SEMESTER AT SEA COURSE SYLLABUS
May 2012

Discipline: BUSINESS/COMMERCE
SEMS3500-103: BUSINESS AS A TOOL OF LIBERATION AND OPPRESSION: THE LATIN AMERICAN CONTEXT
Division: UPPER
Faculty Name: REG LITZ

PRE-REQUISITES
Introduction to Business, Financial Accounting, Introduction to Marketing

COURSE DESCRIPTION

Business enterprise plays a critical and often central role in the contemporary world. However, the nature of business’s influence on society varies; in some instances it plays a positive, liberating role; in others it plays quite the opposite role and can indeed serve as a force of oppression. Given this diverse range of possibilities, this course seeks to help students better appreciate the complex, and sometime conflicted, role of business activity in the modern world. The course will consider a variety of forms of business activity, ranging from the new venture start-up to the large multinational corporation, as occurring in a variety of different Latin American contexts including several encountered during the voyage.

COURSE OBJECTIVES

This course seeks to facilitate contemplation of the following questions:

1. In what ways does business enterprise play an important role in advancing social justice and environmental stewardship, as articulated by the U.N. Millenium goals1?

2. In what ways does business enterprise potentially impede the advancement of those same goals?

3. Given this range of outcomes, how then might one seek to responsibly participate in the modern business enterprise?

REQUIRED TEXTBOOKS

Course reading packet as provided by University of Virginia Bookstore.

Electronic reserve readings

AUTHOR: Moises Naím
TITLE: Illicit: How smugglers, traffickers, and copycats are hijacking the global economy
PUBLISHER: Anchor Books
ISBN #: -10 1-4000-7884-9
DATE/EDITION: 2005 Paperback
COST: $16.00

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INTRODUCTION TO THE COURSE:
A note from Professor Reg Litz

Greetings!

In this introductory memo I would like to tell you a bit about this course and what you might expect in the sessions ahead. In short, we will seek to explore the role of business in the modern world. At times business can be part of the solution, that is, a tool of liberation; conversely, business can unfortunately also be part of the problem, that is, serve as a tool of oppression.

During our ten class days we will explore this range of possibilities, paying special attention to how business serves as a force for both liberation and oppression outcomes in and around Latin and South America. Furthermore and in terms of the voyage’s larger mandate, we will also consider to what extent business activity helps realize, or conversely frustrate, the realization of one or more of the United Nations Millenium Development Goals.

Concerning class sessions: Each day will consist of a three-hour class session. Given that we are covering approximately one week of regular academic content during each of these class sessions, each day is further divided into two topics (titled Topic 1 and Topic 2, respectively). Each topic typically has between one and three required readings (for a total of between three and five for each of the 10 class days). The required readings may seem like a lot; however, given that this course is the equivalent of a three-credit-hour course, I have sought to match the work required to the credit granted. The readings come from either the course reader, electronic reserve readings, or the course’s main text ‘Illicit’. Given the nature of the Semester At Sea experience, each class session is designed as relatively airtight compartment (although there will almost certainly be moments of cross pollination between topics and sessions).

In addition, there are also some optional exercises focusing on experiencing and reflecting upon some of the course’s topics (e.g., modern slavery, facing a difficult engineering challenge, and resource scarcity). Please note that you may complete zero, one, two, or three optional exercises and that completing a specific kind of optional exercise in no way obligates you to complete any other optional exercises.

Concerning class sessions, I would also like to share a bit about my intentions for class. First, some of our time will be spent in large group, during which we will either have some preliminary discussion on a topic and/or view some content together.

Let me also say a few words about my intentions for the course’s final assignment. First, let me begin by telling you a bit about what my intention is not. My intention is not having you tell me what you think it is I want to hear; rather, it is my intention to challenge you to take this opportunity to reflect on and articulate what it is you need to hear, and more specifically will need to re-hear in the decades ahead. Simply said, what does it mean for business activity to be a force for liberation or oppression and how will this distinction guide you in future career endeavors?

In the interests of the environment I will leave it to each of you to decide whether you decide to print any or all of this syllabus. As you may infer from its structure, my intention is that it serve as something of a course journal, as indicated by the deliberate inclusion of places for you to take notes before, during and after class.

I hope this all makes sense. If it does not, I welcome your questions, either by telephone at 204-474-9406 or by email at my University of Manitoba email account: rliitz@cc.umanitoba.ca.

I look forward to meeting you on board the 2012 Semester At Sea Maymester voyage. All the best as you begin preparing in the weeks ahead.

Reg Litz
University of Manitoba
## TOPICAL OUTLINE OF COURSE

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<td><strong>EMBARK: PUNTARENAS, COSTA RICA</strong></td>
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<td>C1</td>
<td>Business as a tool of liberation and oppression: Introduction</td>
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<td>Topic 1: Introduction to the course</td>
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<td><strong>Report due for Bonus Exercise #1</strong>: ‘Slaves At Sea’ due by 7:00 a.m.</td>
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<td><strong>Note</strong>: Mid-term book review on ‘Illicit’ due</td>
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<td><strong>Note</strong>: Course Contract Due At Beginning of This Session (Exhibit E)</td>
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<td><strong>MANTA, ECUADOR</strong></td>
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<td>C7</td>
<td>Topic 1: The role of creativity as a tool for liberation: The interdependent cases of the U.S.S. Central America, the Panama Canal and Tommy Thompson</td>
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<td><strong>FUERTE AMADOR (PANAMA CITY), PANAMA</strong></td>
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<td><strong>TRANSIT PANAMA CANAL</strong></td>
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Topic 2: The illicit goods business | 6/10 |
| C9 | Topic 1: The role of aquaculture as tool for eradicating hunger  
Topic 2: Governmental & NGO responses  
Report Due for Exercise #3: ‘Living on The 1,000 Word-A-Day Diet’ due by 7:00 a.m. | 6/11 |
| **BELIZE CITY, BELIZE** | 6/12-13 |
| C10 | Topic 1: The role of renegade products as tools of oppression: The case of tobacco  
Topic 2: Effective and ineffective response strategies  
Note: Final integrative essay due | 6/14 |
| **DEBARK: FORT LAUDERDALE, FLORIDA** | 6/15 |
SESSION 1
BUSINESS AS A TOOL OF LIBERATION AND OPPRESSION: INTRODUCTION

