

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	International Education
Division:	Lower Division
Course Number and Title:	IE 272 World Interdependence – Current World Issues (Focus: Human Rights) (Section 2)
Faculty Name:	Donna H. LeFebvre
Semester Credit Hours:	3

Prerequisites: None

Meeting: A days, 1230-1250 in Vierjahres

COURSE DESCRIPTION

This course introduces students to contemporary, global, human rights issues. The course examines the international, moral, ethical, and legal issues that emerge when accepted human rights principles clash with political, social, cultural, and economic interests; customs, traditions, and religion; and informal and formal policies and laws. Course topics include the identification and definition of human rights under international law; due process and accepted international human rights principles; genocide and “ethnic cleansing”, war crimes, and crimes against humanity; indigenous groups and land rights; xenophobia; gender, ethnic, racial, class, caste, religious, and other minority group discrimination and violence; sexual morality, culture, and laws; human rights in conflict zones; torture and killings by police, soldiers, or militias; international corporations, globalization, and exploitation of labor and natural resources; poverty and exploitation of the poor; contemporary slavery; and the impact of government and private corruption on human rights. We will analyze the efforts by the UN, national governments, human rights NGOs, recent war crimes tribunals, and the international community to promote and protect human rights and deter human rights violations. This course will rely on case studies from port countries.

LEARNING OBJECTIVES

1. Introduce students to the global ethical and legal issues that emerge when individual and human rights conflict with laws, economics, customs, traditions, religions, and government practices and policies.
2. Introduce students to key global human rights obligations and principles, as embodied in international norms, traditions, customs, models, conventions, and laws, and learn how to apply these norms to specific human rights issues in port countries

3. Identify and analyze the most serious human rights abuses globally and in port countries and determine the impact of religion, politics, ethnicity/race, class, national law, local practices, international agencies, economics, and culture on these issues. Identify the similarities and differences among countries with regard to human rights abuses.
4. Develop strategies and solutions that would promote human rights and curb abuses in each port country: What innovative strategies, services, and remedies would YOU put into place? Why? How would you implement these, provide oversight, and evaluate progress?
5. Connect, through in-country field classes and other experiential learning, your classroom learning to your experiences and observations in port countries.

REQUIRED TEXTBOOKS

AUTHOR: Kevin Bales

TITLE: *Disposable People: New Slavery in the Global Economy*, 3rd ed.

PUBLISHER: University of California Press

ISBN #: 981238748X

DATE/EDITION: 2012/3rd Ed.

AUTHOR: Eva Pils

TITLE: *Human Rights in China Today*

PUBLISHER: Polity

ISBN #: 1509500707

DATE/EDITION: 2017

AUTHOR: John Hersey

TITLE: *Hiroshima*

PUBLISHER: Vintage

ISBN #: 0679721037

DATE/EDITION: 1989

AUTHOR: Fred Wilcox

TITLE: *Scorched Earth: The Legacy of Chemical Warfare in Vietnam*

PUBLISHER: Pluto Press

ISBN #: 0745337686

DATE/EDITION: 2017/1st Ed.

AUTHOR: Alpa Shaw, et al.

TITLE: *Ground Down by Growth: Tribe, Caste, and Inequality in Twenty-First Century India*

PUBLISHER: Seven Stories Press

ISBN: 1609801385

DATE/EDITION: 2011

TITLE: COURSE READER for IE 272 World Interdependence – Current World Problems (Focus: Human Rights), provided by Instructor, on ship's Intranet.

TOPICAL OUTLINE OF COURSE

January 5 – Depart Ensenada, Mexico

A1—January 7: Introduction to Course

Topics: Ethics and Human Rights: History, Background, Ethical Models; Application and Relevance of International Definitions, Documents, and Models

1. United Nations-Based Human Rights Law and Norms; Declaration of Human Rights
2. Human Rights generally
3. Respect for Civil Liberties and Rule of Law
4. The International Criminal Court
5. Other definitions and models based on customary law, tradition, religion, or values and belief

A2—January 9: Hawaii

Readings: Course Reader, articles on Hawaii, on electronic reserve; from *Disposable People: New Slavery in the Global Economy*; *The Global Struggle for Human Rights: Universal Principles in World Politics* (on reserve)

