

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

**Voyage:** Fall 2017  
**Discipline:** Sociology  
**Course Number and Title:** SOC 105 Social Problems  
**Division:** Lower  
**Faculty Name:** Dr. Jaime LLambías-Wolff  
**Semester Credit Hours:** 3

**Meeting:** A Day 1230-1350, Lido Terrace  
**Prerequisites:** None

### **COURSE DESCRIPTION**

Once, when trying to understand the basics of astronomy, I was told that discovering stars was rather simple, though what was truly difficult was to comprehend social problems and human relations. Social problems demand explanation, understanding and enlightenment. We, as individuals, need to explore and open our own spaces and barriers - conscious and unconscious - as constructed by our own education, human experiences and prejudices.

Through a dynamic participatory approach, based on asking and answering questions to stimulate critical thinking, the course will use an interdisciplinary and sociological perspective to apprehend that issues distressing some people are not just isolated experiences, but a more general pattern that impacts on a larger population.

This course is an interdisciplinary approach to explain social problems, cultural, social and political life worldwide. It provides a framework for understanding the connections and relationships among local and global issues and introduces observation and participation for analyzing social phenomena.

This course is divided in four sections, each of which addresses selected social problems. **Section One: *The study of Social Problems***, covers theoretical perspectives and approaches to the study of social problems, the self-understanding, prejudices and diversity. It will introduce students to social interdisciplinary research. **Section Two: *Organizing Social Life*** will discuss the “myself” and social groups, the socialization process, social interaction and social structure, culture and development. **Section Three: *Problems of Inequality and Disparities***, will analyze such themes as the socio-economic structure, state and power, majorities and minorities, poverty and global economic inequalities, ethnic and racial relations, empowerment and social changes and economic development. Finally, **Section Four: *Social Problems of the Global World*** will discuss world disparities, development policies and globalization, cultural homogenization and diversity, and environmental problems.

A street graffiti, seen in Quito, Ecuador simplified its complexity: “reading is the cure for tyrants, travelling is the cure for ethnocentrism”. Learning is a passionate, lifelong exercise that takes place both within and outside the classroom. Perhaps this is where Wright Mills’ *Sociological Imagination* encounters the John Lennon’s *Imagine*.

## LEARNING OBJECTIVES

By the end of this class students should have acquired and be able to:

- Comprehend how different societies and groups of people define, create, analyze and discuss social problems.
- Articulate why social problems are not just personal distresses experienced by a few people or simple random events, and how important it is to understand them in the context of social structures, social institutions, cultural variables, as well as economic and political determinants.
- Gain an appreciation for social justice, human rights, sustainability, inequalities, regional differences, North- South disparities, pluralism, global view, minorities, cultural trends, etc.
- Develop critical thinking, analysis and synthesis, both verbally and in writing, to cultivate a sociological perspective on the understanding of social problems.
- Understand how social problems and possible solutions play themselves out in different cultures and how that varies with local social institutions and bases of inequality.
- Apprehend and realize that our voyage will illustrate that social problems are often interrelated and that it is important to analyze them through an interdisciplinary and cross-cultural approach.

The reading material, films, research and fieldwork will offer students a lively and self-motivated view of social problems as they observe and comprehend it throughout the different destinations of the Semester at Sea Program. We will explore social problems 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 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: SCHAEFER T, Richard  
TITLE: Sociology: a brief introduction

PUBLISHER: McGraw-Hill Education  
ISBN #: 1259425584  
DATE/EDITION: 12th edition, New York, 2016

## TOPICAL OUTLINE AND READINGS

**Depart: Bremerhaven, Germany – September 09**

### SECTION 1: THE STUDY OF SOCIAL PROBLEMS

- Theoretical perspectives and approaches to the study of social problems
- Understanding Sociology
- Self understanding, prejudices and diversity
- Doing social interdisciplinary research
- Understanding social problems in Africa
- Social problems in visiting countries: Spain (Barcelona), Ghana (Tema)

**Driving Questions:** Where does reality lie and where do appearances lie in the learning process? How can we relate the different factors that explain social phenomena? Why is it important to raise unlimited questions and relate empirical life to theory and concepts? How do we execute social research?

