

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

Voyage: Fall 2017
Discipline: International Studies
Course Number and Title: INST 200 Interdisciplinary Approaches to Globalization
Division: Lower
Faculty Name: Dr. Jaime Llambías-Wolff
Semester Credit Hours: 3

Meeting: A Day 0800-0920, Vierjahres
Prerequisites: None

COURSE DESCRIPTION

Globalization has a Janus-faced meaning, with one face looking forward and the other looking behind, as the Antique Roman god Janus. Globalization is also an umbrella concept for a variety of subjects, processes, institutions and people. It has positive and negative sides, as well as countless challenges. And again, as Janus, the deity of beginnings and evolutions, globalization holds its own gates and doorways.

The course analyzes, explores and discusses different globalization topics and provides a variety of interdisciplinary approaches to Globalization to be questioned by the students' critical analyses and their own travel experiences. Students will therefore have the opportunity to articulate their own understanding, confronting experiential learning with the readings, analysis and in-class discussions.

This course is divided in four sections. **Section One: *What is the Global world today***, will cover issues such as the major social, economic and cultural dimensions of globalization; Interdisciplinary approaches to the study of globalisation; The experience of globalization among individuals, groups, and nations; Thinking globally and doing interdisciplinary research on globalisation. **Section Two: *How many worlds in the global world***, will discuss the geopolitical context; North-South relations, as well as global power and global economics; Global Inequality and World System Stratification; The North and the South and Cultural Diversity and Globalization. **Section Three: *Globalization and Development*** will focus on the following topics: Development strategies and paradigms; Global Environmental and Health Crises; International development and International cooperation; Globalization criticism and its impact on the developing world. **Section Four: *Global impacts and challenges*** will introduce students to the trends and challenges of globalization such as human rights, global citizenship. The section will also focus on alternative globalization and rethinking approaches to globalization.

LEARNING OBJECTIVES

By the end of this class, students should have acquired and be capable of:

- Enhance understanding of the world by achieving a global awareness and first hand experience.
- Compare knowledge of the peoples, cultures, history and geography in the selected regions covered in the course.
- Describe global and regional development issues and the principal discussions and controversies surrounding globalization, in particular in Asia and Africa.
- Cultivate an understanding of past and present world problems, and appreciate the value of a global world.
- Grasp the particularities of globalization in relation to the populations visited during the voyage and critically assess their institutions, systems, values, and identities.
- Think critically through an interdisciplinary approach to global issues.

The dynamics of the course will create synergy between the theoretical, conceptual and critical analysis of globalization with real life experiences. Students will approach global issues from these perspectives, where they could think and feel the notions of the global world from an unpretentious perspective. They will explore and understand its diversity, sustainability, as an approach to become global thinkers and global citizens.

The reading material, films, research and fieldwork will offer students a lively and self-motivated view of the process of globalization as they observe and comprehend it throughout the different destinations of the Semester at Sea Program. We will explore globalization through assigned readings, written work, a voyage journal, lectures, critical analysis, audio-visual material, discussions, and group presentations.

REQUIRED TEXTBOOKS

The reading material includes a combination of textbooks and articles from Scholarly Journals. The articles and files focus on specific country issues, visited during the voyage. In terms of pedagogical tools, the chapters of textbooks target mostly conceptual and theoretical concerns, while articles cover particular specific research topics in the visited countries. **Articles and files will be available at the ship's intranet via the electronic course folders in a PDF format.**

AUTHOR: JUERGENSMEYER, Mark (Ed.),
TITLE: Thinking globally: A Global Studies Reader
PUBLISHER: University of California Press
ISBN #: 9780520278448
DATE/EDITION: 2014

TOPICAL OUTLINE AND READINGS

Depart Bremerhaven, Germany – September 09

SECTION 1: WHAT IS THE GLOBAL WORLD TODAY?

- Major social, economic and cultural dimensions of globalization
- Interdisciplinary approaches to the study of globalization
- The experience of globalization among individuals, groups and nations
- Thinking globally
- Doing research about globalization
- Country issues: Barcelona (Spain), Ghana.

Driving Questions: How can we define globalization? How do the forces of globalization shape the communities and lands we are visiting? How can we gain more knowledge and intercultural competence in a global world? How do local communities shape the forces of globalization in the 21st century? Why thinking globally contributes to becoming responsible global citizens?

