

Semester at Sea Course Syllabus
Colorado State University, Academic Sponsor

Voyage:	Fall 2016
Discipline:	Sociology
Course Number and Title:	Sociology 100, General Sociology
Division:	Lower
Faculty Name:	Dr. Susan J. Ferguson
Semester Credit Hours:	3
Prerequisites:	None

COURSE DESCRIPTION

“Tell me the landscape in which you live, and I will tell you who you are.”

— José Ortega y Gasset

This introductory course provides an overview of sociology as a discipline, including emphases on sociological concepts, methods, perspectives, and areas of substantive concern. At the same time, the sociological orientation of this course should enable you to view the surrounding world in a different light. The familiar (e.g., families, friendships, school, work) and the perhaps unfamiliar (e.g., poverty, mental illness, natural disasters), can be analyzed and understood using sociological perspectives.

This course is organized into five thematic sections. The first section is an introduction to the discipline of sociology and the study of society. This introduction includes an overview of the historical significance of sociology and the development of its subsequent theories and methods. The second section examines the relationships between the individual and society through the processes of socialization, social interaction, language, and group membership. Section Three focuses on culture, social structure, and the need for community. The fourth section investigates some of the major social institutions in society, including the family, religion, education, and the government. The final section examines social stratification and social inequality. In particular, we will discuss how societies stratify individuals and groups based on their social class, gender, race, and ethnicity.

In addition to studying sociology in the U.S. context, we will have the opportunity to examine sociological concepts and processes in a global context. Your fieldwork assignments for this course will include making sociological observations in every country we visit and keeping a journal of your field notes. Where possible, I also will assign readings related to sociology in each country.

LEARNING OBJECTIVES

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

- Identify and explain the essential concepts, theories, and methods used in the discipline of sociology to analyze phenomena.
- Understand the history of the discipline of sociology and linkage between sociological thought and other substantive areas.
- Identify and examine sociologically relevant problems and issues.
- Think critically, write more effectively, and to demonstrate their knowledge of sociology and how the discipline analyzes social issues.
- Appreciate more the complexity of social life.

REQUIRED TEXTBOOKS

AUTHOR: Ferguson, Susan J., Editor.

TITLE: *Mapping the Social Landscape: Readings in Sociology*. Seventh Edition.

PUBLISHER: McGraw-Hill Publishers.

ISBN #: 978-0-07-802679-9

DATE/EDITION: 2013/Seventh Edition.

A NOTE ABOUT READINGS

Students need to plan on reading three to four short articles per class. In addition to the Ferguson anthology, I will be assigning readings on sociology related to countries we are visiting. These readings can be found in the Electronic Course Materials list for this class. I also will assign data sheets on social inequality from United Nations documents and other international agencies for various countries.

Questions to Answer While Reading:

- 1) What is the author's main point or argument?
- 2) What theories and research methods does the author use to demonstrate their point?
- 3) What are the strengths and weaknesses of this argument?
- 4) How does this reading contribute to your understanding of sociology?

TOPICAL OUTLINE OF COURSE

SECTION I: INTRODUCTION TO SOCIOLOGY AND THE STUDY OF SOCIETY

B1–September 13: Introduction to Course

Introductions and review syllabus, assignments, and grading policy.

Readings: None

B2–September 15: What is Sociology?

Readings: Three readings from Ferguson anthology.

- 1). Mills, C. Wright. "The Promise," in *Mapping the Social Landscape*, pp. 1-7.
- 2). Gaines, Donna. "Teenage Wasteland: Suburbia's Dead-End Kids," in *Mapping the Social Landscape*, pp. 7-19.
- 3). Romero, Mary. "Intersection of Biography and History: My Intellectual Journey," in *Mapping the Social Landscape*, pp. 19-33.

B3–September 18: History of Sociology as a Discipline

Readings: Two readings from Ferguson anthology and readings on Greece.

