

**Semester at Sea Course Syllabus**  
**Colorado State University, Academic Partner**

<b>Voyage:</b>	Fall 2017
<b>Discipline:</b>	International Education
<b>Course Number and Title:</b>	IE 300 Global Studies
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Don Gogniat, Director of Global Studies
<b>Other Members of the Global Studies Team:</b>	Ken Cushner, Intercultural Specialist Tammy Mathews, Instructional Coordinator Hyla Cushner, Instructional Coordinator Sue Hine, Instructional Coordinator
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

## **COURSE DESCRIPTION**

Global Studies is the common academic experience for all participants on the voyage. Through lectures, debates, panel discussions, and a variety of other pedagogical activities, Global Studies will present information and give students a chance to learn from many of the excellent faculty members who have been selected for their specific areas of expertise. It will be useful to students during their field experiences, but more importantly it will provide a forum for discussion of the many cross-cultural questions and concerns that relate to both student experiences and regional/global issues. This interdisciplinary course focuses on the countries that we will visit and is tailored especially to meet the comparative approach of Semester at Sea. The theme of the fall 2017 Global Studies course is **“Migrations, Mutations, and Celebrations: Understanding the Cross Cultural Currents that are changing around the World.”** Migrations refer to people, ideas, technology and many other aspects of our globalizing world; “Mutations” are the different ways various cultures accept or reject these influences; and “Celebrations” are the unique characteristics of the people we will be visiting.

## **LEARNING OBJECTIVES**

- 1) To provide basic information about the physical and cultural geography, key historical events, and the current social, economic, and political situation of each country visited.
- 2) To present regional and global issues which, in various ways, affect the countries on our itinerary. Examples include: population, poverty, ethnic/religious conflicts, technology, status of women, human rights, care for the environment (sustainability), and other aspects of globalization.
- 3) To gain an appreciation of the cultural/aesthetic contributions of cultures in the countries we will be visiting.

- 4) To emphasize the similarities and differences in the variety of human experiences and to assist students in developing the observational and analytical skills needed to draw cross-cultural comparisons.
- 5) To develop an understanding of your opportunities and responsibilities in this globalized world.
- 6) To acquire basic intercultural skills designed to assist you in becoming more ethno-relative in your perspective and more effective in your interactions with others.

I hope you will find the course exciting and useful as you travel around the world, but please remember it is a **mandatory course for all students. Your participation is important as we form the academic community we will build together on the voyage.** This is the only course we will all share together. Through Global Studies we intend to build a culture of intellectual curiosity that will enhance your entire experience. You will become “academic adventurers!”

In Global Studies, time will be devoted to making sure that you have a basic familiarity/understanding with all of the countries you will be exploring. In addition, we will cover issues related to intercultural communication; globalization; ecology and the environment; artistic, humanistic, and religious expressions; economic systems; and human rights.

As you can imagine, this voyage is going to be a life changing experience. I can guarantee you that the more you interact with the people in the places we visit, the more you will feel rewarded by the encounter. In many ways this course is designed to get you ready for these interactions. “They” know something about you; I hope you will know something about them even before you meet. The more you know the richer and more respectful the experience will be for both of you.

## REQUIRED TEXTBOOKS

AUTHOR: Don Gogniat  
TITLE: Crossroads: Becoming a Geographer, Ten Joyful Travel Tips (That Will Change the Way You See Your World)  
PUBLISHER: Year of the Book Press  
ISBN #: ASIN: B00KQ4UP9G  
DATE/EDITION: 2014/Amazon eBook edition

There will be selected readings for each lecture. These will be available through the intranet system on the ship

Also:  
World Population Data Sheet, 2017  
Population Reference Bureau

## TOPICAL OUTLINE OF COURSE

(Subject to change; all readings are required unless otherwise noted; additional readings may be placed on the ship's intranet)

### Lecture 1 (A1 and B1)

#### **Introduction of the Global Studies Team and Course Expectations; and American Cultural Traits (or a little bit about who we are)**

In this session you will get to know the academic staff associated with Global Studies. We will provide details on the course expectations and the requirements for completing (hopefully, doing very well) the course.

The second part of the session will deal with how others may view us as we visit their country. This session will give you an idea of how the U.S. culture has created a rather unique "world flavor." We will discuss what factors have led to developing the "American culture." Hopefully, you will be able to use this base as a way to observe other cultures and to think through what unique cultural traits other countries bring forward. It may also serve as a basis for conversations with people both on (and especially) off the ship.

