

Journeys 2026: A Holistic, Multidimensional Exploration of Health in the Gullah Geechee Corridor GBL 102 (4 credits); Tues/Thurs 10:00am-11:15am

Professor: Erin Bradley, PhD, MPH (eradley@agnesscott.edu; 404-471-6044; Campbell 116)

Office Hours: Wednesday 12-2, Thursday 1-2, or by appointment; please email me to schedule a time.

Course Description

GBL 102 is the core course in the Global Learning curriculum of Summit. It introduces first-year students to global structures, systems, and processes and connects these concepts to first-hand immersion experiences. Drawing on a variety of disciplines, interests, and expertise, the course explores complex and interdependent relationships across the globe. Students will examine a set of global themes through common readings, dialogue, and small group discussions.

Our section focuses on health. The [World Health Organization \(WHO\)](#) defines health as, “a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.” Individual and population health are best understood in context. Key situational factors can shed light on health behaviors and outcomes. For this journey, we will explore how factors such as geography, education, housing, health care, economics, religion, or politics, for example, have shaped the lives of generations of Gullah and Geechee people and can affect their health. We will also identify similarities and differences regarding our own health perceptions and experiences.

For a 4-credit course, you should plan to spend about 9 hours per week outside of class preparing for class (e.g., readings and videos, notetaking, questions for class lectures, quizzes) as well as studying (e.g., reviewing slides, notes, in-class activities) and completing individual or group assignments (e.g., practice exercises, weekly assignments) after class. GBL 103 is a 1-credit companion course you will also complete for our travel during Peak Week in March.

Learning Objectives

By the end of the course, students should be able to:

- Identify, explain, and analyze global themes, processes, and systems.
 - **Identify and describe at least two examples of how globalization has influenced health (mental, physical, social wellbeing) in metro-Atlanta and the Gullah Geechee corridor.**
- Critically examine the relationship between dominant and marginalized cultures, subcultures or groups.
 - **Explain the impact of imperialism, colonialism, and/or diaspora on the health of different subpopulations in the Gullah Geechee corridor.**
- Demonstrate knowledge and skills essential for global engagement.
 - **Evaluate historical and contemporary forces (e.g., historical, political, economic, scientific, or cultural) that shape global processes, with an emphasis on health systems and outcomes.**
- Critically reflect on their own values, ethics, and assumptions based on their interactions with and their learning from community members at the Journeys course site.

Career Readiness Objectives

In addition to content-related learning objectives, the course is designed to strengthen [eight key competencies](#) identified by the National Association of Colleges and Employers ([NACE](#)) through course content (critical thinking, technology, communication, equity and inclusion, career and self development) and engagement with the professor and peers (professionalism, teamwork, communication, equity and inclusion, leadership).

Required Materials

Kincaid, Jamaica. (1988). *A Small Place*. New York, N.Y: Penguin. Purchase it from [ASC's virtual bookstore](#) or access [here](#) legally for free after creating an account. Additional readings will be available for free and posted on Canvas.

Trigger Warning

Talking about difficult topics (e.g., diseases, hunger, living in poverty) could be uncomfortable. Please feel free to excuse yourself without asking if you ever need to do so. You and I can meet one-on-one later. Traveling to a new place with a group can also present challenges. I encourage you to communicate openly with me, Kathy, or Dr. Wolfe for support.

Evaluation

All assignments should be submitted via Canvas, unless instructed otherwise. It is your responsibility to make sure assignments are submitted on time. It is wise to give yourself a buffer (don't wait until minutes before it's due). If you experience Canvas issues, you should email me immediately with the assignment attached. This should not happen often. Developing strong digital skills is an important part of the course; please work with IT to resolve any persistent Canvas issues. As a grace period, I accept late assignments up to 24 hours after the deadline (points deducted).

Course Components	
Preparation (due before class)	15%
Participation	15%
Post-Assignments (weekly reflection, discussion posts, etc.)	20%
Presentations	30%
Common Assignments (letter to self, post-travel essay, final exam)	20%
Total	100%

College Grading Scale			
A	100-93%	C	76-73%
A-	92-90%	C-	72-70%
B+	89-87%	D+	69-67%
B	86-83%	D	66-63%
B-	82-80%	D-	62-60%
C+	79-77%	F	Below 60%

Remember, you are responsible for the grade you earn. I encourage you to take advantage of the wealth of available resources, including office hours, tutors, and campus resources (see Student Resources).