**Depart Bremerhaven, Germany – September 09**

**A1 – September 11**

#### Introduction and overview of the course

1. SCHAEFER T, Richard, Sociology: a brief introduction, chap.1. Understanding Sociology: What is Sociology, New York, McGraw-Hill Education, 12th edition, 2016; pages: 1-6

**A2 – September 13**

2. APARICIO, Rosa, Journal of Ethnic and Migration Studies, Vol.33.7 “The Integration of the Second and 1.5 Generations of Moroccan, Dominican and Peruvian Origin in Madrid and Barcelona”, (September 2007); pages: 1169-1193.
3. SPAIN Country File (PDF). (Available on OwnCloud)

**Barcelona and Valenica, Spain - September 15-18**

❖ **Field Work: September 15**

### **A3 – September 19**

4. SCHAEFER T, Richard, Sociology: a brief introduction, Chap.1. Understanding Sociology: The Development of Sociology & Major Theoretical Perspectives, New York, McGraw-Hill Education, 12th edition, 2016; pages: 12-15

### **A4 – September 21**

5. SCHAEFER T, Richard, Sociology: a brief introduction, Chap.2. Sociological Research: What is the Scientific Method, New York, McGraw-Hill Education, 12th edition, 2016; pages: 27-31.

### **No Class – Study Day-September 23**

### **A5 – September 24**

6. MACDONALD, David, Social problems in Africa: new visions, “Understanding Social Problems in Africa”, edited by Apollo Rwomire, Westport, Conn., Praeger, 2001; pages: 13-38.

### **A6 – September 26**

7. TENKORANG, Eric Y; OWUSU, Adobea Y; YEBOAH, Eric H; BANNERMAN, Richard, Journal of Family Violence, Vol. 28.8, “Factors Influencing Domestic and Marital Violence against Women in Ghana”, (November 2013); pages: 771-781.
8. GHANA Country File (PDF). (Available on OwnCloud)

### **Tema and Takoradi, Ghana – September 27-30**

#### **SECTION 2: ORGANIZING SOCIAL LIFE**

- Myself and social groups
- The Socialisation process
- Social Interaction and Social structure
- Culture and development (values, norms, morals)
- Social problems in visiting countries: South Africa (Cape Town), Mauritius (Port Louis)

**Driving Questions:** How do we relate with other cultures and societies? Why and how we need to develop an intercultural sensitivity, as a mean to gain respect, openness, pluralism and tolerance towards other cultures, attitudes and motivations? Why it is fundamental to cultivate an approach that will permit us to demonstrate adaptability, flexibility and empathy to others?

### **No Class—Study Day- October 2**

### **A7 – October 03**

9. SWARTZ, Sharlene; SCOTT, Duncan, Journal of Youth Studies, Vol.17.3, “The rules of violence: a perspective from youth living in South African townships”, (March 16, 2014); pages: 324-342.

### **A8 – October 05**

10. DU TOIT, Andries; NEVES, David, The Journal of Peasant Studies, Vol. 41.5, “The government of poverty and the arts of survival: mobile and recombinant strategies at the margins of the South African economy”, (September 3, 2014); pages: 833-853.
11. SOUTH AFRICA Country File. (PDF). (Available on OwnCloud)

### **Cape Town, South Africa – October 07-12**

### **A9 – October 13**

12. SCHAEFER T, Richard, Sociology: a brief introduction, Chap.4., Socialization and the Life Course: The Role of Socialization & The Self and Sociological, New York, McGraw-Hill Education, 12th edition, 2016; pages: 73-84

### **A10 – October 15**

13. RAMTOHUL, Ramola, Agenda 78, Trade liberalisation and feminisation of poverty: The Mauritian scenario, (2008); pages: 55-67.

