

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	International Education
Number and Title:	IE 470 Women and Development
Division:	Upper
Faculty Name:	Donna LeFebvre
Semester Credit Hours:	3

Prerequisites: None

Meeting: B days, 0930-1050 in Adlon

COURSE DESCRIPTION

This course examines the local, national, and international obstacles to women and development and initiatives that support development. Barriers to development include gender discrimination and its connection globalization, poverty, economics, politics, education, religion, laws, patriarchy, and customs and traditions. Other obstacles to development are sex and labor trafficking, slavery, and sex tourism; preference for male children and gender selection abortion; exclusion from land ownership; violence against women as a weapon in conflict zones; customary practices harmful to women, including female genital mutilation, “honor” killings, and dowry; rape and other sexual violence; family violence; mail-order brides and child marriage; and other forms of legal, ethnic, cultural, political, social, economic, and religious discrimination that impede women’s progress.

We will also evaluate international, national, legal, and NGO responses designed to promote women and development; empower women economically; and reduce gender violence and discrimination, including political and economic development programs, micro-finance, women’s cooperatives, and female-quota and other anti-discrimination laws and policies. This course will rely on port countries as case studies.

LEARNING OBJECTIVES

1. Introduce students to international and national documents and institutions creating norms, standards, goals, and mechanisms intended to attain gender equity and promote women and development
2. Introduce students, from a global perspective, to the range, kinds, and causes of barriers to women and development and the international, national, NGO, and local community responses designed to overcome these barriers and promote development
3. Examine the particular kinds of impediments to progress in port countries and the responses by those country governments, NGOs, and other relevant entities;

determine if these responses and remedies are effective or not in protecting and advancing women and development in that country

4. Examine the barriers to women and development globally and in port countries; be able to answer these questions: How are the lives of women globally different and the same as your lives? How are the barriers to women and development in each port country the same or different as the barriers you have experienced or might experience in the future?
5. Develop strategies and solutions that would promote women and development 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?
6. Connect, through in-country field classes and other experiential learning, your classroom learning to your actual experiences in port countries.

REQUIRED TEXTBOOKS

AUTHOR: Nicholas Kristoff and Sheryl Wudann

TITLE: Half the Sky: Turning Oppression into Opportunity for Women Worldwide

PUBLISHER: Vintage

ISBN #: 0307387097

DATE/EDITION: 2010

AUTHOR: Roseann Lake

TITLE: Leftover in China: The Women Shaping the World's Next Super Power

PUBLISHER: W.W. Norton

ISBN #: 9780393254631

DATE/EDITION: 2018

AUTHOR: Andrea Parrott and Nina Cummings

TITLE: Forsaken Females: The Global Brutalization of Women

PUBLISHER: Rowland Littlefield

ISBN #: 9780742545793

DATE/EDITION: 2006

AUTHOR: Souad

TITLE: Burned Alive: A Survivor of an "Honor Killing" Speaks Out

PUBLISHER: Warner

ISBN: 9780446694872

DATE/EDITION: 2005

TITLE: **IE 470 Course Reader:** Selection of very recent articles on women and development globally and in port countries, provided by professor and located Ship's Intranet

TOPICAL OUTLINE OF COURSE

January 5 – Depart Ensenada, Mexico

B1–January 8: Introduction to Course

TOPICS: Introduction: Common obstacles around the world that impede women and development; expectations of instructor

1. “Girls Are Nothing”: Attitudes and impact
2. The roles and impact of patriarchy, laws, culture, traditions, poverty, the state, the family, and religion in oppressing women, preventing equality, and impeding development
3. The impact of the lack of economic independence, economic opportunities, social independence, and education on gender oppression, inequality, health of women, violence against women, and development.
4. Impunity: Failure to enforce laws that promote and protect women and their progress
5. Cultural norms/traditions, family, and marriage
6. The issues of cultural relativism and cultural imperialism regarding traditional practices harmful to women and girls, practices that impair women and development
7. Women’s Rights are Human Rights
8. Some global solutions

B2–January 10: Hawaii

Readings: Course Reader, articles on Hawaii, on electronic reserve; readings from *Global Perspectives on Prostitution and Sex Trafficking: Africa, Asia, Middle East, and Oceania* (on reserve)

Topics

1. Some obstacles to women and development in Hawaii: Economic barriers (high cost of living, low-paying employment; employment discrimination); violence against women, sex and labor trafficking; cultural bias, other gender discrimination and inequities; prostitution; poverty; education; and patriarchy
2. Some solutions: What are governments, NGOs, and local communities doing to promote women and development with regard to social movements, laws, programs, or other incentives or disincentives to overcome these obstacles?
3. 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
4. Liliuokalani: Hawaii’s last queen
5. What else needs to happen? What are 4 things that YOU would do with regard to overcoming obstacles to women and development in Hawaii?

