a set of clothes on your body. When dressing for the plane, we recommend that you wear comfortable clothing such as sweat-shirts and pants, running pants, jeans, etc. Remember that the more metal on your person (i.e., belts, shoes, jewelry, etc.) the more you will need to take on and off during security. Also, remember that you will be flying to someplace cooler than Michigan. Packing to dress in layers will help for various weather conditions. You should get a blanket, tooth brush, and some footie socks on Qantas, but often the plane will be cold overnight.

- You will not always have time to change as soon as we land, so make sure you dress and pack accordingly, as you will not have time to ruffle through your bags looking for the right clothes or footwear.

- Before arriving at the airport, mark luggage tags clearly with your name, home address, and phone number and put this information inside your bags too.

- Make sure your bags are not locked before you check-in unless you have a TSA approved lock, or they will cut the locks off in Customs. Check with an insurance or travel agent about insuring your luggage and other personal effects if this issue concerns you.

In addition to the above, please remember that you will need to be able to carry your luggage for short distances and up at least one flight of stairs. You will also need to take your luggage on a train, which has a weight limit of about 40 pounds. Some tips for packing light:

1. Follow the packing guide
2. Pack for layers so as to avoid bulky clothing.
3. Pack items that are mix and match.
4. Buy vacuum bags to help organize and compact the volume of clothes.
5. Fill your bag up and carry it up some stairs or walk with it around the block; if you have trouble, then repack.

**Airport Departure and Check-In**

You are leaving for an international flight, so you should plan to meet at the international departures desk at the appropriate airport terminal **2:30 to 3:00 hours before we leave. We will meet at the DTW North Terminal at the American Airlines desk.** When checking in, you should:
• Have a copy of your electronic ticket and itinerary with all associated numbers, a copy of your electronic visa for Australia, and your passport
• Get boarding passes for all flights and have your luggage checked through to Australia – if you have problems ask the instructors
• Please check-in with the instructors before going through security

Help us get through security quickly by packing and dressing with airport security in mind:

• Put all magnetic or materials that may be damaged in transit—credit cards, ATM cards, debit cards, film, lithium batteries, etc.—in your carry-on luggage.
• No sharp objects or things that could be consider weapons in your carry-on luggage.
• When going through security, remember that you will need to remove jackets, shoes, belts, large jewelry/watches, etc. Also, you will need to empty your pockets.
• You will need to take any laptops and/or liquids out of your bag for inspection (3-1-1 rule). As such, we recommend packing and dressing appropriately as you will need to go through security frequently and sometimes quickly.

Upon arrival in Australia, we will go through the following steps:

  1. While on the plane to Sydney, complete your incoming passenger card. **You must complete this card before going into immigration/passport control.** To complete this card, you will need to know:

     • family name (last name), given name (first name), and passport number (inside cover of passport)
     • flight number or name of ship (on boarding pass or plane paperwork)
     • intended address in Australia (in your course documents, put address for our first hostel in Adelaide)
     • the country in which you boarded the flight/vessel (USA)
     • their date of birth and usual occupation (student is your occupation)
     • nationality as shown on their passport (look in passport)

     You may also be asked about the issues below. Providing false information can affect your visa status.
     • Migration status
     • Health status
     • Prior criminal convictions
     • What you are bringing with you or where you have traveled recently

  2. **Once off the plane, we will meet in the hallway.** We might be in a hurry, so go to the bathroom before we land.
  3. We will walk through to immigration, where you will wait in line to officially enter the country. You need you passenger card and passport. **Please be prepared to give semi-coherent answers about why we are coming to Australia.**
  4. **After we go through immigration, we will then meet near the baggage claim and wait until everyone has their baggage.**
  5. **We will then clear customs,** where you will have your bags scanned again (maybe), searched (hopefully not), and turn in your passenger card. Note that there may be dogs sniffing your bags. Remember: NO FOOD. Do not even take food off the plane, especially fruit, nuts, cheese, meats and jerky.
  6. We will drop our luggage at a transfer desk.
  7. We will reconvene outside of customs it the airport lobby and then transfer to the domestic terminal for our next flight.

**Time permitting, you can use the toilet, bureau d’ exchange, and ATM machines; however, make sure you do these things while we are waiting, not when we are about to leave.**

The instructors will not be with you the entire way home. **You will follow similar steps when going home, so pay attention.**
• On the way home, you will also complete a passenger card to enter into the U.S. This card contains much of the same information as the card you completed to enter Australia.

• When arriving in LA, you will wait in line for immigration, have your passport stamped, then collect your luggage. Once you have your luggage, you will wait in a custom’s line, where they will collect your passenger cards. Customs in the US is typically, but not always, more lax than in Australia.

• Once you have gotten through customs, you will need to check your luggage at the transfer desk and then proceed immediately to your departure terminal, which will be a different building than the terminal we arrive in. LAX is very, very busy, so you should move quickly to the terminal and recheck through security. Take the map from the plane magazine if you need to.

Some tips on dealing with U.S. Customs:

• The government requires you to pay duty on goods purchased abroad and brought into the United States over $800. If you have spent more than $800, then you must pay a percentage of whatever you went over.

• Your exemption is $800 (retail value) on articles acquired abroad, if: articles are for personal use or gifts; articles accompany you; you have been out of the country at least 48 hours (Mexico and U.S. Virgin Islands are exempt from the 48 hour limitation); you have not claimed the exemption within the preceding 30 days; and articles are not prohibited or restricted.