Topics

1. Human rights generally; respect for civil liberties and rule of law
2. Indigenous Hawaiians, today's sovereignty movement, and history of U.S. control of Hawaii as a "sugar colony" worked by hundreds of thousands of Chinese and Japanese workers
3. Japanese American Internment Camps in Hawaii during WWII
4. Sex and Labor Trafficking; LGBT rights and attitudes
5. Hawaii: U.S. federal statutes on sex and labor trafficking; U.S. State Department annual global and domestic Trafficking in Persons Report (TIP); Hawaii state trafficking laws
6. What else needs to happen in Hawaii with regard to human rights? What are 4 things that YOU would do with regard to human rights issues in Hawaii?
7. Human rights generally in Japan; respect for civil liberties and rule of law
8. Discrimination against Japanese indigenous groups and non-Japanese, based on ethnicity/race, religion, and class

A3—January 11: Japan

Readings: From Course Reader-Japan; finish *Hiroshima*; from *The Global Struggle for Human Rights* (on reserve)

Topics:

1. The use of atomic bombs as immoral and a violation of human rights norms: are atomic bombs ever justified?
2. Religion inequality and discrimination
3. Gender-based inequality and discrimination
4. LGBT rights and attitudes
5. Sex and labor trafficking networks and organized crime in Japan

January 12– Honolulu, Hawaii

A4—January 14: Japan

Readings: From Course Reader-Japan; from *The Global Struggle for Human Rights* (on reserve)

Topics

1. U.S. State Department annual global Trafficking in Persons Report (TIP)
2. LGBT rights: same sex marriage, civil unions, discrimination
3. Some solutions: What are the government, NGOs, and local communities doing to promote women and development with regard to human rights in Japan?
4. What else needs to happen in Japan? What are 4 things that YOU would do with regard to overcoming obstacles in Japan?

January 16-International Date Line Crossing (Lost Day)

A5—January 17: China

Readings: from Course Reader-China; from *Human Rights in China Today*; *The Global Struggle for Human Rights* (on reserve); *Disposable People: New Slavery in the Global Economy*

Topics

1. Human rights generally; respect for civil liberties and rule of law
2. Rights of Chinese prisoners to bodily integrity and freedom from arbitrary death sentences vs. secret executions, harvesting of organs, and organ sales to foreigners; recent Chinese laws vs. practices
3. Women in China
4. The impact of the legacy of the one child policy: government enforced abortion, sterilization, and birth control; traditional, cultural, and economic preference for a male child resulting in prenatal screening and abortion of female fetuses; infanticide; nutritional neglect, or abandonment of female babies
5. Surplus of males and skewed gender ratios in China and the shortage of women leading to predicted dystopian results

January 19 – Study Day (No Class)

A6—January 20: China (*continued*)

Readings: from Course Reader-China; from *Human Rights in China Today*; *Disposable People: New Slavery in the Global Economy*

Topics:

1. Persecution and discrimination based on religion, ethnicity, minority status, and political beliefs
2. Conflict with and persecution of Uyghurs
3. Censorship—Websites, social media, and the “Great Firewall”, books, films, newspapers, journalists
4. Prosecution, sham trials, and imprisonment of academics, human rights activists

A7—January 22: China

Readings: review Japan readings in Course Reader; readings on China from Course Reader; from *Human Rights in China Today*

Topics

1. Japan review
2. Sex and labor trafficking in mainland China and Hong Kong
3. LGBT rights in China: decriminalization of homosexuality in 1997 and government intolerance and limits based on “abnormal sexual lifestyles”; same-sex marriage, civil unions; discrimination
4. Government and private corruption
5. Workers in China: Corporate human rights abuses; abuses in factories; pollution of resources; economic greed; impact of population and government policies
6. Some solutions in China: What are the government, NGOs, and local communities doing to promote women and development with regard to social movements, laws, programs, or other incentives or disincentives to overcome obstacles?

