

## **Cooperative Center for Study Abroad 2024 Belize Anthropology Program**

# **Ethnographic Field School Course Syllabus**

**June 3-July 7 (June 10-July 2 in Orange Walk Town, Belize), 2024**

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## **Course Descriptions**

Ethnographic Field School (ANTH 495 [WKU]/ ANT 365 [NKU], upper division undergraduate course), 4 credit hours. Cross-cultural field training in ethnographic field methods, qualitative data analysis, and ethnographic report-writing. PREREQ: One course in anthropology or other social/behavioral science.

Advanced Ethnographic Field School (ANTH 495G [WKU]/ANT 565 [NKU], graduate level course), 4 credit hours. Cross-cultural field training in advanced ethnographic field methods, qualitative data analysis, and ethnographic report-writing. PREREQ: ANTH 495 [WKU]/ ANT 365 [NKU] Ethnographic Field School or graduate student standing and consent of instructor.

Students who are enrolled in graduate level course take an active role in serving as mentors to students enrolled in undergraduate level course as well as completing preliminary data analysis in the field.

## **Course Objectives and Student Learning Outcomes**

This course immerses students in Belizean culture and trains them in contemporary anthropological field methods. Students will gain valuable research skills (e.g., ethnographic interviewing and qualitative data analysis) to apply anthropology in their future careers (e.g., applied anthropology or other social/behavioral discipline), an appreciation for Belizean cultural diversity, and further their personal growth. While in Belize, students will be primarily engaged in guided applied ethnographic fieldwork. Students will learn about the local culture by doing participant-observation and conducting ethnographic interviews in a community-based research project. Students will learn research ethics, unobtrusive observation, participant observation, field note writing and coding, ethnographic and life history interviewing, ethnolinguistic data collection, community mapping, rapid assessment procedures, qualitative data analysis, and other ethnographic methods in addition to basic ethnographic writing. After successful completion of this course, students will have:

1. developed a basic understanding of the culture being studied,
2. formulated an understanding of ethical and validity issues in ethnographic research,
3. practiced skills in research design and ethnographic methods of data collection,
4. applied basic ethnographic research methods in a non-western culture,
5. engaged in a community-based research project, and
6. analyzed ethnographic data resulting in an ethnographic report.

This program will contribute to the education of students by training them in ethnographic methods and by exposing them to a non-western culture. Students are expected to gain skills that may be used in applying anthropology or other socio-behavioral sciences in their future careers, gain an appreciation for cultural diversity, and further their personal growth. Field experiences such as this project can also improve the likelihood that students will be admitted to graduate school.

This course is being taught as a 300 (upper-undergraduate) and 500 (graduate) level course in anthropology with a maximum of 12 students. Students will earn three credit hours for participation in the ethnographic field school. This course will not fulfill NKU's general education requirements, but may be applied to NKU's

anthropology major or minor requirements. Students should check with their own institution for what, if any, requirements this course fulfills.

Each spring, students will be encouraged to present our findings in a scholarly panel at the [Society for Applied Anthropology/Society for Anthropological Sciences](#) joint annual meetings. NKU students will be encouraged to present their findings at NKU's spring Celebration of Student Research and Creativity (<https://inside.nku.edu/gero/isrca/Celebration.html>). Students who wish to learn additional ethnographic analysis methods or prepare a short ethnography for publication may arrange independent studies with the director, Douglas Hume (see <https://inside.nku.edu/artsci/centers/cfaa/student-research-opportunities.html>).

### **Course Format**

This an ethnographic field methods course in which students are engaged in preliminary and pre-departure meetings, an ethnography boot camp, mini lectures/planning meetings, ethnographic interviews, one-on-one meetings, pre-departure reading assignments, pre-departure human subjects training, journal entry writing, interview note writing, and service learning reflection writing. In addition, the graduate course students will be involved with either independent research or diagramming analyses.

