

## **New Zealand: Exploring Health, Culture, Sustainability, and Environment May 12th – June 5th, 2019**

### **Urban and Environmental Health**

ASM 414 (46671; 46672 is online)

### **Cross-Cultural Studies in Global Health**

ASB 443 (46667; 46668 is online)/SSH 403 (46669; 46670 is online)

6 credit hours

**Instructor: Dr David A Feary**

**Co-Instructor: Professor Chris Stojanowski**

**Program Overview:** New Zealand is a strategic site for examining how human health and environmental outcomes are shaped by the interplay among cultures, history, patterns of social organization, technology, globalization, and the characteristics of the natural and built environments. By studying New Zealand, we will acquire new insights into the challenges of providing equitable and effective health care, preserving environmental quality, and promoting food sustainability. These are the three overarching themes of the trip. Historical, social, and environmental justice perspectives allow us to integrate and link these themes across many specific issues and cases. The program of readings, activities, and writing will stimulate you to think critically about major challenges confronting our increasingly urban, connected, human-dominated world.

The culture and environment of New Zealand are fascinating counterpoints to the United States. The socialized health care system of New Zealand contrasts sharply with the mixed model of the United States. New Zealand is supposedly clean, green, and awash in pure water (although we may learn otherwise), and is at the forefront of nations struggling with sustainable agriculture in a global system of food production. We expect everyone to come away from this experience with new knowledge of circumstances in New Zealand, of course, but more than that we hope to acquire a new sensitivity to the dynamics of health, sustainability, and environment in other countries and cultures, and—very importantly—to view with fresh eyes the challenges we face in the United States. We will also develop facility with cross-cultural comparison, transdisciplinary thinking, critical analysis, and global awareness—a lot to accomplish in just under four weeks!

This integrated 6-credit program is designed to be accessible and relevant to students from a broad range of majors, and thus assumes no specific disciplinary background or prerequisites. We will explore how a spectrum of approaches, a variety of disciplines, and diverse ways of knowing and understanding combine to help us think deeply, critically, and comprehensively. The program emphasizes the importance for each of us of good global citizenship, a commitment to social justice, and environmental stewardship. We ask students to reflect upon and re-examine their own value systems as they observe and interact with the different settings and peoples of New Zealand. To achieve these grand goals we teach our courses in an integrated fashion with readings, assignments, and orientation briefings prior to departure, and a mix of activities, readings, and assignments interleaved throughout the time in New Zealand. There is a lot going on in this class, so make sure to read the syllabus and assignments carefully and ask about anything that you do not understand.

*This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the program. Necessary revisions will be announced through email or Canvas with fair prior notice.*

## Course Goals/Learning Outcomes:

*By the end of this program, each student will...*

- Develop a comparative understanding of how globalization, urbanism, migration, political and social history, and environmental conditions have interacted to affect the health, well-being, and sustainability of human populations, using the example of New Zealand.
- Explore the forces that operate at various scales—from the farm through the region to national and global levels—to influence interactions between humans and their environments, particularly those involved with food systems and water resources.
- Experience fundamental processes of global research, including application of social science methods to research design, data collection, and interpretation.
- Engage productively in difficult, even controversial or adversarial, conversations regarding health inequities and responsibilities.
- Develop, support, and present values-based propositions about matters concerning sustainability and global health, including the ability to construct, support, and balance reasonable arguments on two or more sides of the same debate.
- Acquire teamwork skills through participation in a collaborative research project and work as an effective member of an interdisciplinary research team.
- Propose, refine, and defend a personal philosophy regarding topics covered in the course.

## Required Course Texts/Readings:

All required readings are provided in advance through the course online platform. Students do not need to purchase any books or reader but are responsible for downloading all readings **before** departure.

