

STOLTZFUS COURSE MATERIALS

This document contains examples of my community-engaged teaching materials.

Contents include:

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**Global Health and Policy Issues in Tanzania
Summer 2009**

Course Objectives and Policies

Your instructors

Mr. Bernard Njau (KCMC) and Prof. Rebecca Stoltzfus (Cornell University) are the instructors for this course. We are excited about teaching this course and are committed to providing you with the tools you need to learn. (Read our short bios on the web site.) We will also listen to your suggestions about how to improve the course.

Course objectives

By the end of this course, students will:

- Gain cross-cultural competence.
- Gain broad knowledge about global health, nutrition, food safety, and agriculture issues in Tanzania.
- Learn how to use tools to analyze a policy issue, including stakeholder analysis, problem trees, and policy criteria.
- Gain in-depth knowledge about a health and nutrition policy dilemma relevant to Tanzania.
- Work in a cross-cultural team to research a policy dilemma of their own choosing, and to develop, negotiate and present their ideas as a policy case study.

Course schedule

The course will follow a daily schedule with 3 periods:

Period 1: 8:30 – 10:30

Period 2: 11:00-1:00

Period 3: 2:00 onwards as needed

Period 3 will normally be free time to use the classroom facilities and to work on assignments.

Attendance at all class sessions is expected, however during free work time, you may work wherever you would like to work.

Grades

Your grade for the course will include the components show below.

- Presentation of assigned case study (100 points)
- Contribution to class discussions of presentations of assigned case studies (50 points)
- Final written and oral presentation of new case study (200 points each, 400 points total)
- Contribution to class discussions (50 points)
- Completion of non-graded assignments (50 points)
- Group work through peer evaluation and self-evaluation (100 points)

Note that there will be no final examination in this course.

We will not grade “on a curve.” We use the grading standard described below as our criterion. If everyone earns an “A,” we will be happy to give everyone that grade!

Letter Grade	Description	Point Spread
A	Excellent	80-100
B+	Very Good	70-79
B	Good	60-69
C	Pass	50-59
D	Poor	40-49
E	Very Poor	0-39

Marks will be reduced for late work. Most assignments will be due at 8:30 am on the due date. Marks for late assignments will be reduced by 5% if turned in within 12 hours (i.e. before 8:30 pm) and by additional 5% increments for every 12 hours thereafter.

Academic Integrity

Both Tumaini University and Cornell University have clear policies with regard to academic integrity:

“The academic community of Tumaini University believes that one of the goals of a Christian Institution of higher education is to strengthen academic integrity and responsibility among its members. To this end, the University emphasizes the importance of sound judgment and personal sense of responsibility in each student. All members of the academic community are expected to respect the highest standards of academic integrity.

Academic dishonesty is a serious offence at Tumaini University because it undermines the bonds of trust and personal responsibility between and among students and faculty, weakens the credibility of the academic enterprise, and defrauds those who believe in the value of integrity of the degree or diploma”

Tumaini University, Kilimanjaro Christian Medical College Prospectus 2007-2009, p. 7

"Academic Integrity is expected of every Cornell Student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others."

Cornell Code of Academic Integrity, p. 1

Students who are found to be dishonest with regard to their work (cheating, plagiarism, or interfering with the work of other students) will be dealt with according to the policies of their university.

Course facilities

Through a special cooperation between KCMC and Cornell University, we have the privilege of using an internet wireless classroom for this course. These resources are provided through the contributions you made from your research fees, similar contributions made by the Cornell students, and a grant from the US Government.

The facilities include: Computers, a printer with wireless networking, and wireless internet access. Use of the wireless networks will be password protected, and your access to these facilities will end at the conclusion of this course (i.e. 25 June 2009)

Use of these facilities is a privilege, and its success will depend upon all of taking mutual responsibility for their appropriate use and upkeep. The following rules are designed to ensure security of the classroom, and they must be followed by all of us:

- The printer may be used for course-related jobs only.
- Access to the classroom will be the responsibility of the class representative(s), who will be given keys to the room. It is their responsibility to make sure that the classroom is locked whenever students or faculty are not present.