### **Contacting the Faculty Director and On-site Administrator**

Due to the nature of this field school, the faculty director and on-site administrator's office hours are by arrangement. Before and after the field school, contact the faculty by email, [humed1@nku.edu](mailto:humed1@nku.edu) (Dr. Hume, Faculty Director) and [lottj1@nku.edu](mailto:lottj1@nku.edu) (Dr. Lott, On-site Administrator). During the field school, either speak with the faculty in person or email them.

### **Critical Pedagogy**

In this, and most of Dr. Hume's upper division courses, he adopts a critical pedagogical approach, as inspired by Paulo Freire's seminal work, *The Pedagogy of the Oppressed* (2020 [1968]). Critical pedagogy is based upon the notions that "learning... is to constitute an act of knowing [where] the learners must assume from the beginning the role of creative subjects. It is not a matter of memorizing and repeating... but rather, reflecting critically on the process" (Freire 2020, 50).

The aim of a critical pedagogy is to adopt "habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse" (Shor 1992, 129).

In this course, students will be challenged to critically write about what they experience (not simply regurgitate facts or copy direct quotations), and critically discuss what they experience (not by being lectured at and being told what to know).

### **Required Software**

Software must be downloaded and learned before departure to Belize.

1. Dropbox (<https://www.dropbox.com/>) will be used to share all materials (field notes, field journal, digital audio files, pictures, movies, etc.).
  - If you do not already use Dropbox, use the following link <https://www.dropbox.com/referrals/AABh1zKgn3thRdD-bAPFtFChvDtmJw23k5g?src=global9> to create a Dropbox account.
  - After you sign up for Dropbox, use the link on the Dropbox web page to download and install the Dropbox software.
  - Once you have Dropbox installed or if you already have it installed, send the Dr. Hume ([humed1@nku.edu](mailto:humed1@nku.edu)) your username.
  - Click on the little dropbox icon in your Windows/Mac toolbar, select the settings icon, and choose preferences.
  - Make sure that "Start Dropbox on system startup" is checked.
  - Click on "Network". Click on "Bandwidth - Change Settings...".
  - Change the settings to limit the download rate to 50 kB/s and the upload rate to limit automatically.
  - Click "Update". Close the settings window.
  - Once you have sent me your Dropbox username, several folders will be shared with you, simply accept the invitation within the Dropbox application or email.

2. Microsoft Word and Excel or OpenOffice (freeware, <http://www.openoffice.org/>).

## Required and Optional Readings

All required and optional readings are available on the course Dropbox. The required readings consist of selected chapters and articles that introduce students to specific ethnographic methods. Excerpts of the following books and articles must be read carefully before the online Ethnographic Boot Camp:

- Bernard, H. Russell. 2011. [Research Methods in Anthropology: Qualitative and Quantitative Approaches, Fifth Edition](#). New York: Altimira Press. [read pages 156 to the top of 172]
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. [Writing Ethnographic Fieldnotes, Second Edition](#). Chicago: University of Chicago Press. [read pages 1-43 and 171-199]
- Hume, Douglas W. 2012. [Malagasy Swidden Agriculture: The Influence of Conservation Organizations on Indigenous Knowledge](#). *Kentucky Journal and Anthropology and Sociology* 2(1):37-54.
- . 2023a. [Prior Ethnographic Field School in Belize Report Compilation](#). Unpublished Manuscript.
- . 2023b. [General Information for Students in Belize](#). Unpublished Manuscript.
- . 2023c. [Google Map: Ethnographic Field School in Belize](#).
- Levy, Robert I., and Douglas W. Hollan. 1998. [Person-centered Interviewing and Observation](#). In *Handbook of Methods in Cultural Anthropology*. H. Russell Bernard, ed. Pp. 333-364. Walnut Creek: Altimira Press.
- Schensul, Stephen L., Jean J. Schensul, and Margaret D. LeCompte. 1999. [Essential Ethnographic Methods: Observations, Interviews and Questionnaires \(Ethnographer's Toolkit, Volume 2\)](#). Walnut Creek: Rowman and Littlefield Publishers, Inc. [read pages 95-164]
- Stillitoe, Paul, Peter Dixon, and Julian Barr. 2006. [Indigenous Knowledge Inquiries: A Methodologies Manual for Development](#). Rugby, United Kingdom: Practical Action Publishing. [read pages 87-110]