Topic 1: Introduction to the course

Reading Packet: None
Question: None

Topic 2: Introduction to Moises Naím’s ‘Illicit’

Book: Illicit: None
Question: None

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Key Insights from Assigned Readings

Key Insights from Class Discussion

Key Insights from Supplemental Media

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Note: Each day’s ‘Topic 1’ is based on a selected issue while ‘Topic 2’ is explores sequentially each of the chapters from Moises Naim’s book ‘Illicit’
SESSION 2

TOPIC 1: THE ROLE OF ECOTOURISM AS TOOL FOR ENVIRONMENTAL SUSTAINABILITY
TOPIC 2: INTRODUCTION TO ILLICIT BUSINESS CONDUCT

Topic 1: The role of ecotourism as tool for environmental sustainability

Reading Packet: Posada Amazonas

Question: How would you describe the business model of the Posada Amazonas? What appear to be the crucial issues facing this organization at the time of the case?

Reading Packet: Note on business model analysis for the entrepreneur

Question: What is a business model? What role does a ‘business model’ play in entrepreneurial endeavor? Said differently, how might the quality of a business model help or hinder a venture’s eventual success?

Topic 2: Introduction to illicit business conduct

Book: Illicit: Chapter 1

Question: What are the “three grand illusions” mentioned in Chapter 1, which persist concerning the perception of illicit trade? To what extent, if at all, had you encountered one or more of these illusions prior to beginning Naim’s book?

Book: Illicit: Chapter 2

Question: What is your reaction to the general description provided in Chapter 2 concerning the role of the internet and government corruption concerning the scope and span of illicit business activity?

Optional film for this session: Blood Diamonds

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SESSION 3

TOPIC 1: THE ROLE OF SOCIAL ENTERPRISE AS A TOOL FOR ADVANCING THE UN MDGS

TOPIC 2: THE ILLICIT ARMS TRADING BUSINESS

Topic 1: The role of social enterprise as a tool for advancing the UN MDGs

Bookstore Case Packet: Ten Thousand Villages of Cincinnati: The first year and beyond
Question: Why, according to Leclair, have Fair Trade organizations, such as Ten Thousand Villages, proliferated? Also, what is your reaction to the ‘warm glow’ mentioned on p. 954? Should this glow matter? Why or why not?

Electronic Reserve: Fighting the tide: Alternative trade organizations in the era of global free trade
Question: What role, if any, can you see the ‘warm glow’ mentioned by Leclair as having played a role in the results realized thus far by Karen and Cheryl in implementing Ten Thousand Villages’ mission in Cincinnati?

Electronic reserve: Profit from the priceless: Heritage sites, property rights and the duty to preserve
Question: What differentiates a ‘heritage site’ from a regular site? What can potentially happen when you treat something as a ‘profit center’? In what ways can heritage sites create more complex questions and demand more complex answers than entrepreneurs might be willing to answer? Incidentally, what might happen if these questions are not engaged, particularly as it concerns what happened at Stonehenge?

Optional film for this session: Fair Trade

Topic 2: The illicit arms trading business

Book: Illicit: Chapter 3: Small arms and loose nukes
Question: Are you surprised by what Naim reports going on in places like Transdniester? How easily are the activities he reports stopped? Why?

Electronic reserve: How to subvert democracy: Montesinos in Peru
Question: How would you describe the person of Vladimiro Montesinos? How did he go about seeking control? What, if anything, do his activities suggest about some of the challenges those seeking to enact the UN’s MDGs will likely encounter?

Optional film for this session: Lord of War

Key Insights from Assigned Readings

| Key Insights from Class Discussion | Key Insights from Supplemental Media |
SESSION 4

TOPIC 1: THE MIXED ROLE OF THE MULTINATIONAL CORPORATION (PART I)
TOPIC 2: THE ILLICIT DRUG BUSINESS

Topic 1: The mixed role of the multinational corporation as tool of liberation and/or oppression (Part I)

Reading Packet: Block 16: Conoco’s “green” oil strategy
Question: Why was the Rio Napo meeting called? What do you think is going to happen at this meeting? Why?

Electronic Reserve: Business ethics: Four spheres of executive responsibility\(^7\)
Question: What is your reaction to the four spheres proposed by Badaracco, and in particular how he advocates balancing between them? Is it feasible? Why or why not? How does your answer relate to the Rio Napo meeting mentioned in the case study?

Topic 2: The illicit drug business

Book: Illicit: Chapter 4: No business like drug business
Question: How has the illicit drug industry evolved? What role, if any, does the internet play? What role do small businesses play in the industry?

Optional film for this session: Maria Full of Grace

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SESSION 5

TOPIC 1: THE MIXED ROLE OF THE MULTINATIONAL CORPORATION (PART II)

TOPIC 2: THE HUMAN TRAFFICKING BUSINESS

**Topic 1: The mixed role of the multinational corporation as tool of liberation and/or oppression (Part I)**

**Reading Packet:** Petrobras in Ecuador (A)

**Question:** What is your general assessment of President Rafael Correa’s vision for the future of his country? What do you think motivates his vision? What might his vision potentially mean for MNCs? Why?

**Electronic Reserve:** Oil conflict in Ecuador^8

**Question:** What has been going on in Ecuador for the past 40 years as it concerns the country’s oil reserves? In what ways are the interests of oil companies and Ecuadorians aligned? In what ways are they not aligned? To what extent do your answer depend on how you define ‘Ecuadorian’? Also, what is about to happen in Lago Agrio? Does it matter? Why? Finally, how does the United Nations and the MDGs fit into all of this?

**Topic 2: The human trafficking business**

**Book:** Illicit: Chapter 5: Why is slavery booming in the 21st century?

**Question:** So, why is slavery booming? Also, what does ‘slavery’ mean? Finally, what does Naim mean on page 95 by “logical progression”?

