SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Fall 2020  
Discipline: Sociology  
Course Number and Title: SOC 333 Gender and Society  
Division: Upper Division  
Faculty Name: Pat Mahoney  
Semester Credit Hours: 3

Prerequisites: The standard CSU prerequisite of one (1) introductory or general Sociology course has been waived by the instructor.

COURSE DESCRIPTION

Gender is one of the great paradoxes today, while assumed to be an inalterable consequence of biological forces, the actual practice of gender varies greatly across cultures and societies. This course provides a sociological approach to the social construction of gender. Critical questions will focus on how representations of masculinity and femininity, while informing our sense of identity, can also promote inequality in institutions ranging from the family, to the economy, and religion. Although gender is experienced and performed in everyday life, the presence of powerful gender norms suggests that gender may be invested and animated from elsewhere. Additionally, we will explore how social categories such as sexuality, race, and nationality intersect with gender to produce new forms of oppression and marginality; all the while, creating potent alliances and movements advocating for greater gender equality and diversity – especially amongst/for gender nonconforming individuals.

Semester at Sea provides us a unique opportunity to compare gender across societies to assess how gender binaries – a legacy of Western colonization – can further our understanding of gender and power in the Global South. Together, we will unpack the paradox of gender by challenging our tightly held assumptions while questioning its broader sociological construction.

LEARNING OBJECTIVES

1. Understand the sociological approach to gender by exploring the major theoretical issues and empirical research in the field of gender and society
2. Recognize the transnational dimensions of gender associated with the many ways gender is (or can be) practiced
3. Critically evaluate the social, cultural and political ways that gender and gender inequality are produced and reproduced
4. Embrace the complexities of an intersectional understanding of gender and gender oppression in the Global South
5. Appreciate the great challenge confronting international organizations and social movements in their struggling against gender oppression
6. Reflect of the similarities and differences in your experience of gender relative to those port cities and countries you visited
7. Advocate for gender justice both personally and in your community

REQUIRED TEXTBOOKS AND SUPPLIES

AUTHOR: Michael Kimmel
TITLE: The Gendered Society
PUBLISHER: Oxford University Press
ISBN: 9780190260316
Available as an ebook from RedShelf: https://www.redshelf.com/
DATE/EDITION: 2016; Sixth Edition

AUTHOR: Jennifer N. Fish
TITLE: Domestic Workers of the World Unite: A Global Movement for Dignity and Human Rights
PUBLISHER: New York University Press
ISBN: 978-1479877935
Available as an ebook
DATE/EDITION: 2017/Paperback

AUTHOR: Leta Hong Fincher
TITLE: Betraying Big Brother: The Feminist Awakening in China
PUBLISHER: Verso
ISBN: 978-1786633644
Available as an ebook
DATE/EDITION: 2018/Paperback

Students are required to purchase a Field Notebook for the course.

TOPICAL OUTLINE OF COURSE

Depart Hamburg, Germany – September 9

A1—September 11: Introduction: Welcome Aboard Gender and Society
Review of Course Syllabus & Field Class
Readings: Kimmel, Chapter 1: Introduction: Human Beings: An Engendered Species
Critical Questions:
1. Why is gender relevant and Why are you here?
2. What is meant by the process of gendering?
3. What are the implications of gender differences?
4. How should one interrogate their global location?
Assignment: How Are You Gendered?

A2—September 13: Gender and the Global South
Readings: Kimmel, Chapter 3: Spanning the World: Culture Constructs Gender Difference
Critical Questions:
   1. How does the power of culture impact the practice of gender?
   2. What sociological dynamics contribute to transnational gender differences?
   3. How are the struggles for gender liberation in the South against North structured by power, patriarchy, and legacy of colonialism?

Casablanca, Morocco – September 15-19

A3—September 20: Biology and The Reduction of Gender to Sex
Readings: Kimmel, Chapter 2: Ordained by Nature: Biology Constructs the Sexes
Critical Questions:
   1. How is a gender binary informed by biology and why is this such a powerful argument?
   2. How have biological approaches been used to justify gender practices?
   3. How do cultural practices of gender challenge biological approaches?
   4. What happens when biology doesn’t fit – is biology really destiny?