Course website

All of the course materials will be made available to you via a course website, which is run by a software system called Blackboard. The course website is part of Cornell University's server system, and you will need to apply for a guest ID to enroll in the website. Following are the instructions that you should follow to get a guest Cornell Net ID. This process must be completed by the person who needs the account (that is: You, the student).

1. Complete the guest ID registration form at <http://guestid.cit.cornell.edu/reg/register.cfm>.

You'll need a name and password just to get to the registration form. They are:

name: blackboard

password: getguestid

The guest ID will be of the form firstname.lastname like "john.doe". The instructions are at: <http://atc.cit.cornell.edu/atc/blackboard/instructors/guestid.cfm>

2. After you submit the form, you will receive an email requiring you to verify the account.

3. Once you verify the Guest ID account, go to the following page to create your Blackboard account: <http://atcsupport.cit.cornell.edu/bbtools/>. You will receive an email notification once it is complete.

Now that you have a Blackboard account, you can enroll in the course: Global Health and Policy Issues in Tanzania.

Daily course schedule:

Period 1: 8:30 – 10:30 (except on Wednesdays and Fridays, begin at 9:15)

Period 2: 11:00-1:00

Period 3: 2:00 onwards as needed

Preliminary Course Outline:

	Activities	Faculty	Assignments due
Week 1: Learning the policy process through assigned case studies			
Monday 25 May	<u>Period 1</u> Welcome & introductions Group Juggle Lecture/Discussion: Global Food System <u>Period 2</u> Group Formation Lecture/Discussion: Policy Case Study Approach <u>Period 3</u> Course Policies KCMC tours Reading and free time	<u>Period 1</u> Manongi/Stoltzfus Stoltzfus Pinstруп-Andersen <u>Period 2</u> Stoltzfus Pinstруп-Andersen <u>Period 3</u> Stoltzfus/Manongi	<ul style="list-style-type: none"> • Crests, group name
Tuesday 26 May	<u>Period 1</u> Group work on assigned case studies—Problem Tree <u>Period 2</u> Lecture/Discussion: Policy Process, What is Policy? Lecture/Discussion: Health, Nutrition and Food Security Policies <u>Period 3</u> Group work continued—Stakeholders Analysis, Policy Criteria	<u>Period 1</u> Stoltzfus <u>Period 2</u> Pinstруп-Andersen <u>Period 3</u> Pinstруп-Andersen	<ul style="list-style-type: none"> • Problem Trees • Stakeholders analysis

<p>Wednesday 27 May</p>	<p><u>Period 1</u> Group work continued— Policy criteria, recommendations, presentation draft</p> <p><u>Period 2</u> Hybrid group Group work continued Lecture/Discussion: Tanzanian Health System</p> <p><u>Period 3</u> Looking ahead: developing new cases Group work: Brainstorm Cases Reading other cases/polishing</p>	<p><u>Period 1</u></p> <p><u>Period 2</u> Pinstrup-Andersen Njau</p> <p><u>Period 3</u> Pinstrup- Andersen/Stoltzfus</p>	<ul style="list-style-type: none"> • Policy Criteria with weights • List of 3 proposed case ideas
<p>Thursday 28 May</p>	<p><u>Period 1</u> PRESENTATION 1</p> <p><u>Period 2</u> PRESENTATION 2 PRESENTATION 3</p> <p><u>Period 3</u> Reading other cases/polishing</p>	<p>Student groups</p>	
<p>Friday 29 May</p>	<p><u>Period 1</u> PRESENTATION 4</p> <p><u>Period 2</u> PRESENTATION 5 PRESENTATION 6</p> <p><u>Period 3</u> Class Discussion—debrief on week Group work—debrief and planning ahead Decide on new case study topic</p>	<p>Student groups</p>	<ul style="list-style-type: none"> • Proposal of new case study topic

