

MASTER SYLLABUS

**Study Abroad in New Zealand
Adventures in Culture Health and Environment**
6 credits

ASM 414/SSH 414/ SSH 514 Urban and Environmental Health
ASB 443/SSH 403 Cross-Cultural Studies in Global Health

Instructor: TBD

Teaching Assistant: TBD

Program Overview: New Zealand is a strategic site for examining how human health and environmental outcomes are shaped by the interplay among cultures, patterns of social organization, technology, globalization, and 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 sustainably. These are the three overarching themes of the trip. 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 and comprehensively 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 (but we may learn differently), and is in the forefront of nations struggling with sustainable agriculture in a global system of food production. We expect to come away from the 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 and environment in other countries and cultures, and 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 three 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 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 will teach our courses in an integrated fashion with activities, readings, and assignments interleaved throughout the three weeks. 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.

Learning Objectives

- Develop a comparative understanding of how globalization, urbanism, and environmental conditions interact to affect the health, well-being, and sustainability of human populations, using the example of New Zealand.
- Understand the forces that operate at various scales – from the farm through the region to the national and global levels – to influence interactions between humans and their environments, particularly those concerning food systems and water resources.
- Have direct experience in the fundamental processes of urban-environmental health research, including application of social science methods to research design, data collection, and interpretation.
- Learn how to engage productively in difficult, even controversial or adversarial, conversations regarding health inequities and responsibilities.

- Learn how to develop, support, and present values-based propositions about matters concerning health, including the ability to construct, support, and balance reasonable arguments on two or more sides of the same debate.
- Explain how health is related to human rights and larger issues of social and environmental justice, and understand these issues from both a social scientific and an ethical perspective.
- Undertake health-related service learning activities with a goal to benefit the local people.
- Identify and evaluate the challenges of maintaining health that might be particular to special or vulnerable populations.
- Acquire teamwork skills through participation in a collaborative research project and work as an effective member of an interdisciplinary research team.
- Demonstrate effective problem-solving as a member of a team.
- Propose, refine, and defend a personal philosophy regarding topics covered in the course.

Course Format

This program is organized around two upper-division courses in which we use an integrated format for learning. Thus, 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. We use two main formats in this experientially-focused program. First, we use a module approach, where we look at sets of integrated problems in sequence. The module approach asks students to think big and attend to details at the same time; it rewards organization and clear writing. We also use collaborative (team) exercises and assignments as a tool to promote learning. This approach requires students to be flexible, open, and good-tempered; it is challenging but most professional settings now require us to work in teams, so you are acquiring important skills. In any group, tensions can arise because we have different skills and styles. The trick is to determine how the group can harness everyone's strengths to move forward and reach a common goal.

Courses and Assignments

The final grade for the study abroad courses will be assigned as follows:

Assignment #1: CITI/Human Subjects Training	10 pts
Assignment #2: Course participation and engagement	25 pts
Assignment #3: Module #1: Colonization and Ecological Imperialism	30 pts
Assignment #4: Module #2: Indigenous Health Disparities	30 pts
Assignment #5: Ethnohydrology Research	20 pts
Assignment #6: Farmstays: Short Statement	10 pts
Assignment #7: Module #3: Water and Well-Being	30 pts
Assignment #8: Obesogenic Environment Group Research Project	20 pts
Assignment #9: Written Reflection	15 pts
Assignment #10: Oral Reflection	10 pts

Final Grades

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. 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

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, and in the event you wish to contest any grades.

Extra Credit

There will be no extra credit opportunities assigned for this course.

Late Assignments

Late assignments will be accepted only under the most compelling and documented circumstances. The professor must be notified before the due date, and unapproved late assignments will be subject to a deduction of points.

Attendance

Unexcused absences are grounds for **dismissal** from the program and course(s).

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>.

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](#).

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>

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>.

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 an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, 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 TA or the instructor 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 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.

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.

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.

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 and file a help desk ticket by clicking on "My Help Center."

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>

- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

Harassment Prohibited

ASU policy prohibits discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities (480-965-6547) if you feel another student is harassing you based on any of the factors above; contact the Office of Equity and Inclusion (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

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 <http://sexualviolenceprevention.asu.edu/faqs/students>.

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' view points, whether you agree with them or not.

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 Blackboard.

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
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>.

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 discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be

limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Religious Accommodations for Students

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member 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.

🌀 Coursework 🌀

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. You will enhance your in-country experience and your grades by doing as much preparation as possible before leaving the United States.