**Optional film for this session:** Taken, Whistleblower, Human Trafficking

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**Key Insights from Assigned Readings**

**Key Insights from Class Discussion**

**Key Insights from Supplemental Media**

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SESSION 6

TOPIC 1: THE MIXED ROLE OF LOCAL SOURCING
TOPIC 2: THE INTELLECTUAL PROPERTY THEFT BUSINESS

Topic 1: The mixed role of local sourcing as tool of liberation and/or oppression

Reading Packet: Reading Packet: Butterflies of Costa Rica
Question: How would you describe the business model of Costa Rican Entomological Supplies? What have they been seeking to accomplish? How successful have they been? What, if anything, concerns you regarding the ‘deadstock’ opportunity?

Reading Packet: Chiquita in Columbia
Question: How would you describe the system at work as depicted in this case study? What are the key outputs and what are the core processes that generate them?

Topic 2: The intellectual property theft business

Book: Illicit: Chapter 6: The global trade in stolen ideas
Question: To what extent do you find Naim’s linking of stolen intellectual property to our individual quests for a ‘great bargain’ needlessly bothersome? Conversely, to what extent does his assertion cut to at least one of the cores of the problem? Incidentally, where do you stop drawing the line once you start; conversely, if you don’t draw any lines at all, where does that takes you?

Optional film for this session: Contraband

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**Key Insights from Assigned Readings**

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**Key Insights from Class Discussion** | **Key Insights from Supplemental Media**
SESSION 7


TOPIC 2: THE MONEY LAUNDERING BUSINESS

**Topic 1: The role of creativity as a tool for liberation**

**Electronic Reserve: SS Central America**

**Question:** What exactly happened to the SS Central America in September 1857? In what ways might such an event be viewed as an entrepreneurial opportunity? If there was an opportunity there, what advice would you offer an entrepreneur seeking to exploit it?

**Electronic Reserve: Defiance, Ohio: The 1960s**

**Question:** What do you think of Tommy, as described in ‘Defiance, Ohio: The 1960s”? Incidentally, how would encourage others to discover their “inner Tommy”?

**Electronic Reserve: Chapter 6: The Panama Canal**

**Question:** How was the Panama canal built? Why, was it arguably almost not built? Finally, what were the key lessons building the canal taught those involved its construction?

**Topic 2: The money laundering business**

**Book: Illicit: Chapter 7: The money washers**

**Question:** What is the game being played? To what extent are countries and not just companies playing it? Also, is Naim going too far when he writes that “some risk of exposure to dirty money is hot-wired into the global banking system”? What, if any, are the practical implications of these activities for enacting the UN’s MDGs?

**Optional films for this session: Swordfish, The International**

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**Key Insights from Assigned Readings**

**Key Insights from Class Discussion**

**Key Insights from Supplemental Media**

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SESSION 8

TOPIC 1: THE ROLE OF INTENTIONAL AMORALITY AS TOOL OF OPPRESSION: SEX TOURISM
TOPIC 2: THE ILLICIT GOODS BUSINESS

Topic 1: The role of intentional amorality as tool of oppression: The case of sex tourism

Electronic Reserve: Sex tourism
Question: So what exactly is ‘sex tourism’?

Electronic Reserve: Chapter 10 Travelling Johns
Question: What roles do ‘traveling Johns’ play in the sex tourism industry?

Electronic Reserve: In search of the moral manager
Question: What is your reaction to the different types of manager described by Carroll in ‘In search of the moral manager’?

Optional film for this session: Whistleblower

Topic 2: The illicit goods business

Book: Illicit: Chapter 8: What do orangutans, human kidneys, garbage and Van Gogh have in common?
Question: Josef Schumpeter wrote that entrepreneurs discover and enact new combinations. In consideration of his assertion, what are the key combinations that enable trading in the items mentioned in the title of this chapter?

Key Insights from Assigned Readings

Key Insights from Class Discussion

Key Insights from Supplemental Media

SESSION 9

TOPIC 1: THE ROLE OF AQUACULTURE FOR TOOL FOR ERADICATING HUNGER

TOPIC 2: GOVERNMENTAL & NGO RESPONSES

**Topic 1: The role of aquaculture for tool for eradicating hunger**

**Reading Packet:** Bluewater Aquaculture

**Question:** What is the nature of the challenge facing Jeff Fort? What difference, if any, does the case’s comment concerning the “volatile and fragmented” nature of the shrimp business make to the decision he is contemplating? Finally, consider the final paragraph’s comment concerning the pace the company moves at – why should speed of implementation matter?

**Electronic Reserve:** The tragedy of commons

**Question:** What does Hardin mean by this article’s title? To what extent is his concept of a tragedy relevant to the aquaculture business? What, if anything, does this mean for the decision someone like Jeff Fort might be contemplating?

**Optional film for this session:** Darwin’s Nightmare

**Topic 2: Governmental & NGO responses**

**Book:** Illicit: Chapter 9: What are governments doing?

**Question:** What, according to Naím, are the practical challenges governments face in responding, either alone or together with other governments, to the challenges identified in Chapters 1 through 8? Also, what is your reaction to the definition offered for ‘transnational crime’? In what ways does invoking this label create problems if one assumes cultural relativism?

**Book:** Illicit: Chapter 10: Citizens versus criminals

**Question:** In what ways are NGOs especially well suited for the world of illicit activity? Conversely, what are the potential limitations and Achilles’ Heels of this form of organization?

**Optional film for this session:** Traffic, Training Day, Missing

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**Key Insights from Assigned Readings**

**Key Insights from Class Discussion**

**Key Insights from Supplemental Media**

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SESSION 10

TOPIC 1: THE ROLE OF RENEGADE PRODUCTS AS TOOLS OF OPPRESSION: TOBACCO

TOPIC 2: EFFECTIVE AND INEFFECTIVE RESPONSE STRATEGIES

Topic 1: The role of renegade products as tools of oppression: The case of tobacco

Electronic Reserve: Tobacco and the escalating cancer burden

Question: What appears to be going on as it concerns the marketing of tobacco in the developing world? How are governments in these countries involved?

Electronic Reserve: The case for and against business assumption of social responsibilities

Question: What does Davis mean by “The Iron Law of Responsibility”? How can you see it relating to the issues involved in the case study and supporting reading?

Optional film for this session: Thank you for smoking

Topic 2: Effective and ineffective response strategies

Book: Illicit: Chapter 11: Why we are losing

Question: What does Naím mean when he writes about a “gap in perception”? To what extent does one’s worldview play a critical role in responding effectively to the challenges presented by these new network-based forms of illicit activity? Incidentally, what does he mean by a ‘network’ and why do networks matter?