Week 2: Developing new case studies: Understanding the problem and its stakeholders			
Monday 1 June	<u>Period 1</u> Lecture- literature review and management <u>Period 2</u> Begin literature review <u>Period 3</u> Literature review		<ul style="list-style-type: none"> • Quickwrite- lit review? Group work?
Tuesday	<u>Period 1</u> Group discussion time <u>Period 2</u> Lecture- bibliography/citations? <u>Period 3</u> Continue literature review		<ul style="list-style-type: none"> • Definition of stakeholders
Wednesday	<u>Period 1</u> Lecture—Interview technique <u>Period 2</u> Continue literature review Prepare for interviews <u>Period 3</u> Problem tree poster session		<ul style="list-style-type: none"> • Bibliography due—10 resources you WILL reference in your background • Problem tree poster

Thursday	<u>Period 1</u> Group discussion- hybrid groups <u>Period 2</u> Faculty check in with groups Continue to work on outline of background Continue interview prep Perhaps do an interview?		<ul style="list-style-type: none"> Stakeholder interview guide
Friday	<u>Period 1-3</u> Present backgrounds (from outline)		<ul style="list-style-type: none"> Background outline
Week 3: Stakeholder analysis, continued			
Monday 8 June	<u>Period 1</u> Turn in background <u>Period 2-3</u> Interviews		<ul style="list-style-type: none"> Background
Tuesday	<u>Period 1-3</u> Interviews		
Wednesday	<u>Period 1</u> Group discussion time- hybrid groups <u>Period 2</u> Lecture- interview data <u>Period 3</u> Prepare summaries of stakeholders Prepare presentation More interviews?		
Thursday	<u>Period 1</u> Analyze stakeholders—grid <u>Period 2</u> Faculty check in with groups		

	<u>Period 3</u> Prepare summaries of stakeholders Prepare presentation Prepare stakeholder analysis		
Friday	<u>Period 1-3</u> Present stakeholders and analysis		<ul style="list-style-type: none"> Stakeholder summary
Week 4: Development of policy options			
Monday 15 June	<u>Period 1</u> Group discussion time <u>Period 2-3</u> Literature review of policy options Create policy options Criteria assessment of options		<ul style="list-style-type: none"> Stakeholder papers
Tuesday	Literature review of policy options Create policy options Criteria assessment of options		<ul style="list-style-type: none"> Criteria

Wednesday	<u>Period 1</u> Faculty check in with groups <u>Period 2-3</u> Literature review of policy options Create policy options Criteria assessment of options		
Thursday	<u>Period 1-3</u> Present policy options, including criteria assessment		<ul style="list-style-type: none"> Policy options and criteria assessment
Friday	<u>Period 1</u> Group discussion time <u>Period 2-3</u> Decide on policy option Executive summary References, revisions		
Week 5: Presentations and wrap-up			
Monday 22 June	<u>Period 1</u> Faculty check in with groups <u>Period 2-3</u> Decide on policy option Executive summary References, revisions		
Tuesday	Final presentations		Final case study
Wednesday	Final presentation		Final case study

Outline and Timeline for written policy case study

Executive summary. 19-22 June

This is a brief summary of the entire case. Write this last. It will be due with the final assignment.

Background. Week of 1 June

In this section define the problem. What is its scope and nature? What are its causes and consequences? Use statistics and references to bring the problem to life.

Policy issues. Week of 15 June

What are the policy perspectives on this problem? Who are the actors? Who is potentially responsible for the problem and its solution? Are there clear policy controversies that exist in the literature or from interviews with experts/stakeholders?

Stakeholders. Week of 1 June and 8 June

Describe the major stakeholders in this policy issue and their perspectives. What is their relative interest and influence?

Policy Options. Week of 15 June

What are possible policy options? If possible, draw upon history (what has happened in the past, what is happening at present?) and policies that have been tried in other places. In addition to describing the options, add information on the advantages and disadvantages of each approach.

Assignment 1 June

A single paragraph setting out the assignment of the case study.