Pre-Departure Requirements:

1. Watch the pre-departure videos, which you will find in the Blackboard folder titled pre-departure readings and lectures:
 - New Zealand History and Maori (20 min)
 - United States Health Care System (38 min)
 - Health Care in New Zealand (4 min)
 - Obesity and the Built Environment (18 min)
 - Ethnohydrology (four short lectures in single folder – total of 40 min)
2. Read all the brief readings included in a Blackboard folder titled “pre-departure readings and lectures.” These readings are about 45 pages long and provide essential background material for the New Zealand experience.
3. Complete Assignment #1: the Human Subjects CITI training: “Group 2 Social and Behavioral Research Investigators and Key Personnel.” The training can take up to eight hours.

Pre-Departure Suggestions:

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

1. Read the modules 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 stateside, and when you read, do so with the purpose of finding answers to module questions.
3. Before the trip, take notes on the readings. It will be most useful if you organize these notes by module and the specific questions on the assignments; you can even begin to develop answers for your module questions. Keep in mind that information needed for some of the modules can be acquired in several different locations.

How to Ace your Modules

Our programs use field modules as an instructional approach to introducing topics of study. The module approach relies heavily on short essay answers to complex inter-related ecological, environmental, cultural, and social issues related to sustainability. 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.

The module approach 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. The module approach 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. As the pieces of the mosaic are put in place you can begin to see the complex and multifaceted nature of what you have created.

You will likely find this approach confusing and 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 classmates. Despite some initial confusion (perhaps like the confusion when confronted with a jumble of mosaic pieces), we believe that the module approach 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, as well as the related readings. The module 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.

Each module relates to a specific theme and/or geographical location and consists of: (a) a background/introductory narrative, (b) related readings and other associated material, and (c) approximately 3-6 question sets. All module work should be **single-spaced** and **legible** and adhere to the length guidelines for the assignments. Work may be turned in either written or printed. Printers are usually available at copy shops when we stay in urban areas, but not in rural areas. All work must be turned in by the due date and time. You should also follow the ten following guidelines:

1. Write your **student id #** and question # at the top of each sheet of paper and number your pages. Do not include your name.
2. Each question (comprised of all parts) should be answered clearly and succinctly. Your response will be graded on appropriate content, grammar, and presentation. Feel free to use orienting sub-headings.
3. Good answers should have in-text citations. Note that you can cite not just readings and lectures, but also informal conversations, information available during field trips, visitor centers, and mini-lectures.
4. Unless specified otherwise, all module questions generally receive equal weight in the final assessment.
5. 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, and then rewrite to get within the page limits.
6. 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.
7. Make a statement, support that statement, and provide the “so what.” This shows that you can conceptualize and see “the big picture.”
8. Avoid writing about things and using technical terms that you do not understand. Your lack of understanding will come through and affect your grade. If you are confused or do not understand something, ask.
9. Most importantly, answer all parts of each question.

Assignment 1: Human Subjects Training – Due before leaving for New Zealand!

In this program, you will have the chance to conduct several different types of research, including as a student collaborator in ASU global research projects. This requires that you have the basic training related to dealing with human subjects and informed consent. To meet this requirement you must complete the CITI course: **"Group 2 Social and Behavioral Research Investigators and Key Personnel"** at www.citiprogram.org. Do make sure you choose the correct CITI training as there are a number of options. Please refer to the blackboard for more information about how to complete this training. Once you have completed the training you must turn in a copy of the certificate (either a PDF, HTML, or Word Doc) via SafeAssign on the blackboard. If you already have completed the course and have an up to date certificate you do not need to repeat, but you do need to supply a copy of the certificate. This assignment is worth 10 pts, can take up to 8 hours to complete, and is **due before** you leave the United States.

Assignment 2: Course Participation and Engagement

Once we arrive in New Zealand you will find that this is a very interactive course. It is based not simply on the reading you do, but on discussion and shared experiences. Thus it is imperative that you not only attend all of the lectures and activities, but that you also engage and participate in them well (especially the service learning activities). To emphasize this, a significant part of your overall grade (25pts) will be based on your engagement.

Assignment 3: Module #1: Colonization and Ecological Imperialism

Length: 3 pages written, 1 ½-2 pages typed

In the coursework reading folder for this assignment there are 4 articles totaling approximately 100 pages.