Book: Illicit: Chapter 12: What to do?

Question: Why is moral indignation at best a limited, at worst an ineffective, motivation for responding to illicit activity described in Naím’s book? What does he recommend instead?

Optional film: The Untouchables

Book: Illicit: Chapter 13: The world ahead

Question: What does Naím mean by ‘bright spots’ and ‘black holes’? Why does this distinction matter? Also, why do ‘failed states’ so easily become ‘black holes’?

Optional film: The Hunt for Red October

Key Insights from Assigned Readings


| Key Insights from Class Discussion | Key Insights from Supplemental Media |
FIELD LAB ASSIGNMENT

Grade weighting

Each student is required to participate in an instructor-led Field Lab for 20% of their grade.

Title

PERU#TBA: HERITAGE TOURISM & FAIR TRADE (1000-1800 Monday, 06 June) Minimum 15/Maximum 36 (PRICE: $TBA + OOPEX) [FDP: LITZ]  

Description

This Field Lab will explore two topics addressed in the first section of the course: heritage tourism (Session 2) and fair trade (Session 3). Led by Yannina Meza of Manos-Amigas of Lima, Peru, we will leave in the morning from the port of Callao to visit the Pachacamac Ruins. After a Pachamanca lunch, which consists of potatoes, pork, chicken and vegetables cooked underground, we will visit three workshops involved as a supplier to the North American fair trade organization Ten Thousand Villages.

Purposes

The two main purposes of this Field Lab are for students to better understand (1) the role of heritage tourism as a strategy for economic development and (2) the nature and practice of fair trade strategies. The assigned readings included in Topic 1 for both Session 2 and 3 are mandatory preparatory readings.

Format for Report

(1) Participation and documentation: The student will participate in the FDP making relevant observations and asking questions as appropriate/permitted. Students are also encouraged to take note of what is not said and any questions that are not answered by our guides.

(2) Integration: The student will then complete a 1-3 page integrative summary of the Field Lab that includes the following components:
   (i) A summary of observations,
   (ii) A reflection of how one’s observation relate to the ideas encountered in the course and one or more of the UNMDGs. The key question students should seek to address is: Based on their observations during the FDP, to what extent did business activity help advance, or conversely, hinder, the achievement of one or more of the UNMDGs?

(3) Submission: The student will present their assignment’s selected findings and observations in conventional essay format and may also use point-form and/or a summary table complete with a written introduction and conclusion.

Due dates

Field Lab Assignments dues as noted on course schedule.

17 Exact name, number time, date and price of Field Lab to be confirmed.
NOTE ON CLASSROOM PROCESS AND METHODS OF EVALUATION

“During this term, I will be doing a great deal of talking. I will be giving lectures, answering questions, and conducting discussions. Since I am an imperfect scholar, and even more certainly, a fallible human being, I will inevitably be making factual errors, drawing some unjustifiable conclusions, and perhaps passing along my opinions as facts. I should be very unhappy if you were unaware of these mistakes. To minimize that possibility, I am going to make you all honorary members of Accuracy in Academia. Your task is to make sure that none of my errors go unnoticed. At the beginning of each class, I will, in fact, ask you to reveal whatever errors I made in the previous sessions. You must, of course, say why these are errors, indicate the source of your authority, and if possible, suggest a truer or more useful or less biased way for formulating what I said. Your grade in this course will be based to some extent on the rigor with which you pursue my mistakes. And to insure that you do not fall into the torpor that is so common among students, I will, from time to time, deliberately include some patently untrue statements and some outrageous opinions. There is no need for you to do this alone. You should consult with your class mates, perhaps even form a study group that can collectively review the things I have said. Nothing would please me more than for one or several of you to ask for class time in which to present a corrected or alternative version of one of my lectures.”

- Neil Postman
The end of education: Redefining the value of school
(1995), pages 117-118

“At present, there is very little tolerance for error in the classroom. That is one of the reasons students cheat. It is one of the reasons students are nervous. It is one of the reasons many students are reluctant to speak. It is certainly the reason why students (and the rest of us) fight so hard to justify what they think they know. In varying degrees, being wrong is a disgrace; one pays a heavy price for it. But suppose students found themselves in a place where this was not the case?”

- Neil Postman
The end of education: Redefining the value of school
(1995), page 125

"I am only here to help you look. You have to find the pattern yourself."

- Bruce Pandolfini
Searching for Bobby Fischer
(1988) page 105

As Postman’s first comment suggests, learning is not synonymous with data inhalation. Following his lead, and in consideration of his second comment and Pandolfini’s comment to one of his aspiring chess students, my classroom strategy is to facilitate the emergence of a learning community where students are encouraged to reflect, discern, and in large part, discover for themselves what it is they need to learn. Some will learn by listening, others by speaking, most of us by some of both. In order to recognize these learning style differences I will conduct the class sessions according to the following ‘guidelines’.

BEFORE CLASS: INDIVIDUAL ACTIVITY

Concerning printing off electronic reserve readings

Students are typically required to prepare a set of readings for each class session. These readings will come in one of three formats: (1) books, (2) a course reader, or (3) electronic reserve readings (available through Semester At Sea’s electronic reserve system). Given that paper and toner supplies are less easily available at sea, students are encouraged to not print off personal copies of the electronic reserve readings unless absolutely essential. In support of this policy, a special note-taking space has been provided for each session in which students might make notes as they read the assigned electronic reserve readings.
Concerning the use of one page pre-class essays: Rationale

Students are invited to prepare a short (one-to-two double typed pages maximum) pre-class email essay before one or more of the class sessions (please see Exhibit A at the back of the outline for the required format of the pre-class email essay). The essay’s purpose is twofold: to help you in preparing for class and thereby maximize your in-class learning experience, and to help you develop your written communication skills.