In addition to the readings above, students in the graduate level course must complete the following readings:

- Borgatti, Stephen P. 1999. [Elicitation Techniques for Cultural Domain Analysis](#). In *Enhanced Ethnographic Methods: Audiovisual Techniques, Focused Group Interviews, and Elicitation Techniques*. Jean J. Schensul, Margaret D. LeCompte, Bonnie K. Nastasi, and Stephen P. Borgatti, eds. Pp. 115-151. New York: Altimira Press.
- Boster, James S. 1994. [The Successive Pile Sort](#). *Field Methods* 6:11-12.
- Hume, Douglas W. 2005. [Agriculture in Madagascar: Conservation and Cultural Meanings of Rice](#). Ph.D. dissertation, Department of Anthropology, University of Connecticut. [read Chapter 4. *Cultural Models*]
- LeCompte, Margaret D., and Jean J. Schensul. 1999. [Analyzing and Interpreting Ethnographic Data \(Ethnographer's Toolkit, Volume 5\)](#). Walnut Creek: Rowman and Littlefield Publishers, Inc. [read pages 11-34]
- McCurdy, David W., James P. Spradley, and Dianna J. Shandy. 2004. [The Cultural Experience: Ethnography in Complex Society, 2nd Edition](#). Long Grove, Illinois: Waveland Press. [read pages 3-96]
- Stillitoe, Paul, Peter Dixon, and Julian Barr. 2006. [Indigenous Knowledge Inquiries: A Methodologies Manual for Development. Rugby, United Kingdom: Practical Action Publishing](#). [read pages 124-130 and 133-211]

The optional readings include a selection of excerpts from Belize travel guides, examples of Belizean currency, and other readings that may be of interest to students prior to our departure.

## Preliminary Orientation Meeting

Students are required to attend the Preliminary (Tuesday May 6, 4-6 PM EST, Face-to-face and Online) Orientation Meeting. The Preliminary Orientation Meeting takes place four weeks before departure and includes discussion of the information outlined within the syllabus, schedule, and packing list as well as how students should prepare for the field school.

## Online Ethnographic Boot Camp

The online Ethnographic Boot Camp will take place between Monday June 3 and Friday June 6, 2023. In addition to the first day's Course Introduction/Pre-departure Orientation Online Meeting, the boot camp includes lectures, discussions, and activities on the following topics: Anthropology, Culture, Ethnography, and Theory; Ethnographic Interviewing; Ethnographic Fieldnotes; and Ethnography within Belize Sugar Cane Farming Communities.

## Pre-departure Human Subjects Training

Collaborative Institutional Training Initiative (CITI) training is required by the Internal Review Board (IRB) at Northern Kentucky University (NKU). The NKU IRB is federally required to review and approve human subjects research before it is initiated by NKU faculty, staff, and students. Following the instructions below, complete the CITI training (NKU's IRB requires 80% on each individual training module) and email the instructor PDF copy of the Completion Report by the end of the Ethnographic Boot Camp, Friday June 7, 2024:

Research training is a requirement for researchers involved with human subject, biosafety and vertebrate animal research by federal law for all institutions that in any way receive funding from the federal government. By federal law, an Institutional Review Board (IRB) is a "group that has been formally designated to review and monitor... research involving human subjects. In accordance with FDA regulations, an IRB has the authority to approve, require modifications in (to secure approval), or disapprove research. This group review serves an important role in the protection of the rights and welfare of human research subjects" (<https://www.fda.gov/regulatory-information/search-fda-guidance-documents/institutional-review-boards-frequently-asked-questions>). As part of NKU's IRB requirements, researchers are required to complete Collaborative Institutional Training Initiative (CITI) training in human subjects research ethics. To complete CITI training, follow the procedures below:

