

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2019
<b>Discipline:</b>	International Education
<b>Course Number and Title:</b>	IE 300 Global Studies
<b>Division:</b>	Upper
<b>Faculty Names:</b>	Stepanka Magstadt, Global Studies Director Lori Lawson, Intercultural Specialist Carl Berman, Oceans & Sustainability Specialist
<b>Instructional Coordinators:</b>	Courtenay Biser-Suarez and Shannon Rushe
<b>Semester Credit Hours:</b>	3
<b>Prerequisites:</b>	None

### COURSE DESCRIPTION

Global Studies is the connective educational experience for all SAS voyage participants. It creates a common platform for exploring and learning about the world and our role in it. It prepares us to draw meaning from our cultural encounters and our ocean voyage and to improve our effectiveness as global citizens. The course provides a narrative for the voyage.

The goal of this course is to provide you with the historical framework needed to develop critical skills and objective perspectives within a transnational context, from the regional communities we visit, to the geopolitical discourse we engage in. The interdisciplinary nature of the coursework and fieldwork will expand your ability to identify cultural differences and appreciate social distinctions through a broader political lens. At the end of the voyage, you will be equipped to translate knowledge into action that fosters social equity.

There are 4 key components to the course:

- **Global Citizenship:** We will integrate our studies and experiences into a consciousness of, and respect for, the diversity of world cultures, the forces of globalization, the fundamental importance of a healthy environment, and how our own cultural, political, and economic perspectives, habits and choices shape our world, and can shape it for the better. We will also examine the concept of globalization - a term that is interpreted differently by scholars in various fields - as we explore how regional cultures are impacted by our ever more connected world. At the end of the semester we, as better informed global citizens, will examine our perspectives on globalization, considering how our experiences during the voyage might have brought about changes. Finally, we will consider what actions we may take as global citizens to address and improve our own lives, as well as the health and welfare of others, and the sustainability of the Earth's systems.

- **Port Country Discovery:** We will establish a foundation of essential information concerning the geographies, cultures, histories, and current social issues in the countries we visit. We will examine how governing bodies and civic entities respond to globalizing forces within the scope of (but not limited to) economic development, climate change adaptation, food security, migration and refugee policies, access to health care and education, and marginalization of the Other. Our understanding of these aspects of the port countries will prepare us for high-value intercultural encounters.
- **Intercultural Competency:** Through a combination of readings, lectures, activities and facilitated reflection sessions, we will work to develop the observational and analytical skills needed to interact in culturally appropriate ways with the people and places we encounter on the voyage. Recognizing that most people see the world from an ethnocentric vantage point, we will first attempt to uncover our own unconscious assumptions, beliefs and biases so that we might see the world more clearly, and interact more effectively, with those from other cultures.
- **Oceans and Sustainability Engagement:** Three-quarters of the world's mega-cities are by the sea; 80 percent of people will live within 100 kilometers of the coast, with about 40 percent living within 60 kilometers of a coastline, according to the IPCC, 2014. We will learn about the state of the oceans, their importance to the sustainability of our planet's environment, and to sustaining human society. We will understand that climate change entails not only rising sea levels and United Nations conventions but a wide range of complex transnational problems affecting individuals and societies in dramatically different ways.

## LEARNING OBJECTIVES

By the end of the semester, you should achieve the following competencies:

### Global Citizenship (GC)

1. Recognize the opportunities to act as a global citizen with capacity to improve the health and welfare of others, and the sustainability of the Earth's systems.
2. Think ethically about global issues, inequalities, and your impact in the world.
3. Critically analyze the history and diversity of your own home country and its role in the world.

### Port Country Discovery (PCD)

1. Demonstrate observational and analytical skills needed to draw intercultural comparisons and to assess the similarities and differences in a variety of human experiences.
2. Understand the social, technological, economic, environmental and political systems and conditions in port countries as preparation for high-value intercultural encounters.

3. Read critically, work collaboratively, and present information effectively using modern media, as tools for informing and advocating with respect to critical global issues you encounter during our voyage.

### **Intercultural Competence (IC)**

1. Identify one's own cultural assumptions in order to increase self-awareness and to reduce ethnocentric judgments and behaviors.
2. Express an understanding of, and ability to apply, the cultural dimensions of difference to intercultural encounters, both in-country and on the ship.
3. Recognize the existence – and validity – of multiple worldviews.
4. Demonstrate improved overall intercultural competence.