Additional readings. 19-22 June

2-4 key references drawn from your reference list. Select these at the end.

References. Compile throughout the process.

The complete reference list for your case study, including those listed as additional readings. Use APA format for citations and references.

NFLC Spring 2017 SCHEDULE

Vanakkum! Welcome! The **Nilgiris Field Learning Center (NFLC)** is a unique partnership that aligns Cornell faculty and students with experts and community members in the Nilgiris, the “blue hills” of southern India. The NFLC learning community explores nutrition and health, land use, and livelihoods in a region recognized for its biodiversity. Students develop research skills in a collaborative, field-based environment.

Projects address community-identified issues:

Community wellness, access to medical resources, and changing modes of healing

Dietary diversity, eating habits, and sourcing patterns in local food systems

Contested **forest lands** as spaces for food, farming, & trade

Infant feeding practices in the context of maternal health & social networks

Water and waste infrastructure in an urbanizing environment

The NFLC provides transformative research experiences for faculty, students, community members, and professionals. Together, we engage in, give back, and benefit from the work done at the Center. Cornell brings strengths in the ecological and social sciences in collaboration with the applied fields of regional planning and policy analysis. Our partner, the Keystone Foundation, works with indigenous communities in the Nilgiris Biosphere Reserve focusing on livelihoods, conservation, and market-based social enterprise. The vibrant Keystone campus is located in Kotagiri, a hill station in the Western Ghats. It is a hub for honey production, education initiatives, and research. Learn more about Keystone on their website.

Resource Leads:

AV: Anita Varghese,

AW: Andrew Willford, Professor of Anthropology, Cornell University

NK: Neema Kudva, Professor of City and Regional Planning, Cornell University

LR: Lucinda Ramberg, Associate Professor of Anthropology, Cornell University

MJ: Mathew John, Co-Director and Co-Founder, Keystone Foundation

PR: Pratim Roy, Co-Director and Co-Founder, Keystone Foundation

RL: Robert Leo,

RJS: Rebecca Stoltzfus Professor of Nutrition, Cornell University

SN: Snehlata Nath, Co-Director and Co-Founder, Keystone Foundation

SS: Shubh Swain, NFLC Program Coordinator, Cornell University

SW: Steven Wolf, Associate Professor of Natural Resources, Cornell University

Other shorthand

HW: Home work

RM: Research Methods

FT: Field Trip

CBE: Cross-Boundaries Experience

K.S: Key stone

Other work through the Semester

1. 2 blogs per student (one in classroom phase, second during research phase)
2. Generating video footage in pairs on work done during classroom and research phase
3. Preparing materials and presentation to community members (Week 14)
4. Preparing Final Report (Week 15)

Week-1: (1/23 to 1/28) Orientation and Getting familiar with Kotagiri and the Keystone Campus. Resource persons: PR,AV, NK

In-class work: CBEs, Campus Mapping exercise using only the body to measure (building on CBE 3)

Weekly Home Work: Individual journals, readings reports, debriefs and writing assignment (prompt will require students to observe

9:30am-11:00am	11:15am-1:00pm	2:00pm-3:30Pm	3:45pm-5:00pm-5.30Pm
	T E A	L U N C H	

Monday	Orientation	Orientation	Orientation	Debrief
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Tuesday	Orientation CBE1	Orientation	Orientation	Debrief
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Who we are +
Where are we from

Wednesday
Kotagiri and its surroundings Field Trip

Thursday	CBE 2: Body parts	RM: Lecture +in-class exercise (NK) Observation / Note-taking	RM: Lecture + in-class exercise (NK) Research ethics / do IRB training for HW	Tamil/ English Debrief
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Friday	CBE 3: Taking measure	RM: Lecture (NK) Mapping	Exercise: Mapping Campus	Tamil/English Debrief
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Saturday	Continue with map	Continue with map		
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tea-time / lunch time for two days and write a paper)

Research Methods: Observation, Note-taking, Mapping (including participatory mapping), Ethics training,