Course Component Descriptions

Preparation & Participation

The format of this course is highly interactive. We'll spend such a short time together each week (only 2.5 hours total). Doing the preparation activities before our class meetings will help us make the most of our time together. Preparation will include activities such as completing a brief quiz/knowledge check about the readings or generating discussion questions. In addition to attending class meetings, participating in class includes things such as sharing your perspective with your peers during small group discussions, asking or answering questions posed by the professor, and completing individual exercises or activities during class. Your responses may not be completely accurate. That is normal when you are learning something new. I simply expect you to attend and fully engage in the learning process. Preparing for and actively participating in class are a significant part of your overall grade (15% preparation, 15% participation).

Post-Assignments

After our class meetings, you'll have the opportunity to demonstrate how well you can apply the concepts covered in class via reflections, critiques, or knowledge-check quizzes, for example (20%). At the end of each week, there will be a weekly assignment related to the content covered.

Presentations

Oral communication skills are essential. The course includes presentations to provide opportunities to become a more comfortable and effective speaker. For a few less formal presentations (5%), you will create and deliver a brief mini-presentation (e.g., 5-minute presentation of travel tips). We will also use a method called [PhotoVoice](#) to explore contextual factors that influence health. You will create your own PhotoVoice project to present before (10%) and after we travel (10%). At end of the semester, you will also present your post-travel version at SpARC (5%), our student research conference in the spring, as either a poster or oral presentation (extra credit for oral presentation).

Common assignments

Students in all sections complete 3 common assignments: letter to myself (5%), post-travel reflection essay (5%), and final exam (10%). At the beginning of the semester, you'll write a letter that sets the tone for your journey. You'll have an opportunity to think about who you are, factors that have shaped who you are, and what you would like to gain from the course or who you hope to become by the end of this journey. Around the midpoint of the semester, you'll reflect on your travel experience and make connections between specific experiences and the relevant content and learning objectives of the course. At the end of the semester, your final exam allows you to demonstrate your mastery of the common content covered by all Journeys students.

Expectations

- **Regular attendance and participation:** This course requires students to come to class well-prepared for participation. Every student can miss three or fewer class meetings for any reason without any effect on your participation score; this does **not** apply to presentation days. If absent, assignments still must be completed on time to avoid late point deductions or a zero for missing the submission deadline. It is wise not use all three absences early in the semester. Also, it is best to let me know in advance if you have a planned absence so I can make materials available to you early, if possible.
- **Respect for yourself and others:** Let's be mindful of ways to cultivate a safe environment that facilitates learning. Disruptive and/or disrespectful behavior of any sort will not be tolerated.
- **Technology:** Electronic devices play an important role in learning, but will be used within appropriate parameters. Students will gain or strengthen digital skills for online collaboration (e.g., discussion posts, shared Google folders) and creating content (e.g., videos, presentations). However, texting, checking email, or any activities not directly related to course content for the day are prohibited. Cell phone use is not permitted.
Communication: If you are experiencing issues that hinder your performance in this course, please don't hesitate to contact me as soon as you are able so we can find a solution. **Also, please regularly check Canvas and your ASC email for key announcements or supplemental information.**
- **Assignments:** Assignments should be submitted to Canvas before the due date, unless stated otherwise. As a courtesy, late assignments can be submitted up to 24 hours with point deductions (no prior permission needed). However, *preparation* assignments must be submitted *before* class; it's no longer preparation *after* class. Please contact me as soon as possible if you need to make arrangements because of a serious issue or emergency. You cannot submit assignments after I have graded and returned them to the class.
- **Artificial Intelligence:** Please carefully follow assignment instructions, which will indicate whether you can collaborate with other students, whether and in what ways you may use a form of artificial intelligence (AI), or other important info. Always seek clarity if you are unsure about whether your conduct might violate the honor code. See more information below regarding Academic Honesty.
- **Course Evaluations:** Near the end of the semester, you will receive an email that provides a link to complete the course evaluation online. Student evaluations provide feedback that is valuable to the instructor and the college. I hope everyone will complete this form.

Other Important Information

Course Accessibility and Academic Accommodations: Agnes Scott College views disabilities as an integral part of the rich diversity of our community and strives to make all learning experiences as accessible as possible. If you are a student who receives academic accommodations through the Office of Accessible Education, please schedule a meeting with me within the first two weeks of classes to discuss how your accommodations will be implemented for this course. During this meeting, you are not expected to disclose any details concerning your disability, though you may discuss these details at your discretion. If you are a student with a disability—physical, medical, psychological, or learning-specific—and have not connected with Accessible Education to discuss your accessibility needs, please visit their [website](#) to learn more about reasonable accommodations, helpful resources, and support available. Students who register for accommodations during the semester should schedule a meeting with their faculty after accommodations have been approved by the Office of Accessible Education.