New Zealand was the last major landmass settled by humans, so the impacts of colonization have occurred recently and in an accelerated fashion. The South Island has seen two major waves of colonization. First, tropical East Polynesians arrived on purposeful settlement voyages some 1000 years ago, and evolved culturally within New Zealand into Maori. Europeans, mostly from Britain, first began settling Christchurch in earnest after the 1840s. The Foundation Stone at Christchurch Cathedral reads, "Good success of the hopes and plans of those who have earnestly struck to found another England not unworthy of the mother" (1864), and they earnestly and immediately began the ecological transformation of Canterbury into something more familiar. They also changed place names from Maori to English in an attempt to make the landscape more familiar and manageable, but this further alienated the indigenous peoples. "Ecological colonization" or "ecological imperialism" is the term for a process by which colonists attempt to mould and shape local ecology to a new, more culturally-valued and familiar form – such as the re-creation of the English countryside by British colonists. Both Polynesian and European colonization had significant ecological impacts on the Canterbury region, including bringing many new species (accidentally as well as on purpose). In Akaroa, the British got there first, and it shows. The French governor sadly noted: 'The wheat seems better than in France. All the vegetables are growing well. It is truly regrettable that we arrived here after the British.'

1. What were the principal characteristics of the landscape and ecology of the South Island before human arrival?
2.
 - a. What particularly drew Polynesian settlers to the area?
 - b. How did prehistoric Maori exploit the local and/or South Island landscape to make a living?
 - c. What were the most significant ecological changes that resulted from their activities? In your answer, consider the consequences of how Polynesians used their existing technologies and practices, subsistence models and strategies, and the effects of new technologies and subsistence adaptations they had to make in order to live successfully in the area.
3.
 - a. What drew European settlers to the area? (Be sure to consider underlying cultural motivations of British and French settlers as well as more obvious economic ones.)
 - b. What were the major transformations caused by European settlement?
4. In what ways do ecological and landscape change on the South Island since 1840 exemplify global processes of "ecological imperialism?" Make sure to define ecological imperialism in your answer.

Assignment 4: Module #2: Indigenous Health Disparities

Length: 4 pages written, 2-3 pages typed, including ½ page for diagram

In the coursework reading folder for this assignment there are 7 articles totaling approximately 85 pages.

In industrialized nations, the health of indigenous peoples tends to be worse than that of the general population. For example, in New Zealand, Maori people have lower life expectancy and higher rates of many chronic (e.g., diabetes) and infectious (e.g., meningitis) diseases than non-Maori, especially Pakeha. These disparities in health often reveal structural and historical inequities that continue to shape such things as greater exposure to disease and less access to health care. Many think it is a moral imperative to eliminate health disparities because they reflect the end result of basic inequities in how society functions for different members of that society. However, class, ethnicity, sex and other social identifiers are often related to one's exposure, access, and adaptive capacity and these tend to be correlated with each other as well. For example, in the United States, Native Americans tend to be geographically isolated and concentrated in areas with relatively low economic activity, causing a cascade of further disadvantages (such as the quality and level of education, employment opportunities, pay, environmental quality, and amenities). In New Zealand we ask whether and to what extent Maori health may be compromised by similar factors, how the distinctive social and cultural context of New Zealand may mitigate harm, and whether individuals, communities, and governments are responsible to address such disparities. In this module we will think about the genesis and implications of health disparities across different social groups (in this case Maori and non Maori). We will also visit a marae in Kaikoura and learn how one Maori community

understands and responds to Maori health challenges in modern New Zealand. A major emphasis is on different ways to conceptualize inequities – from socially to spatially.

1. What are the main features of health disparities between Maori and Pakeha in New Zealand? How do these compare (i.e. what is similar and what is different) in scale and character to health disparities in the United States?
2. How is the Maori idea of health fundamentally different than a Pakeha one? How do these distinct notions of health influence how Maori people perceive and use the New Zealand healthcare system? Describe three other factors that influence how Maori use and perceive the New Zealand healthcare system.
3. Describe three ways in which the concept of environmental injustice can reveal health disparities.
4. Please choose a single disease (for example, diabetes or cancer) or a single category of disease (e.g., infectious or chronic) that is more prevalent among the Maori than it is among the Pakeha. Then draw a 'box and arrow' diagram (about ½ page) that identifies the most important factors that elevate the risk and severity of illness among Maori. In the diagram, please include causal influences at various levels, such as individual level factors (e.g., people's behavior) and more contextual or structural factors (e.g., access to health care). Think about any feedback loops or other complexities and try to include them. The goal is to show that you understand how health disparities operate across a number of different levels of causation.

