



# INTERNATIONAL HONORS PROGRAM

comparative study around the world

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## International Honors Program (IHP) Rethinking Globalization: Nature, Culture, and Justice

### Ecology and Comparative Conservation Practices (ECCP) I & II ECOL- 3001 and ECOL- 3002 (4 credits each) Fall 2009 – Spring 2010

**Prof: Jennifer Jones (jenleejones@gmail.com) & Charlotte Saenz (charlottesaez@gmail.com)**

#### COURSE OVERVIEW

Life is not lived within disciplinary boundaries, and neither is this course! We will use a transdisciplinary approach (conservation biology, politics, agroecology, economics, ecopsychology, etc.) to explore issues of ecology and nature conservation as we move around the globe. How are globalization and development patterns impacting life and landscapes in the places we visit? What are the competing notions and relationship dynamics of nature conservation strategies: why, where, what, and how best to conserve? We will explore multiple perspectives on nature issues gained through interaction with local stakeholders, conservation managers, policy makers, researchers, and more. Throughout the course of our journey, we will examine the role of alternative practices challenging conventional notions of ecology and conservation, such as non-industrial food systems, traditional ecological knowledge systems, localism and bioregionalism, deep ecology and others. Overall, we will seek to cover a wide breath of material, discover the connectivity between issues and ideas, and gain insight into our own thoughts, ideas, and actions.

#### COURSE KEY QUESTIONS

- 1) How are globalization and development transforming landscapes and threatening nature?
- 2) How is ecological science being used to identify and address environmental issues? (i.e., what sorts of tools (methods, analysis, etc.) and applied fields (conservation biology, etc.) are relevant?)
- 3) How are ecological issues related to economics, politics, culture, cosmologies?
- 4) What are some of the planet's diverse ecosystems and what are some specific impacts and effects on these systems?
- 5) What alternative conservation approaches, strategies, solutions, and practices are being proposed and employed?
- 6) What is the interdependence of life on earth?
- 7) How are ecological issues related to spatial and temporal scales?
- 8) What ideas and opportunities exist for personal environmental choices and strategies in our lives?
- 9) What role have science and technology played as an interpreter or generator of environmental problems and what are their roles for possible solutions and responses?
- 10) Who are the ecological knowledge holders and what are their differing perspectives and responses? (i.e., how do ecological knowledge systems and practices vary between local and international, indigenous and colonized, women and men, young and old?)

#### COURSE METHODOLOGY

This course runs both semesters and will include activities in each country the RG program visits. Given the nature of the course, there will be a mix of formal presentations, guest speakers, case study exercises, panel discussions, student-led activities, and graded assignments. In addition to relevant local country programming, we will meet for approximately one and half hours per week for classroom time. This time may be used for discussions, student presentations, general feedback, lectures, and such. In general, this course strives to be:

- 1) An **interactive** and **collaborative** "learning community". The instructors are facilitators rather than authorities or experts on every topic we investigate. Reciprocal student teaching is used as a learning tool. We create a "beehive" structure for sharing learning experiences, and the quality of the classes depends on student involvement, preparation, enthusiasm, responsibility, initiative and leadership.

- 2) A primary outlet for **activity-based learning** (i.e., discussion, student presentations, learning games, interviews, & field exercises).
- 3) A **place and program based** course that is directed by the content of the guest lectures and fieldtrips. The course is designed to complement and further explore ideas and issues raised by speakers and visits (a.k.a. “experiences”). The course will provide (a) background reading to prepare students for “experiences.” (b) assignments designed to prepare and process “experiences” and (c) space to reflect and discuss “experiences”.
- 4) An **evolving** course that encourages student suggestions and incorporates the interests and expertise of each specific student group.

## **STUDENT ASSESSMENT**

During the course of the year, you will complete individual and group assignments, including: a yearlong portfolio, essays, summaries, case studies, oral presentations, field worksheets, critiques, in-class exercises, and more. Each country will contain a mixture of the different types of tasks and will be graded for varying percentages of your final grades. The assignment table below provides an estimate of possible assignments, locations, and instructors; the exact assignment style, date, and weighting are *subject to change*.