A4—September 22: Doing Gender Socially
Readings: Kimmel, Chapter 5: The Social Construction of Gender Relations and Chapter 7: The Gendered Classroom (section on “The Gender Police”)
Critical Questions:
   1. What does “gender as a social construction” mean and how does this happen?
   2. What are the implications for how we socially construct masculinity and femininity?
   3. How do we confront the social construction of gender?
Assignment: Film: The Mask You Live In (Watch prior to class)

A5—September 24: Gender in The Family
Readings: Kimmel, Chapter 6: The Gendered Family
Critical Questions:
   1. When do we begin to be gendered?
   2. Why is the family so impactful on gender identity formation?
3. Can the family be a site for gender fluidity and gender liberation?

**Assignment:** Your formative gendered years?

**A6—September 26: When God Was a Woman**

**Readings:** Kimmel, Chapter 8: Gender and Religion

**Critical Questions:**
1. Why is religion so closely tied to gender construction?
2. How do different religions promote different practices of gender?
3. In what ways are gender and religion used today to advocate for gender oppression?

**Takoradi, Ghana — September 27-28**

**Tema, Ghana — September 29-October 1**

**A7—October 3: Gendering Work**

**Readings:** Kimmel, Chapter 9: Separate and Unequal: The Gendered World of Work

**Critical Questions:**
1. Why is the economy so critical to gender?
2. How do women and men experience gendered discrimination differently?
3. What struggles have/are occurring around gendered economic justice?
4. What are the consequences of economic discrimination for women in the Global South?

**Assignment:** How do we eliminate the Gender Wage Gap?

**Community Programming — October 4 (No Class)**

**A8—October 6: The Hidden World of Domestic Workers**

**Readings:** Fish, Chapter 1: “Look Deep in Your Hearts”: Making a Global Domestic Workers’ Movement and Chapter 2: “Dignity Overdue”: Tracing a Movement

**Critical Questions:**
1. Why organize domestic workers on a transnational level?
2. How and who is involved in this organization?
3. What are the structural impediments and critical issues when attempting to organize domestic workers?

**A9—October 8: Course Evaluation**

**Assignment:** Take-Home Essay Due

**Cape Town, South Africa — October 9-14**

**A10—October 16: Organizing Global Domestic Workers**
Readings: Fish, Chapter 3: Getting “On the Map”: Global Policy and as Activist Stage and Chapter 4 “First to Work; Last to Sleep”

Critical Questions:
1. What are the benefits to getting organized?
2. Where has domestic worker organization been most effective?

A11—October 18: Intergenerational Domestic Work
Readings: Fish, Chapter 5: “My Mother Was a Kitchen Girl”: Mobilizing Strategies Among Domestic Workers and Chapter 6: “Put Yourself in Her Shoes”: NGO, Union, Feminist Allies

Critical Questions:
1. Who are the key actors in domestic worker organizations?
2. What forms of resistance exist and are overcome?

A12—October 20: The Gender Underbelly of Global Tourism
Readings: Fish, Chapter 7: “A Little Bit of Liberation”: Moving Beyond Rights

Critical Questions:
1. What goals are achieved through domestic worker’s organizing?
2. How has the global tourist industry operated to construct “paradise” in the Anthropocene?
3. What are the implications for us consuming the planet for leisure and pleasure?

Port Louis, Mauritius — October 22-24

A13—October 25: On The Screen
Readings: Kimmel, Chapter 11: The Gendered Media

Critical Questions:
1. How does media construct and distort representation of gender?
2. Can media be a medium for gender liberation?

Assignment: Favorite Gendered Film Media Charades
--- Film: Killing Us Softly 4 (Watch in class)

A14—October 27: Power and the State
Readings: Kimmel, Chapter 10: The Gender of Politics and the Politics of Gender

Critical Questions:
1. How have politics and the state been masculinized – is there a place for women?
2. What role does politics play in cultural and gender violence?
3. Are we experiencing a global feminist revolution?

Community Programming — October 28 (No Class)
A15—October 30: Do Elections Matter?
Critical Questions:
1. How have right-wing politics been gendered?
2. Who is going to be the next U.S. president?
Assignment: Straw poll of U.S. election.