- 1). Marx, Karl and Friedrich Engels. "Manifesto of the Communist Party," in *Mapping the Social Landscape*, pp. 43-48.
- 2). Weber, Max. "The Protestant Ethic and the Spirit of Capitalism," in *Mapping the Social Landscape*, pp. 502-508.
- 3). Lambiri-Dimaki, Jane. 1996. "Sociology in Greece: Trends and Prospects." *Southern European Society and Politics*. 1(1):121-130. (E-Reserve Reading)

Piraeus, Greece—September 19-23

B4–September 25: Theory Exercise

Readings: One reading in Ferguson anthology and readings on Italy.

- 1). Hunter, Chris and Kent McClelland. "Theoretical Perspectives in Sociology," in *Mapping the Social Landscape*, pp. 33-42.
- 2). Maurizo, Esposito. 2013. "The Social World of Seafarers. A Sociological Research in Central Italy." *Advances in Applied Sociology*. 3(4): 199-205. (E-Reserve)

Civitavecchia, Italy - September 26-28 and Livorno, Italy - September 29-30

B5—October 2: Research Methodology: How Do Sociologists Conduct Research?

Readings: Three readings from Ferguson anthology and readings on Spain.

- 1) Schwalbe, Michael. "Finding Out How the Social World Works," in *Mapping the Social Landscape*, pp. 59-69.
- 2) Haney, Craig W. et al. "Interpersonal Dynamics in a Simulated Prison," in *Mapping the Social Landscape*, pp. 69-78.
- 3) Loe, Meika. "Working at Bazooms: The Intersection of Power, Gender, and Sexuality," in *Mapping the Social Landscape*, pp. 79-94.
- 4) Readings on Spain.

Barcelona, Spain—October 3-7

SECTION II: SOCIETY IN US: THE CREATION OF SELF AND SOCIAL IDENTITY

B6—October 9: Socialization and Identity

Readings: Three readings from Ferguson anthology and readings on Morocco.

- 1) Van Ausdale, Debra and Joe R. Feagin. "Using Racial and Ethnic Concepts: The Critical Case of Very Young Children" in *Mapping the Social Landscape*, pp. 134-145.
- 2) Kane, Emily W. "'No Way My Boys Are Going to Be Like That!': Parents' Responses to Children's Nonconformity," in *Mapping the Social Landscape*, pp. 121-133.
- 3) Lareau, Annette. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families," in *Mapping the Social Landscape*, pp. 606-622.
- 4) Readings on Morocco.

Casablanca, Morocco—October 10-14

B7—October 16: Socialization in Adulthood

Readings: Three readings from Ferguson anthology.

- 1) Leidner, Robin. "Over the Counter: McDonald's," in *Mapping the Social Landscape*, pp. 464-478.
- 2) Granfield, Robert. "Making It By Faking It: Working Class Students in an Elite Academic Environment," in *Mapping the Social Landscape*, pp. 145-157.
- 3) Dyer, Gwynne. "Anybody's Son Will Do," in *Mapping the Social Landscape*, pp. 158-168.

SECTION III: US IN SOCIETY: THE IMPACT OF SOCIAL STRUCTURE, CULTURE, AND COMMUNITY

B8—October 18: The Development of Social Structure

Readings: Three readings from Ferguson anthology.

- 1). Conley, Dalton. "The Birth of the Intraividual," in *Mapping the Social Landscape*, pp. 169-178.
- 2). Adler, Patricia A. and Peter Adler. "Peer Power: Clique Dynamics among School Children," in *Mapping the Social Landscape*, pp. 179-193.
- 3). Williams, Christine L. "Shopping as Symbolic Interaction: Race, Class, and Gender in the Toy Store," in *Mapping the Social Landscape*, pp. 194-204.

B9—October 20: The Importance of Culture in the Construction of Social Life

Readings: Three readings from Ferguson anthology and reading on Senegal.