<b>Assignment(s)</b>	<b>Approx. % Grade</b>	<b>Country Due</b>	<b>Grading Instructor</b>
Assorted	10%	Washington, Dc.	Jen
Assorted	15%	Tanzania	Jen
Assorted	10%	India (before break)	Jen
Assorted	10%	India (after break)	Charlotte
Assorted	18%	New Zealand	Charlotte
Assorted	22%	Mexico	Charlotte
Portfolio	15%	Mexico	Charlotte
<b>TOTAL</b>	<b>100%</b>		

## **READINGS**

A summer reader is provided before the start of the program and country-specific readers are provided for each country. The summer reader has preparatory readings on globalization and development and the country readers have country-specific readings to complement the course readings. During the program, readings will draw from a number of sources (texts, handouts, daily newspapers, periodicals, other media (films, exhibitions)). In addition to providing theoretical and issue-specific background, readings include geographically appropriate case studies, histories, research, data, and proposed solutions. While much of the work in this course will revolve around active learning focused on field site visits and exposure to perspectives from guest lecturers, students are expected to complete readings by the assigned date. Reading and preparation are essential prior to interactive discussions, lectures, and field visits to maximize our time together. Primary readings for each country are found in the course chronology below. Supplemental readings are provided for your interest and for use with assignments where applicable. Each country also maintains an in-country library with country and region specific texts in English that are a resource for student projects and essays.

## **TRAVELING LIBRARY**

The following books are provided as supplemental reading for ECCP. They will travel with us all year and students are highly encouraged to consult the texts, as they are highly relevant to the total RG program. These books are to be returned to **Jen Jones**, unless otherwise noted, at the end of the year.

- Diamond, J. (1997) *Guns, Germs, and Steel: A short history of everybody for the last 13,000 years*. Vintage Press.
- Goodwin, B. (2007) *Nature’s Due: Healing Our Fragmented Culture*. Floris Books. (Charlotte will bring this book to India)
- Jackson, W. (1996). *Becoming Native to This Place*. Counterpoint, Washington DC.
- Kropotkin, P. (1914). *Mutual Aid: A factor of evolution*. Porter Sargent Publishers, Boston.
- Masson, J.M. and S. McCarthy (1995). *When Elephants Weep: the emotional lives of animals*. Dell Publishing, New York.
- Patel, R. (2007) *Stuffed & Starved: the Hidden Battle for the World Food System*. Portabello Books. (Charlotte will bring this book to India)
- Pollan, M. (2006). *The Omnivore’s Dilemma” A natural history of four meals*. Penguin Group, New York.

- Pollan, M. (2008). *In Defense of Food: An Eater's Manifesto*. Penguin Group, New York.
- Rivoli, P. (2005). *The Travels of a T-Shirt in the Global Economy: An economist examines the markets, power, and politics of world trade*. John Wiley and Sons, Inc. Hoboken.
- Singer, P. (1975). *Animal Liberation*. Harper Collins Classics (2009 edition).
- Speth, G. (2008). *The bridge at the End of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability*. Yale University Press, New Haven.
- Torres, B. (2007). *Making a Killing: the political ecology of animal rights*. AK Press, Oakland.
- Vandemeer, J. and I. Perfecto (2005). *Breakfast of Biodiversity: the political ecology of rain forest destruction*. Food First Books, Oakland.
- Waxman, H. (2009). *The Waxman Report: how congress really works*. Hachette Book Group, New York.
- Zinn, H. (1980). *A People's History of the United States: 1492 to Present*. Harper Collins.

## COURSE CHRONOLOGY

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### **WASHINGTON, DC**

#### CLASS 1: Taking stock: trends in nature

##### *Required Reading*

- Speth, 2008: *Bridge at the Edge of the World*: Ch1- Looking into the Abyss

#### CLASS 2: What is conservation: evolving ideas of the why, what, and how of nature

##### *Required Reading*

- Redford, et al. (2003). Mapping the Conservation Landscape. *Conservation Biology*, 17(1), 116-131.

##### *Supplemental Reading*

- Environmental history timeline, <http://www.runet.edu/~wkovarik/envhist/>
- Halpern, B.S. et al. (2006). Gaps and Mismatches between Global Conservation Priorities and Spending. *Conservation Biology*, 20(1), 56-64.
- Ferraro, P.J. and A. Kiss (2002). Direct Payments to Conserve Biodiversity. *Science*, 298(29 November), 1718-1719.
- O'Connor, C. et al. (2003). Biological vs. social, economic and political priority setting in conservation. *Ecology Letters*, 6, 706-711.
- Balmford, A. et al. (2002). Economic Reasons for Conserving Wild Nature. *Science*, 297 (9 August), 950-953.
- Pimm and Meyers (2003). The last extinction? *Foreign Policy*, No. 135, 28-29.