Video module: Linked to CBE 1 or writing assignment

Note: Saturdays are half days (but can sometimes be a full working day if another day of the week is a vacation day

Week-2:(1/30-2/4) Land/ Ecology/wild life. Resource persons A V (Conservation team)

Steven to do a skype lecture / visitors: MadhuRamnath

	9:30am- 11:00am	11:15am- 1:00pm	2:00pm- 3:30Pm	3.45pm- 5.00 pm	5:00pm- 5.30Pm
		T E A	L U N C H		
Monday	CBE3	Teaching: Topic	Exercise: Topic	Tamil/English	Debrief
Tuesday		Teaching: RM	Exercise: RM	Tamil/English	Debrief
Wednesday	Field Trip : NBR ecologies (overnight trip)				
Thursday	Returning from FT	Teaching: topic	Exercise topic	Tamil/ English	Debrief
Friday	CBE 4			Tamil/English	Debrief
Saturday				Tamil/English	Debrief

In-class work: CBEs, other exercises

Weekly Home Work: Individual journals, readings reports, debriefs and writing assignment

Suggested Research Methods: Resource mapping, Activity Mapping, Key informant interviews. (It is up to the resource leads to fit the suggested RM modules within the days, times within the week)

Week-3: (2/6-2/11): People/world views/culture, Resource leads: LR / KS team with Sneh
 Andrew to skype in for one lecture if necessary?

	9:30am- 11:00am	11:15am- 1:00pm	2:00pm- 3:30Pm	3.45pm- 5.00 pm	5:00pm- 5.30Pm
Monday	CBE5a	TEA	LUNCH	Tamil/English	Debrief
Tuesday	CBe5b		Exercise: Topic	Tamil/English	Debrief
Wednesday	FT village	Teaching: RM • Ethnography FT Village	Exercise: RM • Ethnography FT Village	FT Village	FT Village
Thursday	CBE6a	Teaching: topic	Exercise topic	Tamil/ English	Debrief
Friday	CBE6b	Exercise: Topic	Teaching: RM	Tamil/English	Debrief
Saturday	Exercise: RM	RM:	Exercise/ Teaching	Tamil/English	Debrief

- Field trip to villages
- Suggested R.M: Ethnography with an emphasis on Note taking, individual/in-depth/open ended/ structured interviews.
 Difference between research notes and note taking, Kinship mapping

Week-4-:(2/13 -1/18): Nutrition and Health. Resource leads RJS / KS team with Sneha?

Andrew to skype in if necessary for one lecture?

Monday	9:30am-11:00am	11:15am-1:00pm	2:00pm-3:30Pm	3.45pm-5.00 pm	5:00pm-5.30Pm
		T E A	L U N C H		
	CBE7a Gender Role	Teaching: Topic	Exercise: Topic	Tamil/English	Debrief
Tuesday	CBE7b Public Space	Teaching: RM	Exercise: RM	Tamil/English	Debrief
Wednesday	FT	FT	FT	FT	FT
Thursday	CBE8a Common diseases	Teaching: topic	Exercise topic	Tamil/ English	Debrief
Friday	CBE8b Care giver capacity	Exercise: Topic	Teaching: RM	Tamil/English	Debrief
Saturday	Exercise: RM	RM:	Exercise/ Teaching	Tamil/English	Debrief

- The field trip will be to a health center or multiple health centers near by
- Suggested R.M: Survey (sampling, scaling, physical measures); return to ethical concerns

Week-5:(2/20-2/25): Trade and markets/urbanization. Resource leads: MJ, TB, NK

IFOAM President Andre Leu comes in for guest lecture – 20th to 22nd should be Trade and Markets. Water and Urbanisation