- 1). Becker, Howard S. "Culture: A Sociological View," in *Mapping the Social Landscape*, pp. 95-105.
- 2). Glassner, Barry. "The Culture of Fear: Why Americans Are Afraid of the Wrong Things," in *Mapping the Social Landscape*, pp. 105-113.
- 3). Trask, Haunani-Kay. "Lovely Hula Hands: Corporate Tourism and the Prostitution of Hawaiian Culture," in *Mapping the Social Landscape*, pp. 113-120.

Dakar, Senegal—October 21-24

B10—October 26: Labeling, Deviance, and Social Control

Readings: Two readings from Ferguson anthology and one on E-Reserve.

- 1). Rosenhan, David. "On Being Sane in Insane Places," in *Mapping the Social Landscape*, pp. 48-58.
- 2). McLorg, Penelope A. and Diane E. Taub. "Anorexia Nervosa and Bulimia: The Development of Deviant Identities," in *Mapping the Social Landscape*, pp. 205-216.
- 3). Henslin, James. 1999. "The Survivors of Flight 227." Pp.251-259 in *Down to Earth Sociology: Introductory Readings*, edited by James M. Henslin. New York: The Free Press. (E-Reserve Reading)

B11—October 29: Deviance and Crime, continued

Readings: Two readings in Ferguson anthology and one on E-Reserve.

- 1). Williams, Juan. 1987. "Standing for Justice: Mississippi and the Till Case." Pp. 37-57 in *Eyes on the Prize: America's Civil Rights Years, 1954-1965*. NY: Penguin Books. (E-Reserve Reading)
- 2). Boswell, A. Ayres and Joan Z. Spade. "Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More Dangerous Places for Women?" in *Mapping the Social Landscape*, pp. 216-228.
- 3). Colvin, Mark. "Descent Into Madness: The New Mexico State Prison Riot," in *Mapping the Social Landscape*, pp. 229-242.

No Classes—October 28

SECTION IV: SOCIAL INSTITUTIONS IN SOCIETY

B12—October 31: The Institution of Medicine

Readings: Two readings from Ferguson anthology and reading on Brazil on E-Reserve.

- 1). Rubin, Lillian B. "Sand Castles and Snake Pits," in *Mapping the Social Landscape*, pp. 539-547.
- 2). Wailoo, Keith. "A Slow, Toxic Decline: Dialysis Patients, Technological Failure, and the Unfulfilled Promise of Health in America," in *Mapping the Social Landscape*, pp. 547-556.
- 3). Readings on Zika Virus in Brazil <https://www.directrelief.org/emergency/zika-virus/?gclid=CPfdx72I7ssCFQmQaQodHrkCMw>

Salvador, Brazil—November 1-6

B13—November 8: The Family

Readings: Three readings from Ferguson anthology.

- 1). Cherlin, Andrew J. "The Deinstitutionalization of American Marriage," in *Mapping the Social Landscape*, pp. 586-598.
- 2). Edin, Kathryn and Maria Kefalas. "Unmarried with Children," in *Mapping the Social Landscape*, pp. 598-606.
- 3). Hochschild, Arlie Russell. "The Time Bind: When Work Becomes Home and Home Becomes Work," in *Mapping the Social Landscape*, pp. 491-501.

B14—November 10: Religion

Readings: Three readings from Ferguson anthology.

- 1). Dandaneau, Steven P. "Religion and Society: Of Gods and Demons," in *Mapping the Social Landscape*, pp. 509-518.
- 2). Read, Jen'nan Ghazal. "Muslims in America," in *Mapping the Social Landscape*, pp. 519-527.
- 3). Weber, Max. "The Protestant Ethic and the Spirit of Capitalism," in *Mapping the Social Landscape*, pp. 502-508. (Review this reading from earlier in semester.)

B15—November 12: Education

Readings: Three readings from Ferguson anthology.

- 1). Crow Dog, Mary and Richard Erdoes. "Civilize Them with a Stick," in *Mapping the Social Landscape*, pp. 557-564.
- 2). Pascoe, C. J. "'Dude, You're a Fag?': Adolescent Male Homophobia," in *Mapping the Social Landscape*, pp. 315-323.
- 3). Ferguson, Ann Arnett. "Bad Boys: Public Schools in the Making of Black Masculinity," in *Mapping the Social Landscape*, pp. 578-586.