Mumbai, India — November 1-6

A16—November 7: Living With Gender
Readings: Kimmel, Chapter 13: The Gendered Body
Critical Questions:
1. How do I experience gender corporally?
2. What forms of power are inscribed upon the body?
3. Can the body be a site of gender resistance and liberation?
Assignment: India: The Baby Makers (Watch in class)

A17—November 9: Women Are Afraid of Being Killed
Readings: Kimmel, Chapter 14: The Gender of Violence
Critical Questions:
1. What sociological and gender forces drive human trafficking?
2. How is gender “violenced” both instructionally and in micro contexts?
Assignment: React to the statement from The Handmaids Tale: While men are afraid women will laugh at then, women are afraid of being killed.

Reflection & Study Day — November 11 (No Class)

A18—November 12: Course Evaluation
Assignment: Photo Reflection Day # and Accompanying Paper

A19—November 14: Women in Politics
Critical Questions:
1. How are women and feminist struggles emerging in the global South?
2. What is the plight of women in china’s economy?

Port Klang/Kuala Lumpur, Malaysia — November 15-19
A20—November 21: The Myth of Motherhood  
**Critical Questions:**  
1. What are the psychological and social experiences of oppression?  
2. How is motherhood and cis (binary) gender conformity in the household used as a tool of gender domination?  

Ho Chi Minh City, Vietnam — November 22-27  

A21—November 29: Feminist Activism in China  
--- Fincher, Introduction; Chapter 1: China’s Feminist Five; Chapter 2: The Internet and Feminist Awaking; and Chapter 3: Detention and Release  
**Critical Questions:**  
1. What issues have brought gender to the fore of social movement activity in China?  
2. How has social media advanced the feminist cause against gender oppression?  
3. How has the Chinese state reacted to gender dissidents?  

A22—December 1: Feminist Activism in China (continued)  
**Readings:** Fincher, Chapter 4: Your Body is a Battleground and Chapter 5: Jingwei Fills the Sea  
**Critical Questions:**  
1. How can the body be made political?  
**Assignments:** Film: China’s Lost Girls (Watch prior to class)  

Xiamen, China — December 3-8  

A23—December 9: State Violence & Patriarchy  
**Readings:** Fincher, Chapter 6: Feminists, Lawyers and Workers; Chapter 7: China’s Patriarchal Authoritarianism and book Conclusion  
**Critical Questions:**  
1. Who are the new social activists in today’s China?  
2. What obstacles and rewards lie ahead for the global struggle for gender justice?  

A24—December 11: Can We Degender Society?  
**Critical Questions:**  
1. What have we learned about our gendered world and the global struggle for gender justice?
2. Happy Meals in Busan, Korea!

**Assignments:** Film Review Due

**Busan, South Korea — December 12-15**

**Study Day — December 17 (No Class)**

**A25—December 18: Final Exam**

**Assignments:** Final Field Observation Paper Due

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**FIELD WORK**

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

**Proposed Field Class Description (for three ports)**

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Failure to attend the field class will result in the loss of 20% of your total course grade.**

**Proposal Title #1: The Persistence of Gender Inequality**

Country: Morocco (Casablanca)

Idea: Although there are many dimensions to global inequality and oppression, none has been as persistent as the gendered form of social inequality. Across the globe, women and young girls face complex and entrenched obstacles such as gender-based violence (globally a third of women have experienced physical or sexual violence), minimal reproductive rights, lack of educational access and institutional discrimination in the areas of work and politics. Nowhere is this more pronounced than in Africa; where, according to the United Nations Human Development Report (UNDP), in 2017 of the 40 worst performing countries on their “gender inequality index” 80% of these nations were in Africa. This, even though since the 1990s, the UN has made women’s empowerment the centerpiece of its global development strategy. Still today the UN’s ranks “gender equality” as its fifth most important “sustainable development” goal. Despite these “headwinds” against social equity and the persistence of gendered forms of inequality, at the community-level, women and other civil-society activists are working to combat the corrosive implications of gender oppression.

Our course field class will involve two activities. In the morning we will “get out” into the Casablanca community to observe and document first-hand how power and gender inequality are practiced in everyday life. We will do so by visiting the Habous District, an area that houses a souk (or public market) and bear witness to gendered social interactions around the activity of buying and selling in a marketplace. To deepen our understandings of gendered inequity, in the afternoon we will visit Association Solidarité Féminine (an NGO supporting single mothers and their children). Here the complexities of intersecting forms of
oppression (such as gender/age/ethnicity) will be most salient, along with the courageous work done to help the most vulnerable members of Casablanca’s community.