January 24-28 – Kobe, Japan

A8—January 29: China

Readings: Review of China Readings in Course Reader; finish *Human Rights in China Today*; from *Scorched Earth: The Legacy of Chemical Warfare in Vietnam*

Topics:

1. What else needs to happen in China? In Hong Kong? What are 4 things that YOU would do with regard to overcoming obstacles to women and development in China? Explain and justify.
2. Oral Presentation on China

January 31 - February 1– Shanghai, China

February 2-3 – In Transit

February 4-5 – Hong Kong, SAR

A9—February 6: Vietnam

Readings: All Vietnam readings-Course Reader; finish readings from *Scorched Earth*; *Disposable People: New Slavery in the Global Economy*

Topics:

1. Human rights generally; respect for civil liberties and rule of law
2. Trading censorship and individual liberties for civil order and economic prosperity; exploitation of foreign workers.
3. Labor and Sex trafficking and slavery; human rights of liberty, freedom from bondage, and the government’s failure to protect citizens
4. Women and human rights: Prostitution, slavery, and massage parlors—NO “happy endings”
5. LGBT rights and attitudes
6. Persecution of minority groups; discrimination based on ethnicity
7. Human rights and Agent Orange: U.S. moral responsibility today for health problems, birth defects, and environmental disaster in Vietnam from use of Agent Orange
8. What else needs to happen in Vietnam? What are 4 things that YOU would do with

regard to overcoming obstacles in Vietnam?

February 8-13 – Ho Chi Minh City, Vietnam

A10—February 14: Myanmar

Readings: in Course Readings-Myanmar; from *The Global Struggle for Human Rights* (on reserve); *Disposable People: New Slavery in the Global Economy*

Topics:

1. Human rights generally; respect for civil liberties and rule of law
2. Rohingya: Murders, rapes, armed conflict, “ethnic cleansing” by government, militia, and other armed groups: Atrocities against Rohingya villagers, including extrajudicial killings, disappearances, [mass rape and gang] rape, torture, arbitrary arrest, and burning of tens of thousands of homes and some religious structures and other buildings”: Is this genocide?
3. Refugees and IDPs (internally displaced person) crisis; camps in Bangladesh
4. Ethnic and religious discrimination
5. Government corruption
6. Women: Poverty of women; women and work –no equal pay, no enforcement of laws regarding equality
7. Labor and Sex trafficking; forced labor by military and child soldiers
8. LGBT rights and attitudes
9. Short documentary films on Rohingya crisis

February 16– Community Programming (No Class)

A11—February 17: Myanmar (*continued*)

Readings: Course Reader–finish rest of Myanmar readings

Topics:

1. Some solutions: What are international institutions and organizations, NGOs, others doing to assist women and development with regard to the obstacles above?
2. What else needs to happen in Myanmar? What are 4 things that YOU would do with regard to overcoming obstacles in Myanmar?
3. Oral Presentation on Myanmar

February 19-23 – Yangon, Myanmar

A12—February 24: MIDTERM EXAM

A13— February 26: India

Readings: Course Reader-India; from *Ground Down by Growth: Tribe, Class, and Caste in Twenty-First Century India*; from *Disposable People: New Slavery in the Global Economy*

Topics:

1. Human rights generally; respect for civil liberties and rule of law
2. Dowry and human rights abuses: violence against women—acid attacks, “Honor” killings; “honor suicides”; gang “honor” rapes; and poverty
3. “Kidneyville”: poverty, organ safaris, transplant tourism, dowry demands, and sale of organs: the individual’s right to personal bodily privacy vs. ethics, human rights, and

- state policy
4. The sale of humans: slavery vs. human rights of liberty, freedom from bondage, and the government's failure to protect citizens; sale of children into slavery by parents; child labor
 5. Discrimination and violence based on caste or religion
 6. Women: traditional, cultural, and economic preference for a male child resulting in prenatal screening and abortion of female fetuses; infanticide; nutritional and other neglect, or abandonment of female babies; a surplus of males and skewed gender ratios in India and the shortage of women, leading to dystopian results
 7. LGBT rights and attitudes
 8. Corporate abuses: The Bhopal disaster and Union Carbide; ethical responsibilities of corporations and violations of human rights

February 28 – March 5 – Cochin, India

A14—March 6: India (*continued*)

Readings: India, in Course Reader; finish readings from *Ground down by Growth: Tribe, class, and Caste in Twenty-First Century India*; from *Disposable People: New Slavery in the Global Economy*

Topics

1. What else needs to happen in India? What are 4 things that YOU would do with regard to human rights in India?
2. Oral Presentation on India

March 7– Community Programming (No Class)

A15—March 9: Mauritius

Readings: Course Reader articles on Mauritius; finish *Half the Sky*

Topics:

1. Human rights generally; respect for civil liberties and rule of law
2. The legacy of indentured servitude
3. Forced labor and sex trafficking
4. Women's rights; LGBT rights
5. What are the government, NGOs, and local communities doing to protect human rights? What else needs to happen? What are 4 things that YOU would do with regard to overcoming obstacles?