### **Ocean Stewardship & Sustainability (OS)**

1. Describe key aspects of the human uses and abuses of the marine environment and how they inform the role of Global Citizen and the development of ocean stewardship;
2. Understand how the oceans serve as the “circulation system” for the planet and how, like the circulation in the human body, an “illness” in one portion can soon spread to another, and how the air-ocean system affects our collective climate.
3. Use knowledge of marine environmental systems to describe how mechanisms for meaningful ocean stewardship programs can be developed and implemented to address problems, including cooperation and collaboration among governments, scientists, and enlightened Global Citizens.

## **REQUIRED TEXTBOOKS / READINGS**

A \$40 downloadable Global Studies e-reader will be made available for purchase in advance of the voyage, scheduled to be available **July 31**. The reader must be downloaded prior to embarking. Additional current events readings will be specified separately and available on Moodle or in the Course Folder.

AUTHOR: Institute for Shipboard Education (Ed.)

TITLE: Citizenship in a Globalized World: Semester at Sea Global Studies Readings

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DATE/EDITION: Fall 2019

Link for download: [https://he.kendallhunt.com/globalized\\_world](https://he.kendallhunt.com/globalized_world)

### **Connecting to the Course on the *MV WORLD ODYSSEY***

The course management system for Semester at Sea is a shipboard (non-internet) version of Moodle. This Global Studies course involves a significant amount of information and activity organized in Moodle.

## COMMUNICATING WITH THE GLOBAL STUDIES TEAM

To communicate with the Global Studies team during the voyage, email [GlobalStudies@semesteratsea.org](mailto:GlobalStudies@semesteratsea.org).

Office hours: Every day while the ship sails: 1-3pm at the Library. Stepanka will be present on all days, Lori and Carl when other teaching commitments permit it.

## TOPICAL OUTLINE OF THE COURSE

### Please note:

- Readings are listed below under the date on which they are due.
- You will need to watch the scheduled films, available on the TV loop, before the class.
- Short newspaper articles providing a connection/introduction to most of the lectures will be posted on Moodle and/or in the Course Folder, and are required reading before most lectures.
- Moodle also will have numerous newspaper articles that you should read critically and use as one of the sources for your final project, as well as various intercultural materials to help you increase your intercultural competence.
- Assignments are due at 2330 unless otherwise specified.
- Theme and color coding:
  - GC = Global Citizenship
  - IC = Intercultural Competence
  - OS = Oceans & Sustainability
  - PCD = Port Country Discovery
- Source of readings: (R) = Reader, (M) = Moodle, (CF) = Course Folder

DATE	TOPIC	READINGS and ASSIGNMENTS
Orientation Sept 10	IC / Intercultural intros & "The Danger of a Single Story"	Initial Assumptions Survey: to be completed during orientation
A1 Sept 11	GC, IC, PCD, OS: Course Overview OS / The 5 Oceans: introduction to the global ocean system	READ: Course syllabus READ: 1. Idyll, "The Birth Of the Sea" (R) 2. Sverdrup, et alia, "The Earth and the Ocean Basins" (CF) 3. Ellis, Richard, "Aquagenesis: The Origin and Evolution of Life in the Sea" (CF)
B1 Sept 12	OS / The 5 Oceans: An introduction to the global basins and the Baltic sea; the origins of the oceanic world.	READ: 4. Various Authors, "Learn More About the Baltic Sea" (CF)