#### CLASS 3: Conservation NGOs: the new colonialists? •What is the role(s) of NGO's in the conservation landscape? • NGOs: agents for change or self-preservation?

##### *Required Reading*

- Chapin, M. (2004). A Challenge to Conservationists, WorldWatch Institute, 1-16.
- da Fonseca, G.A.B. (2003). Conservation Science and NGOs. *Conservation Biology*, 17(2), 345-347.
- Liverman, D. (2004). Who Governs, at What Scale and at What Price?. *Annals of the Association of American Geographers*, 94(4), 734-738.
- Go online before your NGO site visit, if possible, to review your NGO's annual report, financial statement, and other administrative and management documents.

#### CLASS 4: Environmentalisms and Nature Ethics

##### *Required Reading*

- Lynn, B. (2006). *Between Science and Ethics: what science and the scientific methods can and cannot contribute to conservation and sustainability*, in David Lavigne (ed.) *Wildlife Conservation: In Pursuit of Ecological Sustainability*, University of Limerick Press.
- Clapp, J. and P. Dauvergne (2005). *Peril or Prosperity? Mapping Worldviews of Global Environment Change*, in *Paths to a Green World: The Political Economy of the Global Environment*. MIT Press, Cambridge.

##### *Supplemental Reading*

- Singer, P. (1993). *About Ethics*, in *Practical Ethics*, Second Edition. Cambridge University Press, Cambridge.

## ASSIGNMENT DUE IN WASHINGTON, DC

- NGO case study (field visit, group presentation, individual essay). (10% of final grade)

## KEY GUEST LECTURES, FIELD TRIPS, AND SITE VISITS IN WASHINGTON, DC

- Polyface Farms, Virginia: a sustainable agriculture alternative
- Visit to conservation NGOs (e.g. Coop America, Greenpeace, WWF)
- Beehive Anarchist Collective
- Speaker from League of Conservation Voters

## TANZANIA

### CLASS 1: A Political Ecology Approach to Conservation and Development in Tanzania

#### *Required Reading*

- Igoe, J. and D Brockington (2007). Neoliberal Conservation: A Brief Introduction, Conservation and Society, 5(4), 432–449.
- Roe, D. (2008). The origins and evolution of the conservation poverty debate: a review of key literature, events and policy processes. Oryx, 42(4), 491–503.

#### *Supplemental*

- Levine, A. (2002). Convergence or Convenience? International Conservation NGOs and Development Assistance in Tanzania. World Development, 30 (6), 1043–1055.

### CLASS 2: Ecological connectivity in Zanzabari island ecosystems (mangroves, forests, and coral reefs)

#### *Required Reading*

- Ronnback, et al. (2002). Coastal Aquaculture Development in Eastern Africa and the Western Indian Ocean: Prospects and Problems for Food Security and Local Economies. Ambio, 31 (7-8), 537-542.

### CLASS 3: Mutuality: can tourism, aquaculture, and local livelihoods coexist in Zanzibar?

#### *Jigsaw Required reading (assigned by groups for discussion while in the field)*

- Masoud, T. Integrated Conservation and Development in Zanzibar. IHP Tanzania Reader.
- Gossling, S. (2001). The consequences of tourism for sustainable water use on a tropical island: Zanzibar, Tanzania. Journal of Environmental Management, 61, 179–191.
- Siex K.S. et al. (1999). Colobus monkeys and coconuts: a study of perceived Human-wildlife conflicts. Journal of Applied Ecology, 36, 1009-1020.

### CLASS 4: Savannah ecology of the Serengeti and Ngorongoro Crater • Origin of the East African Rift

#### *Required Reading*

- Homewood, K. (2004). Policy, environment and development in African rangelands, Environmental Science & Policy, 7, 125–143

### CLASS 5: Ecology and conservation issues of Ngorongoro Conservation Area

#### *Jigsaw Readings (assigned by group)*

- Boone, et al. (2006). Cultivation and Conservation in Ngorongoro Conservation Area, Tanzania. Human Ecology, 34, 809–828.
- Estes, R.D. (2006). Downward trends in Ngorongoro Crater ungulate populations 1986–2005: Conservation concerns and the need for ecological research. Biological Conservation, 131, 106-120.
- Honer, O.P. (2005). The effect of prey abundance and foraging tactics on the population dynamics of a social, territorial carnivore, the spotted hyena. Oikos, 108:3.
- Kissui, B.M. (2005). Top-down population regulation of a top predator: lions in the Ngorongoro Crater. Proc. R. Soc. Lond. B, 271, 1867–1874.