#### **Readings:**

University of Michigan, "101 Characteristics of Americans/American Culture"

### Lecture 2 (A2 and B2)

#### **Europe and its Future and Where Does Spain Fit**

What are some of the reasons that this "peninsula of peninsulas" dominated the entire world for such a long period of time? How does Europe fit into this new century, and what baggage is it carrying?

The European Union is in a time of crisis. How was this largest trading block in the world established, and what are the issues it will need to overcome for continued success? This session will deal with these contemporary problems.

The importance of Spain (and Portugal) will be seen as we travel around the world. This session will look at some of the contributions of these two important countries. We will focus on present day Spain and the challenges it faces within the European environment.

#### **Readings:**

BBC, July, 2013, “Why has Spain Fallen Out of Love with the European Union?”

European Union Studies Association, January 16<sup>th</sup>, 2016, “Public Opinion and Immigration in the European Union”

Bloomberg News, March 13<sup>th</sup>, 2017, John Follain, Simon Dawson, “Why Populists Can’t Win in Europe’s Heartland”

### **A3 Intercultural Communications Lecture (Led by Dr. Cushner)**

Post-Spain. Understanding Ourselves in Cross-Cultural Perspective (post-Spain reflection). This session will provide an introduction of two frameworks that will be used as analytic tools for analyzing intercultural encounters. The 18-theme culture-general framework (Cushner and Brislin, 1996) is useful for understanding a range of concepts people are likely to encounter when they interact with others. Hofstede’s (2001) dimensions help us understand how cultures differ at the national level. Today’s focus will be on 5 themes that reflect emotional responses to our in-country encounters.

### **Lecture 3 (B3 and A4) World Population Data Sheets; and A Look into the Issues of Globalization: Is it good for the World (or The United States)?**

In this session we will look at the data sheets and consider what the rows and columns really mean. We will also add some columns you think are important for a better understanding of a just and sustainable world. We will also discuss the “25 fact sheet” you will prepare for the remaining countries we visit.

In the second half of the session we will develop a working definition of globalization and present some of the historical background information associated with the concept. Hopefully, a lively debate about the benefits or problems of globalization will focus on corporate and cultural activities around the world.

#### **Readings:**

Know all of the information provided on the back of the World Population Data Sheet, particularly the definitions.

Crossroads: North/South Divide and the Millenium Goals, pp. 167-175: What is Globalization, pp. 132-135

Forbes, May 6<sup>th</sup>, 2015, Mike Collins, “The Pros and Cons of Globalization”

### **Lecture 4 (B4 and A5) Africa: How Little We Really Know**

Africa, a continent with so much history, upheaval, potential, hope and despair, - which direction will it choose? In terms of technology, infrastructure, energy use, and many other variables, Africa shrinks to practically nothing when compared to other regions of the world. Why has this continent become so “invisible” to many in the west when there is so much human misery from war, poverty, health concerns, sustainability issues, etc. This session will present a general overview of the regions of the continent.

**Readings:**

World Economic Forum, May 2016, “70% of Africans Make A Living from Agriculture, and Technology could Transform their World”

American Security Project, January 11<sup>th</sup>, 2013, John Bugnacki “Critical Issues Facing Africa: Terrorism, War, and Political Violence”

**Lecture 5 (B5 and A6) A Closer Look at Sub-Sahara Africa and Ghana**

There is no doubt that Africa can be divided into regions that make some sense. Sub-Sahara Africa is such a place. Although there are similarities, there are also great differences in many of the “newly” formed countries. By luck, your life would be very different depending on where you were born in the region. This session will provide an overview of the region and deal with some of the major activities that have taken place in the past.

In 2009 President Obama made his first trip to sub-Sahara Africa and decided on Ghana as the country he would visit. What was so compelling about this place for him to pick it over his “Kenyan” roots? This session will try and answer the questions concerning culture, politics, and economic development in Ghana.