Concerning the use of one page film-based essays: Rationale

Students are also invited to complete one or more one-page film-based assignments (based on films as listed in the syllabus) during the course of the term. Film-based assignments are intended to help students experience the course as part of a larger life experience, rather than as ‘just another course’. Completion of film-based assignments is entirely voluntary and may be undertaken as often as the course outline permits. A listing of selected films, which may be supplemented by the instructor during the course, is included in the schedule of class sessions. Please also be advised that in no case does viewing the optional film exempt the student from completing their assigned reading. Each essay should be prepared in a Pre-class essay format and be no longer than one-to-two double-spaced typed pages. The essay should focus on how the film related to the assigned readings. Students are encouraged to suggest other films for possible future use in this course. They may be suggested at any time before, during or after the course. Pending the instructor’s familiarity with the film, they may be included during the term the course is taken.

Concerning the delivery of one page pre-class and film-based essays

A designated email address will be provided by the instructor at the beginning of the voyage, which students may submit all e-essays to. Please send your essay to the course’s email account as announced in class by 7:00 a.m. on the day of the relevant class session in order to receive credit. Please use the following format for the pre-class essay’s subject line: LastName, FirstName, PreClass, Session# (e.g., White,Jim,Preclass,Session4). For film-based essays please substitute the word “FilmEssay” for the word “Preclass” followed by the name of the film (e.g., White,Jim,FilmEssay,ThankYouForSmoking,Session3). Given the opportunity to plan ahead for the timely completion of the essays, please be advised that, late essays will not be accepted.

Concerning multiple essays for same day

Please note that ‘Topic 1’ and ‘Topic 2’ are considered as two sessions; accordingly, students may complete up to two pre-class essays, two post-class essays and pending availability two film essays for a single calendar day. However, in order to optimize your learning experience students are encouraged to complete one (or at most two) per class day.

BEFORE CLASS: GROUP ACTIVITY

The role of the small discussion group: Rationale

As mentioned previously, students are encouraged to form a study group with one or more other students from the class and hold a short (15 to 20 minute) meeting before as many of the class sessions as possible. The purpose of the small group is twofold:

1) to provide you with an opportunity to voice your thoughts about the assigned readings, particularly as they concern recommendations for any firms described in the assigned case studies, and

2) to provide you with an opportunity to get better acquainted with other class members, particularly as it concerns the possibility of completing the midterm and/or final assignment(s) as a group.

Suggestions for forming your small pre-class discussion group

18 Students are required to prepare a total of 10 one-page essays, which may include pre-class, post-class and/or film essays as described in the course syllabus.
In the interests of developing an appreciation for the complexity of the unique challenges associated with the subjects under consideration, students are encouraged to create study groups as diverse as possible (that is, including representatives from a variety of nationalities, program majors, ages, genders, etc.).

**DURING CLASS: ORGANIZING POLICIES**

**During class: A note on note-taking and note-making**

I do not plan to provide you with a detailed and exhaustive set of course notes. Accordingly, I will not be surprised or offended if you take occasional “time-outs” from the classroom process to record insights en route, as these will later assist you in completing your post-class synthesis essays and major course assignment. To that end I have also included appropriate space in the course outline for note-taking (see individual session outlines).

**On “warm invites” and “cold calls”: Three policies**

My intention is to set the stage for a positive learning experience. To that end I intend to encourage you to think and reflect upon the assigned material and then contribute to the discussion when you are ready. Accordingly, while I will assume that students have prepared all the assigned materials, I generally will make limited use of the “cold call” technique (that is, calling upon students without warning). Instead, I will manage the classroom process using the following policies:

1) First come, first served: A key managerial responsibility is being appropriately proactive. While I expect do some ‘cold calling’, I would also ask you to initiate participation.

2) Entry into discussion by raised hand 98% of the time: One of my key responsibilities is to facilitate orderly discussion. Therefore I would request that you indicate readiness to participate by raised hand. I will then do my best to bring you into the discussion as soon as possible.

3) First helpings before seconds: Anyone willing to participate for the ‘nth’ (e.g., first) time will be given priority over anyone who is seeking to participate for the (n+1)th (e.g., second) time.

**DURING CLASS: ON THE RECORDING AND GRADING OF PARTICIPATION**

**Policy on class attendance**

Absence from class without adequate reason shall be noted and considered in evaluating participation. If you are aware of any planned absence(s) please provide the instructor with written notification at your earliest convenience.

**Macro-recording of participation and post-class inspection of record**

The instructor will typically ask a different member of the class to “mark participation” during each session. This simply involves recording one check mark for each separate contribution to the discussion (regardless of whether mandatory or voluntary). The grader will apply their best judgment in defining “separate”. All students enrolled in the class are permitted to examine the participation record in the 30 minutes immediately after the class session in order to check that their presence and participation has been accurately recorded. After the 30 minute window all sheets will be considered permanent records.

**Micro-recording of individual-specific participation**

In an effort to provide students with the opportunity to document their participation efforts, the instructor will provide, if requested, a voluntary class participation sheet that may be copied by students for classroom use. All completed copies must be handed in to the instructor immediately after the class in which the participation occurred.

**Grading class participation: Criteria**
Assuming your physical presence during class sessions, your participation will be assessed by the instructor using five criteria: initiative, mastery, creativity, synthesis and tact. Students may request and receive feedback on their class participation periodically throughout the semester although they will typically be provided with mid-term feedback (using the five levels of Excellent, High Pass, Pass, Low Pass and Unsatisfactory per: Exhibit B).

Student concerns about participation

Students are encouraged and expected to initiate discussion with the instructor if they encounter difficulty in participating in class. While the instructor may initiate discussion with the student on this subject, this should neither be expected nor relied upon. In addition, please be advised that each student will be responsible to check the class seating chart and make sure their name is properly recorded on the seating chart.

AFTER CLASS

Concerning use of one-page post-class synthesis essays

Students are invited to prepare short (one-to-two typed pages maximum) synthesis essays after one or more class sessions with students selecting the class sessions. The essays’ purpose is to assist students in maximizing their in-class learning experience and develop their summarization and communication skills. The essay should be divided into two parts: Insights From Class Discussion, and Insights From Supplemental Media (please see Exhibit C at the back of the outline for a sample format).

Concerning the delivery of one page preparatory essays:

Please send your essay to the course email account by 7:00 a.m. on the day of the next class session in order to receive credit. Given the opportunity to plan ahead for the timely completion of the essays, please be advised that, late essays will not be accepted.