Honolulu, Hawaii – January 12

B3–January 13: Hawaii (continued); Japan

Readings: From Course Reader, on Hawaii and Japan; from *Transforming Japan: How Feminism and Diversity are Making a Difference* (on reserve); from *Global Perspectives on Prostitution and Sex Trafficking* (on reserve)

Topics:

Some obstacles to women and development in Japan:

1. Cultural attitudes; some Manga: sexual objectification and violence against women through 1,000 years of tradition
2. “Traditional” roles of women and men
3. Economic and employment discrimination
4. Religion and gender inequality
5. Sex and labor trafficking networks and organized crime in Japan
6. Racial and ethnic discrimination

B4—January 15: Japan (*continued*); China

Readings: From Course Reader, on Japan; from *Transforming Japan: How Feminism and Diversity are Making a Difference* (on reserve); from *Global Perspectives on Prostitution and Sex Trafficking*; read *Leftover in China: The Women Shaping the World’s Next Super Power*; from *Factory Girls: From Village to City in a Changing China*

Topics

1. U.S. State Department annual global Trafficking in Persons Report (TIP) and annual Human Rights Country Report: Women in Japan, also by U.S. State Dept.
2. Some solutions: 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 these obstacles in Japan?
3. 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)**B5—January 18: China**

Readings: Course Reader-China; *Leftover in China: The Women Shaping the World’s Next Super Power*; from *Factory Girls: From Village to City in a Changing China* (on reserve); read from *Global Perspectives on Prostitution and Sex Trafficking* (on reserve);

Topics:

Women and development in China: Some issues:

1. The impact of the now-abandoned 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; a surplus of males and skewed gender ratios in China and the shortage of women leading to predicted dystopian results
2. Female suicide and history

January 19 – Study Day (No Class)**B6—January 21: China, (*continued*)**

Readings: from Course Reader on China; finish *Leftover in China*

Topics:

Women and development in China: More issues:

1. Impact of the legacy of the one-child policy on women and development

2. Changes in the following: educated women, their entry into professions, and their status in society; traditional family and social norms regarding marriage, children, and “women’s work”; migration of rural women to factories; women working in factories; decrease in suicides of women

B7—January 23: China and Japan

Readings: Review Japan readings in Course Reader; readings on China from Course Reader; Manga assignment in Japan;

Topics:

1. Japan review
2. Sex and Labor trafficking in China; guest workers in Hong Kong
3. FILM: The Greatest Silence

January 24-28 – Kobe, Japan

B8—January 30: China

Readings: Review of China Readings in Course Reader;

Topics:

1. Japan: Discussion of Manga as reflecting attitudes toward women
2. What else needs to happen in China? What are 4 things that YOU would do with regard to overcoming obstacles to women and development in China? Explain and justify.
3. Oral Presentations on China

January 31 - February 1– Shanghai, China

February 2-3 – In Transit

February 4-5 – Hong Kong, SAR

B9—February 7: Vietnam

Readings: Read all Vietnam readings in Course Reader; readings from *Global Perspectives on Prostitution and Sex Trafficking* (on reserve)

Topics:

1. Barriers to Women and Development
 - a. Prostitution and massage parlors—**NO** “happy endings”
 - b. The impact of “sex safaris” and sex tourism on female children: demand for very young girls and HIV
 - c. Sale and slavery of girls and women for marriage, prostitution, or domestic work.
 - d. Historical cultural preference for male children and impact (surplus males, shortage of females, and skewed gender ratios on society) and successfully reversing this trend
 - e. Skin color and stereotypes of female “beauty” in Vietnam
 - f. Women and work
2. Some solutions
 - a. Microfinance, co-ops, and other funding
 - b. What are the government, NGOS, and local communities doing to promote women and development with regard to social movements, microfinance and