Assignment 5: Ethnohydrology Research/Interviews

Length: 1- 2 pages written, 1 page typed, 3 interviews and informed consent forms

To prepare for this project make sure you have watched the four online lectures (40 min) and completed the CITI Training (up to 8 hours) **before** you leave for New Zealand.

The Global Ethnohydrology Project is a multi-year, multi-site study that examines local people's ecological knowledge of water issues. We are especially interested in how people think about water sources, quality, and management. The lack of clean water poses a major threat to the well-being of populations around the world, and we need to know much more about how people understand and respond to this problem. Comparing people in New Zealand, a place with a reasonably large amount of high quality water, to people in such places as Bolivia, where water is scarce and of poor quality, will improve our understanding in ways that might help us plan more effectively. Currently, the study is being conducted in several quite ecologically, culturally and politically distinct international settings: China, Fiji, New Zealand, Australia, England, and Arizona. Using the same research protocol in each site, we study perceptions of water issues in the context of increasing urbanization and water scarcity. You are part of a global research team!

Instructions for the interviews:

Conduct three interviews using the Ethnohydrology Questionnaire. You can do these interviews in any of the places we visit before the assignment is due. There will be a training session in New Zealand to instruct you in proper techniques for administering the survey. Review the online video on Ethnohydrology before doing your interviews.

Assignment:

Write a report that evaluates the questionnaire as a tool to gather scientific data and your personal experiences in doing the interviews. In your report, comment on these questions:

1. How valid and reliable are the data you gathered? Do you think your interviews were representative of the New Zealand population? Do you think you collected data in the same way as other students in this and other study abroad programs?
2. How well did you establish rapport with your respondents? Were some interviews better than others in this regard? Why?
3. Did some respondents understand the questions and engage the topic better (more fully, deeply) than others? Why?

4. What would you recommend be done differently, instead, or in addition to the interviews?
5. Using your experience with the ethnohydrology interviews or other conversations and observation, how do some of the Kiwis you met conceptualize water as a problem? For example, do they perceive problems with their water supply (quantity and quality)? Where does responsibility for managing water lie? What 'rights' do they think people have related to water? Did they suggest, or do you have suggestions for solving the sustainable water issue in New Zealand?

Please note that it is essential that you return all materials, including surveys with names and coding on top of each sheet. If you do not you may receive a failing grade for this assignment.

Assignment 6: Homestays – short response

Length: 1 ½ pages maximum handwritten

In the coursework reading folder for this assignment there are 3 articles totaling approximately 20 pages. Using those readings as background, you should discuss the first two of the following questions with your home family, if possible, and use what they say to inform your answers.

1. How might contemporary environmental critiques about sustainability and conservation affect New Zealand farmers and their practices? (Consider for example discourse about buying locally and pollution in the Waikato River.)
2. How is New Zealand's farm industry changing? Describe two changes and the forces driving those changes.
3. Choose one or two topics to compare and contrast what you learned in your home stay and your visit at the marae. What did you learn from these experiences that you could not have learned from a book or lecture? (Note: these topics need not be about the farming or the environment.)

Assignment 7: Module #3: Water and Well-Being

Length: 3-4 pages written; 2-3 pages typed

In the coursework reading folder for this assignment there are 7 articles totaling approximately 30 pages.

Water is essential for food and energy production, human and environmental health, recreation, and a variety of ecosystems functions. In many places the shortage of clean water is a critical global health issue, and how the issue is addressed will determine whether people live sustainably—or live at all, in some cases—for decades to come. All countries are now dealing with questions of how to provide their populations with enough water of sufficient quality, and how to determine which people and which uses (e.g., farming, energy production, recreation) get how much water, when, and why. Climate change exacerbates the problem by causing drought and other changes from 'normal' weather patterns that make water supplies scarcer or less certain. While New Zealand appears to have plenty of water, it is nonetheless grappling with difficult questions about how best to manage this precious commodity. Agriculture, for example, is a backbone of the New Zealand economy, but many farms use very large amounts of water and/or pollute the water, rendering it unsuitable for other uses. Energy production that depends on water is also important to the nation but not without costs to water quality and quantity. Kiwis also have cultural ideas about rights to water, such as who is responsible and what their rights to water are as individuals and communities. Recreational uses of water are an important element of contemporary Kiwi society. Clearly, trade-offs are being made in how water is used, and these are nested within broader political, cultural, and economic debates about priorities, including who should have the ultimate say. In this module, we explore some of the tensions about water in New Zealand life, culture, politics, and economy, considering the genesis of contemporary problems with access to adequate supplies of good quality water in New Zealand, and how different stakeholders are working together in some instances, competing or disputing in others, to allocate and regulate water and, ultimately, to determine the future of water in New Zealand.