**Readings:**

The Ghanaian Times, August 6<sup>th</sup>, 2013 “Addressing Critical Issues Affecting Ghana’s Socio-economic Development”

CNN, February 28<sup>th</sup>, 2014, Teo Kermeliotis “Ghana: Keeping one of Africa’s stars of democracy shining”

Crossroads: A Fantastic World in Four Square Blocks, pp. 116-118; A Conversation about Place, pp. 141-142

**B6 Reflections Session (Led by Dr. Cushner)**

**Lecture 6 (A7 and B7) Is There Anything Good about Colonialism?**

Because of foreign adventures by Europe and the United States, much of the world

we will visit has been subject to a colonial past. This session will explore what that has meant to billions of people around the globe. (panel discussion)

**Readings:**

The Visionary Foundation, November 11<sup>th</sup>, 2014, “The Economics of the Trans-Atlantic Slave Trade”

Stanford Encyclopedia of Philosophy. April 10<sup>th</sup>, 2012, “Colonialism”

**Lecture 7 (A8 and B8) The Gifts of Grace, A Magical Moment in the 20<sup>th</sup> Century: Apartheid and Reconciliation; and What We Should Know about South Africa**

Nelson Mandela, Desmond Tutu, Amy Beihl, and forgiveness - possibly one of the greatest stories of the 20<sup>th</sup> century. This session will examine if the magic of the past can continue today. It's complicated. From Robben Island to the Nobel Peace Prize, South Africa has had and continues to have an interesting relationship with the rest of the world. This session will explore the history and recent changes that have made South Africa the powerhouse of Sub-Sahara Africa.

**Readings:**

Crossroads, Why “Joyful” Travel Tips, p. 137

International Monetary Fund, May 8<sup>th</sup>, 2013 “South Africa, Facing the Challenges of a Global Economy”

**A9 Reflection Session/ Intercultural Communications Lesson (Led by Dr. Cushner)**

Understanding the Culture of Others. The focus of this session will be on concepts that operate as people interact across cultures with emphasis on the 8 themes that reflect Knowledge Areas (aspects of culture that people learn that are appropriate for their particular group and 5 themes that reflect what has been termed the Bases of Cultural Difference (ways people learn to process information that may differ from across cultures).

**Lecture 8 (B9 and A10) Climate Change and its Repercussions**

Quite possibly we will sail very close to the Maldives. Take a good look, because they might not be there for long. Many ramifications of climate change are affecting the places we visit. This session will be an overview of the repercussions of this global phenomenon.

**Readings:**

NASA Website on Climate Change, “Climate Change, Vital signs of the planet: Scientific Consensus”

The Washington Post, October 9<sup>th</sup>, 2013, Max Fisher “These are the Cities that Climate Change will Hit First”

**Lecture 9 (B10 and A11) A Little Bit about the Water: Appreciating and Understanding Some of the Issues of the Sea - Pirates, Policies, Possessions; and Mauritius: Multiculturalism in Practice**

Since 62 of the days on this voyage are spent at sea, this session will be concerned with issues associated with almost 4/5ths of our planet, the oceans. (Robert Smith)

This session also will provide basic information about this unique space in the Indian Ocean, Mauritius. Although we are only here for a very short period, its beauty and people are spectacular.

**Readings:**

Crossroads, A Walk through Port Louis, Mauritius, p.42

**Lecture 10 (B11 and A12) Asia: Big, Bold, and Bumpy; Bombs, Neighbors, and Culture: A Tough Neighborhood**

Over half of the world's population lives in Asia. Political instability, warfare, and terrorist activities have been frequent in the region. We will examine the causes and what should be the American response to this somewhat volatile part of the world? As we move into Asia, the religions we encounter need to be better understood. We also will discuss how these religions have influenced the landscape and people of the area.

**Readings:**

The Asia Foundation, January 6<sup>th</sup>, 2016, “Asia's Biggest Issues in 2016: Experts Weigh in”

**Day 22 (Morning) Mid-term Examination (20% of the grade)**

**Lecture 11 (B12 and A13) India and Its Regions: The Indian Family Through 5000 Years, How has it Really Changed?; and How to travel in India**

How far is Bangalore from the Dalit village? Even with rapid modernization India remains a conservative, traditional country. We will examine India today in relation to past traditional practices at the local, familial level

If your mouth opens in an exclamation, then you will know that you are in India. For many reasons it is an astonishing place. No place lends itself to the “Ten Travel Tips”

more than India. What to expect will be impossible to describe, but we will attempt to get you ready for the experience.