### CLASS 6: People versus Parks: A "Rights-based" exploration of Ngorongoro Conservation Area

#### *Required Reading*

- Olenasha, W. (n.d.). Parks Without People: A Case Study of the Ngorongoro Conservation Area, Tanzania.

## KEY GUEST LECTURES, FIELD TRIPS AND SITE VISITS IN TANZANIA

- Dr. Tindu Lissu-land and natural resources

- Prof. Silima Pereira- Zanzibar ecology
- Dr. Narma Jidawi-Marine ecology
- Field trips-Jozani National Forest, Jambiana seaweed harvesting
- Zanzibar snorkeling
- Coffee and Sisal Agriculture - farm and factory visits
- Northern Tanzania protected areas-Lake Manyara National Park, Ngorongoro Crater
- Martin Lorknorei- Maasai and Mkomazi reserve

## **INDIA**

### CLASS 1: Diversity of Life: correlations of nature and culture in India

#### *Required Reading*

- Lewis, M. (2005). Indian Science for Indian Tigers?: Conservation Biology and the Question of Cultural Values. Journal of the History of Biology, 38: 185–207.

### CLASS 2: Genetically Modified Organisms: Making cents of *Bt* cotton IN Central India

#### *Required Reading*

- Herring 2006. Miracle Seeds, Suicide Seeds, and the Poor: GMOs, NGOs, Farmers, and the State of India. Cornell University.
- Sherman, 2009. Failure to Yield- Evaluating the Performance of Genetically Engineered Crops. Read the Executive summary, page 1-5.

#### *Supplemental Reading*

- Update: 1,500 new suicides in India: <http://www.independent.co.uk/news/world/asia/1500-farmers-commit-mass-suicide-in-india-1669018.html> (1p)
- UN Seeks A Green Revolution in Food, 2009 (1p): <http://www.ipsterraviva.net/Europe/article.aspx?id=7074>
- Monsanto 2008. Challenges for Agriculture.
- Green 2005. Farming and the Fate of Wild Nature.
- Saving seeds for next green revolution: <http://e360.yale.edu/content/feature.msp?id=2065>

### CLASS 3: What is ‘science’? Questioning where theory meets ethics in decision-making

#### *Required Reading*

- Michie, Michael. (2002). Indigenous Science: Characteristics of Western and Indigenous Worldviews. Available at [http://members.ozemail.com.au/~mmichie/engag\\_tk.htm](http://members.ozemail.com.au/~mmichie/engag_tk.htm)
- Nordwall, S. (2002). What is science? Some viewpoints from the perspective of the theory of science. Available at <http://www.thebee.se/SCIENCE/Science.htm>
- Shannon, M.A., E. E. Meidinger and R. N. Clark (1996). Science Advocacy is Inevitable: Deal with It. Paper prepared for the annual meetings of the Society of American Foresters, November 11, 1996, Albuquerque, NM.

### CLASS 4: Biophilia and megacities: ecological relationships in urban landscapes

#### *Required Reading*

- TBD

-----**Begin teaching and material from Prof. Charlotte Sáenz**-----

### CLASS 5: The Impact of Dams and our (dis)connection to ecological devastation

#### *Readings*

- Roy, A. The Cost of Living
- Macy, J. “Working Through Environmental Despair” in *Ecopsychology: Restoring the Earth, Healing the Mind*. Edited by Theodore Roszak, Mary E. Gomes, Allen D. Kanner. Sierra Club Books, 1995. pp. 240-259

### CLASS 6: Nature in the context of local cosmologies and conservation strategies

#### *Readings*

- Kothari, A. & Kohli, K. “A National Plan Process Built From Below.”
- Dwivedi, O.P. “Satyagraha for Conservation: Awakening the Spirit of Hinduism,” in *Ethics of Environment and Development* (Ed.) JR Engle and JG Engel, London, Bethovan Press, 1990

## CLASS 7: Interfacing with local ecologies: farming, food, and forests.

### *Readings*

- Mural, K.S., Murthy, I.K., Ravindranath, N. H. "Sustainable Community Forest Management"
- Sharma, D. "Politics of Diversity and Food Security in India"
- Vasilikiotis, C. "Can Organic Farming Feed the World?"

