Sustainable Food, Environment & Social Systems in Australia—Summer 2011

Background Information

Role of the Syllabus

The syllabus represents a semi-formal agreement between the instructors and the student. As such, both the student and the instructor 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 Ombudsman.

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, 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.;
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;
5. Understand the meaning of citizenship as it relates to one’s personal and professional influence on local, national, and global issues; and
6. Translate their learning into written, oral, and web-based formats for distribution to diverse audiences, including lay-audiences and employers.
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.

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.

Connecting Assignments to the Goals

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Relevant Program Goal(s)</th>
<th>Relevant MSU Learning Outcomes</th>
</tr>
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<tr>
<td>Pre, Mid, and Post-Assessments</td>
<td>2, 4, 5</td>
<td>1.a, 2.a, 2.b, 5.b</td>
</tr>
<tr>
<td>Orientation Sessions</td>
<td>1</td>
<td>2.a, 5a</td>
</tr>
<tr>
<td>Leadership and Participation</td>
<td>3, 4, 5</td>
<td>2.d, 3.a, 4.a</td>
</tr>
<tr>
<td>Papers and Final Project</td>
<td>1, 2, 4, 5, 6</td>
<td>1.a, 2a, 2.b, 2.c., 3.a, 3.b, 4.b, 5.b, 5.c, 5.d</td>
</tr>
<tr>
<td>Blog Posts and Comments</td>
<td>1, 2, 6</td>
<td>1.a, 2.a, 3.b, 4.b</td>
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</tbody>
</table>

Program Instructors

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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.

Academic Information

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 (http://www.msu.edu/unit/ombud/dishonestyFAQ.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://www.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 coursework 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.

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 can enroll for fewer credits, 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.

Assignments

Students can read specific guidelines for all assignments at the end of this syllabus. For information about submitting and formatting your work, please see below.

Pre-departure work (20%)

- Orientations attendance/quizzes – 100 points (5 @ 20 points)
- Pre-departure blog post – 30 points
- Pre-departure information – 70 points
  - Infosheet and expectations – 25 points
  - Final project idea – 15 points
  - Biography – 5 points
  - Health information – 5 points
  - Emergency contact – 5 points
  - Expectation Agreement – 5 points
  - Passport – 5 points
  - Photo release – 5 points

In-country work (650 points)

- Blog post(s) – 50 points
- Blog Comments – 20 points (4 @ 5 points each)
- Day leadership – 50 points
• Mid-point evaluation—30 points (done as a blog)
• Participation—200 points (4 evaluations @ 50 points each)
• Analytic responses—300 points (6 papers @ 50 points each)

Re-entry work (150 points)

• Post-program evaluation—50 points (done as a blog)
• Final project—100 points

Evaluation

Students will receive a numeric grade according to the point scale below. 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 departure.

Instructors will update grades via Angel.

<table>
<thead>
<tr>
<th>Grade*</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>4.0</td>
<td>930 – 1000</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>3.5</td>
<td>875 – 929</td>
<td>87.5 – 92.9%</td>
</tr>
<tr>
<td>3.0</td>
<td>825 – 874</td>
<td>82.5 – 87.4%</td>
</tr>
<tr>
<td>2.5</td>
<td>775 – 824</td>
<td>77.5 – 82.4%</td>
</tr>
<tr>
<td>2.0</td>
<td>725 – 774</td>
<td>72.5 – 77.4%</td>
</tr>
<tr>
<td>1.5</td>
<td>675 – 724</td>
<td>67.5 – 72.4%</td>
</tr>
<tr>
<td>1.0</td>
<td>625 – 674</td>
<td>62.5 – 67.4%</td>
</tr>
<tr>
<td>0.0</td>
<td>under 624</td>
<td>under 62.4%</td>
</tr>
</tbody>
</table>

*Instructors may round grades up at their discretion if they are within 5 points of a higher grade.

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 varies 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

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.
<table>
<thead>
<tr>
<th>Category</th>
<th>Examples and key words</th>
<th>Example questions and statements</th>
</tr>
</thead>
</table>
| **Knowledge**: Recall data or information. | **Examples**: Recite a statistic or fact. Quote prices from memory. Knows the safety rules.  
**Key Words**: Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states. | **Questions**: 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?  
**Statements**: 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. |
| **Comprehension**: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words. | **Examples**: Rewrites the major categories of energy. Explain in one's own words the definition of sustainability. Convert acres to hectares.  
**Key Words**: Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates. | **Questions**: 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.  
**Statements**: 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. |
| **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. | **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.  
**Key Words**: Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. | **Questions**: 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.  
**Statements**: 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. |
| **Analysis**: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences. | **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.  
**Key Words**: Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates. | **Questions**: 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.  
**Statements**: 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. |
| **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. | **Examples:** 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.  
**Key Words:** Categorizes combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, tells, and writes. | **Questions:** 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.  
**Statements:** 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. |
| --- | --- | --- |
| **Evaluation:** Make judgments about the value of ideas or materials. | **Examples:** 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.  
**Key Words:** Appraises compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, and supports. | **Questions:** 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.  
**Statements:** 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... |
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.