<b>A2</b> Sept 13	PCD / Getting to know Poland: Eastern Europe, the Roman Catholic Church, the Holocaust, the Other, and the Black Gold.	READ: Czaplicka, "Poland." (R) WATCH: <i>A Man of Iron</i>
<b>B2</b> Sept 14	Country & Culture Insights (CCI) Poland	
<b>Gdansk, Poland – Sept 15-20</b>		
<b>A3</b> Sept 21	IC / Reflection Session #1 Meet 1 <sup>st</sup> in Lastinger Union	IRS Prep: Post #1 Online Introductions & Respond to Prompts
<b>B3</b> Sept 22	OS / The Oceans and Human Movement; Some important early oceanographic expeditions; three important canals.	READ: 5. Idyll, "The Land Beneath the Sea" (R)
<b>A4</b> Sept 23	IC / Generalizations vs. Stereotypes, Analogies & Cultural Self-awareness (#1)	READ: 1. Hanvey, "An Attainable Global Perspective" (R)
<b>B4</b> Sept 24	PCD / Getting to know Iberia: history, military regimes, dictatorships, EU's modernizing effect, democracy and fascism now. Portugal's radical drug policy.	READ: Royo, "Lessons from the Integration of Spain and Portugal to the EU." (CF) WATCH: <i>El oro de Moscu</i> WATCH: <i>La niña de mis ojos</i>
<b>A5</b> Sept 25	Country & Culture Insights (CCI) Portugal & Spain	
<b>Lisbon, Portugal and Cadiz, Spain – Sept 26-Oct 1</b>		
<b>B5</b> Oct 2	IC / Understanding and Assessing Intercultural Competence. Review Core Cultural Values worksheet (#2)	READ: 2. Hofstede, "Dimensionalizing Cultures: The Hofstede Model in Context" (CF) 3. Cushner & Brislin, "A Culture-General Framework for Understanding Intercultural Interaction" (R) 4. Bennett, "Becoming Interculturally Competent" (CF)
<b>A6</b> Oct 3	OS / The Mediterranean: An introduction to this inland sea; formation, circulation, and ecology.	READ: 6. Various Authors "Learn More About the Mediterranean Sea" (CF)

<b>B6</b> Oct 4	PCD / Getting to know Croatia: A short journey in the history of the Balkans. Migrants in Croatia, and tourists in Dubrovnik.	READ: “MacDonald, “Tito’s Yugoslavia and After: Communism, Post-Communism, and the War in Croatia,” and Nenadic, “One Woman’s View.” (CF) WATCH: <i>Underground</i> <b>VIDEO PROJECT: initial group meetings must be complete</b>
<b>A7</b> Oct 5	Country & Culture Insights (CCI) Croatia	
<b>Dubrovnik, Croatia – Oct 6-10</b>		
<b>B7</b> Oct 11	IC / Reflection Session #2	IRS Prep: Post #2 Respond to Prompts WATCH: Star Trek: A Matter of Honor (45 minutes)
<b>A8</b> Oct 12	GC / International and Global Institutions: United Nations, European Union. International Court of Justice and Yugoslav civil war, Balkan holocaust, gender violence, International Court of Justice	READ: Pascale, “Feminists Interpreting the Politics of Wartime Rape” and Mladjenovic, “Universal Soldier.” (R)
<b>B8</b> Oct 13	PCD / Getting to know Morocco: Euro and Arabic cityscapes. Moroccan women workers in Spain – a case of transnational exploitation. Colonial heritage, the Maghreb, Arab Spring, politics and religion.	READ: Elmorchid, “The Demographic Gift in the Arab World: A Blessing or a Time Bomb for Morocco?” (CF) WATCH: Selected segments of <i>Africa’s Great Civilizations I</i>
<b>A9</b> Oct 14	Country & Culture Insights (CCI) Morocco	
<b>Casablanca, Morocco – Oct 15-20</b>		
<b>B9</b> Oct 21	IC / Misconceptions that Matter & Midterm Review (#3)	READ: 5. Sussman, “Sojourners to Another Country: Psychological Roller-Coaster of Cultural Transitions” (R)
<b>A10</b> Oct 22	IC / Reflection Session #3	IRS Prep: Post #3 Respond to Prompts
<b>B10</b>	OS / Fisheries & Overfishing: A	READ:

