

## LEARNING PLAN

My name is Sladjana Prišić and I will be your Resident Director while you study abroad in Lille this summer. What that means is that I will represent the University of Hawai‘i at Mānoa and provide support for you during your stay in France and make every effort that your educational experience in this program is safe and rewarding. The program’s mission is that students “acquire knowledge through academic work in other countries and develop cross-cultural understanding through cultural immersion”. Therefore, in addition to serving as your advisor and counselor, I am also required to support the mission and closely observe your academic progress, making sure that the Student Learning Outcomes (SLOs) for this program are met. The SLOs are that you:

- 1) Demonstrate awareness of your own cultural values and biases and how these impact your ability to work with others.
- 2) Demonstrate knowledge of diversity with a focus on the population or topic of interest in your Study Abroad program.
- 3) Communicate appropriately and effectively with diverse individuals and groups.
- 4) Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.

Bad news is that I actually have to give you a grade, but good news is that this will not be your regular class and I promise you that attending this “class” will be most enjoyable experience. Since I teach and study pathogens, my goal is to connect past, present, and future in the context of infectious diseases. Do not worry if you are not a microbiologist (or even biologist!), we will not focus on pathogenesis or epidemiology. I would like to explore, with your help, other aspects of infectious diseases, e.g., the role of science and politics in public health. We will meet every week, possibly while eating pastries from a local bakery and discussing the role of microbes in food production that the French so skillfully use, and you will choose a famous scientist (e.g., Louis Pasteur) or event (e.g., the Black Death) and “dissect” them in the way you wish. We will try to connect physical places or objects with the topic, when possible. For example, we can visit Institut Pasteur de Lille to learn how the first vaccine against tuberculosis was discovered there – the same vaccine that is still in use today! Two students will be “discussion leaders” and provide some reading material for others (which I will post on Laulima), but everybody has to participate in discussions.

In order to understand one’s culture, it is important to understand the past and infectious diseases are one of the most significant agents that shaped the human history. We can also look at the ways different people (countries, religious groups, etc.) dealt with infectious diseases in the past and compare to the most recent pandemic. We will touch on some controversial topics, such as vaccination mandates and compare European countries with each other, and our own, in the way they approach vaccination, including some examples from the past. Finally, we should be able to learn from the past and, for fun, we can examine alternative timelines. For example, what if Alexander Fleming did not contaminate that agar plate? Would this change the course of WWII? If you could go back to the time of cholera outbreak in London, what would be your approach to stop the spread of the disease? The opportunities to learn about others and ourselves will be plenty.

*Assessment Rubric*

<b>SLOs</b>	<b>Does not meet expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
Demonstrate awareness of your own cultural values and biases and how these impact your ability to work with others.	Does not participate in discussions and fails to work effectively with their partner.	Attempts to find similarities and differences between our culture/our time and other cultures/past during discussion.	Is able to recognize a synergism in diversity and can provide concrete examples.
Demonstrate knowledge of diversity with a focus on the population or topic of interest in your Study Abroad program.	Fails to prepare material and lead a discussion for the assigned topic.	Provides reading material in advance and is able to lead a discussion effectively.	Selects reading material and provokes a discussion that allows the group to deepen their understating of the assigned topic.
Communicate appropriately and effectively with diverse individuals and groups.	Poor communication, attendance, and/or participation in courses, weekly discussions, and other activities.	Attends and participates in the program regularly and communicates appropriately.	Enthusiastically participates in the program and takes leadership for additional activities.
Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.	Is dismissive of different viewpoints during discussions.	Is respectful when others disagree with their viewpoints.	Is able to utilize distinct viewpoints to obtain new ideas and solutions.