A1–September 11

Introduction, overview of the course

A2–September 13

1. DATOR, Jim; PRATT, Dick; SEO, Yongseok (Editors), Fairness, Globalization, and Public Institutions: East Asia and beyond, Chapter 2: What is globalization, University of Hawaii Press (2006); pages: 13-19.
2. SPAIN Country File (PDF). (Available on OwnCloud)

Barcelona and Valenica, Spain – September 15-18

A3–September 19

3. JUERGENSMEYER, Mark (Ed.), Thinking globally: A Global Studies Reader, Berkeley: University of California Press (2014), Section 1: *Thinking Globally*, (Manfred Steger, Thomas Friedman, Paul James and Steven Weber); pages: 3-29.

A4–September 21

4. JUERGENSMEYER, Mark (Ed.), Thinking globally: A Global Studies Reader, Berkeley: University of California Press (2014), Section 2: *Globalization over*

time, (William McNeill, Jane Burbank, Frederick Cooper, Immanuel Wallerstein and Dominic Sachsenmaier); pages: 30-50.

No Class — Study Day- September 23

A5—September 24

5. LECHNER, Frank J. & BOLI, John (Editors), The Globalization Reader, Hoboken, NJ Wiley (2015), Fifth Edition: No. 1. *Debating Globalization* (pg.6), *Introduction* (pg.7), No. 2. Amartya Sen, *How to Judge Globalism* (pgs.16-21).

A6 – September 26

6. JUERGENSMEYER, Mark (Ed.), Thinking globally: A Global Studies Reader, Berkeley: University of California Press (2014), Section 3. Africa: The Rise of Ethnic Politics in a Global World (Nayan Chanda, Dilip Hiro, Jeffrey Haynes, Jacob K. Olupona and Okwudiba Nnoli); pages: 53-73.
7. GHANA Country File (PDF). (Available on OwnCloud)

Tema and Takoradi, Ghana — September 27-30

❖ Field Work: September 28

SECTION 2: HOW MANY WORLDS IN THE GLOBAL WORLD? DEBATING GLOBALIZATION.

- Global Inequality and World System Stratification
- The North and the South
- Global power and global economics
- Cultural Diversity and Globalization
- Globalization issues in: South Africa (Cape Town), Mauritius (Port Louis), India (Cochin).

Driving Questions: When did globalization begin? Is globalization helping to have a global world with more opportunities and equalities or on the contrary is stimulating more inequalities and why? Is globalization changing the geopolitical dynamics? How Third World or South countries could or should be integrated to the global world?

No Class—Study Day- October 02

A7—October 03

8. LECHNER, Frank J. & BOLI, John (Editors), The Globalization Reader, Hoboken, NJ Wiley (2015), Fifth Edition: No. 5. The Clash of Civilizations? (Samuel P. Huntington); pages: 37-44.
9. LECHNER, Frank J. & BOLI, John (Editors), The Globalization Reader, Hoboken, NJ Wiley (2015), Fifth Edition: No. 6. The Modern World-System as a Capitalist World-Economy (Immanuel Wallerstein); pages: 51-66.

A8—October 05

10. SEEKINGS, Jeremy, European Journal of Social Theory, No.19.2 State-building, Market Regulation and Citizenship in South Africa; (May 2016); pages: 191-209.
11. SOUTH AFRICA Country File (PDF) . (Available on OwnCloud)

Cape Town, South Africa — October 7-12

A9—October 13

12. SCHAEFER, Richard, Sociology, No.9. Global Inequality: The Global Divide & Stratification in the World System; New York, McGraw-Hill Education, McGraw-Hill Ryerson, 12/e (2016); pages: 197- 209.
13. DUC, Pham Duy, Nature, Society and Thought, No.19.1 Cultural Diversity under Conditions of Globalization, (January 2006); pages: 97-107

A10—October 15

14. RAMTOHUL, Ramola, Political Power and decision-making in the aftermath of Nairobi the case of Mauritius Agenda 69: (2006); pages: 14-25

A11—October 18

Midterm Quiz

15. MAURITIUS Country File (PDF). (Available on OwnCloud)

Port Louis, Mauritius — October 19

A12—October 21

16. LECHNER, Frank J. & BOLI, John (Editors), The Globalization Reader, Hoboken, NJ Wiley (2015), Fifth Edition: 23. Is Globalization Reducing Poverty and Inequality? (Robert Hunter Wade); pages: 187-193.