Oct 23	discussion of living marine resources of the world; their exploitation and management	7. Pinet, "Overfishing" (R), 8. Fishery and Aquaculture Country Profiles, Republic of Ghana, FAO, United nations, url: <a href="http://www.fao.org/fishery/facp/GHA/en">http://www.fao.org/fishery/facp/GHA/en</a> (CF) 9. Fisheries, Ministry of Food and Agriculture, Republic of Ghana url: <a href="http://mofa.gov.gh/site/?page_id=244">http://mofa.gov.gh/site/?page_id=244</a> (CF) 10. Imminent Risk of Stock Depletion in Ghana's Marine Waters on Ghana Web. url: <a href="https://www.ghanaweb.com/GhanaHomePage/business/Imminent-risk-of-stock-depletion-in-Ghana-s-marine-waters-667162">https://www.ghanaweb.com/GhanaHomePage/business/Imminent-risk-of-stock-depletion-in-Ghana-s-marine-waters-667162</a> (CF)
<b>Study Day – October 24</b>		
<b>A11</b> Oct 25	GC / Globalization: What is a global world? International trade leading to globalization? Local is our future? Documentary segment: <i>Economics of Happiness</i>  <b>MID-TERM EXAM 1930-2030</b>	READ: Reddie, "Slavery" (R)
<b>B11</b> Oct 26	PCD / Getting to know Ghana: Africa for beginners? Migration in Africa. Colonial heritage, slavery.	READ: Duncan, "Marriage, Labour, and Land in Ghana." (R) WATCH: selected segments of <i>Africa's Great Civilizations II</i>
<b>A12</b> Oct 27	Country & Culture Insights (CCI) Ghana	
<b>Tema &amp; Takoradi, Ghana – Oct 28-30</b>		
<b>B12</b> Nov 2	IC / Intercultural Competence: skill building, complexity & nuance (#4)	READ: Etnison, "Of Cannibals, Kings & Culture: The Problem of Ethnocentricity" (CF) Rosaldo, "Of Headhunters & Soldiers: Separating Cultural & Ethical Relativism" (CF)
<b>A13</b> Nov 3	IC / Reflections Session #4	IRS Prep: Post #4
<b>No Class Day – Nov 4</b>		

<b>B13</b> Nov 5	GC / Migration I: Who migrates and why? A global phenomenon. Nativism	<b>DUE: Reflection Paper # 1 – A or B option</b> <i>WATCH: Human Flow</i>
<b>A14</b> Nov 6	OS / Pollution: A brief introduction to ocean pollution - petroleum, chemicals, and plastics.	<i>WATCH: Koyaanisqatsi: Life Out of Order</i> <b>READ:</b> 11. Lomborg, "Water Pollution" (CF)
<b>B14</b> Nov 7	GC / Migration II: The Walls, the undocumented, the refugees, and the thoughtful tourists.	<i>WATCH: Most Beautiful Island</i>
<b>A15</b> Nov 8	PCD / Getting to know Brazil: history, dictatorships, democracy & populism. Environmental concerns and the indigenous peoples, women, the nationalist strongmen, and gangs. Bahia.	<b>READ:</b> Kempner and Jurema, "The Global Politics of Education." (R) <i>WATCH: City of God</i>
<b>B15</b> Nov 9	Country & Culture Insights (CCI) Brazil	
<b>Salvador, Brazil – Nov 10-15</b>		
<b>A16</b> Nov 16	<b>IC / Reflection Session #5</b>	<b>IRS Prep: Post #5</b> <b>Respond to Prompts</b>
<b>B16</b> Nov 17	OS / Corals. An introduction to coral reef ecology and threats to this ecosystem.	<b>READ:</b> 12. Pinet, "Coral Reefs" (R)
<b>A17</b> Nov 18	GC / Poverty & Social Justice. Health care: the case of health care in Europe. Structural Violence	<b>READ:</b> Kacowicz, "Globalization, Poverty, and the North-South Divide" (R)
<b>B17</b> Nov 19	GC / Human Exploitation. Human trafficking is all around you.	<i>WATCH: Economics of Happiness</i> –all of it <b>READ:</b> Feingold, "Human Trafficking" (R) <b>DUE: PROJECT SCREENPLAY</b>
<b>A18</b> Nov 20	OS / A description of air/sea interactions including the effects of global warming.	<b>Read:</b> L3. Shankman S, and Horn, P. "The Most Powerful Evidence Climate Scientists Have of Global Warming," <i>Inside Climate News</i> (CF)
<b>No Class Day – Nov 21</b>		