• You must declare, including the price paid, everything acquired abroad that you bring home, including gifts given to you and articles worn or used. If you fail to declare or understate the value, penalties may be severe. You cannot bring meat, fruits, vegetables, and Cuban products (e.g., cigars) into the U.S., they will be taken away from you! You are limited to the equivalent of two fifths of liquor (as long as one is native to the country visited) duty-free, and you must be 21 years old to bring it into the country. Additional alcohol purchases are subject to tax (see custom’s document below for more information).

• You may mail packages home of up to $100. You cannot mail more than $100 of goods home per day to any single individual.

• You should know and understand these requirements before leaving, so there are no problems when you return. You must declare expensive and/or foreign goods before leaving the United States, so you are not charged duty on them when you return. If you own imported articles such as cameras, binoculars, watches, computers, etc., register them with Customs (before leaving the U.S.) to avoid extra duty charges upon re-entry. Fine art is exempt from duty charges.

• Upon your return, group purchases together and keep receipts for them ready for Customs inspection. Should you bring back foreign pharmaceuticals, have the prescriptions ready to present.
Packing List

Most travelers pack too much clothing. Take only what you expect to wear; learn what the typical climate is for the locations you plan to visit. Public laundry service is available where students will be staying.

**Clothing** – remember to double count items; for example, bring shoes (Merrill, Columbia, Keen) that are nice enough to wear with slacks, but rugged enough for walking.

- Rain jacket and rain pants
- Hat or headband to cover ears (for warmth)
- Gloves – lightweight
- 1 pair of outdoor/hiking shoes
- 1 pair of casual/walking shoes
- 5-6 pairs of socks, some hiking socks
- 6-8 pairs of underwear
- 1-2 pairs of jeans
- 1-2 pairs of hiking, outdoor pants (e.g., jogging pants)
- 3-4 shirts
- 2-3 under/t-shirts
- Fleece/sweatshirt (something for warmth)
- Mid-weight jacket (weather repellant)
- Ballcap or visor
- Bathing suit (we will be on the reef)

**Other suggestions:**
- 1 pair of sandals/shoes for walking to the bathroom or showering (Crocs work great)
- 1-2 pairs of shorts

**General Tips:** dress in layers, modular clothing works well (e.g., pants that zip into shorts or a jacket with a fleece and outer shell), pack items that are mix and match, pack for hiking and being outside, pack items that are washable in the sink.

**Medicine and Toiletries** – Remember that you can buy items there, but they may be more expensive. DO NOT FORGET ABOUT AIRPORT LIQUID REGULATIONS.

- Prescription medicines with their documentation
- Travel/camping towel (you will have towels provided at your accommodations, but some students want a spare for other activities or emergencies)
- Cold/sinus medicine (buy sample sizes)
- Comb and/or brush
- Common products you use at home, and may need
- Deodorant/antiperspirant
- Eyeglasses, sunglasses, contact lenses and cleaning solution
- First-aid kit materials
- Kleenex (travel size)
- Nail clippers
- Pain killer (aspirin, ibuprofen, Tylenol)
- Shaving supplies
- Comb, brush, and hair products
- Skin care products, cosmetics
- Soap and shampoo
- Sunscreen
- Tampons/Sanitary pads
- Q-tips
- Ziploc bags for all liquids and gels

**Other suggestions:**
- Ear plugs

**Miscellaneous** – easy to forget, but still important

- Watch (dual time zone with alarm is great)
- Alarm clock (or use a watch, phone or IPod)
- Flashlight
- Address book/labels for postcards
- Music (player, cords, and media)
- Camera (w/memory and charger)
- Electrical plug adapter and/or voltage converter
- Extra batteries
- Laundry detergent (single load size or Purex Complete 3-in-1)
- Water bottle

**Other suggestions:**
- Day pack
- Money belt or safe-storage device
- Travel pillow (for plane)
- Playing cards/travel games

**Documents** – DO NOT FORGET THESE ITEMS

- ATM card, debit card, credit cards and cash, (call your bank/credit union to inform them of your travel)
- Passport
- Tickets and Travel Passes
- Academic and course packet/information
- Driver’s license/ISIC ID Cards
- Emergency Contact Information
- Insurance Information
- HTH card
- Pen and Paper

**Other suggestions:**
- Personal/travel journal
- Books, guides, and maps about your destination
- Personal reading

**General Climate for May & June**

<table>
<thead>
<tr>
<th>City</th>
<th>Average High °C (°F)</th>
<th>Average Low °C (°F)</th>
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<tbody>
<tr>
<td>Adelaide</td>
<td>19.0 (66.2)</td>
<td>10.2 (50.4)</td>
</tr>
<tr>
<td>Riverlands (Mildura)</td>
<td>19.6 (67.3)</td>
<td>7.3 (45)</td>
</tr>
<tr>
<td>Sydney</td>
<td>16.9 (62.4)</td>
<td>9.2 (48.6)</td>
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<tr>
<td>Cairns</td>
<td>26 (78.8)</td>
<td>18 (64.4)</td>
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<tr>
<td>Tablelands (Yungaburra)</td>
<td>22 (71.6)</td>
<td>11 (51.8)</td>
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