	9:30am- 11:00am	11:15am- 1:00pm	2:00pm- 3:30Pm	3:45pm- 5:00 pm	5:00pm- 5:30Pm
Monday	CBE11a Pollination	TEA	LUNCH	T	
Tuesday	CB11b Forest Product	Teaching: Topic • Survey	Exercise: Topic	E	Debrief
Wednesday	FT	FT	FT	FT	FT
Thursday	CBE12a Cities	Teaching: topic	Exercise topic	Tamil/English	Debrief
Friday	CBE12b	Exercise: Topic	Teaching: RM	Tamil/English	Debrief
Saturday	Exercise: RM	RM:	Exercise/ Teaching	Tamil/English	Debrief

24th and 25th

- The field trip can be to last forest production centers or Adimalai production center
- Suggested RM: Spatial mapping (labor, commodity, Services), More on interviews and focus group discussion (women, children, caste group?)

Week-6:(2/27-3/4): Livelihoods and Governance Resource leads: SN,SAW, PR, NK

Monday	9:30am-11:00am CBE9a: Who Governs: HH/com/city CB9b	11:15am-1:00pm TEA Teaching: Topic	2:00pm-3:30Pm LUNCH Bus stop exercise	3.45pm-5.00 pm T E A Tamil/English	5:00pm-5.30Pm Debrief
Tuesday		Teaching: RM	Bus stop exercise	Tamil/English	Debrief
Wednesday	FT	FT	FT	FT	FT
Thursday	CBE10a : How do we	Teaching: topic	Exercise topic	Tamil/ English	Debrief
Friday	CBE10b	Exercise: Topic	Teaching: RM	Tamil/English	Debrief
Saturday	Exercise: RM	RM:	Exercise/ Teaching • ?	Tamil/English	Debrief

- The field trip is a day long trip to NGOs, Police in Coimbatore
- Suggested R.M: Social mapping (Institutions starting with police?), More on interviewing

Stoltzfus Course Materials

Monday	9:30am-11:00am	T E A	11:15am-1:00pm	L U N C H	2:00pm-3:30Pm	3:45pm-5:30 pm	T E A	Discussion and timeline for research task and activities.
	Introducing the research task for the week. Generating the research question		The research method, ethics		Discussion of the research tool			
Tuesday	Data collection		Data collection		Data collection			Data collection
Wednesday	Data collection		Data collection		Data collection			Tabulation plan Data coding and analysis (quantitative & qualitative) Writing the report
Thursday	Data analysis		Data analysis		Writing the report			
Friday	Writing the report		Making the presentation		Presentation and debriefing			Debriefing
Saturday	Field departure preparation(FDP) for actual research projects (tool finalization, printing, logistics)		FDP		FDP			FDP

Week 7:(3/6 to3/11): Research Method: Learning by Doing. Resource Leads SS, NK, TB, AV

Exercise on campus with Cornell/KS students, KS staff and faculty

NS 4620

Global Health Dominican Republic Seminar syllabus

Spring 2016

Course Learning Objectives

To be well prepared for their eight-week summer 2016 Global Health program in the Dominican Republic, after taking this 1-credit seminar, students will:

1. Understand frameworks for health promotion and holistic development.
 - a. Gain a basic knowledge of the program's Dominican partner organizations;
 - b. Make connections between key issues in the Dominican Republic (i.e. Immigration) and those issues in the U.S.
2. Describe important country- and region-specific factors relating to geography, culture, history, politics and health systems of the country to which the students will travel.
 - a. Discuss multiple factors that have led to social inequalities and health disparities in the Dominican Republic;
 - b. Be familiar with the role of colonialism, imperialism and international development organizations in the shaping of Dominican institutions and society;
 - c. Understand the historical significance of the *batey* and the roots of anti-Haitianism in the Dominican Republic;
3. Demonstrate reflective practices (oral and written), especially related to cultural diversity, professional growth, and collaboration.
 - a. Develop collaborative relationships with the other students and a commitment to the learning and well-being of the group;
 - b. Demonstrate willingness to challenge her own worldview and cultural assumptions through oral and written reflective practices;
4. Strengthen their Spanish language skills
 - a. Use conversational Spanish, including some Dominican cultural references and *dominicanismos*;
 - b. Communicate ideas and analysis in Spanish about U.S. social inequality and health-related issues and problems.