Port of Spain, Trinidad and Tobago—Nov. 13-14

B16—November 16: The Media

Readings: Three readings from Ferguson anthology.

- 1). Klinenberg, Eric. "Convergence: News Production in a Digital Age," in *Mapping the Social Landscape*, pp. 423-437.
- 2). Messner, Michael A. and Cheryl Cooky. "Gender in Televised Sports: News and Highlights Shows, 1989-2009," in *Mapping the Social Landscape*, pp. 437-453.
- 3). Lindner, Andrew M. "Controlling the Media in Iraq," in *Mapping the Social Landscape*, pp. 453-463.

No Classes—November 18

B17—November 19: Government and Politics

Readings: Three readings from Ferguson anthology and a reading on Cuba.

- 1). Mills, C. Wright. "The Power Elite," in *Mapping the Social Landscape*, pp. 391-398.
- 2). Zweigenhaft, Richard L. and G. William Domhoff. "The Ironies of Diversity," in *Mapping the Social Landscape*, pp. 398-412.
- 3). Freeland, Chrystia. "The Rise of the New Global Elite," in *Mapping the Social Landscape*, pp. 413-422.

SECTION V: SOCIAL INEQUALITY

B18—November 21: The Significance of Social Class

Readings: Two readings from Ferguson anthology and a reading on Peru.

- 1). Davis, Kingsley and Wilbert E. Moore, with a response by Melvin Tumin. "Some Principles of Stratification," in *Mapping the Social Landscape*, pp. 243-252.
- 2). Domhoff, G. William. "Who Rules America? The Corporate Community and the Upper Class," in *Mapping the Social Landscape*, pp. 253-266.
- 3). Mendoza Nava, Armando. 2015. "Inequality in Peru." Working Paper No. 1. Policy and Campaign Team. Oxfam in Peru.

Callao, Peru—November 22-26

B19—November 28: The Continuing Significance of Social Class

Readings: Three readings from Ferguson anthology.

- 1). Shapiro, Thomas M. "Race, Home Ownership, and Wealth," in *Mapping the Social Landscape*, pp. 266-277.
- 2). Ehrenreich, Barbara. "Nickel-and-Dimed: On (Not) Getting By in America," in *Mapping the Social Landscape*, pp. 278-291.
- 3). Stevens, Mitchell L. "A School in the Garden," in *Mapping the Social Landscape*, pp. 564-577.

B20—November 30: Gender Stratification

Readings: One reading from Ferguson anthology and two on E-Reserves.

- 1). Risman, Barbara. "Gender as Structure," in *Mapping the Social Landscape*, pp. 291-300.
- 2). Dworkin, Andrea. 1974. "Gynocide: Chinese Footbinding," Pp. 95-117 in *WomanHating*. New York: E.P. Dutton and Company. (E-Reserve Reading)
- 3). Masi de Casanova, Erynn. 2004. "No Ugly Women: Concepts of Race and Beauty among Adolescent Women in Ecuador." *Gender & Society* 18(3): 287-308. (E-Reserve Reading)

Guayaquil, Ecuador—December 1-4

B21—December 6: Gender and Institutionalized Sexism

Readings: Three readings from Ferguson anthology.

- 1). Williams, Christine L. "The Glass Escalator: Hidden Advantages for Men in the Female' Professions," in *Mapping the Social Landscape*, Fourth Edition, pp. 342-353. (E-Reserve Reading)
- 2). Kaw, Eugenia. "'Opening Faces': The Politics of Cosmetic Surgery and Asian American Women," in *Mapping the Social Landscape*, Fourth Edition, pp. 91-110. (E-Reserve Reading)
- 3). Bales, Kevin. "Because She Looks Like a Child," in *Mapping the Social Landscape*, pp. 324-338.