17. LECHNER, Frank J. & BOLI, John (Editors), The Globalization Reader, Hoboken, NJ Wiley (2015), Fifth Edition: 31. Welfare Spending in an Era of Globalization: The North–South Divide, (John Glenn); pages: 237-242.

No Class – Study Day-October 22

A13–October 24

18. SAHOO, Sarbeswar, Journal of Asian and African Studies, No.49.1 (Feb. 2014) Globalization and Politics of the Poor in India; pages: 3-15.
19. INDIA Country File (PDF). (Available on OwnCloud)

Cochin, India – October 25-30

No Class – Study Day-October 31

SECTION 3: GLOBALIZATION AND DEVELOPMENT

- Development strategies and paradigms
- Economic globalization
- Global Environmental and Health Crises
- Globalization and developing nations
- Globalization issues in: Myanmar (Yangon) Vietnam (Ho Chi Minh City)

Driving Questions: Is globalization contributing to reshape development policies in emerging societies? How do the forces of globalization shape the communities and lands we are visiting? How global environmental and health crisis are affecting development? Why criticism to globalization articulates a narrative indicating that the global world is more an interconnected global economic elite and less a real global world benefiting the larger populations?

A14–November 02

20. JUERGENSMEYER, Mark (Ed.), Thinking globally: A Global Studies Reader, Berkeley: University of California Press, 2014, Section 5. South and Central Asia: Global Labor and Asian Culture, (Richard Foltz, Morris Rossabi, Vasudha Narayanan, Barbara D. Metcalf, Thomas R. Metcalf, Carol Upadhyia and A.R. Vasavi); pages: 99-113.
21. MYANMAR Country File (PDF). (Available on OwnCloud)

Yangon, Myanmar – November 04-08

A15–November 09

22. JUERGENSMEYER, Mark (Ed.), Thinking globally: A Global Studies Reader, Berkeley: University of California Press, 2014, Section 17. Global Environmental and Health Crises; pages: 336-351.

No Class—Study Day-November 11

A16—November 12

23. SPENCER, James H., Globalizations, No.7.3 (September 2010), An Emergent Landscape of Inequality in Southeast Asia: Cementing Socio-Spatial Inequalities in Viet Nam; pages: 431-443.
24. DATOR, Jim; PRATT, Dick; SEO, Yongseok (Editors), Fairness, Globalization and Public Institutions: East Asia and Beyond, Chapter 21: Adapting to Globalization in Vietnam, University of Hawaii Press (2006); pages:312-318.
25. VIET NAM Country File (PDF). (Available on OwnCloud)

Ho Chi Minh City, Vietnam — November 14-18

A17—November 19

26. JUERGENSMEYER, Mark (Ed.), Thinking globally: A Global Studies Reader, Berkeley: University of California Press, 2014, Section 6. East Asia: Global Economic Empires; pages: 114-132.
27. LECHNER, Frank J. & BOLI, John (Editors), The Globalization Reader, Hoboken, NJ Wiley (2015), Fifth Edition: No.19. China Makes, the World Takes, (James Fallows); pages: 155-159.

No Class — Study Day-November 21

SECTION 4: GLOBAL IMPACTS AND CHALLENGES

- Globalization, trends and opportunities
- Global citizenship
- Globalization criticism
- Alternative globalization
- Rethinking approaches to globalization (traditional and modernity, fair trade, cultural changes, environmental economics)
- Globalization and human rights
- Country issues: China (Shanghai), Japan (Kobe) & Hawaii (Honolulu)

Driving Questions: How global forces have affected different regions of the world and the way that these areas have contributed to global culture, society, economy, and political life? Which are the trends and the opportunities of globalization? What are

the benefits and costs of our globalized world? What are the implications for the future? Can we talk about a global citizen? Is globalization contributing to the expansion of human rights protection?