<b>B18</b> Nov 22	PCD / Getting to know T&T: Columbus's legacy, West African heritage, LGBTQ rights, and immigration. Carnivals.	READ: Inamete "Politics and Governance in Trinidad and Tobago" (R)
<b>A19</b> Nov 23	Country & Culture Insights (CCI) Trinidad & Tobago	
<b>Port of Spain, Trinidad &amp; Tobago – Nov 24</b>		
<b>B19</b> Nov 25	OS / Hurricanes: formation and movement, winds and tides, power and destruction	Read: 14. Cosgrove, B., The World of Weather (CF)
<b>A20</b> Nov 26	Project consultations as needed	<b>DUE: FINAL VIDEO PROJECT</b>
<b>B20</b> Nov 27	GC / How does one become a global citizen? Reconciling the universal with the local.	READ: Watkins, et al. "Outsourcing Social Transformation: Development NGOs as Organization" (R)
<b>A21</b> Nov 28	GC / The Future: Best video projects screened for the community with introductions by each group.	
<b>Panama Canal Transit – Nov 29</b>		
<b>B21</b> Nov 30	PCD / Getting to know Ecuador: The imprints of the Inca, Spanish colonial heritage, post-independence. Constitutional rights of nature, Chinese economic projects and indigenous land rights. Julian Assange.	READ: Abbots, "In the Absence of Men? Gender, Migration and Domestic Labour in the Southern Ecuadorian Andes." (R)
<b>A22</b> Dec 1	Country & Culture Insights (CCI) Ecuador	
<b>Guayaquil, Ecuador – Dec 2-7</b>		
<b>B22</b> Dec 8	OS / Marine Stewardship: What does this term mean? "who owns the oceans;" some global efforts at marine stewardship.	READ: 15. National Research Council, "The Challenge of Achieving Stewardship . . ." (R),

		<p>16. McRae L., Freeman R., Shirkhorshidi M., and Tresize E. 2015. <i>Living Blue Planet Report. Species, habitats and human well-being</i>. "Chapter 3: Why we should care" (CF),</p> <p>17. Grorud-Colvert, K and Lubchenco, J. Momentum grows for ocean preserves. How well do they work? The Conversation. (R),</p> <p>18. McRae L., Freeman R., Shirkhorshidi M., and Tresize E. 2015. <i>Living Blue Planet Report. Species, habitats and human well-being</i>. "Chapter 4: Turning the tide" (CF)</p>
A23 Dec 9	PCD / Getting to know Costa Rica: history, bananas and coffee, environmental concerns, and <i>Feria Verde</i> .	<p><b>READ:</b> Sick, "Coping with Crisis." (R)</p> <p><b>DUE:</b> Reflection Paper #2 – Global Citizenship: Engaging Multiple Stories</p>
B23 Dec 10	Country & Culture Insights (CCI) Costa Rica	
<b>Puntarenas, Costa Rica – Dec 11-15</b>		
A24 Dec 16	IC / Reflection Session #6 Meet 1 <sup>st</sup> in Lastinger Union	C / Reflection Session #6 Everyone meet in Lastinger Union BEFORE going to last IRS
B24 Dec 17	Review Day	
<b>FINAL EXAM – Dec 18</b>		

## METHODS OF EVALUATION / GRADED ASSIGNMENTS

The following assignments will support the accomplishment and assessment of the Learning Objectives:

Assignment	Percent of Final Grade	Critical Dates
Participation Tickets	10%	Random Days throughout the voyage
Intercultural Reflection Session Preparatory Posts (IRS Post #1-6)	10%	Post, read and comment BEFORE each Intercultural Reflection Session
Reflection Papers <ul style="list-style-type: none"><li>• Reflection paper #1: A or B</li><li>• Reflection Paper #2</li></ul>	10% 10%	Due: B13/ Nov 5 Due: A23/ Dec 9
Video Project (3 Components) <ul style="list-style-type: none"><li>• Initial Group Meeting/Pitch &amp; Peer Feedback</li><li>• Screenplay/Storyboard &amp; Peer Feedback</li><li>• Final Product</li></ul>	5% 5% 10%	By A7/ Oct 5 Due B 17/ Nov 19 Due A20/ Nov 26
Midterm Examination	20%	A11/ Oct 25
Final Examination	20%	Dec 18

Detailed assignment descriptions will be provided in separate documents available on Moodle in the Global Studies Course Folder. All assignments are due at 2330 on the designated day, unless otherwise noted.

**Be sure to carefully review the full descriptions in the course folder, and the associate grading rubrics *before* starting work on any assignment.** Below are brief summaries:

### Participation Tickets:

Using 3" x 5" cards, entry tickets focus your attention on the day's topic or ask you to recall background knowledge relevant to the day's theme. Example: "Based on the readings for class today, what is your understanding of \_\_\_\_\_?" Exit tickets collect feedback on your understanding at the end of a class and provide you with an opportunity to reflect on what you have learned. For example: "What questions do you still have about today's lecture?"