B22—December 8: The Significance of Race

Readings: Two readings from Ferguson anthology

- 1). Desmond, Matthew and Mustafa Emirbayer. "What is Racial Domination?" in *Mapping the Social Landscape*, pp. 338-353.
- 2). Kim, Katherin M. Flower. "Out of Sorts: Adoption and (Un)Desirable Children," in *Mapping the Social Landscape*, pp. 364-376.

B23—December 15: Race and Institutionalized Racism

Readings: Three readings from Ferguson anthology.

- 1). LeDuff, Charlie. “At a Slaughterhouse, Some Things Never Die,” in *Mapping the Social Landscape*, pp. 354-363.
- 2). Wingfield, Adia Harvey. “Racializing the Glass Escalator: Reconsidering Men’s Experiences with Women’s Work,” in *Mapping the Social Landscape*, pp. 479-491.
- 3). Glenn, Evelyn Nakano. “Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners,” in *Mapping the Social Landscape*, pp. 377-390.

Puntarenas, Costa Rica—December 9-13

B24—December 17: Social Change: What Can We Do?

Readings: Three readings from Ferguson anthology and one reading on E-Reserve.

- 1). Eitzen, D. Stanley. “The Atrophy of Social Life,” in *Mapping the Social Landscape*, pp. 623-630.
- 2). Anderson, Elijah. “The Cosmopolitan Canopy,” in *Mapping the Social Landscape*, pp. 631-644.
- 3). Alwin, Duane F. „Generations X, Y, and Z: Are They Changing America?” in *Mapping the Social Landscape*, pp. 644-652.
- 4). Johnson, Allan G. “What Can We Do? Becoming Part of the Solution,” in *Mapping the Social Landscape*, Sixth Edition. pp. 649-660. (E-Reserves Reading)

No Classes—December 18

B25—December 20: B Day Finals

Readings: None. Final exam will occur in class this day.

San Diego, California—December 22

FIELD WORK

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. Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

Field Class for General Sociology: Interpersonal Connections in Morocco – October 10, 2016

Students will have the opportunity for in-depth discussions with young people from Morocco. Questions will be accumulated in class related to cross-cultural contexts for understanding social interaction, socialization, social norms, social roles and statuses. These questions will guide one-on-one small group discussion. The settings for these conversations will include on-campus and informal off-campus settings. Conversations will address the set of topics we have been studying in sociology up to that point in the semester, but students may ask questions about any topic covered in the syllabus, i.e., social institutions, social inequality, and social change. Students will be prepared to open and examine their own lives as they explore the lives of young people in Morocco.

Academic Objectives:

1. Apply introductory sociology by thinking critically about social concepts, theory, and research in a person-to-person context.
2. Make person-to-person connections with your people in Morocco.
3. Learn about culture and introductory sociology in the context of Morocco.

FIELD CLASS ASSIGNMENTS

After this field assignment, students will record their field class observations from Morocco in a concise 3-5 page reflection paper that reflects an understanding of this social setting based on observations and field notes. The essay should contain a brief first section that summarizes the social setting by answering the questions of who, what, when, where. The second section of the paper is an analysis of what you observed and experienced. (That is, do not just repeat your observations). Your analysis should incorporate some sociological theories and/or terms to explain what you described in the first section. In your analysis, you should use at least three sociological terms or concepts (define them when you use them). For this assignment, you might use terms like *socialization*, *deviance*, *social norms*, *social structure*, *culture/subculture*, *social sanctions*, *dramaturgical analysis*, *presentation of self*, and/or any others that you find appropriate. You also might use one of the theories discussed in class to explain how you understand the social setting you observed.

INDEPENDENT FIELD ASSIGNMENTS

In addition to the field work exercise described above, students will be expected to make observations about sociology in all of our port cities, and answer the following questions for a minimum of at least three port cities. The purpose of this assignment is to do **unobtrusive observation**, which means that you do not interview or interact with people in any way. For the purposes of this exercise, it may mean that your presence is noticed, but you want to minimize the effects of your presence on your observations. Your sociological observations can be about anything, but the questions below will help you focus your observations and help you to identify social patterns. Please write your observations, as legibly as possible, in a field notebook, and then type them up into a document that you will turn in late in the semester. This journal will count toward 20% of your final grade.