March 11 – Port Louis, Mauritius

A16—March 12: Oral Presentation on India (continued from A14)

A17—March 14: South Africa

Readings: Articles on South Africa-Course Reader; readings from *A Path Appears: Transforming Lives, Creating Opportunity*; readings from *Blood Diamonds* (on reserve); from *Bring Me My Machine Gun: The Battle for the Soul of South Africa* (on reserve)

Topics:

1. Human rights generally; respect for civil liberties and rule of law

2. Townships: Entrenched poverty and the government's 20-year-old post-apartheid promises of land, housing, education, and jobs
3. Racism; persistence of racial classifications: Reconciliation in post-apartheid South Africa: myth or reality?
4. Women: Sex trafficking of women and girls; rape culture in SA; "hate rapes" and murder of lesbians
5. LGBT rights: Same sex marriage in South Africa and homophobia
6. Corruption
7. Xenophobia and violence
8. Short documentary films on townships and District 6

A18—March 16: South Africa (*continued*)

Readings: Articles on South Africa in Course Reader; readings from *Blood Diamonds* (on reserve); from *Bring Me My Machine Gun: The Battle for the Soul of South Africa* (on reserve)

Topics:

1. What are international institutions and organizations, NGOs, others doing to assist human rights? What else needs to happen in South Africa? What are 4 things that YOU would do with regard to human rights in South Africa?
2. Oral Presentation on South Africa

March 18-23—Cape Town, South Africa

A19—March 24: Ghana

Readings: Ghana-Course Reader; readings from *A Path Appears: Transforming Lives, Creating Opportunity*; from *Disposable People: New Slavery in the Global Economy*; from *The Global Struggle for Human Rights* (on reserve)

Topics:

1. Human rights generally; respect for civil liberties and rule of law
2. Women and human rights: Sex trafficking of women and girls; FGM; work and poverty
3. Child slaves and labor: Internal and international trafficking, slavery, and sale of children; child labor and the cocoa industry; Fair Trade policies
4. LGBT rights
5. The mining industry: human rights and environmental abuses
6. Refugees

A20—March 26: Ghana (*continued*)

Readings: Articles on Ghana-Course Reader; readings from *A Path Appears: Transforming Lives, Creating Opportunity*; from *Disposable People: New Slavery in the Global Economy*; from *The Global Struggle for Human Rights* (on reserve)

Topics:

1. Rape, FGM, and Fistulas
2. Film: Lumo

A21—March 28: Ghana and West Africa

Readings: Finish: Course Reader articles on Ghana Articles on Ghana in Course Reader; *A Path Appears: Transforming Lives, Creating Opportunity*; and *Disposable People: New Slavery in the Global Economy*

Topics

1. What are international institutions and organizations, NGOs, others doing to assist human rights? What else needs to happen in South Africa? What are 4 things that YOU would do with regard to human rights in South Africa?
2. Ghana Oral Presentation

March 30-April 1 – Takoradi, Ghana

April 2-3 – Tema, Ghana

A22—April 4: Morocco

Readings: Course Reader, all articles, Morocco; Chap. 7 *The Global Struggle for Human Rights* (on reserve)

Topics:

1. Human rights generally; respect for civil liberties and rule of law
2. Impunity, Corruption, and Lack of Transparency in Moroccan Government
3. Police: Arbitrary arrest and detention; widespread corruption; disregard for the rule of law Police, Respect for the Integrity of the Person, and Administration of Justice
4. Women- Gender-based discrimination; inequality; “honor” crimes and killings; sexual violence; forced and child marriage
5. Forced labor and sex trafficking
6. Discrimination and violence against refugees; migrants, and national/racial/ethnic minorities; xenophobia
7. Discrimination and violence based on sexual orientation and gender identity: Consensual same-sex sexual activity is crime; government deems lesbian, gay, bisexual, or transgender (LGBT) orientation or identity illegal; no hate crime laws

A23—April 6: Oral Presentations on Experiential Learning in All Ports

Students’ Field Experiences on Human Rights Revisited and Compared—Overview of Port Countries and Regions:

In this class, students in each of the original presentation groups will report back to the class on what you learned about human rights generally—and specifically with regard to your Country Oral Presentation Topic—while traveling, attending field trips, participating in other field classes, visiting museums and other cultural sites, and talking with people in **all** the port countries. You will base this presentation on your Field Notebook, records and notes you have made and kept of your experiences, conversations, interviews, and observations relevant to human rights.