- economic opportunities, laws, programs, or other incentives or disincentives to overcome these obstacles in Vietnam?
3. 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

B10—February 15: Myanmar

Readings: in Course Reader: Myanmar readings, *Global Perspectives on Prostitution and Sex Trafficking: Africa, Asia, Middle East, and Oceania*

Topics:

1. Barriers to Women and Development in Myanmar;
 - a. Women and Armed Conflict= Rakhine State, Kachin State, and Shan State in Myanmar: Violence against and displacement of Rohingya and other minority women and commission by military and security forces and other groups of “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”.
 - b. Rape as Genocide: The International Criminal Tribunal for Rwanda (ICTY) found a defendant guilty of genocide for the crimes of rape and sexual assault in the *Akayesu* case: In the words of the Court, "Sexual violence was an integral part of the process of destruction, specifically targeting Tutsi women and specifically contributing to their destruction and to the destruction of the Tutsi group as a whole". The court also found that the definition of rape adopted by the ICTR — a physical invasion of a sexual nature, committed on a person under circumstances which are coercive — [includes] "an act such as...the Interahamwes thrusting a piece of wood into the sexual organs of a woman as she lay dying — [and] constitutes rape [and genocide] in the Tribunal's view" because the crime was "committed with the intent to destroy, in whole or in part, a national, ethnical, racial or religious group as such."
 - c. Ethnic and religious discrimination
 - d. Rape of partners and family violence: Social acceptability of family violence and spousal abuse, no specific laws to prohibit it, unless wife is younger than 13; impunity of perpetrators from arrest and prosecution
 - e. Government corruption
 - f. Coercive government population control by military government
 - g. Labor and Sex trafficking; forced labor by military and child soldiers
 - h. Poverty of women and women and work –no equal pay, no enforcement of laws regarding equality
 - i. Refugees and IDPs (internally displaced person) crisis
2. Some solutions: What are international institutions and organizations, NGOs, others doing to assist women and development with regard to the obstacles above?
3. What else needs to happen in Myanmar? What are 4 things that YOU would do with regard to overcoming obstacles in Myanmar?

February 16 – Community Programming (No Class)

B11—February 18: Myanmar (*continued*)

Readings: Course Reader-finish rest of Myanmar readings; readings in *Global Perspectives on Prostitution and Sex Trafficking*: (on reserve);

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. Presentation: Oral Presentation on Myanmar

February 19-23 – Yangon, Myanmar

B12—February 25: MIDTERM EXAM

B13— February 27: India

Readings: India, in Course Reader; *Half the Sky*; readings from *Global Perspectives on Prostitution and Sex Trafficking* (on reserve); *Souad: A Victim of an Honor Killing Speaks Out*

Topics:

1. Barriers to Women and Development in India
 - a. Dowry burnings, dowry murder and “suicides”, other dowry violence
 - b. Gender selection abortion of female fetuses, preference for male children, impact on society of surplus males, shortage of females, and skewed gender ratios: dowry, religion, tradition, social pressure, “girls” are nothing.”
 - c. Female infanticide, neglect, and abandonment
 - d. “Honor” killings; “honor” “suicides”; gang “honor” rapes;
 - e. Caste
 - f. Acid attacks on women
 - g. Skin color and stereotypes of female “beauty” in India
2. Short film on acid attacks

February 28 – March 5 – Cochin, India

A14—March 6: India (*continued*)

Readings: India, in Course Reader; *Half the Sky*; readings from *Global*; *finish Souad*

Topics:

1. Some solutions
 - a. Microfinance, co-ops, and other funding
 - b. What are the government, NGOs, and local communities doing to promote women and development with regard to social movements, laws, programs, microfinance and economic opportunities, or other incentives or disincentives to overcome these obstacles in India?
2. What else needs to happen in India? What are 4 things that YOU would do with regard to overcoming obstacles in India?
3. Examples of successes
4. Oral Presentation on India

March 7 – Community Programming (No Class)

B15—March 10: Mauritius

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

Topics:

1. Some obstacles
 - a. Forced labor and sex trafficking
 - b. Domestic violence and rape
 - c. Religious bias
 - d. The legacy of indentured servitude
2. What are the government, NGOS, and local communities doing to promote women and development with regard to social movements, laws, programs, microfinance and economic opportunities, or other incentives or disincentives to overcome these obstacles in Mauritius?
3. What else needs to happen? What are 4 things that YOU would do with regard to overcoming obstacles?