Course Requirements

1. Attendance at four different Spanish events with 1-page reflection in Spanish
2. Personal Learning Goals Assignment
3. Reflection on Research Topics Assignment
4. Reflection the documentary, "*La Batalla de los Invisibles*"
5. Reflection on Joby Taylor article on service
6. Presentation on Research Objectives and Methods

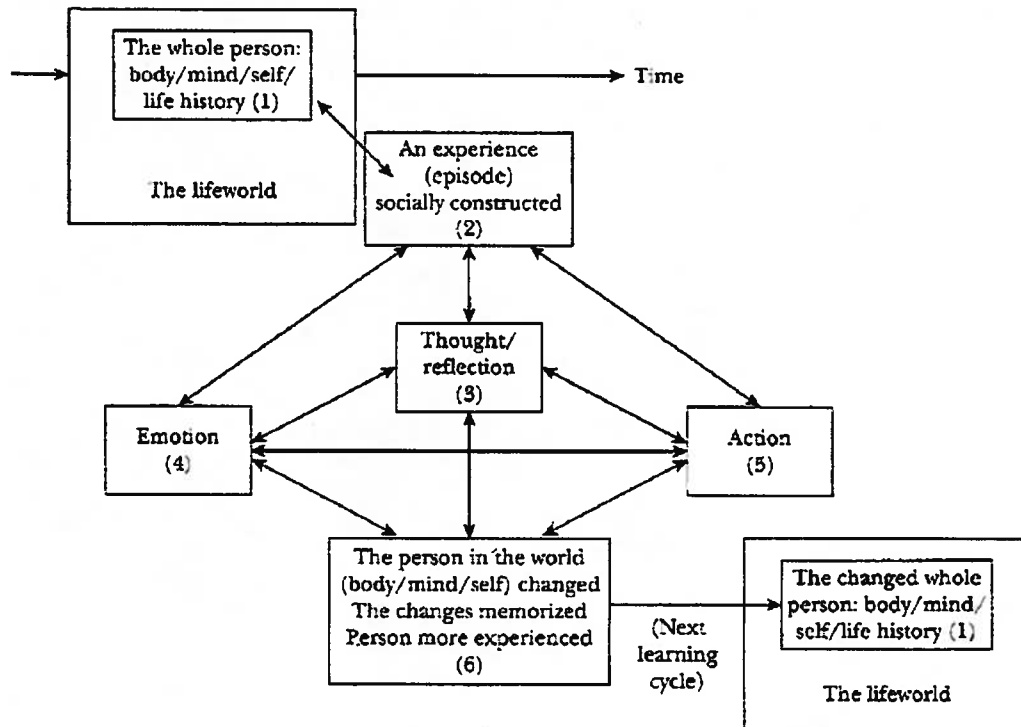
Stoltzfus Course Materials

Date	Topic	Readings for Class	Assignment Due
2/3	Introductions; Discussion on citizenship; Discussion of Personal Learning Goals	- Peter Block, "What it Means to Be a Citizen," in <i>Community: The Structure of Belonging</i> . pp. 63-72.	- Personal Learning Goals
2/10	Introduction to research projects; visit from past participants	- CUSLAR Newsletters: Winter 2014-15: pp.2-5; Summer/Fall 2015: p.10; Winter 2015-16: pp.14-15. - "The DR Is In," Human Ecology Magazine Fall 2015: http://issuu.com/humec_comm/docs/hemag_fall2015/15?e=5110236/5957654	- Coffee Assignment
2/17	Global Perspectives on Colonialism, Development and Debt	- Philip McMichael, <i>Development and Social change: A Global Perspective</i> . 5 th Ed. London: Sage, 2012. Excerpt on colonialism, pp. 26-43	- Reflection on Research Topics
2/24	History I: Hispaniola's Colonial Powers and the Haitian Revolution	- Michael L. Conniff and Thomas J. Davis, <i>Africans in the Americas: A History of the Black Diaspora</i> . New York: St. Martin's Press, 1994. pp. 71-78, 85-88. - James Ferguson, Dominican Republic: <i>Beyond the Lighthouse</i> . London: Latin America Bureau, 1992. Excerpt from, Ch.1, pp. 13-17.	
3/2	NO CLASS. Documentary " <i>La Batalla de los Invisibles</i> ," screened by CUSLAR with director Manuel de Alba on Tuesday 3/1.		- Interview of Cornell Faculty member- <i>submit via email</i>
3/9	Visit to Ithaca Health Alliance/ Ithaca Free Clinic Address: 521 W. Seneca St., Ithaca. Students will carpool or take the bus to IHA and meet with Outreach Coordinator Andrea Levine at 3:15 pm	- Familiarize yourself with IHA's work via website: http://www.ithacahealth.org	- Written reflection about <i>La Batalla</i>
3/16	History II: Migration, Haitian-Dominican relations and the <i>batey</i>	- Ferguson, Excerpt from Ch. 5, pp. 80-92. - Shenk and Swords, "Dominican Republic Deportations and the Global Economy." http://cuslar.org/2015/07/20/dominican-republic-deportations-and-the-global-economy/	
3/23	History III: 20 th Century: US. Interventions, Dictatorship and Resistances	- Ferguson Ch. 2, pp. 22-38	
3/30	NO CLASS: SPRING BREAK ☺		
4/6	Student Presentations – initial research proposals		
4/13	Student Presentations – initial research proposals		