MISCELLANEOUS NOTES ON GRADING-RELATED MATTERS

Concerning the public reading of the one page pre-class, post-class and film-based essays

In the interests of making the discussion as relevant as possible to your current state of understanding, the instructor may wish to read some or all of one or more of your essays to the class. If you do not wish your essay to be read publicly either in whole or in part, please write DO NOT READ in BOLDED CAPITAL LETTERS at the top of the essay. If you are willing to have your essay read to the class, you need add no special markings, as mentioned previously. Finally, please be advised that public reading of your essays does not constitute a form of class participation.

Concerning grading of the one page pre-class, post-class and film-based essays

In determining your mark for the pre-class, film-based and post-class essays, please assume each completed submission is worth one mark. The instructor will intermittently review some, or all, of the essays and may provide feedback (in the form of ‘S’, ‘U’, or ‘UL’, for Satisfactory, Unsatisfactory, and Late-Unsatisfactory, respectively – no re-dos will be allowed on essays graded ‘U’ or ‘UL’). Unless notified by the instructor as to the essay’s unsatisfactory quality, you may assume each completed essay counts toward the required number of submissions.

Concerning the periodic updates on pre- and post-class essays, film essays, interviews and class participation

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19 Students are required to prepare a total of 10 one-page essays, which may include pre-class, post-class and/or film essays as described in the course syllabus.
The instructor will typically post a working draft of the course’s grading spreadsheet outside approximately halfway through the semester. Any students wishing to challenge any of the data recorded have one week from the day of posting in which to do so. Please express your challenge in writing.
OPTIONAL BONUS ACTIVITIES

Introduction:

Interested students are invited to participate in one or more of the following exercises. Due dates are noted in the course schedule.

EXERCISE #1: ‘SLAVES AT SEA’

Description:

Given the re-emergence of the international slave trade and the course’s consideration of human trafficking, this exercise is intended to provide interested students with a four-hour simulation of a Master-Slave relationship.

Instructions:

1) Any students interested in voluntarily participating in this exercise will write their name on a piece of paper, which will be mixed together in random fashion on the day prior to the session on human trafficking.

2) Names will then be drawn out one at a time with the role of Master assigned to the first name and Slave assigned to the second name.

3) Each pair of students will meet after the lotteries to determine where and when they will meet to begin their Slave-Master relationship.

4) Given the limited time available, the exercise must be completed within 48 hours of the lottery. The exercise may not take place during class time.

5) Terms of Master-Slave Relationship:
   a. Master’s rights and responsibilities:
      i. Master may not require the Slave to complete any academic assignments that would be submitted for credit (e.g., preclass essays); however, Master may require Slave to take notes (e.g., during class), which will then become property of Master.
      ii. Master is permitted to require Slave to complete a general range of normal daily activities including, but not limited to, carrying books, saving a table in dining hall, going through cafeteria lines for Master.
      iii. Master may not in any way request or require any behavior that is immoral, illegal or humiliating to the Slave (e.g., stealing, lying, sexual behavior, etc.). No physical contact-aggression in any form may be exercised by the Master on the Slave.
      iv. Master may bring any attempt by Slave to escape or evade duties to Instructor’s attention, who will then preside as Judge, with punishment including extension of duration of Master-Slave Relationship.
      v. Neither Master nor Slave permitted in any private residence during the term of the Relationship.
   b. Slave’s rights and responsibilities:
      i. Slave will surrender their SAS Identification Card to Master at the beginning of the Relationship, which Master will return to Slave at the end of the exercise.
      ii. Slave required to respectfully address the Master as ‘Sir’ or ‘Ma’am’ (per: Master’s gender) or other title of respect as determined by Master.
      iii. Slave will remain standing at all times in presence of Master, unless Master invites Slave to sit. If not initiated by Master, Slave will request permission to sit.
      iv. Slave is not permitted to make eye contact with Master unless permitted by Master.
      v. Slave may not speak to Master, unless spoken to by Master.
vi. Slave will walk at least two yards behind Master
vii. Slave must request permission to go to restroom no more than once per hour with said restroom visit taking no more than 10 minutes. However, Master may withhold permission for up to five minutes before granting Slave’s request.
viii. Slave may under no condition attempt to escape or evade duties.
ix. Slave is not permitted to communicate with any other Slave, unless permitted by Master.

6) Post-Relationship report: Both Master and Slave are required to complete a post-exercise report, which will include the following:
   a. A short written first-person reflection that includes discussion of:
      i. Why you decided to participate in the experiment,
      ii. What role you were initially assigned and how you felt upon being assigned to that role,
      iii. What it felt like while you were in your role
   b. After completing Part (a) meet your counterpart at a pre-arranged time and place for a brief (10-15 minute) meeting during which you read each other’s Part (a) and then offer your reactions, if any, to what the other has written. Then write a short summary on what, if anything, you learned from your counterpart’s reactions.
   c. Submit your individual report to the course’s email account as noted in the course schedule. Please use the following format for the optional exercise essay’s subject line: LastName, FirstName, Exercise#1, (e.g., White, Jim Exercise#1).

Grade-related implications:

Students completing this exercise will receive two bonus marks.

EXERCISE #2: ‘KITTY HAWK IN THE CLASSROOM: TO CROSS TYMITZ SQUARE’

Description:

In the spirit of the engineering challenge represented by the creation of the Panama Canal, interested students are invited to create a paper aircraft capable of carrying $1 in coins across Tymitz Square, with your aircraft being launched from Deck 6 above Tymitz Square.

Instructions:

Interested students may work individually or in a group (note; the only group-related implication is that your aircraft design must use the same number of 8” x 11” sheets as the number of people in the group (for example, a group of four must create an airplane that uses four sheets of paper in its design). Any students electing to work in a group will receive the same number of bonus points for the exercise.

Your aircraft must be designed to transport exactly $1US (or local currency) in coins; however, you may use any combination of coins (e.g., four 10¢, two 5¢ and two 25¢, etc.).

Interested students may not simply crumple their paper into a ball, so far as this would constitute a projectile rather than an aerodynamically sensitive aircraft-based design. Students may not use any buoyancy-enhancing gases (e.g., helium) or electromechanical propulsion devices (e.g., leafblowers) to enhance their aircraft’s prospects; neither may they simply attach some paper and coin(s) to a Frisbee.