**Readings:**

Crossroads, Appreciating the Place in the Moment, p.31 Crossroads, Ten Travel Tips, p. 207

World Economic Forum, Nov. 4<sup>th</sup>, 2014, Viraj Mehta, “India’s Top Seven Challenges, from Skills to Water Scarcity”

**B13 Reflection Session (Led by Dr. Cushner)**

**Lecture 12 (A14 and B14) The Southeast Asian Cultural Stew, and a Look at Myanmar**

Vietnam, Singapore, Malaysia, Indonesia, Thailand, Cambodia, Laos, Myanmar – oh the humanity! What an array of cultures and political systems. This session will focus on the region of Southeast Asia and the problems they face. We will also present a short introduction to the long history and culture of this very foreign place (Myanmar). Additionally, we will try and hypothesize some of the future paths that this new “democracy” may take.

**Readings:**

Council on Foreign Relations, March 25<sup>th</sup>, 2016, Beina Xu, “Understanding Myanmar”

**Lecture 13 (A15 and B15) Vietnam War Panel and the Domino Theory**

First hand accounts and reflections of the Vietnam War by those who lived it. Also answers as to why we were there - maybe.

**Readings:**

Foreign Affairs, Spring, 1985, David Fromkin, James Chace “Vietnam: The Retrospect: What Are the Lessons of Vietnam?”

**Lecture 14 (A16 and B16) Vietnam: Then and Now**

Most Americans only know it as a war we lost. We killed millions of people and ravished the landscape. And yet they have bounced back to “capitalism under communism” and kept their culture in the face of intense global pressures. Who are these resilient people? This will be a quick look at Vietnam, then and now.

**Readings:**

Human Rights Watch, World Report, “Vietnam, 2016”



**Lecture 15 (A17 and B17) Cross-cultural Session with Dr. Cushner, A Summation to this point**

Also on the day when you are not in the Cross-cultural session, there will be a project workshop for those teams interested.

**Lecture 16 (A18 and B18) One and a Half Billion: China since Mao, What do they want? The Middle Kingdom: What it means and how it influences China today.**

Although China's might is now being felt around the world, this may not seem like a new phenomenon for Chinese scholars. China's rich history and cultural development surpassed all countries in Europe during the Middle Ages and perhaps even the Renaissance period. A look at this truly glorious past is essential to understanding China today. We will examine how the art, culture, and philosophy of the East create lifestyles that have blended communism and capitalism together creating a yearly economic growth rate at times surpassing 10% in the recent past.

Finally we will talk about what do the Chinese see as their future? We will discuss this topic from several demographic perspectives (i. e. students, the average city dweller, rural farmers, etc.).

**Readings:**

South China Morning Post, January 4<sup>th</sup>, 2017, "Top China Issues to Watch in 2017"

**Lecture 17 (A19 and B19) Japan and its Contradictions**

There is actually a town in Japan that has positioned mannequins around public areas just so it doesn't seem so empty and lonely. Demographics, work ethic, tradition, and aesthetics blend together to make a modern Japan. In one session we will attempt to get you ready for this ancient land. Good luck.

**Readings:**

Japan Talk, March 2, 2012, 35 Problems you will have in Japan

United States Department of State, January 17<sup>th</sup>, 2017, "United States Relations with Japan"

**A20 Refection Session/ Inter cultural Communications Lesson (Led by Dr. Cushner)**

Understanding our Changed Cultural Self. The focus of this session will be understanding how we may have changed as cultural beings, with special emphasis on the process of re-entry and returning home.

**Lecture 18 (B20 and A21) The Asian Century: Is It really Inevitable?**

Much has been said about the decline of the United States as the dominant world power in the 21<sup>st</sup> century. Is this really going to be the “Asian Century”? How true are these prognostications? A panel of experts will present their opinions on the question.

**Readings:**

Council on Foreign Relations, Jan., 2011, “The Asian Century, Not Quite Yet”

Huffington Post, “Why the Asian Century might actually belong to India, not China”

**Lecture 19 (B21 and A22) The Changing Role of Women in Maintaining a Sustainable World**

More and more development experts have determined that meaningful economic and social progress will not occur in developing countries unless more women are empowered to initiate local and national policy changes. This session will highlight successful gender based programs and the implications for local, national and global cultures.