4/20	Visit to Johnson Museum of Art. Exploration of Caribbean Art with Alana Ryder.		- Summary of revised research proposal in Spanish
4/27	Current issues: Ethical questions on foreign aid, NGOs and study abroad	- Joby Taylor, "Metaphors We Serve By: Investigating the Conceptual Metaphors Framing National and Community Service-Learning." <i>Michigan Journal of Community Service Learning</i> . Fall 2002. pp. 45-57.	- Written reflection on reading
5/4	Dominican film or <i>dominicanismos</i>		
5/11	Final Reflections, Personal Learning Goals, wrap up, trip planning logistics		

HANDOUT: DNS 4620, Feb 2, 2011

“Life is the curriculum.”

FIGURE 4.2. THE TRANSFORMATION OF THE PERSON THROUGH EXPERIENCE.



Source: Jarvis, 2006, p. 16. Reprinted by permission.

“Experience is not what happens to you. It’s what you do with what happens to you.” Aldous Huxley (writer)

“Experience is a hard teacher because she gives the test first, the lesson afterward.” Vernon Sanders Law (Major League Baseball player)

“Reflective practice is a deliberate pause to assume an open perspective, to allow for higher-level thinking processes. Practitioners use these processes for examining beliefs, goals, and practices, to gain new or deeper understanding that lead to actions that improve learning.” York-Barr et al. in *Learning in Adulthood* p 172.

“Experience teaches only the teachable.” Aldous Huxley

Resources for journaling

General thoughts on journaling in global service learning:

The journal should focus on intellectual aspects of the program by describing critical incidents, exploring dimensions of social problems, evaluating service-work, connecting theories to specific problems and issues, and discussing classroom dynamics and communicating different types of learning outcomes and processes. The journal should also incorporate artistic, creative, free-flow and personal elements and allow space for students to draw pictures, write poetry, tell stories, explore feelings and changes in one's self-concept or sense of self-efficacy, describe interactions with other students, faculty and community members, as well as comment on the development personal relationships.

From: Kiely's toolbox for critical reflection

A useful concept: the 3 levels of journaling:

- First level: you write descriptively about an event or situation. Write what happened.
- Second level: you write your thoughts about that event or situation. Write about your feelings. Relate the situation to concepts, values, etc. Write from different perspectives: how did that come across? What was another person thinking?
- Third level: After you have been keeping a journal for some time, re-read your own writing, looking for themes or movement of ideas, and write about those.