The setting for the module includes the mighty Waikato River, the longest in New Zealand, which runs from its source on the eastern slope of Mount Ruapehu into Lake Taupo, New Zealand's largest lake, then drains northward to create Huka Falls and flows northwest through the farmland of the Waikato Plains. The Waikato empties into the Tasman Sea south of Auckland, which increasingly depends on its water for drinking supplies.

Along its route the river drives eight hydroelectric power stations and provides cooling water for the coal/gas fired thermal power station at Huntly and the geothermal power station at Wairakei. It is also used recreationally, although less so now than in the past as quality has gone down. The Waikato River has spiritual meaning and long historical connections (e.g. as a major source of food) for various local Maori tribes, from the Ngati Tuwharetoa in the Taupo area to the Tainui, who moved in and farmed the river banks further north. In the aftermath of the Maori wars and illegal confiscations of the 1860's, the Tainui tribes sought to re-establish their links to the river and are negotiating with the current New Zealand government regarding the rights to control the water. Currently, the whole length of the river is administered by the Waikato Regional Council (or "Environment Waikato"), an elected local body based in Hamilton. As the largest and arguably most important river in the country, the mighty Waikato provides a wonderful setting to think through issues about why water is important, and how we might best understand and protect this precious resource

1. a. What are the major factors influencing water quality of the Waikato and what are their origins (economic and historical)? In particular, why does the quality of the river water change from its source to its end?
 - b. What are currently the main health impacts of poor water quality, and who is most at risk from them? (Clue: where is water quality poorest?)
 - c. Would you consider the quality of river water to be an environmental justice issue? Please choose a position and support your view.
2. a. Identify the major stakeholder groups concerned with the management, health, and control of the Waikato River today and briefly explain their views.
 - b. Why do their different perspectives and priorities lead to conflict over water? (Remember to consider the Treaty of Waitangi and the work you did in Module 1.)
 - c. Describe at least two ways these differences are being resolved today or may be resolved in the future?
 - d. In what ways does water present a modern day example of the tragedy of the commons as described by Garrett Hardin's *Tragedy of the Commons*? In what ways do you think it is different?
3. How is water quality related to the long-term health and well-being of populations in New Zealand? What potential solutions can you envision that would help address any problems that might arise?

Assignment 8: Obesogenic Environment Group Research Project

Length: 5-10 minute oral presentation by your group

In the coursework reading folder for this assignment there are 7 articles totaling approximately 60 pages.

Cities are densely settled areas where people of many different backgrounds and very different means often live near each other but in separate neighborhoods. Environmental injustices are apparent in cities because people living in different neighborhoods in the same city have unequal access to amenities (e.g., parks, full service supermarkets) and unequal exposure to undesirable environmental features (e.g., air or water pollution). Much research has shown that ethnic/racial minorities and low-income groups are negatively affected by lack of access to amenities and greater proximity or exposure to undesirable environmental features. The analysis of how environmental conditions are distributed among different neighborhoods within a city can unmask broader social and political processes that place some groups at greater comparative health risk than others.

*In our group research project, we will study the features of built environments to determine how they could contribute to different rates of obesity between minority and white residents and thus help to explain health disparities across these populations. Minority/immigrants (such as Pacific Islanders) are predicted to be more likely than Pakeha to live in lower income areas, and also to have higher rates of disease and death, including obesity. For this study you will work in small groups to design and implement an environmental justice study that compares two neighborhoods and assesses whether a lower-income neighborhood is more or less obesogenic than an upscale neighborhood. **You will have an orienting lecture to help you get started on the project.***

Instructions for the Group Research Project:

1. In planning your study you will need to read up on different aspects of the urban environment that might be considered obesogenic (e.g., food access, density of fast food, walkability, bikability, park access) because they affect what we eat and how we exercise.
2. Work TOGETHER in groups of 4-5 to develop a research instrument for measuring the "food and/or

physical activity environments” in at least two different neighborhoods. Decide which features of the neighborhood environment you are going to measure and how to do so in a way that is accurate and meaningful. Think very carefully about what you will need to measure in order to be able to draw conclusions about whether a local environment is one that would be more or less obesogenic. Your tools could include counts of supermarkets based on walking all the streets in a specified area; assessments of what is actually being sold in stores in a neighborhood; counts of fast food outlets; systematic observations about what people are doing in local neighborhoods (e.g., activities or transportation modes); and map-based measures (e.g., Google Maps) to identify the availability and size (area) of green spaces.