Description of intra-session classroom process:

Please bring your finished prototype to class and be prepared to make a three-minute presentation that seeks to get ‘buy-in’ from your classmates. The presentation should include a brief description of:

1) how the aircraft was developed, including mention of any relevant test flight results (please note: no video
footage may be shown during presentations)

2) your assessment of the aircraft’s prospects for clearing the ‘Tymitz Canyon’ and landing on the near or far table in the library

3) After all entries have presented their designs, all students will select the aircraft that they perceive as having the best prospects for success. Votes will be cast by secret. In the spirit of the University of Virginia Honor Code, students are not permitted to “vote” on their own aircraft. After the “votes” are collected all interested individuals will proceed to Deck 6 overlooking Tymitz Square for the ‘fly-off’.

Evaluation and grading of fly-off:
You will be evaluated using two equally weighted measures: (1) .1 marks for each vote received to a maximum of 10 votes (or one mark) and (2) your aircraft’s actual performance determined as follows:

a) .5 point - successfully flying from the designated launch area and landing within the general designated landing area on the other side of ‘Tymitz Canyon’ (as noted by instructor)

b) 1 points - successfully flying from the designated launch area and landing on the first table of the library (as noted by instructor)

c) 2 points - successfully flying from the designated launch area and landing on the second table of the library (as noted by instructor)

d) maximum number of possible bonus marks is 3 (based on receiving 10 votes and landing on the second table of the library)

EXERCISE #3: ‘LIVING ON “THE 1,000 WORD-A-DAY” DIET’

Description:

Approximately one-fifth of the world lives on (or less than) $1 a day and about one-half live on (or less than) $2 per day. In the spirit of this disparity, students are invited to voluntarily experience self-inflicted poverty for one day. The nature of the poverty will center not on dollars or calories, but on spoken words. According to informal estimates20, the average person speaks between 6,073 (Male) and 8,805 (female) words per day. Drawing on these estimates, students are invited to ‘live on’ 1,000 words (including all spoken and written words that might be used to communicate with another human being) for one 24-hour period. Students may not utilize hand gestures. They may, however, use a written note (E.g., ‘I cannot speak as I am restricted to 1,000 words for today’) with the understanding that each time the note is shown the number of words communicated on the note count toward the 1,000 word maximum (e.g., the previous example would count for 12 words each time it is displayed, although more than one individual could read the note at the same time). In the event of confusion concerning number of words spoken, please enter the phrase in question into Microsoft Word and utilize the ‘Word count’ tool to determine the number of words.

Instructions:

(1) Students will develop a written log that documents the exact number of all spoken or written words during one 24-hour period. For repeated use of the same word (e.g., ‘Hello’ you may simply wish to have a tally stroke system).

(2) A final count of the total number of words spoken during the 24-hour period (e.g., 996 words).

(3) Please also keep a running journal (which is separate from and not bound by the 1,000 word limit) of any thoughts and emotions that come to mind before, during or after the 24-hour period.

(4) Please send in your final report with number of words spoken (per: Step 2) and reflections (Step 3) to the course email account per: the course schedule.

Grade-related implications

All students who complete this exercise will receive one bonus point.

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20 http://wiki.answers.com/Q/How_many_words_a_person_speaks_in_a_day
NOTE ON MID-TERM BOOK REVIEW

Nature of midterm assignment: Content-related expectations

Your midterm assignment consists of reflecting on the book ‘Illicit’ alongside your in-port experiences, onboard conversations and general observations in responding to several of the questions including, but not limited to, the following:

a) What is Naím’s basic thesis concerning the emergence of illicit activity? What is happening? Why is it happening?

b) Based on what you observed during the voyage, to what extent is Naím’s thesis valid? Said differently, to what extent and under what conditions did you observe business activity along any of the lines he described? You are encouraged to scan local English language newspapers and magazines and television in the countries visited and also interview local citizens. Specific examples are encouraged.

c) Did you observe any other forms of illicit activity beyond what Naím wrote about?

d) Were all countries equally impacted?

e) How did local people appear to view to the activity noted? What, if anything, did they do in response to the illicit activity?

f) Based on your observations and/or commentary from one or more local persons, what small and/or large steps might be taken to mitigate the illicit business activity you observed?

g) Based on what you have observed during this voyage, what are the potential implications for the enactment of the United Nations Millenium Development Goals

Written report: Content and length

Priority should be given to quality rather than quantity. A rough length guideline is between five and seven double-spaced pages double-spaced, 12-point Times font not including supplemental exhibits. Any pages beyond the seven-page limit are submitted at your own risk and may face a length-related penalty.

Written report: Spelling, grammar and presentation

Please be advised that papers will be penalized up to 10 points in each of the three areas of spelling, grammar and general presentation for a maximum total deduction of 30 points (out of 100 total points). Spelling errors refer to intra-word-related defects, while grammar refers to intra-sentence-related defects, and presentation refers to any general flaw in headings, flow, page numbering, font change, etc. that distracts the grader from the ideas of the paper. Your paper can receive a failing grade even though content is adequate. Therefore, if you seek to maximize your final paper’s mark you are encouraged to write clearly, proofread your writing for grammatical errors, check your spelling and use appropriate headings and sub-headings to organize your paper.

Determination of due date for written report and presentation

The due date for the assignment is noted on the session schedule. Excepting exceptional circumstances or special arrangements made with the instructor, late submissions will be penalized 10% of the total grade per hour.
NOTE ON FINAL INTEGRATIVE ESSAY

Nature of final assignment: Content-related expectations

Your final integrative essay consists of reflecting on the course’s content, your in-port experiences and onboard conversations and observations in responding to several of the questions including, but not limited to, the following:

a) What does it mean to assert that business is potentially a tool of liberation and/or oppression as it concerns the enactment of the United Nations Millennium Development Goals?

b) Based on what you encountered during this voyage, to what extent is the double-edged assertion that underlies this course warranted? Said differently, to what extent and under what conditions did you observe business activity serving a liberating function? An oppressive function? Specific examples are encouraged.

c) Based on what you have encountered during this voyage, what do you see ahead? More specifically, what are the practical implications for your career decisions? How about the practical implications for your consumption behaviors?

d) As you look toward the future, describe the kind of a worldview that is called for in order to help realize business activity’s potential liberating function and minimize its oppressive potential.

e) Finally, read Karl Weick’s article ‘Small wins’. In the spirit of that article, what small steps would you advise yourself to take in order to continue developing and sustaining the worldview you described in response to the previous question?