### *Additional Readings*

- Islam Md. S. and M. Tanaka (2004). Impacts of Pollution on Coastal and Marine Ecosystems Including Coastal and Marine Fisheries and Approach for Management: a Review and Synthesis. *Marine Pollution Bulletin* 48 (7-8): 624-649.
- Kurien, J. (1999). Factoring Social and Cultural Dimensions into Food and Livelihood Security Issues of Marine Fisheries: a Case Study of Kerala State, India. Revised version of paper presented at the Workshop on Social and Cultural Aspects of Fisheries held at the University of Colorado, USA in November 1999.
- Patel, R. Stuffed and Starved: The Hidden Battle For the World Food System.

## **KEY GUEST LECTURES, FIELD TRIPS AND SITE VISITS IN INDIA**

- Manu Menon – Environmental Policy of India
- Cotton (organic and Bt) farms
- Organic farms, including practical farmwork
- People's Biodiversity Register- local community meetings
- Tipeswar Wildlife Sanctuary
- Mining areas, Kutchh
- Narmada Dam
- Polluted industrial sites of Gujarat

## ***NEW ZEALAND***

### THEMES(S): Experiencing Ecologies

#### *Readings*

- Crowley, M. *Experiencing Ecology: Toward a Participatory Ecopsychology*
- Goodwin, B. *Diversity, Health, and Creativity: Lessons for Living from New Science*
- Goodwin, B. *From Control to Participation Via a Science of Qualities*
- Trussell, D. 'Nature and the Pakeha' (pp15-31), in *The Expressive Forest, Essays on the Arts and Ecology in Oceania* (2008), Brick Row Publishing, Auckland, NZ
- Trussell, D. 'The Expressive Forest' (pp32-41), in *The Expressive Forest, Essays on the Arts and Ecology in Oceania* (2008), Brick Row Publishing, Auckland, NZ

### THEME(S): Nature from the Maori perspective

#### *Readings*

- Patterson, J. *Respecting Nature: The Maori Way* (NZ Reader 2008)
- Lyver P. et al *Tuhoe Tuawhenua matauranga of Kereru in Te Urewera* (NZ Reader 2008)

### THEME(S): Invasive Species: native, endemic, introduced.

#### *Readings*

- Innes, J. and G. Barker (1999). Ecological Consequences of Toxin Use for Mammalian Pest Control in New Zealand - an overview. *New Zealand Journal of Ecology*, 23(2): 111-127.
- Folwer, S.V. *et al.* (2001). Success and Safety in the Biological Control of Environmental Weeds in New Zealand. *Austral Ecology*, 25: 553-562.
- Coomes, D.A. *et al.* (2002). Factors Preventing the Recovery of New Zealand Forests Following Control of Invasive Deer. *Conservation Biology*, 17(2): 450-459.
- Hewitt, C.L. *et al.* (2004). New Zealand Marine Biosecurity: Delivering Outcomes in a Fluid Environment. *New Zealand Journal and Marine and Freshwater Research*, 38: 429-438.
- Brown, J.H., D.F. Sax, D. Simberloff and M. Sagoff (2007). Aliens Among Us. *Conservation Magazine*, 8(2): 14-21.
- Brockerhoff, E.G., W. B. Shaw, B. Hock, M. Kimberley, T. Paul, J. Quinn and S. Pawson (2008). Re-examination of Recent Loss of Indigenous Cover in New Zealand and the Relative Contributions of Different Land Uses. *New Zealand Journal of Ecology*, 32(1): 115-126.

- Zimmer (2008). Friendly Invaders.

THEME(S): Impact of Industrial Agriculture and Livestock: the pollution of water and food

*Readings*

- Harding, Russell 'Muddying the Waters' (NZ Reader 2008)
- Smith, Willie et al 'North Island Hill Country Farmers...' (NZ Reader 2008)

**MEXICO**

THEME(S): Urban Ecologies: finding and connecting to nature in “concrete jungles”

*Readings*

- Bookchin, Murray. “What is Social Ecology?” (1986) Institute for Social Ecology website, <http://www.social-ecology.org/1986/01/what-is-social-ecology/>
- Shepard, Paul. “Nature and Madness” in Ecopsychology: Restoring the Earth, Healing the Mind. Edited by Theodore Roszak, Mary E. Gomes, Allen D. Kanner. Sierra Club Book, 1995 pp. 21-40.
- Interview with Carl Anthony “Ecopsychology and the Deconstruction of Whiteness” in Ecopsychology: Restoring the Earth, Healing the Mind. Edited by Theodore Roszak, Mary E. Gomes, Allen D. Kanner. Sierra Club Book, 1995, pp. 21-40.