## Course Format:

We use collaborative (team) exercises and assignments as a tool to promote learning. This approach requires students to be flexible, open-minded, and good-tempered; it is challenging, but most professional settings now require us to work in teams so you are acquiring important professional skills. In any group, tensions can arise because, of course, no one can contribute exactly what another can, as we have different skills and styles. The optimum strategy is to determine how the group can harness everyone's strengths to move forward and reach a goal.

## Final Grades:

The final grades for each of the courses listed below will be assigned as follows:

A- / A / A+	89.5-92.4 / 92.5-97.4 / 97.5-100	Excellent
B- / B / B+	79.5-82.4 / 82.5-87.4 / 87.5-89.4	Good
C / C+	69.5-77.4 / 77.5-79.4	Average
D	59.5-69.4	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

Honors Contracts **will** be offered.

Extra credit work **will not** be offered.

Higher (graduate level) standards in grading will be applied to any students taking graduate coursework, and they will be expected to take a lead in managing and analyzing the group project data. For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester in the event that you may wish to contest any grades.

**Incompletes:** A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work, but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the [Request for Grade of Incomplete form](http://students.asu.edu/forms/incomplete-grade-request) (<http://students.asu.edu/forms/incomplete-grade-request>).

**Late Assignments:** Late assignments will be accepted only under the most compelling circumstances.

**Attendance:** The program itinerary describes the activities that are officially part of the course (i.e., "program time"). Unexcused absences from these activities are grounds for dismissal from the program. You are responsible for any activities outside of the program itinerary (i.e., "off-program time") and must make sure that they do not impair your ability or the ability of others to participate in the course.

### **Drop and Add Dates/Withdrawals**

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#).

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the [Study Abroad Withdrawal Policies](#) for important dates regarding withdrawing from your Faculty Directed program.

**Grade Appeals:** ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see: <http://catalog.asu.edu/appeal>.

**Student Standards:** Students are required to read and act in accordance with the provisions of this syllabus as well as university and Arizona Board of Regents policies, including: The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://eoss.asu.edu/dos/srr/codeofconduct>

### **Student Conduct Statement**

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>,
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm>, and
- ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>.

***Possession and consumption of alcohol, destruction of property, and the presence of overnight guests are among the activities specifically prohibited on program facilities and during program time (including in accommodations and during coach transportation).***

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussions should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Instructors make take action if discussions take inappropriate turns.

### **Establishing a Safe Environment**

Learning takes place best when a safe environment is established in the classroom. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, irrespective of whether you agree with them or not.

### **Academic Integrity**

*Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.*

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow closely an argument presented elsewhere, even if it is not directly quoted, you must provide a citation to the publication, including the author, publication date, and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the instructor(s) in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including by yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

## Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: [http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept\\_pk=822](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822) and file a help desk ticket by clicking on "My Help Center."

## Copyright Information

All the content in this course, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell or distribute course content or notes taken during the conduct of the course (see ACD 304-06). Students may not upload to any course shell, discussion board or website used by the course instructor or other course forum, material that is not the student's original work, unless the student first complies with all applicable copyright laws. The instructor reserves the right to delete materials on the grounds of suspected copyright infringement (see ACD 304-10).

## Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

## Student Support and Disability Accommodations:

The provisions of the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, do not apply outside of the United States, so students with disabilities may find accessibility and accommodation in a given ASU study abroad program location to be very different from what is found in the United States. Upon request, the ASU Study Abroad Office can provide information about the availability of accommodations and accessible facilities on the specific program and can help the student determine whether the student's preferred program can meet the student's accommodation needs. Students with disabilities should understand that the ASU Study Abroad Office cannot guarantee access to public transportation, buildings, or public sites on this program.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#) during the study abroad program. Eligibility is based on qualifying disability documentation and assessment of individual need. Every effort is made to provide reasonable accommodations for qualified students with disabilities, although the nature of the accommodations that can be provided by ASU during your study abroad program will depend on a number of variables, including but not limited to availability of resources on-site, accessibility of program facilities, and any study abroad requirement of the student's degree program.

Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>. If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services. Typically, once a student discloses the need for an accommodation through their study abroad application, the ASU Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

## Harassment Prohibited:

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of

students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

### **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

### **Religious Accommodations for Students:**

Students who need to be absent from class due to the observance of a religious holiday or to participate in required religious functions must notify the faculty instructor in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations / holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As mandated reporters, your instructors are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eooss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

### **Syllabus Disclaimer:**

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the *Announcements* section on Canvas.

### **Courses and Assignments:**

The New Zealand Study Abroad Program is organized around two 400-level courses, individually or collectively totaling 6 credit hours, in which we use an integrated format for learning. As a consequence, we will not be much concerned with making distinctions between the courses. The nature of the program is that we are constantly learning information that is relevant for both courses in every place that we visit and in everything we do.

There are 200 points possible (100 for each course) and since this is an integrated syllabus we will take the points you earn and divide them by 200. For example, if you receive 180 points/200 points = 90%, which means that you would receive an "A-" for **each** course in which you are registered. Final grades will be assessed on a series of assignments; check below and in the final itinerary for due dates for the assignments. **Note** that *CITI/Human Subjects Training* (15 points) is due **prior to departure** from the United States and is required in order to participate in the *National Differences in Climate Perspectives* research. Assignment 2 (based on readings and the pre-departure lecture) is also due prior to departure.



- Assignment 1: CITI/Human Subjects Training (due prior to departure) (15 points)
- Assignment 2: International Health System Comparisons (due prior to departure) (20 points)
- Assignment 3: Indigenous Health Disparities (25 points)
- Assignment 4: National Climate Perspectives Interviews/Analysis (30 points)
- Assignment 5: Scavenger Hunts: *Te Papa* and Canterbury Museums (10 points)
- Assignment 6: Complex Health Issues-Obesity and Mental Health (25 points)
- Assignment 7: Water and Well-Being (20 points)
- Assignment 8: Course participation and engagement (25 points)
- Assignment 9: Oral Reflection (10 points)
- Assignment 10: Written Reflection (due after return) (20 points)

### What to do before you leave

Our time in New Zealand is precious because we have many scheduled activities and there are many additional experiences that make the trip fun and fulfilling. You will enhance your in-country experience and your grades by doing as much preparation as possible before leaving the United States. Note that some of the assignments and activities are associated with specific lectures (e.g., health, water) or activities (e.g., national climate perspectives research), whereas others (e.g., complex health issues) are based on the prescribed readings, your personal observations, as well as commentary by faculty and others during the trip.

**Pre-Departure Requirements:** Under the “Coursework & Itinerary” button on Canvas, complete the following:

1. **Readings:** Download all the following ZIP files of readings and read as much as possible before you leave (especially the “pre-departure readings”). This includes:
  - Pre-departure Readings
  - International Health System Comparisons Reading
  - Indigenous Health Readings
  - National Differences in Climate Perspectives Readings
  - Complex Health Issues-Obesity and Mental Health Readings
  - Water and Well-Being Readings
2. **Lectures and Documents** Watch the pre-departure videos/lectures and download/read all the documents from the course Canvas platform
3. **Submit the CITI Training Certificate** (completion typically takes 2-3 hours, but can take considerably longer)
  - Complete Assignment 1: Human Subjects CITI training for “Group 2 Social and Behavioral Research Investigators and Key Personnel.” The link to this training course is available on Canvas. Note that this training can takes up to eight hours!
4. **Complete and Submit Assignment 2 - International Health System Comparisons**

### Pre-Departure Suggestions:

Based on experience, these additional suggestions can help you get the most from your program.

1. Read the assignments presented in the syllabus in advance of departing for New Zealand, paying attention to the questions you are asked to answer.
2. Do as much reading as you can before you leave, and when you read, do so with the purpose of finding answers to assignment questions.
3. Before the trip, **take notes on the readings.** It will be most useful if you organize these notes by assignment, and you can even begin to develop answers for the assignment questions. Keep

in mind that information needed for some of the assignments can be acquired in several different locations, (e.g., from several different assignment components) and from different sources (e.g., from commentary by faculty at lectures, onboard the coach, or at stops along the way).