1. While the CITI training system only requires an 80% average on all modules to pass, NKU requires 80% on each individual module. Be sure to pass each quiz with an 80% or higher score!
2. Read NKU's [Frequently Asked Questions about CITI Training](#).
3. Read and follow NKU's [How to Register in CITI](#) instructions.
  - CITI Training Program enrollment link - <https://about.citiprogram.org/en/homepage/>
  - Use a username and password that you will remember, in case you need to access your certification in the future.
  - Enroll in the "General Human Participant Research" program.
4. Complete the four General Human Participant Research program modules (remember, you must score 80% or higher on each quiz):
  - History and Ethical Principles;
  - Assessing Risk in Social and Behavioral Sciences;
  - Informed Consent; and
  - Privacy and Confidentiality.
5. After completing the Basic Human Participant Research program:
  - a. from your [CITI Training Program homepage](#), click on the blue "Login" button (login again if you have been logged out);
  - b. on the next page, click the blue "View Courses" button;
  - c. on then next page, click on the yellow "View - Print - Share Record" button within the General Human Participant Research box;
  - d. on the next page, click on the "Copy Link" button for the Completion Report;
  - e. within the pop-up dialogue, click on the "Copy" button; and
  - f. paste and the link in an email to Dr. Hume ([humed1@nku.edu](mailto:humed1@nku.edu)).

Completion Reports with individual training module scores less than 80% will not be accepted. Students will not be allowed to participate in research activities until they have emailed the completion report link to Dr. Hume.

## **Student Ethnographic Portfolio**

For the undergraduate offering of this course (ANT 365 Ethnographic Field School), the ethnographic portfolio is comprised of journal entries (20%), interview notes (60%), and a service learning reflection (20%).

For the graduate offering of this course (ANT 565 Advanced Ethnographic Field School), the ethnographic portfolio is comprised of journal entries (20%), interview notes (60%) as well as a service learning reflection (10%) and diagramming analysis (10%).

The portfolio documents must be submitted on the course's Dropbox. The portfolio will be graded on the following scale: 100-93% A, 90%> A-, 87%> B+, 83%> B, 80%> B-, 77%> C+, 73%> C, 70%> C-, 67%> D+, 60%> D, and 59-0% F.

## **Journal Entries**

Journal entries will be made for each day (starting with the weekend before departure to Belize [Saturday June 8 and Sunday June 9] until one day after return from Belize [Wednesday July 3]) and reviewed throughout the course. Generally, students will write one page (12 point font, single spaced, one inch margins) for each daily journal entry. The journal must be completed by Sunday, July 7. The specific journal requirements and grading

rubric will be provided to students during the pre-departure meeting.

### Interview Notes

Interview notes will be written and submitted electronically after each interview. Generally, students will write one page (12 point font, single spaced, one inch margins) for each interview. The interview notes are due the day after the interview occurs (except for Saturday interviews, which are due the following Monday). The specific requirements and grading rubric will be provided to students during the ethnographic methods training meetings.

### Service Learning Reflection

The service learning reflection will be a 1,000 word essay (one-inch margins, Times New Roman, 12 pt, double-spaced) answering several reflexive questions, due on Sunday, July 7. The reflection essay is to be written after returning from the field. The specific requirements and grading rubric will be provided to students before departure from Belize.

### Diagramming Analysis (ANT 565 Advanced Ethnographic Field School Only)

The diagramming analysis includes the construction of a diagram (e.g., Seasonal Calendar/Pattern Chart, Taxonomies, Webbing, Flow Chart/Process Diagram, Historical Comparison/Time Lines, and Matrix) and a 1,000 word written explanation of the diagram (12 point font, double spaced, one inch margins), due on Sunday, July 7. The specific paper requirements and grading rubric will be provided to students during the ethnographic methods training meetings.

### **Participation**

The Cooperative Center for Study Abroad requires mandatory attendance in all of their study abroad courses. Each unexcused absence results in one letter grade reduction.