**Readings:**

The Guardian, December 2<sup>nd</sup>, 2016, “Women the World Over have shown the United States How to Deal with Sexism and Racism”

Council on Foreign Relations, October, 2016, Jamille Bigio, Rachel Vogelstein, “How Women’s Participation in Conflict Prevention and Resolution Advances U.S. Interests”

Time, March 13<sup>th</sup>, 2017, Edith Lederer, “Women’s Rights Are Under Attack worldwide, Warns U.N.Chief”

**Lecture 20 (B22 and A23) Globalization Revisited (A Debate)**

What do you think now after seeing the world? Can anyone or any idea stop the world from becoming ever more interdependent? We will address how globalization is working well and where it might be detrimental to local populations. We will also debate what changes need to be made for this process to work better.

**Readings:**

World Economic Forum, May, 2016 “There is a Global Divide in Smart Phone Use, but these Countries are closing the Gap”

“Four Billion People still don’t have Internet Access. Here’s How to Connect Them”

World Economic Forum, Feb. 9<sup>th</sup>, 2017, Lianna Brinded “A prediction: The World’s most Powerful Economies in 2030”

## Lecture 21 (B23 and A24) Our Investment in You: A Summation

You have worked hard to understand and appreciate other cultures. Your adventure skills are well honed. Now what will you do with this great new set of skills. We will ask a number of the people on the ship board community this question. We will also discuss how you can leverage this experience and really make a difference at school, in your job, and in personal relations.

### A25 Final Examination

Value = 40% of the final grade

### INFORMATION ABOUT THE SMALL GROUP PROJECTS

#### The Project

Each of the students will be asked to work in a group of no more than 7 people and choose a topic that can be researched and documented in at least 5 or 6 countries on the voyage. Each group will prepare a “documentary” on the topic selected. The videos from each of the chosen countries will look at how the topic has “migrated” and/or “mutated” from its place of origin. For example a group may choose “searching for cross-cultural patterns in hip-hop music.”

Very general themes for the projects come from issues related to:

People (migration patterns,)  
Ideas (democracy, capitalism, education, etc.)  
Culture (art, music, dance, language, etc.)  
Things (food, clothing, transportation, architecture, cemeteries, gardens, etc.)

In some cases students may want to interview people in each country by asking a set of questions. The following sample questions are merely examples of what student's **may** want to ask:

- What do you think is the best thing that (example: Ghana) should export to the rest of the world?
- What is the best thing to come to this country from another place?
- What is the worst thing to come to this country from another place?
- What is the biggest problem your country must overcome?
- Is this problem internal or external to your country?
- Who has had more influence on you, Europe, Africa, North America, Asia or Latin America?
- What is the most important thing that has “moved” into this country?
- What is the most important thing that has “moved” out of this country?
- What's hip?

- What has been “imported” that you have “made your own”?
- What is totally “South African” (add any country we visit)?
- What one thing do you want Americans to know about you?
  - Why is this important to you?
  - Do you have a hero (local, international)?

Of course you will want to design specific questions concerning the topic you have chosen (for example, as cited before, questions about hip-hop music). The questions, however, should be the same for each country to allow for comparisons.

Every group will meet with me and the teaching assistants to discuss the topic you have chosen prior to arriving in Ghana. At this initial meeting we will clarify any questions you may have concerning the project and we will sign a “contract” for participation by your group. We will also meet throughout the voyage to talk over the progress of the project and to discuss any issues that may have surfaced.

Each group will be evaluated by: (1) the clarity of the information presented, (2) the usefulness of the material for educating a public audience, (3) the accuracy and depth of the information on the topic/issue chosen, and (4) the creativity of the production. Your team must **share evenly in the responsibilities for completing the final production**. Assuming equal participation by all group members, the score determined will be added to your Global Studies grade. Near the end of the semester your team/group will present its project and a point value will be assigned. I will be working with other faculty, staff or adult passengers to form a small panel for critiquing the presentations. **25% of your Global Studies grade** will depend on how well you and your group have completed the project.

#### **A Little Information Concerning the Grant that will be awarded**

A grant has been obtained that will be used to package the videos together into a final presentation/exhibition. The result of the grant will be an exhibition entitled: **“Cross-Currents: Continents of Blended Cultures.”**

If the team can say that they have done hard, good work (and all on the team has contributed fairly and equally), then their videos will be considered for part of the “final presentation/exhibition.” These students will be allowed to say that they have contributed to the following grant and resulting exhibition – a nice resume builder.