THEME(S): Water: Mexico City as a case study of the worldwide water crisis.

*Readings*

- Tortajada, Cecilia. “Water Management in Mexico City Metropolitan Area,” Water Resources Development Vol. 22, No. 2, June 2006 pp. 353-376.
- Barkin, David. “Urban Water Management in Mexico” in Reclaiming Public Water pp.239-244
- Barlow, Maude. ”On The Threshold of a Global Water Crisis: the right to water offers a Solution.” speech to the Water Rights Conference in Mexico City, March 2006
- Film “Flow” by Irena Salina

THEME(S): Maize & GMO controversy

*Readings*

- Carolan, M. S. “The Multidimensionality of Environmental Problems: The GMO Controversy and the Limits of Scientific Materialism,” Environmental Values no.17, 2008 pp. 67-82
- Vera Herrera, Ramon. “In Defense of Maize (and the Future)” Citizen Action in the Americas, No. 13, August 2004, pp. 1-13

THEME(S): Integral Ecologies: biodiversity and cultural diversity

*Readings*

- Escobar, Arturo. “Whose Knowledge, Whose nature? Biodiversity Conservation, and the Political Ecology of Social Movements,” Journal of Political Ecology, Vol 5 1998, pp. 53-79.

THEME(S): Tortillas and NAFTA: casualties of the global food crisis

*Readings*

- Baker, L. E. “Local Food networks and maize agrodiversity conservation: two case studies from Mexico” in Local Environment Vol. 13, No. 3, 235-251, April 2008, pp. 235-251.
- Rosset, Peter. “Food Sovereignty and the Contemporary Food Crisis” in Development, 2008, 51(4) Society of International Development, pp. 460-463.
- Rosset, Peter “Third World Hunger: A Critical Analysis”

THEME(S): Global Consumerism and its Ecological Impact

*Readings*

- Wilk, Richard R. “The Ecology of Global Consumer Culture” Haenn, Nora and Richard Wilk, eds. 2006. The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living. New York: NYU Press. pp. 418-429.
- Allen Kanner and Mary Gomes, “The All-Consuming Self”

## **INSTRUCTOR SCHEDULE**

<b>DC</b> Sept 13 to Oct 2	<b>Tanzania</b> Oct 3 to Nov 20	<b>India</b> Nov 21 to Dec 18	<b>India</b> Dec 27 to Jan 17	<b>New Zealand</b> Jan 18 to Mar 5	<b>Mexico</b> Mar 6 to May 7
Jen Jones					
	Jen Jones				
		Jen Jones	C. Saenz		
				C. Saenz	
					C. Saenz

## **COURSE POLICIES**

Students are expected to attend all classes, guest lectures and field trips unless they have a medical excuse. Coursework is due on the assigned deadlines. Unexcused absences and late work will result in a lowering of the student's grade one full step per day (for example a B will drop to a B-). No exceptions will be permitted.

## **PLAGIARISM**

All students are responsible for having read the IHP statement on plagiarism, which is available in the Student Handbook. Students are advised that the penalty against students for cheating on examinations or for plagiarism may be expulsion from the program or such other penalty as may be recommended by the program director, subject to approval by the Executive Director.

## **GRADE CALCULATION METHOD**

Feedback in the form of grades and written comments will be provided on assignments. If students do not wish to see their grades they must indicate this on each assignment they submit. The following percent ranges will be used to determine letter grades.

A = 94-100%	B - = 80-83%	D+ = 67-69%
A- = 90-93%	C+ = 77-79%	D = 64-66%
B+ = 87-89%	C = 74-76%	F = below 64%
B = 84-86%	C- = 70-73%	

I = Incomplete

W = Withdrawal (student initiated)

AW = Administrative withdrawal

Note: SIT/IHP does not award A+ grades

## **IHP STUDENT HANDBOOK**

Refer to the IHP Student Handbook for policies on academic integrity, academic warning and probation, diversity and disability, harassment protocols, and the academic appeals process.

## **SIT STUDY ABROAD AFFILIATION STATEMENT**

The International Honors Program is offered in affiliation with the School for International Training, the accredited higher education institution of World Learning.