3. Acquire a map of the city and figure out which neighborhoods you will sample. You will need to use the bus routes and timetable to figure out how you will get there and back. You may not rent a car or take taxis. The point is to use local transportation.
4. Agree on how you will measure or code each neighborhood’s ethnic or economic character (e.g., will you use statistics gathered from web sources, the presence of people on the street, or rely on reports of key informants in the area?).
5. Once you have developed your tools and selected neighborhood sites, work with your group to collect data in two locations that have different ethnic or income characteristics.
6. After your data are gathered, work together to tabulate and analyze them and to prepare your group research presentation on obesogenic environments. Your presentation should include the following important components:
 - An introduction that includes background on the problem, a definition of environmental justice and why it is relevant here, and a statement of your research question and hypothesis.
 - A demographic and geographic description of the neighborhoods; which tools you selected to measure the ‘obesogenicity’ of the neighborhoods; how the tools were applied to collect data; and a summary of your findings. Tables, graphs of your data, maps, and photos may enhance your report.
 - A discussion of your findings that addresses the following questions: Which neighborhoods are most obesogenic and why? Given these findings, explain why rates of obesity might be so high in groups such as Maori/Pacific Islanders. Identify any environmental justice/social justice issues tied to your findings. Document whether/how your findings might translate to the situation in the United States.

Assignments 9 & 10: Written and Oral Reflection Statements

Written Length: 1-2 pages written, 1 page typed

Oral presentation: 4 minutes maximum

Reflection statements can be difficult to write. You will need to establish in your own personal and professional terms your ‘story’ and position, think clearly about academic and intellectual issues we have explored in the course, and work to integrate the two. The goal is not an exhaustive investigation, and specific conclusions may or may not be present. Successful reflection enables self-awareness, and personal and professional growth. **Your reflections should revisit the questions and ideas that you had before coming here.** The statement could demonstrate how your thinking about sustainability, and water and environmental quality has developed as a result of our study in New Zealand. To get started, you might want to keep a running ‘shoe box’ of ideas and thoughts that come to you throughout the trip. When you sit down to start writing, identify a few points that you wish to develop – perhaps no more than three or four. Try to get to the heart of your discussion quickly and maintain focus. The more drafts you write, the better the statement will be. While it may seem that there is no right or wrong position in a reflection statement, since it is an expression of personal views, there are positions that are more strongly consistent with evidence, and others that are ill-informed or poorly reasoned. Similarly, some statements are more thoughtful, insightful, articulate, and better developed than others. The more drafts you write, the better the statement will be.

Written reflection: Prepare a 1-2 page paper offering your reflections on at least one of the main themes of the New Zealand trip, which are health disparities and responsibilities, water and environmental quality, and food production and sustainability. For starters you might ask yourself a basic question about each. Although you need not answer these particular questions in your reflections, you could begin thinking along these lines:

How did health outcomes and disparities in New Zealand compare with your expectations? In your

assessment were the disparities acceptable or too great? What strategies are needed to do something about them?

What will be the future of food production, and small farms in particular, in New Zealand? Would you say that New Zealand agriculture is on course to become sustainable? Do you think it will increase the availability and sustainability of food production worldwide? How can New Zealand balance productive and recreational uses of water with the need to maintain water quality? How do water issues in New Zealand differ from those of the United States in general or of Phoenix in particular?

Your reflections will be shaped by your coursework (of course!), your experiences in New Zealand, and your personal values and plans (which may have changed along the way), so how you tackle this challenge is up to you. We are looking for a statement that shows evidence of careful thought and clarity of expression, realistic self-awareness, the acknowledgement of doubts and the effort to resolve doubts, and thoughtful integration of ideas we have explored during the trip with your own personal philosophic and ethical positions. It is important not to slip into simple narrative (that is, do not write a travelogue about the places we have visited and the sights we have seen) or to focus inwardly, writing only about your reactions to things. The themes of the course raise some troubling, complicated, and dramatic questions – such as issues of economic, national, or ethnic privilege. You want to grapple with large questions – that is, with your place in a broader world and how you might best understand and engage it.

Oral Reflection: Prepare a *brief (2-4 minute) reflections talk* for presentation to the group. The talk should draw from your written statement – try to be engaging to listeners, and get to your main point quickly. A high grade will be given for thoughtful, informed, and cogent narratives that show great synthesis of what we have learned in the program.