### **Makeup Policy Statement**

Regardless of the ingenuity of the excuse, the late policy is as follows:

- In the cases of emergencies (e.g., severe illness requiring medical attention or death of a family member) written documentation of the emergency is required before a makeup (without penalty) of the assignment will be arranged.
- In cases of non-emergencies (e.g., forgetting to complete work or come to class, undocumented illnesses, power outages, computer crashes, or Internet interruptions) assignments may be made up, by arrangement with the professor. For every 24 hours that an assignment is late, it will suffer a ten percent reduction.
- No assignments or exam make ups will be accepted after the end of the course, unless written documentation of an emergency is presented to the professor.

### **Credit Hour Policy Statement**

In accordance with federal policy ([34 CFR § 600.2](#)) this course defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

This is a four-credit field methods course, as regulated by 34 CFR § 600.2, students are required to spend at least 180 hours on class work. Estimates of the time required for a typical student to complete these course expectations are as follows:

### Direct Faculty Instruction = 90 hours

- Preliminary Orientation Meeting = 1.5 hours

- Ethnography Boot Camp (direct faculty instruction in ethnographic methods): 2.5 hours x 5 days = 12.5 hours
- Morning Group Meetings: 1 hour x 20 days = 20 hours
- Ethnographic Interviews: 4 hours x 14 days = 56 hours

### Out of Class Work = 90 hours

- Pre-departure Reading Assignments: 2 hours x 9 readings = 18 hours
- Pre-departure Human Subjects Training = 3 hours
- Journal Entry Writing: 1 hour x 25 days = 25 hours
- Interview Note Writing: 3 hours x 14 days = 42 hours
- Service Learning Reflection Writing = 2 hours

In addition to the requirements above, this course takes advantage of the location of the field school to participate in excursions:

### Excursions = 20 hours

- First Week Excursions: 2.5 hours x 2 excursions = 5 hours
- Sunday Excursions: 5 hours x 3 excursions = 15 hours

### **Incomplete Policy Statement**

The grade of "I" (incomplete) may be assigned at the request of the student where a portion of the assigned or required class work, or the final examination, has not been completed because of a documented serious illness and/or extreme personal circumstance not caused by the student's own negligence.

An incomplete will only be issued when the following conditions are met:

1. the quality of work is satisfactory (passing), but some essential requirement has not been completed;
2. documentation of a serious illness and/or extreme personal circumstance not caused by the student's own negligence has been presented to the professor;
3. any work undertaken to make up the incomplete grade is limited to the completion of the missed work due to the documented serious illness and/or extreme personal circumstance; and
4. the student has developed and signed a contract with the professor outlining the requirements and specific deadlines for completion of the missed work.

**NKU Students** An incomplete grade must be made up by the end of the next regular semester in which the student is enrolled. The grade for any course not completed by this deadline will be converted to the grade of "F".

### **Course Schedule**

See the Course Schedule (separate document) for specific times and activities for each day.

- Part I: Preliminary Orientation (Online)
- Part II: Ethnographic Boot Camp (Online)
- Part III: Packing and Journal Writing (Home)
- Part IV: Ethnography in Belize (Northern Belize)
- Part V: Writing (Home)

### **Conflicts of Interest**

Doing ethnographic field research, is a full-time intensive and immersive pursuit. While you should plan to spend your free time resting and relaxing, the rest of your days and evenings will be spent interviewing, writing, reading, analyzing, documenting, and in other research activities. You should plan to have nothing except the field school planned while we are in the field. You should forewarn your friends and family that you will only have limited time to spend contacting them - you should plan a vacation from social networking (e.g., Facebook and Twitter), talking on the phone, texting, and other types of contact.

### **Intellectual Property Policy**

The intellectual property rights of any research completed in this field school are owned by Dr. Douglas Hume.

Intellectual property rights include:

1. the right to distribute and make reproductions of the work;
2. the right to make derivative works such as updates, alterations, composites, compilations, translations, and versions in new media or genres;
3. the right of portability; that is, an irrevocable license to take the work to, and use the work with, a new employer or for commercial purposes;
4. moral rights that include the right to be identified as the author of the work, including the right to decide whether to allow the author's name to be displayed in association with the work and the right to be informed in advance of any uses, reproductions, distributions, and dispositions of the copyrighted work;
5. the right to retain for one's university the right of duplication of the work for teaching, scholarship, and research, and on a limited basis, the right to make derivative works even if the author assigns copyright ownership to a third party;
6. the right to exclusive control of all decisions related to the publishing of unpublished works; and
7. the right to exclude others from using the work.