### **How to Ace your Assignments**

This program uses a wide variety of field experiences as an instructional approach to introducing complex topics of study. This approach relies heavily on short essay answers to complex inter-related health, ecological, environmental, cultural, and social issues. This is a writing-intensive approach to study that requires the student to have: (1) a clear understanding of the question and responses; and (2) the ability to formulate those responses in a concise and non-redundant manner. We believe that reading, writing, and communication skills are critically important to succeeding both in the university and in the workplace, so we make no apologies for expecting clear and concise writing.

This approach to learning is probably unlike most other approaches to teaching and learning that you have experienced on campus. In most campus classes, you are taught and you learn through lectures in a somewhat linear fashion, with one class building upon another. By contrast, the approach in this program is more like doing a mosaic in which the complete picture only gradually comes into focus as more and more pieces of the mosaic are put into place, revealing the complex and multifaceted nature of what you have created. Consequently, the schedule is light on assignment submissions in the early parts of the trip, but heavy on assignment submissions in the latter parts of the trip.

You will likely find this approach confusing, and possibly even frustrating early on. Where do I find the pieces of information? Where does this piece fit? Does this piece fit? How does this piece relate to the overall topic? These are all legitimate questions, and questions that you will have to keep asking yourself and discussing among your classmates. Despite some initial confusion (perhaps like the confusion when confronted with a jumble of puzzle pieces), we believe that this approach to learning has numerous advantages, especially for teaching and learning within the context of a field-oriented study abroad program. Perhaps the single greatest advantage of this approach is that it is active—you are actively engaged in finding the pieces of information from multiple sources. True, one of these sources is the traditional classroom lecture, but there are also mini field-lectures, class discussions on the road, informal conversations with field faculty, meetings with specialists and professionals, and direct experience and observation, in addition to the related readings. The mosaic approach obliges you to be an active learner. In practice, this means listening and looking, taking good notes, asking good questions, and generally taking advantage of all of the resources and opportunities you encounter.

All assignments should be **single-spaced** and **legible** and adhere to the stated length guidelines. Work may be turned in either handwritten or turned in electronically via a USB drive or emailed to the faculty directors. All work must be turned in by the due date and time. You should also follow these eight guidelines:

1. Each question (comprised of all parts) should be answered clearly and succinctly. Your response will be graded on appropriate content, grammar, and presentation. Do not copy or type the assignment questions on the paper or document you hand in, but do number your answers.
2. Good answers should have in-text citations. Citations should be used when you are providing information that you did not previously know. You should avoid using long or multiple direct quotations and should try to paraphrase information that you have read. Note that you can cite not just readings and lectures, **but also informal conversations, information available during field trips, visitor centers, and mini-lectures**. Good answers cite multiple sources, not just one, and not just lectures. You can expect to lose points if there is a reading that directly relates to the assignment question and you do not cite that information.



3. It is arguably more difficult to write essays of less than ½ a page or more than 5 pages. As a result, write short, concise sentences and avoid long quotations. Develop a skeletal outline of your essay, write your answer out in rough form, and then rewrite to get within the page limits and to achieve clarity and precision in your written expression.
4. Do not simply provide a chain of undeveloped (or unsupported) facts that are simply reiterations of lectures and/or readings. You can use facts/data but they must be substantiated and fit within the context of the story you are writing—there must be a narrative.
5. Make a statement, support that statement with citations and evidence, and—of critical importance—remember to provide the “so what.” This shows that you can conceptualize and see “the big picture.”
6. Avoid writing about things and using technical terms that you do not understand. Your lack of understanding will be apparent and affect your grade. If you are confused or do not understand something, ask.
7. Most importantly, answer all parts of each question.