A18—November 22

28. DE KLOET, Jeroen; SCHEEN, Lena; European Journal of Cultural Studies, 16.6 (December 2013); Pudong: The shanzhai global city; pages: 692-709.
29. CHINA Country File (PDF). (Available on OwnCloud)

Shanghai, China — November 24-29

A19—November 30

30. DATOR, Jim; PRATT, Dick; SEO, Yongseok, (Editors), Fairness, Globalization and Public Institutions: East Asia and beyond, Chapter 7: A critique of globalization, University of Hawaii Press (2006); pages: 75-87.
31. JAPAN Country File (PDF) . (Available on OwnCloud)

Kobe, Japan — December 02-06

A20—December 07

32. LECHNER, Frank J. & BOLI, John (Editors), The Globalization Reader, Hoboken, NJ Wiley (2015), Fifth Edition: 30. Has Globalization Gone Too Far? (Dani Rodrik); pages: 231-236.

A21—December 09

33. SCHAEFER, Richard, Sociology, , Sociology, No.16. Social Change in the Global Community: New York, McGraw-Hill Education, McGraw-Hill Ryerson, 12/e (2016); pages: 387—399.

A22—December 11

34. LECHNER, Frank J. & BOLI, John (Editors), The Globalization Reader, Hoboken, NJ Wiley (2015), Fifth Edition: 27. Globalism's Discontents (Joseph E. Stiglitz); pages: 206-213.

No Class — Study Day-December 12

A23—December 13

35. JUERGENSMEYER, Mark (Ed.), Thinking globally: A Global Studies Reader, Berkeley: University of California Press, 2014, Section 19. The Global Movement for Human Rights (Micheline Ishay, Alison Brysk, Eve Darian-Smith and David Held); pages: 372-388.

A24—December 15

36. JUERGENSMEYER, Mark (Ed.), Thinking globally: A Global Studies Reader, Berkeley: University of California Press, 2014, Section 20. The Future of Global Civil Society; pages: 389-408.

Honolulu, Hawaii — December 16

A25—December 18

EXAM DAY

San Diego, California — December 23

COURSE REQUIREMENTS - ASSIGNMENTS (SUMMARY)

Note: Please read carefully the additional instructions for each of these assignments

	ASSIGNMENTS	Value
1	Field Work Assignment (Team of two students)	20%
2	<p>Independent Field Assignment (Voyage Journal Report) (Team of two students)</p> <p>On the <u>third day</u> following the sailing off of a visited port, you will be required to submit a 500 words structured Voyage Journal Report (VJR)</p> <p>There are ten (10) Port cities to be visited (excluding Bremenhaven and San Diego). You are required to submit a total of <u>seven (7)</u> VJR. A penalty will apply to each missing report. Two of these reports, randomly chosen, will be given a grade.</p>	20%
3	<p>Critical Reading Assignments</p> <p>According to the reading schedule <u>AND the specific reading list for these assignments</u>, you are required to submit seven (7) Reading Assignments. A penalty will apply to each missing assignment. Only one (1) of these assignments, randomly chosen, will be given a grade. You will be given a bonus for each additional Critical Reading Assignment submitted.</p> <p>Each of the seven Critical Reading Assignments must cover the following items: A) Keywords B) Main arguments; C) Your critical analysis and opinions; and D) Questions for further inquiry.</p>	20%
4	<p>Presentation of Critical Reading Assignment and Panel Discussion (Team of two students)</p> <p>Each team of two (2) students will present a reading during the voyage, according to a presentation schedule. Each presentation will have the same structure as the Critical Reading Assignment, and will be presented on PowerPoint format. You will have 8 minutes to briefly – but fully - cover the material and 22 minutes to animate a dynamic discussion.</p> <p>This teamwork presentation cannot be one of the seven Critical Reading Assignments submitted, as described in the previous point.</p>	10%
5	<p>Quizzes</p> <p>There will be 2 quizzes to assess your understanding of key material covered in class and course readings. These quizzes will be ONLY from a <u>specific reading list</u>.</p>	15%
6	<p>Participation</p> <p>Attendance (5%) and active participation (10%) will constitute your final participation grade in the course.</p>	15%

Note: No handwritten assignments are allowed.

1. FIELD CLASS WORK AND ASSIGNMENT (TEMA)

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 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.

Field Class and Assignment

The Field Class for this course will take place on Wednesday, 27 September, in Tema, Ghana.

Class Title: International Development Cooperation in Ghana

Ghana has shown a great commitment to improving the lives of its people through education and community development.