Academic Honesty: Students are expected to behave with integrity and uphold our Agnes Scott community's code of honor ([please review the honor system handbook and honor pledge](#)). The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- a. review each course syllabus for the professor's expectations regarding course work and class attendance;

- b. attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper;
- c. not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a work's cited page or making up statistics or facts for academic work;
- d. not allow another party to do your work/exam or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam;
- e. not facilitate cheating, which can happen when you help another student complete a take-home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently;
- f. be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., email, online, in a mailbox, to an office, etc.).

Please be aware that penalties resulting from dishonest conduct range from failure of the assignment to expulsion from the college.

Title IX Information: Agnes Scott is here to help you if you have experienced any form of sexual harassment or violence, dating or domestic violence, or stalking. Please talk to any faculty or staff member with whom you feel comfortable. Faculty and staff members want to support you and have been trained to help. They will also inform the Title IX office so that you learn about options available to you. If you do not want college administrators to know what you have experienced, you may talk to the chaplain, as well as nurses or counselors in the Wellness Center with complete confidentiality. They will not tell anyone what you share with them unless you give your express permission. You may contact the Title IX Coordinator directly at T9Coordinator@agnesscott.edu.

Diversity of Perspectives: Agnes Scott is a diverse and inclusive community. Diversity of perspectives and thought raise the intellectual quality of the classroom experience, creating a unique environment for learning to understand and navigate the challenges of our times. By studying, living, and playing together, Agnes Scott College's remarkably diverse student body hones the habits of mind, skills, and knowledge essential to ethical and innovative leadership in our increasingly heterogeneous and global society. As such, this course adheres to the principles of global diversity as integral to the Agnes Scott community and respects people from all backgrounds.

Below are links to valuable campus resources to enhance your experience:

- Want to become a better writer and/or presenter?

Center for Writing and Speaking: <https://www.agnesscott.edu/writingandspeaking/> ([appointments here](#))

- Need audio/visual equipment or guidance?

Center for Digital and Visual Literacy: <https://www.agnesscott.edu/cdv/index.html> ([appointments here](#))

- Working toward your career goal or not sure where to start?

Career Exploration Center: <https://www.agnesscott.edu/office-of-internship-and-career-development/index.html>

- In need of self-care?

Wellness Center: <https://www.agnesscott.edu/wellnesscenter/>

(Wellness Center on call 404-780-0925; 24/7 Counselor on call 404-471-7110 x1)

Other helpful resources:

- [Academic advising](#)
- [SUMMIT advising](#)
- [McCain library](#) ([appointments here](#))

GBL 102 Tentative Schedule

Some info is likely to change based on the availability of guest speakers or other factors. If so, I will announce changes in class or via email and post them on Canvas. Assignments should be **submitted to Canvas by 9am on the due date.**

Date	Topic	Complete by 9am before class	Complete by Saturday at 9am
1/13	Overview	Syllabus	Discussion post, Identity map
1/15	Identity	Preparation activity	
1/20	Identity	Letter to myself	Discussion post
1/22		Reading, preparation activity	
1/27	Health	Reading, preparation activity	Quiz
1/29		Review	
2/3	Imperialism, Colonialism, Diaspora	Reading, preparation activity	Discussion post
2/5		Review	
2/10	Imperialism, Colonialism, Diaspora	Readings, preparation activity	Discussion post
2/12		Mini-presentation*	
2/17	Gullah Geechee Corridor	Readings, preparation activity	Quiz
2/19		Mini-presentation*	
2/24	Travel Orientation & Ethics of Travel	Readings, preparation activity	Discussion post
2/26		Mini-presentation*	
3/3 3/5	Presentations	PhotoVoice project	Prepare for travel!
3/7-3/15	GBL 103 Peak Week		
3/16-3/22	Spring Break		
3/24	Travel Immersion Debrief	Peak Week brief reflection (submitted to GBL 103 course)	Discussion post
3/26		Preparation activity	
3/31	Globalization	Post-travel essay outline	Work on post-travel reflection essay
4/2		Review	
4/7	Globalization	Readings, preparation quiz	SpARC abstract
4/9		Mini-presentation*	
4/14	Presentations	PhotoVoice project	Work on post-travel reflection essay
4/16			
4/21	Health in a global context	Post-travel reflection essay	Practice for SpARC presentation
4/23		Mini-presentation*	
4/28	SpARC conference	None	SpARC assignment
4/30			
5/5	The journey continues...where do we go from here?	Review letter to myself	
5/1-5/6	Final Exam Period		

*Only applies to students completing a mini-presentation this day

Important Registration Dates

January 16- last day to add or drop a class via AscAges

January 23- last day to add or change to audit via the registrar's office

February 2 - last day to drop a class without a "W" (withdrawal grade)

April 2 - last day to drop with a "W" (withdrawal grade) or change to pass/fail