Objectives:
1. Understand the sociological approach to how, in informal settings, gender is socially and culturally practiced, as well as the institutional ways in which gender inequality is produced and reproduced.
2. To recognize the subtle ways that gender inequality gets constructed, and how these constructions act to limit some and privilege others in a community.
3. Embrace the complexities of the intersectional positions women in the Global South occupy.
4. To exercise our observational skills by cataloguing how the sociological dynamics of gender inequality operate in everyday life and the ways we can actively challenge these practices to promote gender equality.

Proposal Title #2: The Persistence of Gender Inequality
Country: Ghana
Idea: Although global forms of inequality and oppression have many dimensions, none has been as persistent as the gendered aspect of social inequality. Across the globe, women and young girls face complex and entrenched obstacles such as gender-based violence (globally a third of women have experienced physical or sexual violence), minimal reproductive rights, lack of educational access and institutional discrimination in the areas of work and politics. Nowhere is this more pronounced than in Africa; where, according to the United Nations Human Development Report (UNDP), in 2017 of the 40 worst performing countries on their “gender inequality index” 80% of these nations were in Africa. For instance, Ghana ranked 131 out of 160 countries on the UNDP index. This despite the UN has making women’s empowerment the centerpiece of its global development strategy since the mid-1990s. Still today the UN’s ranks “gender equality” as its fifth most important “sustainable development” goal. Despite these “headwinds” against social equity and the persistence of gendered forms of inequality, at the community-level women and other civil-society activists are working to combat the corrosive implications of gender oppression.

This field class will visit Global Mamas, a non-profit, fair trade organization in Ghana. Global Mamas assists women in Africa to become economically independent through the production and distribution of their handcrafted products. Global Mamas creates over 180 products that are exported to North America, Europe, Asia, and Australia. Our class will visit a production site and the “Mamas” doing their work, discuss the process of starting and running an NGO with the founder and Executive Director, participate in a roundtable on Fair Trade, and visit their Accra retail outlet. This inspiring field class allows students to experience a fair-trade NGO in action!

Objectives:
1. Understand sociologically the social and cultural practice of gender by deepening our understanding of women’s poverty in Ghana and how NGOs and Fair-Trade initiatives work to alleviate poverty.
2. To recognize the subtle ways that gender inequality gets constructed, and how these constructions further act to limit some and privilege others in a community.
3. Embrace the complexities of intersectionality when it comes to gender and gender inequality in the Global South.
4. Practice our observational skills to appreciate how the sociological dynamics of gendering operate everywhere, and how we can actively resist gender inequality in our everyday lives.

Proposal Title #3: The Persistence of Gender Inequality
Country: Cape Town, South Africa
Idea: Although global forms of inequality and oppression have many dimensions, none has been as persistent as the gendered aspect of social inequality. Across the globe, women and young girls face complex and entrenched obstacles such as gender-based violence (globally a third of women have experienced physical or sexual violence), minimal reproductive rights, lack of educational access and institutional discrimination in the areas of work and politics. Nowhere is this more pronounced than in Africa; where, according to the United Nations Human Development Report (UNDP), in 2017 of the 40 worst performing countries on their “gender inequality index” 80% of these nations were in Africa. South Africa alone has the world’s highest GINI Index, a measure of social inequality, with 29% of the population living in “severe poverty”, along with the lowest levels of social mobility. This despite the UN has making women’s empowerment the centerpiece of its global development strategy since the mid-1990s. Even today the UN’s ranks “gender equality” as its fifth most important “sustainable development” goal. Despite these “headwinds” against social equity and the persistence of gendered forms of inequality, at the community-level, women and other civil-society activists are working to combat the corrosive implications of gender oppression.