Field work Questions:

1. How are children socialized in this country?
2. What are some apparent social norms?
3. What are examples of culture, either material or non-material culture?
4. How do you read gender in this society? That is, are there gender markers for clothing, bodies, or physical spaces?
5. What can you observe about social institutions, the family, the media, religion, politics, etc.?
6. What can you observe about social inequality either between social classes, racial-ethnic groups, or by gender?
7. Other observations about sociological concepts?

Rather than giving a one sentence answer to each question, speculate about the reasons for the patterns you observe, relating them to course materials. Include sketches as appropriate. You also may collect cultural artifacts that illustrate things you observed or take photos of them. In terms of photographing people, take photos only if you can avoid invading anyone's privacy and can comply with the Semester at Sea policy on taking photographs.

Note: Doing Field work observations is at the heart of doing contemporary sociology. I argue that sociology is everywhere, you just need to sit in one location and thoughtfully observe your surroundings. More instructions on how to take field notes are on the next page.

Kai Erikson, in *Everything in Its Path*, argues:

Sociologists are often drawn to street corners when they try to get a feel for new locales, and the nearest thing to a street corner on Buffalo Creek is Charlie Cowan=s gas station. I positioned myself there on my first morning,

watching the coal trucks make their way up the scarred roads of the hollow and talking a little self-consciously with the people who came in to pass the time of day. . . . I took extensive notes on that first trip to Buffalo Creek because my original intent had been to send a report to the law firm before passing on to other business, and there may be more method than self-indulgence in my trying to rephrase a few of those notes in order to convey something of the mood evoked by that first exposure. (1976:10)

What Erikson is talking about in the above passage is the critical research methodology of observation, which sociologists often use to get an understanding of a social setting before they design surveys, interviews, and experiments to study social phenomena. For this fieldwork assignment, you will become a sociologist, take field notes, and make initial analyses of your observations in a particular social setting.

Field notes: The tangible product of your observation is a set of field notes that, in time, will inform an ethnographic essay. Field notes consist of detailed observations that answer the basic who, what, when, where, and how of any solid description. For the moment, do not worry about the *why* and try to suspend judgment about what you are observing. Remember that your notes should **SHOW**, rather than **TELL** me something about your site. For example, describe how someone is dressed and the state of their clothes rather than simply asserting that they are *working class*. While your own field notes may run into many pages, you will only turn in a distillation of these in your field work journal.

Tips on Taking Field notes:

§ Decide on a system to record observations: a portable pad or recorded notes to self? Decide on using shorthand or abbreviations? Use diagrams and drawings. Write down counts. Take pictures. Record sounds. Describe smells. Take any available literature or pamphlets. The detail is important.

§ Be discreet. Do not walk around with a pad out like a junior news reporter. Carry a small, pocket-sized notebook where you can make jottings of observations and questions at convenient times and locations. Get down the basic who, what, where, when, and how. Again, do not worry about the *why* for now.

§ Get to your computer as soon as possible. If you are used to dictating notes to yourself, do so. However, remember that you will have to transcribe these at some point. Using your jottings, pictures, diagrams, drawings, etc. put together a cogent narrative about your observations. Do not overdo the formal analysis. Separate your reflections from the observational narrative.

METHODS OF EVALUATION / GRADING SCALE

Students will be graded on their attendance and participation. This means that students are expected to arrive to class on time, sign the attendance sheet, and be ready to participate in class discussion concerning the readings. Come to class with oral comments on the readings prepared.

All written assignments will be due at the beginning of class. Late assignments, if accepted, will be penalized each day they are late.

The final grade will be calculated using the following criteria:

Quizzes and Assignments	20%
Class Participation	20%
Field Class	20%
Field Journal Assignment	20%
Final Exam	20%

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework.