March 11 – Port Louis, Mauritius

B16—March 13: Oral Presentation on India (continued from B-15)

B17—March 15: South Africa

Readings: Articles on South Africa in Course Reader; readings from *Global Perspectives on Prostitution and Sex Trafficking* (on reserve); readings from *Forsaken Females*

Topics:

1. Barriers to Women and Development in South Africa
 - a. Townships: Entrenched poverty and the government's 20 year-old promises of land, housing, education, and jobs
 - b. Post-apartheid racism; persistence of racial classifications
 - c. Rape culture in SA; "hate rapes" and murder of lesbians
 - d. Domestic violence
 - e. Sex trafficking of women and girls
 - f. HIV-AIDS and women
 - g. Corruption
 - h. Xenophobia and violence
2. Some solutions: Microfinance, co-ops, and other funding

B18—March 17: South Africa (continued)

Readings: Articles on South Africa in Course Reader; from *Forsaken Females*; from *Half the Sky*

Topics:

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

March 18-23 – Cape Town, South Africa

B19—March 25: Ghana

Readings: Articles on Ghana in Course Reader; readings from *African Market Women: Seven Life Stories from Ghana, on reserve*

Topics:

1. Barriers to Women and Development in Ghana
 - a. Women and work
 - b. Sex trafficking of women and girls
 - c. FGM in Ghana
 - d. Domestic and sexual violence
 - e. Poverty, employment, and education
 - f. Sexual trafficking of women
 - g. Rape as a weapon of war
2. Some Solutions
 - a. Microfinance and women's co-op strategies and successes: Global Mamas
 - b. What are the government, international institutions and organizations, NGOs, local communities, and others doing to assist women and development with regard to the obstacles above? What are 4 things that YOU would do with regard to overcoming obstacles to women and development?

B20—March 27: Ghana (*continued*)

Readings: Articles on Ghana in Course Reader; readings from *African Market Women: Seven Life Stories from Ghana, on reserve*

Topics: Rape, FGM, and Fistulas: Film: *Lumo*

A21—March 29: Ghana and West Africa

Readings: Finish Course Reader articles on Ghana
Ghana Oral Presentations

March 30-April 1 – Takoradi, Ghana

April 2-3 – Tema, Ghana

B22—April 5: Morocco

Readings: Course Reader-Morocco; from *Forsaken Females*;

Topics:

1. Barriers to Women and Development
 - a. Overview of most serious gender rights problems and discrimination in Morocco; the problem of impunity
 - b. Status of women and religion
 - c. Rape and other sexual crimes
 - d. Domestic violence and murder
 - e. Sex trafficking, labor trafficking, and forced labor
 - f. Laws and discrimination based on sexual orientation or gender identity
 - g. Discrimination based on ethnicity
 - h. Forced and child marriage
 - i. "Honor" crimes

2. Some Solutions

- a. What are the government, international institutions and organizations, NGOs, local communities, and others doing to assist women and development with regard to the obstacles above? What are 4 things that YOU would do with regard to overcoming obstacles to women and development?

B23—April 7: Oral Presentations on Experiential Learning in All Ports

Students' Field Experiences on Women and Development Revisited and Compared to All 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 women and development in general—and specifically about your Country Oral Presentation Topic—while traveling, attending field trips, participating in course labs, 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 women and development.

Study Day (No Class) — April 8

B24— April 10: Oral Presentations on Experiential Learning in All Ports

Students' Field Experiences on Women and Development Revisited and Compared to All 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 women and development in general—and specifically about your Country Oral Presentation Topic—while traveling, attending field trips, participating in course labs, 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 women and development.

April 11-15 – Casablanca, Morocco

Study Day (No Class) — April 16

B25—April 18: Final

Exam

April 21 – Arrive Amsterdam, The Netherlands

FIELD WORK

Semester at Sea field experiences all for an unparalleled opportunity to compare, contrast, and synthesize the difference 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

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 this Field Class port country. Your Field Class Participation and Field Class Paper together count as 20% of your grade

IE 470: Women and Development

Field Class Title: Women's Empowerment in Ghana

The Field Class for this course will be on Wednesday, 20 February, in Yangon, Myanmar.