UNITERRA is one of Canada's largest international volunteer programs, set up as a joint initiative of the Centre of International Development and Cooperation (CECI), in Montreal, and the World University Service of Canada (WUSC) in 14 countries over three continents. UNITERRA mobilizes 600 volunteers, 200 local partners and more than 50 Canadian businesses and organizations who make lasting commitments every year.

The purpose of the UNITERRA program is to change people's lives by stimulating growth and fostering access for marginalized people to the benefits of growing markets. This partnership strongly believes that women and youth are driving forces behind inclusive economic development.

The program promotes multidirectional exchanges of expertise, knowledge, and know-how between Northern and Southern partners. It works with Canadian businesses interested in making a contribution to sustainable and inclusive economic development in the program's countries of intervention. The program matches businesses with local program partners based on mutual interests with the goal of creating jobs for women and youth.

We will visit a chosen UNITERRA project in the fields of residential construction in Accra, We will interact with its young volunteers, actors, local population and partners, working in the international development cooperation program, and more specifically in activities that involve young women, promote gender equality, youth empowerment, employability and training.

Objectives:

- To gain knowledge on the role and impact of international cooperation, development partnerships and Youth volunteer programs.
- To understand and evaluate international cooperation partnerships between NGOs, businesses and local population.
- To evaluate the practical and experiential interaction between the actors and the local population on a specific partnership.

Activity:

First: Read carefully the country file for Ghana. We will visit a chosen UNITERRA project and interact with its young volunteers, actors, local population and professionals working in the international development cooperation program, and more specifically in activities that promote gender equality in primary education, improve management capabilities, or support the development of better livelihoods for farmers and/or mining communities.

Assignment:

A team of two students will prepare and submit a Field Report Paper on their understanding and perception of the impact of international cooperation in social and economic development.

This 1500-words Field Report Paper should include the following:

- 750-words Report on the impact of the experience
- 250-words Formulation of five (5) questions, which could lead to improvements of the program
- 500-words Conclusion on international cooperation and its impact on local development.

Format: The submitted 1500 words Report needs to be typed on Arial 12, double space. The cover page includes course number and title, students names, work title, and dates

2. INDEPENDENT FIELD ASSIGNMENT (Team of 2 students)

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.

On the third day following the sailing off of a visited port, each team of two students is required to submit a 500-words structured *Voyage Journal Report* (VJR)

There are ten (10) Port cities to be visited (excluding Bremenhaven and San Diego). You are required to submit a total of seven (7) VJR. A penalty will apply to each missing report. Two of these reports, randomly chosen, will be given a grade.

The purpose of the field assignment is to conduct a non-participant observation exercise, where you will observe the subjects of your study without taking an active part in the situation under scrutiny. To avoid a biased perception you will observe a number of similar situations, over a period of time.

Logistic and methodology:

- You have freedom to pick and change partner for each assignment, but each student needs to complete 7 VJRs.
- Before arriving to port you will use the SAS library, the course readings, the country files' links, the country files (on the ship intranet) to read on each visiting country, take notes and prepare the exercise you would like to conduct.
- The work needs to be previously structured, and completed in a manner that will facilitate analysis and discussion.
- You will list four (4) globalization issues (examples: social and economic impact, global homogenization issues, inclusion and exclusion, nationalism, cultural issues, material goods and retail, linguistic issues, mass media, political participation, etc.) which you would like to observe in the country.
- For each of these 4 issues, prepare a draft of your expected observation results.
- Following the non-participant observations, you will write your VJR. This report will include 400 words critical analysis of the issues observed, comparing your pre-judgments and the post experience observation. Venture on what you have observed with your team partner. You will conclude with a 100 words conclusion summarizing what did you learn from your experience.
- The originality of your work will also be a matter of evaluation.

Format: The submitted 500-words work needs to be typed on Arial 12, double space. The cover page includes course number and title, students names, work title, and dates.

Tips on Taking Field notes:

- ✓ Be discreet and do not invade privacy by taking photographs.
- ✓ Record or write down your notes on a small pocket notebook (paper).
- ✓ Transcript notes to your pad or computer as soon as possible.
- ✓ Do not minimize the importance of the observational situation, feelings, questions and opinions.

✓ Keep the analysis for later.