What this means, is that the data, reports, presentations, and other results of this research are owned by and controlled by Dr. Douglas Hume. The final report that is given to our community partners will have Dr. Hume as first author and then the students, listed in alphabetical order as additional authors, as all parties participated in the writing of the report. Students are encouraged to publish and present their findings in scholarly journals and meetings, but Dr. Hume must give consent and be listed as the second author. Dr. Hume will assist the student presenting or publishing with editing and additional writing as is necessary to reach a high degree of scholarship. If Dr. Hume publishes or presents this research without the input of students (e.g., writing and editing), he will always give students credit for their contributions in the work.

## **Supplies and Materials**

A minimum of \$200.00 should be budgeted for beverages, lunches, and snacks beyond the daily breakfasts and dinners included in the program price. Additionally, approximately \$100.00 should be budgeted for required course materials. Participants should also budget additional funds for personal expenses such as souvenirs, based upon their individual spending habits.

Students are required to bring a laptop computer with them that is WiFi capable. A PC laptop with Windows/Linux or Mac with OSX are acceptable, but Chromebooks are not as they cannot use this course's required software.

See the Packing List (separate document) for required, suggested, and optional items that you should bring with you to this field school. Please use care in purchasing the items that you do not already own, so that you do not buy unnecessary and/or expensive items. For example, you should bring light khaki pants, but rather than buying them from a name brand (e.g., Columbia or North Face), something from a local discount store (e.g., Target, Kohls, or KMart) will suffice. Please note that the digital audio recorders and batteries for the recorders will be provided by the professor.

## **Student Honor Code**

All Students Students are bound by their institutions student honor code.

NKU Students The Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <https://inside.nku.edu/scra/information/students/rights-responsibilities.html>.

## **Alcohol and Drug Policy**

While the legal drinking age in Belize is 18 years old, you should be aware that drinking puts you at greater risk in Belize than at home. First, since it will be extremely hot and humid in Belize, the effects of alcohol are increased (e.g., you are intoxicated more quickly) and drinking alcohol can lead to dehydration. Second, alcohol impairs judgment, which may lead to making decisions that jeopardize your safety. Third, your actions reflect upon others, so behaving poorly due to being intoxicated can have repercussions beyond your own person.

Drinking alcohol is not forbidden during this field school. Dr. Hume understands that the students are adults, but he also expects them to be responsible adults. Becoming intoxicated (as determined by Drs. Hume and Lott) is grounds for immediate removal from this course (being sent home on the next available flight and failing the course).

Any illegal drug use is strictly prohibited. Belize has severe penalties for drug use. Illegal drug use or possession is grounds for immediate removal from this course (being sent home on the next available flight and failing the course).

## **Disability Disclosure**

All Students Given the special nature of the in-country portion of this course, as well as the fact students will be off campus and not able to call on the assistance of their local office of disability services, students requiring accommodations contact both the professor and their local campus office of disability services at least a month prior to the starting date of the program to ensure that appropriate accommodations can, to the extent possible, be made.

NKU Students The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Office for Student Accessibility (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <https://inside.nku.edu/osa.html>.

## **Instructor and Course Evaluations**

The [Cooperative Center for Study Abroad](#) requires Instructor and Course Evaluations, which will be proctored by the on-site administrator near the end of the field school.

## **Changes to the Syllabus**

Students will be notified in class and Dropbox of any changes to this syllabus.

## **Sources Cited**

Freire, Paulo. 2020. *Pedagogy of the Oppressed*. Translated by Myra Bergman Ramos. New York: Bloomsbury.

Shor, Ira. 1992. *Empowering Education: Critical Teaching for Social Change*. Chicago: University of Chicago Press.

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