April 8 – Study Day (No Class)

A24— April 9: Oral Presentations on Experiential Learning in All Ports

Students' Field Experiences on Human Rights Revisited and Compared—Overview of Port Countries and Regions:

In this class, students in each of the original presentation groups will report back to the class on what you learned about human rights generally—and specifically with regard to your Country Oral Presentation Topic—while traveling, attending field trips, participating in other field classes, visiting museums and other cultural sites, and talking with people in **all** the port countries. You will base this presentation on your Field Notebook, records and notes you have made and kept of your experiences, conversations, interviews, and observations relevant to human rights.

April 11-15—Casablanca, Morocco

Study Day (No Class) — April 16

A25—April 17: Final Exam

April 21 – Arrive Amsterdam, The Netherlands

FIELD WORK

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

Field Class & Assignment

Your field course is on **Wednesday (all day), April 3, in Tema, Ghana**. Field Class attendance is **mandatory** for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course and are developed and led by the instructor.

You will be graded on your attentiveness and active engagement in the Field Class. You will also be graded on your Field Class Paper, which must include both of the following: 1. what you learned in the Field Class through your own observations and questions and 2. how that Field Class related to your course readings. This paper is due within 48 hours of departure from the Field Class port country. Your Field Class Participation and Field Class Paper together count as 20% of your grade.

FIELD Class: Human Rights and the Cocoa Industry in Ghana

(Tema, Ghana – DAY 5 - Wednesday, 3 April)

The destruction of land to create cocoa plantations, the use of child labor and slaves on those plantations, and the issues of fair wages and poverty of workers are all issues surrounding cocoa production and the chocolate industry. Tony's Chocolonely is a Ghanaian

company committed to “100% Slave Free Chocolate”. Our field class will include a visit and tour of a cocoa growing region, a visit with at least one local NGO working with cocoa farmers to promote and protect their welfare, and a government agency involved with monitoring different concerns connected with the sourcing and exporting of cocoa.

Field Class Objectives:

1. Gain a deeper understanding of the human rights issues, such as exploitation of children, workers, and the environment, connected with cocoa growing and production in Ghana and how these issues are linked to the global chocolate industry.
2. Understand the role of the workers, social justice NGOs, government agencies, multi-national companies, and other stakeholders in advancing or hindering human rights and environmental issues in the cocoa growing regions.
3. Enhance your knowledge of the challenges faced by workers, the government, NGOs, and companies with regard to large-scale production of global agricultural products.

Independent Field Assignments

In addition to the Field Class, above, students are also expected to complete field assignments on their own by closely observing the reality of human rights in all port countries/cities and writing information you learn in a Field Notebook. You should make observations on human rights, civil rights, and rule of law in **all** of the port cities/countries. However, with regard to 2-3 port countries, you need also to record those observations by **answering all the following questions with regard** human rights, civil rights, and rule of law, in those 2-3 countries in your Field Journal. I strongly urge you to talk to people you meet or come into contact in all countries—engage them— but you particularly need to do this in the countries that are the subject of your Field Notebook and paper. You will use your Field Journal as the basis for your Field Observations Paper due in late March. Your Field Observations Paper in April counts as 10% of your grade. **IMPORTANT NOTE: you will rely primarily on observations in Vietnam, Myanmar, and China: Remember that it is not safe—for you and for them— to ask people in those countries about most of the topics below.**

1. Are people able to move about and travel freely?
2. Do police respect the rights of citizens? Do citizens respect police? Why or why not?
3. Do citizens respect the government? Admire and respect the leader? Why or why not?
4. Do citizens respect the courts and judges? Do cases move quickly through the courts? Are judges fair and impartial?
5. Are freedom of speech, press, and media respected by the government?
6. What religions are practiced here? Is freedom of religion respected by citizens and by the government? Is there religious strife? Why?
7. Are there sharp class, race, gender, ethnic differences, discrimination and discord? What kinds of differences, i.e., in housing, government services, education, jobs, other resources? Why?
8. Is there dislike for immigrants? For other racial, ethnic, or religious groups? Why? Is there hostility? Violence?
9. Do citizens here accept people who are LGBT? Is there hostility? Violence?
10. Do both women and men appear to have jobs outside the home and inside the