Idea: This field class will visit Global Mamas, an organization that enables Ghanaian women to earn a living through handicrafts. Global Mamas is a non-profit, fair trade organization that exports products across the globe to support local women's employment. The organization seeks to link women's economic empowerment with community development and wellness. This class will visit a production site, meet some of the women who produce goods for Global Mamas, and meet with leaders of this NGO.

Objectives:

1. Examine the link between poverty and gender inequality in Ghana.
2. Explore women's economic empowerment projects at this NGO and the links between women's financial well-being, health, and community empowerment.
3. Learn about globalization and fair trade as a development strategy

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 women and development in all port countries/cities and writing information you learn in a Field Notebook. You should make observations about gender and development in all of port cities/countries. However, with regard to 2-3 port countries, you need also to record those observations by **answering all the following questions about women and development, below** 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 Observations Paper. You will use your Field Journal as the basis for your Field Observations Paper due in late March. Your Field Observations Paper counts as 10% of your grade. ***IMPORTANT NOTE: You will rely primarily on your observations in Vietnam, Myanmar, and China: Remember that it is not**

safe – for you, or for them – to directly ask people in those countries about many of the topics below

1. What work do you see women doing? Do men do the same work? Why or why not?
2. Who is more likely to be in public alone, women or men? Does it vary by time of day? Why?
3. How do you interpret gender in this society, with regard to gender markers for clothing, bodies, or physical spaces?
4. What appear to be the gender norms with regard to religion, politics, roles of men and women, education, tradition, power, economic independence, families, etc.? Why?
5. 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 in this port city/country? Why?
6. Are women and men equally visible in public spaces, such as on streets, sidewalks, plazas? What about in coffee or tea shops? Why or why not?
7. Which genders appear to own the stores or stalls you visit? Who is staffing these stores/stalls—men or women? Why?
8. If you go to a mall-like place, what gender are the people that work there? What ethnicity?
9. In restaurants, are women the managers? What gender are the waiters? Why?
10. What gender are the taxi drivers? Why?
11. Are there any differences in ethnicity with regard to workers you observe? Are some ethnicities over-represented in some stores or micro-businesses?
12. Did you visit women's cooperatives or microfinance businesses? Describe them. How do they work? Where does the money come from? How do they audit the work and money?
13. What were you surprised by with regard to gender norms and barriers and solutions to women and development in these countries? Are there any other observations you made about gender and women and development in these countries?
14. How are the gender norms and the barriers and solutions to women and development you observed in these countries the same or different from the ones at home and 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 Women and Development Issue: Each student will use the course readings, other research, field research, and field observations to explore selected women and development 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 you can on the ground about women and development 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: Leslie T. Chang
TITLE: Factory Girls: From Village to City in a Changing China
PUBLISHER: Spiegel & Grau
ISBN #: 0739184474

AUTHOR: Rochelle L. Dalla, ed., et al.
TITLE: Global Perspectives on Prostitution and Sex Trafficking: Africa, Asia, Middle East, and Oceania

PUBLISHER: Lexington Books
ISBN #: 0385520182
DATE/EDITON: 2013

AUTHOR: Gracia Clark
TITLE: African Market Women: Seven Life Stories from Ghana
PUBLISHER: Indiana University Press
ISBN #: 0253221544
DATE/EDITION: 2010

AUTHOR: Kumiko Fujimura-Fanselow, ed.
TITLE: Transforming Japan: How Feminism and Diversity are Making a Difference
PUBLISHER: The Feminist Press at CUNY
ISBN: 1558616993
DATE/EDITION: 2011

FILM REQUEST

TITLE: Half the Sky: Turning Oppression Into Opportunity for Women World-Wide
DISTRIBUTOR: Docurama Films, 2012

OTHER FILMS (owned by Instructor)

TITLE: The Greatest Silence

TITLE: Banaz: A Love Story

TITLE: Lumo

TITLE: BBC, Economist, and Aljazeera documentaries

ELECTRONIC COURSE MATERIALS

TITLE: **IE 470 Course Reader:** Selection of very recent readings on women and development globally and in port countries. Provided by the instructor and located on the ship's Intranet.

ADDITIONAL RESOURCES

None