### Intercultural Reflection Session Posts:

This exercise is designed to create more vibrant and engaging Intercultural Reflection Sessions (IRS) by encouraging everyone to prepare for the discussion. You will be given prompts to consider in advance of each of the six IR sessions and will be expected to formulate and share your perspectives via Moodle posts, as well as to read/comment on a few of your IRS group mates' perspectives. Your posts will only be visible to those in your IRS group and to the GS staff.

## **Reflection Papers:**

### Reflection Paper #1: Option A or B.

Option A, The Intercultural Encounter Interview, is the preferred option for this first paper. Option B, Cultural Self-Awareness, is a “back-up” option to be used only if - after making a sincere effort - you are unable to complete the Intercultural Encounter Interview (IEI) by the due date. Both options are due at the same time and have the same expectations.

- *Option A = The Intercultural Encounter Interview.* This assignment involves interviewing someone from another culture about the similarities and differences between your culture and theirs. You will use the Core Cultural Values worksheet as a basis for discussion, and arrange to talk with a local in one of our port countries. In your paper you will report on the interview dynamics, plus share any changes in your understanding of the culture, and/or in yourself and your assumptions.
- *Option B = Cultural Self-Awareness.* This option encourages you to explore the origin of *your own values* by using the Core Cultural Values (CCV) worksheet to consciously identify and reflect on your values vs those of your primary culture. After writing this paper you should be better able to answer “Who am I? and “Why am I who I am?”

Reflection Paper #2: Global Citizenship: Embracing Multiple Stories. Your Semester at Sea began by watching the TED talk “The Danger of a *Single Story*.” As the voyage nears its end, this paper will give you an opportunity to reflect on the impact the “*multiple stories*” you have encountered over the last few months has had on you. You will report changes in your understanding of global citizenship and of global poverty and will also identify the most influential course concepts. As a conclusion, you will be asked to share any plans you might have to continue your intercultural growth once this adventure ends.

## **Video Project:**

In this group project you will demonstrate how successfully you recognized that an issue you encountered triggered a personal, affective response, to the point where an important change in attitude and subsequent behavior was incorporated into your value system and interactions. You will demonstrate these changes by creating a three- to four-minute video about your organization/ action group/advocacy group espousing a carefully thought out and researched action plan addressing one global citizenship concern leading to: an improvement of life(s), the health and welfare of others or sustainability of the Earth’s systems. Your video should include a well thought out argument in support of your plan, incorporating your research, interactions in your port cities, information from lectures, and other relevant sources. You should also discuss how your own views have changed as a result of your experiences and learning in the project. In other words, you’ll be describing both the research behind your ideas and the personal attitudes and values gained. A mobile phone or a camera is recommended to be used for this project.

## **Mid-term and Final Examinations:**

The midterm exam will cover all the material presented by Global Studies since the beginning of the course. There will be T/F and multiple-choice questions presented from each of the lecture subjects which have been covered. These will include all four of the Global Studies components. The final examination will be a mixture of T/F and short answer.

## GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (SAS Academic Partner). Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE / ENGAGEMENT / CIVILITY

**SAS attendance policy:** Attendance in all Semester at Sea classes is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

**Global Studies attendance:** This course provides a common thread for all voyagers. In addition to learning fundamental academic material, there will be important and timely announcements for the entire shipboard community, *so daily attendance is essential, and will be monitored.* There are no excused absences unless you are able to provide an acceptable explanation with evidence for missing class. In order to enforce this policy:

- Random attendance will be taken in lecture sessions, using your ship's card. You will be required to "log in" at a card reader station to record your presence. Absences will be noted from the data collected in this manner.
- Attendance will be taken in all IC Reflection Sessions.
- The penalty for an unexcused absence is five percent, *per missed class*, subtracted from your final course grade.
- *Additionally, you must attend the Global Studies section in which you are enrolled.* Attendance in the other section will not be counted as being "present."

**Courtesy and engagement:** In consideration for your classmates and instructors please:

- Be on time to class, and do NOT leave before class ends.
- Do NOT talk, sleep or work on other projects while in Global Studies.
- Respect the furniture in the Lastinger Union: no feet on seats or spilled drinks.