Our field class will take us into the townships of Cape Town to see how community activists are making connections between gender inequality and environmental issues. The world’s attention was focused on Cape Town in spring of 2018, when the city was approaching “day zero” where water availability would cease for its nearly 4 million residents. As with many other African cities, Cape Town has high levels of inequality and the critical water shortage disproportionally impacted the city’s poor black communities and townships. One such township, Philippi, is where the Tsoga Environmental Resource Center is located (in the community of Samora Machel). Occupying an award-winning building constructed in 2006, the Resource Center is part of a community-based NGO founded in 1990 to promote environmental awareness, fight local poverty and unemployment and improve the lives of resident’s in townships across South Africa. Today, Tsoga -- which means wake up! in Xhosa -- is present in a number of South African communities and has over 800 volunteer members, mostly women. In Samora Machel, the Environmental Resource Center provides environmental education, promotes recycling, and is a place for community gardening and local markets. We will visit the center to observe and participate in their activities associated with community improvement and the environment. We will then visit with the Township Roots children at a Philippi community school. There, we will have a rare opportunity to engage in games, singing, dancing, and discussion with the children in a
friendly environment. Time permitting we will either visit a shack home, a traditional healer, or travel to a food gardening project led by the women of Philippi.

Objectives:

1. Understand sociologically the social and cultural practice of gender through our engagement with the Philippi community and the importance townships play in South African society.
2. To recognize the subtle ways that gender inequality is constructed, and how these constructions further act to limit some and privilege others within a community.
3. Embrace the complexities of intersectionality when it comes to gender and gender inequality in the Global South.
4. To practice our observational skills to appreciate how the sociological dynamics of gendering operate everywhere, and how we can actively resist gender inequality in our everyday lives.

Field Class Evaluation

Your Field Class grade will be determined in two ways. First, your attentiveness and active engagement while in the field. Here demeanor, participation, and integration of course material will be held in high regard. More substantially, the second determination will be based on producing a five-to-six-page paper. As true with all the course papers, this paper should meet the formatting specifications for course (to be discussed in class). The paper will have three aspects to it. First, once you leave the field write a three-page reflection on what you learned based on your observations and engaging questions. Second, from this reflection generate three open-ended questions to be used to interview someone else from the class. These questions should be derived from your reflective conclusions, such as: Was gender and the gendering of the body seen as biological or social in this field context? Don’t forget to include your original questions in the final paper. Using these questions, seek-out a classmate and interview them (I will also make in-class time for interviews to take place). Based on the data gathered, the final part of your paper should be a two-to-three-page summary of the similarities and differences between your original reflection and what your interviewee said – what’s interesting here? The Field Class paper is due within 48 hours of departure from the Field Class port country. Your Field Class participation and Paper together are worth 20% of your overall course grade.

Independent Field Assignments

Along with our focused Field Class discussed above, you will also be visiting nine other global locations. While you are expected to be engaged with the learning process in all your stops, observing and documenting your experiences in a Field Notebook; for the “Independent Field Assignment” portion of this course, you are asked to pick two additional (that is, Non-Field Class) port stops for special scholarly attention. [PLEASE NOTE: Due to its proximity to Semester at Sea’s Final Exam day Busan, Korea is not a port-stop available for this assignment.]. The Independent Field Assignment entails a concentrated and concerted effort to capture what you consider the critical dynamics of gender in society in each location. Given that gender and gendered practices are not always immediately evident,
your assessment should be derived based on the overall time you spend off-ship in the region/country.

This evaluation should involve not only careful observation and detailed entries in your Field Notebook, but – where appropriate and safe – engaging with the people you meet in these port-stops (this ought to be true for all our Semester at Sea encounters!). PLEASE NOTE: As you know by now, gender can be a volatile and contentious subject, do not put yourself or those you talk with at risk by bringing-up sensitive or overly controversial issues/topics. That said, however, ask a lot of questions. Being inquisitive, curious and interested in the lives of others is a sign of respect and critical to learning. To assist with directing your investigation in the two selected ports, address the following questions in your final write-up, keeping in mind that those you encounter can also assist – where appropriate – in answering these questions.

1) What prominent gender practices did you identify and why?
2) What is the broader social context within which these gender practices are occurring?
3) In your observations of both the physical and social setting, how did these gender practices become evident to you (that is, what do you see people doing and the environment they are living in, that made practices prominent and apparent)? Be detailed and creative in your assessment here.
4) Finally, what sociological approach to the study of gender best explains these practices, and what similarities and differences do you see between your two locations?