Grade Distribution:

97 and up	A+	
94 to 96	A	Excellent
90 to 93	A-	
87 to 89	B+	
84 to 86	B	Good
80 to 83	B-	
76 to 79	C+	
70 to 75	C	Satisfactory
60 to 69	D	Poor, but passing
59 and down	F	Failure

Also note that C-, D+, and D- grades are not assigned in accordance with the grading system at Colorado State University (the SAS partner institution).

Note: There will be no extra credit work in this class. Please keep up with assigned readings and assignments. If you are having academic difficulty in this class, contact the professor right away.

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, and in this course, I will be taking attendance each day and assessing participation. 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.

UNION SEMINARS

Faculty members on the Fall 2016 Voyage will present on various academic topics during the evening Union Seminars, held during at-sea days. These topics will present relevant cultural information in various disciplines, depending on the location on the itinerary. Students are encouraged to attend at least one of these sessions, relevant to the academic topic of this course. An appropriate assignment can be made at a time when the Union Seminar schedule has been finalized.

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 memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than July 19, 2016 to academic@isevoyages.org.

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 AND FILMS FOR THE LIBRARY

AUTHOR: Kilbourne, Jean.

TITLE: "Still Killing Us Softly: Advertising Images of Women." Volume 4.

PUBLISHER: Media Education Foundation.

ISBN #: 1-932869-44-1 (Documentary Film)

DATE/EDITION: 2010.

AUTHOR: Symons, Johnny.

TITLE: "Daddy and Papa."

PUBLISHER: New Day Films.

ISBN #: (Documentary Film)

DATE/EDITION: 2002.

ELECTRONIC COURSE MATERIALS

AUTHOR: Dworkin, Andrea.

ARTICLE/CHAPTER TITLE: "Gynocide: Chinese Footbinding,"

JOURNAL/BOOK TITLE: *WomanHating*.

VOLUME: New York: E.P. Dutton and Company.

DATE: 1974.

PAGES: 95-117.

AUTHOR: Henslin, James.

ARTICLE/CHAPTER TITLE: "The Survivors of Flight 227."

JOURNAL/BOOK TITLE: *Down to Earth Sociology: Introductory Readings*, edited by James M. Henslin.

VOLUME: New York: The Free Press.

DATE: 1999.

PAGES: 251-259.

AUTHOR: Johnson, Allan G.

ARTICLE/CHAPTER TITLE: "What Can We Do? Becoming Part of the Solution."

JOURNAL/BOOK TITLE: *Mapping the Social Landscape*

VOLUME: Sixth Edition.

DATE:

PAGES: 649-660.

AUTHOR: Kaw, Eugenia.

ARTICLE/CHAPTER TITLE: "'Opening Faces': The Politics of Cosmetic Surgery and Asian American Women,"

JOURNAL/BOOK TITLE: *Mapping the Social Landscape: Readings in Sociology*

VOLUME: Fourth Edition, McGraw-Hill Publishers.

DATE:

PAGES: 91-110.

AUTHOR: Lambiri-Dimaki, Jane.

ARTICLE/CHAPTER TITLE: "Sociology in Greece: Trends and Prospects."

JOURNAL/BOOK TITLE: Southern European Society and Politics.
VOLUME: Vol. 1, Issue 1.
DATE: June 1996.
PAGES: 121-130.

AUTHOR: Masi De Casanova, Erynn.
ARTICLE/CHAPTER TITLE: "No Ugly Women': Concepts of Race and Beauty among
Adolescent Women in Ecuador."
JOURNAL/BOOK TITLE: *Gender & Society*
VOLUME: Volume 18, No. 3.
DATE: 2004.
PAGES: 287-308.

AUTHOR: Maurizo, Esposito.
ARTICLE/CHAPTER TITLE: "The Social World of Seafarers. A Sociological Research in Central
Italy"
JOURNAL/BOOK TITLE: *Advances in Applied Sociology*
VOLUME: Vol.3, No.4.
DATE: 2013.
PAGES: 199-205.