Written report: Content and length

Priority should be given to quality rather than quantity. A rough length guideline is between seven and ten double-spaced pages double-spaced, 12-point Times font not including supplemental exhibits. Any pages beyond the ten-page limit are submitted at your own risk and may face a length-related penalty.

Written report: Spelling, grammar and presentation

Please be advised that papers will be penalized up to 10 points in each of the three areas of spelling, grammar and general presentation for a maximum total deduction of 30 points (out of 100 total points). Spelling errors refer to intra-word-related defects, while grammar refers to intra-sentence-related defects, and presentation refers to any general flaw in headings, flow, page numbering, font change, etc. that distracts the grader from the ideas of the paper. Your paper can receive a failing grade even though content is adequate. Therefore, if you seek to maximize your final paper’s mark you are encouraged to write clearly, proofread your writing for grammatical errors, check your spelling and use appropriate headings and sub-headings to organize your paper.

Determination of due date for written report and presentation

The due date for the assignment will be finalized in class. Excepting exceptional circumstances or special arrangements made with the instructor, late submissions will be penalized 10% of the total grade per hour.

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NAME OF STUDENT
SESSION NUMBER AND TITLE

Instructions: Begin by retyping the question you are assigned. Use unbolded italics for the question. When there are multiple sections for a pre-class question, break up the question into sections and answer each of the section separately. Please type your answers in bold font. For example:

*How important is the Vietnamese market opportunity to Technophar (as outlined in “Technophar in Vietnam”)?*

Begin typing your answer here in bold font.

*Compared to the other countries mentioned, how would you assess the comparative prospects of the Vietnamese opportunity?*

Begin typing the next section of your answer here.

*In what ways does “Working in a Vietnamese voice” help you better understand the unique features of the Vietnamese market? In what ways does the government play a role in shaping these unique features?*

Begin typing the final section of your answer here in bold font.
## EXHIBIT B
Summary of class participation standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Initiative</th>
<th>Mastery</th>
<th>Creativity</th>
<th>Synthesis</th>
<th>Tact</th>
<th>Approximate Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Initiates participation daily</td>
<td>Well above average in applying, analyzing, evaluating, synthesizing assigned material</td>
<td>Well above average in going beyond assigned material by offering new perspectives, analogies, etc.</td>
<td>Well above average in offering integrated summaries of class discussion</td>
<td>Well above average in offering sensitively delivered and concise input</td>
<td>80-100</td>
</tr>
<tr>
<td>High pass</td>
<td>Initiates participation weekly</td>
<td>Above average in applying, analyzing, evaluating, synthesizing assigned material</td>
<td>Above average in going beyond assigned material by offering new perspectives, analogies, etc.</td>
<td>Above average in offering integrated summaries of class discussion</td>
<td>Above average in offering sensitively delivered and concise input</td>
<td>70-79.9</td>
</tr>
<tr>
<td>Pass</td>
<td>Initiates participation bi-weekly</td>
<td>Average in applying, analyzing, evaluating, synthesizing assigned material</td>
<td>Average in going beyond assigned material by offering new perspectives, analogies, etc.</td>
<td>Average in offering integrated summaries of class discussion</td>
<td>Average in offering sensitively delivered and concise input</td>
<td>60-69.9</td>
</tr>
<tr>
<td>Low Pass</td>
<td>Initiates participation monthly</td>
<td>Below average in applying, analyzing, evaluating, synthesizing assigned material</td>
<td>Below average in going beyond assigned material by offering new perspectives, analogies, etc.</td>
<td>Below average in offering integrated summaries of class discussion</td>
<td>Below average in offering sensitively delivered and concise input</td>
<td>50-59.9</td>
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<tr>
<td>Unsatisf.</td>
<td>Student did not participate</td>
<td>Student did not participate</td>
<td>Student did not participate</td>
<td>Student did not participate</td>
<td>Student did not participate</td>
<td>&lt; 50</td>
</tr>
</tbody>
</table>
EXHIBIT C
Sample of post-class integration essay

NAME OF COURSE
NAME OF STUDENT
SESSION NUMBER AND TITLE

Instructions: present your post-class insights in two sections using the format shown below. Use *unbolded italics* for the headings and **bold font** for the observations. For example:

**INSIGHTS FROM CLASS DISCUSSION**

Begin your answer here in bold font.

**INSIGHTS FROM SUPPLEMENTAL MEDIA**

Begin your answer here in bold font.
EXHIBIT D
COURSE EVALUATION CONTRACT

Final grades in this course will be evaluated using a variety of metrics as listed below. The weighting of several of these components may be set within certain parameters by each student, as determined below. The objective of this Evaluation Contract is to give you the opportunity to demonstrate your understanding of the course material in the manner which you feel best leverages your strengths. Your completed Course Evaluation Contract must be submitted on or before Session 6 and cannot be altered after that date. Provide the signed original contract to the instructor.

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Default</th>
<th>Contracted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory components (30%):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pre-class/Film/Post-class essays (10 @ 1%)</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>• Field Lab assignment</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Intra-class-related (20-35%):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Class participation (Sessions 2-10)</td>
<td>20</td>
<td>35</td>
<td>20</td>
<td>____</td>
</tr>
<tr>
<td>Midterm and final assignments (35-55%):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Midterm integrative book review (due Session 6)</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>____</td>
</tr>
<tr>
<td>• Final integrative essay (due Session 10)</td>
<td>20</td>
<td>35</td>
<td>30</td>
<td>____</td>
</tr>
</tbody>
</table>

PLEASE CHECK THAT YOUR TOTAL EQUALS EXACTLY 100% 100% ____

Title of Course_________________________ Term/Year_________________________

Print Name_________________________ Student #_________________________

Signaturee_________________________ Date_________________________

22 Students not handing in a completed contract or a contract not totaling 100% will be assigned default percentages.