3. CRITICAL READING ASSIGNMENT

(Example only)

Maximum: two pages. No handwritten work is accepted)

Course #INST 200	Student name:
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Circle your reading Number: 6, 8, 9, 10, 13, 14, 16, 17, 18, 20, 23, 24, 26, 27, 28, 30, 32 & 36
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Ref.# BRUNN, H., and ELVERDAM, B., <i>Anthropology & Medicine</i> , Vol. 13:3, 'Los Naturistas - Healers Who Integrate Traditional and Biomedical Explanations in Their Treatment in the Bolivian Health Care System', (2006); pages: 273-283.
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Keywords		
1. Medical pluralism	2. Los Naturistas	3. Urban Bolivia
4. Indian, Mestizo, white	5. Traditional vs. biomedicine	6. Explanatory models

Main arguments and debatable issues
<p><u>Main Arguments:</u> The Naturistas represent the Mestizo population of Bolivia; they believe in the Andean tradition that a person's health is determined by the 'hotness', 'coldness', 'dryness' or 'dampness' of his/her body, which is affected by the environment. The Naturistas incorporate <u>both</u> traditional and modern techniques in order to ensure that a patient receives appropriate care.</p> <p>ETC...</p>

Personal analysis and opinions
<p>I was surprised by the extent of research that was covered in this article on the Naturistas of Bolivia. We do not always have to be dualistic in terms of maintaining our health, choosing one system over another, but can be holistic. This is an interesting concept because it challenges the notion of medical pluralism.</p> <p>ETC. ETC....</p>

My questions for further inquiry
What are the advantages and disadvantages of pluralistic medical care and how would your response change if practices from different sectors were combined rather than divided?
Would we incorporate aboriginal health practices as a 'traditional' method or use those of other ethnic groups who have immigrated to this country?
Is it possible that with the rise of 'Western' diseases, such as coronary heart disease and leukemia, the Naturistas would have needed 'Western' medical care even if they did not agree with it?

4. PRESENTATION OF CRITICAL READING ASSIGNMENT AND PANEL DISCUSSION (Team of 2 students)

Total allocated time: 30 minutes. The team of 2 students are required the following:

- a) Choose a presentation date related to one selected reading (see reading list) and prepare a PowerPoint.
- b) Prepare and present a PowerPoint presentation: Brief summary of the chosen Reading: (Only 8 minutes will be allowed for Presentation time).
- c) Organizes two discussions panels. Each student (of the team) will be responsible for leading a group of 15 students in a discussion of the assigned readings for a maximum of 20 minutes.
- d) Bring forward a number of questions and issues arising from the article and submit to class for open discussion.
- e) Conclude, presenting your points for further inquiry and criticism (2-3 minutes).

Important Notes:

1. Students will be evaluated according to their capacity to briefly but thoroughly present the work and to stimulate a rich and dynamic panel discussion.
2. The scheduled Presentations and Panel discussions will be defined at the beginning of the course and will be determined for the whole duration of the voyage.
3. Students who are absent or who come unprepared on the day they are slated to present and lead the panel will receive a grade of zero on the assignment.
4. Digitally save your presentation as follows: (Course Number. Subject. Last Names)
ex.: INST.200 Global. Concerns. Africa.Wong&Miller.

5. QUIZZES:

(2) QUIZZES will be held ONLY on the following readings: **No 3, 4, 5, 12, 22, 33 & 35**

6. PARTICIPATION

Students are expected not only to attend but also to truly participate in class and Panels. Participation represents an important percentage (**15%**) of the final grade. Commitment, preparation and active participation are important ingredients for a shared learning experience. Questions are always welcome.

Note: Please do not misunderstand the concepts of **Attendance and Participation**. **Attendance is mandatory**. Students are expected to attend **ALL** classes, arrive on time and leave at the end of class time. Attending classes does not mean that you are necessarily an active student and that you will receive a good participation grade.

METHODS OF EVALUATION / GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

Classroom Etiquette

Please do your part to maintain a healthy, mature learning environment. This includes refraining from disruptive and disrespectful behavior such as all cell phone and internet use, sleeping, consuming food or drink that might be noisy or messy, working on assignments for other classes, chatting with classmates of topic, and coming and going during class. Arrive always on time and let me know if you need to leave early. Arriving late or leaving class will lose attendance credit.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

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