This final product will be available on YouTube to any student from the voyage who would like to use it in their hometown or university. The exhibition is intended for international studies programs, local cable TV stations, libraries, multimedia art galleries, etc. Finally, a web-site will be established for viewing the videos of any student who would like to post their team project, and of course the final exhibition.

#### **Additional Thoughts Concerning the Project**

Here are a few reasons why you have been asked to do this project:

- Some students have a hard time taking tests. This project gives them an opportunity to excel in a different format.

- I have absolute confidence that many of these projects will be useful for presentations in public schools, museums, public libraries, and cultural centers, and with other educators, and your work will have lasting impact.
- Working in groups is part of any good college experience and an essential skill in the work world.
- In short periods of sailing time between some countries, this project keeps you “necessarily focused” on our theme of the movement of ideas and people.
- The grants provide an opportunity to be academically rewarded for excellent work – as mentioned, a great resume builder and personal satisfaction.
- Because of the necessity for ongoing discussions of the topic with your team, you will become an “expert” in this specific aspect of the topic you choose.

### Topics you may want to consider:

This list is just to get you thinking:

Music (all kinds)	Women’s rights
Language	Films
Religions (all kinds)	Unions
Fashion (all kinds)	Government styles
Gay rights	Advertising
Graffiti	Funerals
Food	Public spaces
Environmental stewardship	Public transportation
Dance	Cell phone usage
Cafes and Meeting places	Social networking

Finally, migration of people, things and ideas is a broad field and much latitude will be given as you select the topic that **interests you**. Be creative, but be practical too. I don’t think I have to remind you that there just may be other on-shore activities that will help to create lifetime memories from this fantastic opportunity to sail around four continents.

## METHODS OF EVALUATION / GRADING SCALE

### Evaluation

Evaluation for students in the course consists of a mid-term examination, a “pop quiz”, a final examination, a small group project, and participation in reflection sessions held after most ports. The value of the mid-term examination is 20% of the grade (a chance to get settled into the course); the final examination is valued at 40%. The examinations will cover material primarily from the lectures and information obtained in the reflection sessions. Additionally, some questions will be taken from information obtained from the readings (text and articles), and the World Population Data Sheet, as well as the “25 fact sheets” prepared by students.

A “pop quiz” is worth 5% and may come at any time during the voyage.

Another 10% of the grade will consist of participation in the intercultural reflection sessions after most ports. You will be required to participate and turn in all assignments for the reflection sessions to earn this 10% of your grade. To expand your opportunities for intercultural interactions, all students in Global Studies will be expected to participate in a one “Global Studies Eligible” field experience of at least four hours in duration. This opportunity is offered at no charge to students. These “Global Studies credit eligible” field experiences provide significant interactions with local cultures and people. Instructions on how to sign up for a field experience for Global Studies and the options available will be explained in class.

The value of the small group project is 25% of the grade (details of the small group project follow in this syllabus). The Global Studies Director (myself), and teaching assistants will meet with every student as we design and complete the small group projects that have been assigned/selected. I look forward to an exciting semester with an interesting end product – your small group project about global patterns, issues, and comparisons that relate to how things, ideas, and/or people migrate and change from place to place. It is hoped that these projects are a good place for students to learn new ways of communicating their appreciation and knowledge of the life-long memories that they will experience on our voyage.

## **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:

<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%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## **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 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 to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## **STUDENT CONDUCT CODE**

**We will follow the Colorado State University Honor Code in relation to all aspects of academic integrity.** Academic integrity is the pursuit of scholarly activity free from fraud and deception, and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information of citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

It is the policy of Semester at Sea and the Colorado State University not to discriminate against qualified students with documented disabilities. If you have a disability related need for modifications in this course, please contact me during the first week of class. You may also want to contact the Academic Adviser/Registrar for assistance with testing accommodations that extend beyond the scope of Global Studies.

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."

## **WELCOME ABOARD**

Through Global Studies, we will all commit to working hard, playing hard, and being respectful citizens within this fantastic shared academic adventure. It will be a pleasure to travel around much of the world together. I hope you learn a great deal, and create adventures that serve you well, now and for the future. How lucky we are!

Don Gogniat