**Civility:** In addition to the discussions in the small group Intercultural Reflection Sessions, there will be times during Global Studies when we will ask students to briefly discuss a prompt amongst themselves. We want to encourage you share your perspectives and ideas with openness and enthusiasm, but to consciously avoid being rude, aggressive, domineering or hostile to those who hold different views. Remember, we learn when we are challenged, but we tend to close down when we are attacked, so try to challenge an idea without attacking the person.

## LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## RESERVE BOOKS FOR THE LIBRARY

None

## FILMS

Title of Film: *Economics of Happiness*

Distributor:

Title of Film: *Koyaanisqatsi: Life Out of Order*

Distributor:

Title of Film: *Human Flow*

Distributor: Vudu, Amazon, YouTube

Title of Film: *Most Beautiful Island*

Distributor:

Title of Film: *A Man of Iron*  
Distributor:

Title of Film: *La colmena*  
Distributor:

Title of Film: *The Holy Innocents*  
Distributor: Amazon

Title of Film: *Welcome Mr. Marshall*  
Distributor:

Title of Film: *Talk to Her*  
Distributor:

Title of Film: *Underground*  
Distributor: BFI

Title of Film: *Africa's Great Civilizations* <http://www.pbs.org/weta/africas-great-civilizations>  
Distributor: PBS

### **Additional films for recommended viewing (on the film loop)**

#### **Ocean & Sustainability Films**

- Albatross
- Chasing Coral
- Drain the Ocean
- Journey to Planet Earth: Dispatches from the Gulf 1 & 2
- Mission Blue
- Plastic Ocean
- Plastic Paradise
- Sand Wars
- Smog of the Sea
- Sonic Sea
- The Blue Planet: A Natural History of the Oceans
- The End of the Line
- The Island and the Whales

#### **Port Country Films**

##### **Poland**

- A Force More Powerful, Episode 5
- Ghetto
- Kana
- Man of Marble

- Man of Iron
- Pokolenie
- Popi i diament
- Why We Fight 1-2, Prelude to War

### **Portugal**

- Lisbon City
- Mistios de Lisboa
- April Captains (Capits de abril)

### **Spain**

- Acts of Faith: Jewish Civilization in Spain
- Antonio Gaudi
- Cities of Light: The Rise and Fall of Islamic Spain
- El Cid
- Land and Freedom
- Mondays in the Sun
- Talk to Her
- Volver

### **Croatia**

- Fine Dead Girls
- Witnesses (Svjedoci)
- Ta divna Splitska no

### **Morocco**

- Ali Zaoua
- Babel
- Dreaming in Morocco
- I Love Hip Hop in Morocco
- Outposts in Morocco
- Paul Bowles in Morocco
- Some Women of Marrakesh

### **Ghana**

- Families of Ghana
- Healers of Ghana
- Living the HipLife
- Say No to Bushmeat
- Witches in Exile

### **Brazil**

- Atlantico Negro - Na Rota dos Orixas
- Brazil: An Inconvenient History
- City of God (Cidade de Dues)

- Documentary Wild Untamed Brazil - Jewels Of The Jungle
- Elite Squad (Tropa de Elite)
- Favela Rising
- Fighting for Brazil's Stolen Species
- Horses and Solitude: Inside the Life of a Brazilian Gaúcho
- Martin Schoeller: Kayapo Warrior Tribe
- Meet the Surfers Redefining Brazil's Largest Favela
- Northern Brazil: Dunes, Markets, and Miles of Beaches
- Secret Brazil: Wild Pantanal
- Warriors of the Amazon

### **Trinidad & Tobago**

- Dreamers in Transit
- The Mystic Masseur

### **Ecuador**

- Cashing in on Culture: Indigenous Communities and Tourism
- Crude
- Darwin's Secret Notebooks
- End of the Spear
- Qué tan lejos
- Weaving the Future

### **Costa Rica**

- Caribe
- Gestaci
- The Goose with the Golden Eggs: Tourism on Costa Rica's Pacific Coast (La gallina de los huevos de Oro)

## **ELECTRONIC COURSE MATERIALS**

None

## **ADDITIONAL RESOURCES**

Readings and links posted to Course Folder