Your Independent Field Assignment paper should be four-to-five-pages in length and informed by your diligent notes taken in the field. In addition to answering these five questions for each site, please provide as an “appendix” (which is not included in the paper’s page-length) a two-page sampling from your Field Notebook observations. Your Independent Field Assignment paper is worth 20% of your overall course grade and is due within two class meetings of exiting your final field site (that is, within 48 hours after exiting your second chosen port stop).

NON-FIELD BASED COURSE WORK

Course Exam

There will be one take-home essay exam in the course, due the 9th class period. The length of the exam will be five pages and is designed to provide you the opportunity to display an understanding of the course material by assessing, critiquing, and synthesizing class concepts and ideas. Additionally, you will be asked to integrate and apply course material to your in-port/country experiences to date. The exam is worth 20% of the overall course grade.

Group Photo Presentation Project
In addition to the take-home exam, there will be a group-based photo project and presentation. This is a project draws on collaborative teamwork to produce a sociologically-informed photo documentary of gender, gender issues and practices in the field. Groups of 3-4 will be formed in day one or two of the course and will decide on what about gender you want to make the focus of your collective efforts (with approval). Possible topics include Gender inequality, discrimination and work, forms of gender inequality, gender and the environment, gender violence, gender images in media, gender fluidity, gender struggles for justice, and many others. PLEASE NOTE: You can modify your emphasis as we move through our port stops, just let me know of the group change.

Using a digital camera or phone, you will be asked to gather visual evidence indicating your particular social problem across three of the ports visited depending on whether you present on the 18th class-day or the 25th. Those presenting on the 18th day will choose three ports from: Casablanca; Ghana; Cape Town, & Mauritius; while those presenting on the 25th day will select from: Mumbai, Kuala Lumpur; Ho Chi Minh City; and Xiamen. [PLEASE NOTE: Due to its proximity to Semester at Sea’s Final Exam day Busan, Korea is not a port-stop available for this assignment.].

Prior to taking photos, please review and make yourself familiar with the “Ethical Photography” section of the Semester at Sea Voyager’s Handbook. Your group will compile approximately 20 photos for your presentation, the format & presentation length will be determined in class. The presentation should employ a comparative approach that thematically pulls together your group’s understanding of the human costs of social problems, an understanding informed by the course material. While constrained by time, the presentation should be energetic and creative. Have fun while teaching the rest of us what you have learned gender in society. As part of your grade a collectively produced five-page group paper should be turned in at the time you present, which – in written fashion – summarizes your conclusions. Additionally, each group member will evaluate the contribution of others, to ensure a shared and equitable distribution of labor. The Group Photo Project is worth 20% of your overall course grade.

**Collaborative Learning Exercises**

Throughout the semester there will be a series of short in-class collaborative exercise designed to apply course material and stimulate discussion. In addition, these exercises will assess whether the material for that day has been read, along with giving credit for course attendance. Collectively, these collaborative exercises are worth 15% of your overall course grade.

**Film Review**

There will be a total of four films shown over the semester. You are asked to pick one film and review it. At a minimum, this review should discuss three points: 1) how the film fit into the course material; 2) what important ideas were illuminated or enhanced by/in the film and; 3) whether you considered the film relevant and helpful to your understanding of gender in society. Your film review should not exceed two pages in length, is due the class
period before our final meeting (but may be submitted anytime upon completion) and is worth 5% of your overall course grade.

METHODS OF EVALUATION

Field Class = 20% [Please Note: Failure to attend the Field Class will result in the loss of 20% of your course grade.]
Independent Field Assignment = 20%
Group Photo Presentation Project = 20%
Exam = 20%
Collaborative Learning Exercises (in class) = 15%
Film Review = 5%

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 (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
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<tr>
<td>97-100%:</td>
<td>87-89%: B+</td>
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<td>90-92%:</td>
<td>80-82%: B-</td>
<td>60-69%: D</td>
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ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, 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.

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 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: The Mask You Live In  
DISTRIBUTOR: Virgil Films & Entertainment/2016

TITLE OF FILM: Killing Us Softly 4  
DISTRIBUTOR: Medial Education Foundation/2010

TITLE OF FILM: India: The Baby Makers  
DISTRIBUTOR: Australian Broadcasting Foundation/2013

TITLE OF FILM: It’s A Girl  
DISTRIBUTOR: Shadow Line Films/2014

**ELECTRONIC COURSE MATERIALS**

None
ADDITIONAL RESOURCES

None