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 the 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 do it at the end of the day or when requested. Also, unless necessarily (i.e., you have a question) do not knock on the 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/. 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 by the end of Spring Semester 2011 final’s week.
Program Schedule and Logistics

Pre-Departure

Prior to departure, students will have a series of 2.5 hour seminars to prepare them for their time abroad. These sessions will include two sessions related to program management and four sessions related to program content, including sessions about Australian geography and history, Australian culture, sustainability, and current events. 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.

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. Students should treat this schedule as draft.

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).

Holidays, Observances, and Special Needs

Per the Ombudsman’s web site ([http://www.msu.edu/unit/ombud/excuses.html](http://www.msu.edu/unit/ombud/excuses.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 (http://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 instructor 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 instructor immediately.

**Engagement and Participation**

**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 http://www.msu.edu/unit/ombud/excuses.html. 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 instructor recommends 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 are also 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.
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—unless otherwise noted—during all formal program activities; 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; and
- Good communications amongst themselves and with the faculty.

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

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.

In relationship 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 the accommodation, 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.

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

Trip Preparation (100 points) - As a means of getting ready to depart on the program, students will complete some administrative tasks that will facilitate their travel. These tasks include:

- Completing an informational sheet
- 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
- Turning in a copy of your passport
- Completing an outline for your final project
- Writing a pre-departure blog

Orientation Sessions (100 points) - 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. All pre-departure work must be submitted before leaving for Australia. Work not turned in prior to departure will receive a “0”.

In-Country Work

Participation and engagement (200 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 entries about once a week (see coursepack for the forms).

As with the analytic responses, students should turn in these forms when directed no later than 9:30 p.m. at night either in-person or by slipping them under a hotel door. After 9:30 p.m., papers should just be passed under the 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.

Analytical Responses (300 points) - Students will complete six 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 to the topic of sustainability
- Draw upon readings and field experiences from the Australia program
- Address a unique problem or idea that extends the writing beyond a summary or restatement of factual information

2011 themes (all students will write about #4, plus five additional areas):

1. Sustainability
2. Urban and/or technological design (e.g., public transit, urban planning, desalinization, alternative energy, etc.)
3. Resource management (e.g., water, mining, forestry, and energy)
4. Indigenous issues and culture
5. Food, fisheries, and agriculture
6. Ecosystem and wildlife management
Policy, economics, and education

Students should not simply regurgitate a blow-by-blow of what they did for the day or what they read; rather, they should show an understanding of the connection between the reading, activities, and their own, original thinking. Instructors will collect and evaluate responses periodically while overseas. They may also use the responses as the basis for discussions with students or with the entire group.

Students will turn in these forms when directed in-country no later than 9:30 p.m. at night. When turning in the documents, students should turn them in, in-person or slip them under a hotel door. After 9:30, papers should just be passed under the 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.

Day Leadership/Thank you Notes (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;
- 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);
- Collecting guest speakers’ names, titles, and full mailing address;
- Writing thank you notes; and
- Taking digital pictures.

Each student must do one blog for the program (see below). The student-leaders also will assist with additional duties, which may include helping distribute materials, organizing meals, making decisions, helping with check-in or check-out at accommodations, etc.

Between the pairing, you will decide which of the leaders will write the thank-you letters and which will do the blog for the day. Students writing a thank you note should prepare a unique, hand-written note to each host for the day (i.e., the main contact or senior person for each site: NOT all individuals at each site). These notes should be written, addressed, and given to the instructors within 48 hours. Late notes or notes with incomplete information will receive a point deduction.

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 appropriate numbers of gifts for each day. 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 in the morning to brief them on any changes or special considerations, and a student assistant will be available at night to help with the web site.

Blog/Blog Comments (50/20 points) - For one of the two days for which he or she is a day leader, each student will prepare a blog about the day. This blog should include:

1. A two paragraph summary of content related to the day’s lessons or visits (If a student team has a day light on “academic content,” then they can use general country information or discuss personal observations related to their final project).
2. Four to six digital photos taken by the leaders. Most of these photos should be somewhat serious and have a content-related caption, the remaining photo or photos can be fun and silly (yet appropriate!).
3. Any appropriate related links associated with our days.
**Blogs** should be completed nightly, unless otherwise specified by the instructor. Blogs not completed in a timely fashion will receive point deductions. *Exceptions will be made if internet access is unavailable; however, students can still have their posts written and photos selected.*

In addition to completing the blog, 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.

**Mid-Evaluation (30 points)** – Students will respond to a series of questions in a blog format while in Australia. The questions that students will respond to in the blog are:

1. **Australia and Global Learning**
   a. What do you know about Australia and/or Australian culture? What do you think Australia will be like?
   b. What cultural similarities and/or differences do you expect between the US and Australia?
   c. What do you think it means to be an American? A global citizen?

2. **Sustainability**
   a. How would you define sustainability?
   b. Is “x topic” sustainable in your opinion? Why or why not?
   c. Considering some of the sustainable measures you’ve been provided (e.g., ecological footprint), do you think these are good measures of sustainability based on your definition and understanding?

**Re-Entry Work**

**Final Project (100 points)** - 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 recommendations for action.

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 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 several 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 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.

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 July 16.

Final-Evaluation (50 points) – Students will respond the same questions from the other evaluations in a blog format. The purpose of this assignment is to reflect upon students’ post-program understanding relative to sustainability and Australian culture.