- home? The same kinds of jobs?
11. What are the attitudes towards women? Are female babies a cause for joy? Are women and girls considered and treated as equal to men and boys?
 12. What appear to be the different gender norms for men and women with regard to religion, politics, roles of men and women, education, tradition, power, economic independence, families, etc.? What are the reasons?
 13. Is violence against women talked about?
 14. Are there any media advertising warnings (billboards, signs in train stations, etc.) or helplines about labor or sex trafficking or about traffickers? Are people aware of slave labor and children's labor in this country?
 15. What are the media images of women and men in this location, as reflected in covers of magazines, billboards, advertising, etc.? What appears to be the ideal image of women and men in this port city/country? Why?
 16. Do people practice dowry? Why?
 17. Are people aware of organ/kidney sales? Do they know of people who have sold a kidney?
 18. In restaurants, stalls in the market, and in stores: what gender and ethnicity are the workers, manager, waiters, clerks, etc. managers? Are there any differences in ethnicity and gender with regard to workers you observe? Are some ethnicities or genders over-represented in some stores or businesses?
 19. How does what you see in this country with regard to all these issues compare to the other countries you've seen?

Course Requirements

You will write 2 papers; make 2 formal, oral presentations; keep a Field Notebook; attend and participate in all classes, including the Field Class; and take a midterm and final exam.

Field Class Paper: See information for this, above, under Field Class Assignment

Field Observations Paper: See information, above, under Independent Field Assignments; the Field Notebook requirements are set out in this same section

First Oral Presentation on a Port-Country Human Rights Issue: Each student will use the course readings, other research, field research, and field observation to explore selected human rights issues in this course. This presentation should be interactive, informative, and should reflect not only what you learned in your readings and research, but should also connect and explore, in depth, what you saw as you experienced this country or countries. Details about the presentation will be provided in class. Before your presentation, all members of your group must meet with me to discuss what you plan to do at your presentation and give me a detailed outline, to get my feedback and approval. Important: Time should be split up so that each member has an equal amount of presentation time.

Second Oral Presentation at End-of-Semester: Re-Connecting Your Field Experience: At the end of the semester, you will re-visit your topic, above, by reporting back to the class on what you learned in the field about your presentation topic while traveling in, attending field trips, doing service, visiting museum and other sites, and participating in all your other field

classes in **all** countries. In this second presentation, you will compare, with regard to your topic, countries to each other and to the country you focused your presentation on in class. Therefore, in order to prepare for this second presentation, it's very important throughout the voyage that, in each country, you ask lots of questions (**as appropriate**), talk to people, observe carefully, take notes, and make a very good records in your Field Notebook, in order to learn all that you can on the ground about human rights issues in **every** country.

METHODS OF EVALUATION

1. Oral Presentation on Globalization, Sustainability, or Justice Issue: 20% of grade
2. Field Class Participation: 10%
3. Field Class Paper: 10%
4. End-of-Semester Oral Presentation on Reconnecting Experiential Learning to the Classroom: 10% of grade
5. Field Paper on 2-3 Ports: 10% of grade
6. Midterm Exam: 20%
7. Final Exam: 20%

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%: F
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 letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

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

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

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Alec Russell
TITLE: *Bring Me My Machine Gun: The Battle for the Soul of South Africa*
PUBLISHER: Public Affairs
ISBN #: 1586487388
DATE/EDITION: 2009

AUTHOR: Nicholas Kristoff and Shirley Wudunn
TITLE: *A Path Appears: Transforming Lives, Creating Opportunity*
PUBLISHER: Knopf
ISBN #: 0385349912
DATE/EDITION: 2014

AUTHOR: Debra DeLaet
TITLE: *The Global Struggle for Human Rights: Universal Principles in World Politics*
(Textbook)
PUBLISHER: Cengage Learning

ISBN #: 1285462602
DATE/Edition: 2014/2nd Edition

AUTHOR: Greg Campbell
TITLE: *Blood Diamonds*
PUBLISHER: Westview
ISBN #: 978-0813342207
DATE/EDITION: 2004

FILM REQUEST

Title of Film: District 9
Distributor: Sony Entertainment

OTHER FILMS: I own BBC, AJ, IRIN/UN, and other films which I will be showing

ELECTRONIC COURSE MATERIALS

IE 272 Course Reader Human Rights

ADDITIONAL RESOURCES

None