### **No Class—Study Day-October 16**

### **A11 – October 18**

#### **Midterm Quiz**

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

### **Port Louis, Mauritius – October 19**

### **A12 – October 21**

15. SCHAEFER T, Richard, Sociology: a brief introduction, Chap.5. Social Interaction, Groups, and Social Structure: Social Interaction and Reality & Elements of Social Structure, New York, McGraw-Hill Education, 12th edition, 2016; pages: 93-103.

## No Class—Study Day-October 22

### SECTION 3: PROBLEMS OF INEQUALITY AND DISPARITIES

- Socio-economic structure
- Majorities and minorities: Inclusion and exclusions
- Ethnic and racial relations
- Social change and economic development
- Gender Inequalities
- Global Inequalities
- Social problems in visiting countries: India (Cochin), Viet Nam (Ho Chi Minh), Myanmar (Yangon), China (Shanghai), South Africa (Cape Town).

**Driving Questions:** How may globalization be characterized as an alternatively beneficial and negative force in terms of global income inequality? What are the main differences between race and ethnicity and how can we distinguish between prejudice, ethnocentrism, and racism? Which are the main differences between (individual) discrimination and institutional discrimination? What can we conclude about the relationship between gender and social mobility?

#### A13 — October 24

16. BANERJEE, Priya R., Trauma, Violence, & Abuse: A Review Journal, Vol.15.1, “Dowry in 21st-Century India: The Sociocultural Face of Exploitation”, (January 2014); pages: 34-40.
17. INDIA Country File (PDF). (Available on OwnCloud)

#### Cochin, India — October 25-30

#### No Class – Study Day October 31

#### A14 — November 02

18. Social Research, Vol. 82, No. 2, From Military Patriarchy to Gender Equity - Including Women in the Democratic Transition in Burma, (Summer 2015); pages: 531-554.
19. MYANMAR Country File (PDF). (Available on OwnCloud)

#### Yangon, Myanmar — November 04-08

#### A15 — November 09

20. SCHAEFER T, Richard, Sociology, Chap.16. Social Change in the Global Community: Social Movements, Communications and the Globalization of

Social Movements, Theories of Social Change, Resistance to Social Change, New York, McGraw-Hill Education, 12th edition, 2016; pages: 387-399.

### **No Class –Study Day-November 11**

#### **A16 – November 12**

21. SPENCER, James H., Globalizations, Vol. 7:3, “An Emergent Landscape of Inequality in Southeast Asia: Cementing Socio-Spatial Inequalities in Viet Nam”, (September 2010); pages: 431-443.
22. VIET NAM Country File (PDF). (Available on OwnCloud)

### **Ho Chi Minh, Viet Nam – November 14-18**

#### **A17 – November 19**

23. SCHAEFER T, Richard, Sociology: a brief introduction, Chap.10, Racial and Ethnic Groups: Minority and Ethnic Groups & Prejudice and Discrimination, New York, McGraw-Hill Education, 12th edition, (2016); pages: 219-226.

### **No Class— Study Day- November 21**

#### **SECTION 4: SOCIAL PROBLEMS OF THE GLOBAL WORLD**

- World disparities
- Development policies and globalization
- Cultural homogenization and diversity
- Economic and Social inequalities around the world
- Social problems in visiting countries: China (Shanghai), Japan (Kobe), Honolulu (Hawaii).

**Driving Questions:** Where do we stand in a globalized world and what are the trends for the future? Is the world doing more and better for the poor? What is culture around the world? What is the impact of social movements? What is the most significant form of social mobility in developing nations? What is the impact of colonialism and neocolonialism on dependent nations? What are some of the criticisms of modernization theory?

#### **A18 – November 22**

24. HAOMIAO, Zhang, Journal of Sociology and Social Welfare, Vol. 38.4, “Doing a Little More for the Poor? Social Assistance in Shanghai”, (December 2011); pages: 123-134.

25. CHINA Country File (PDF). (Available on OwnCloud)

**Shanghai, China - November 24-29**

**A19 – November 30**

26. NAKAGAWA, Shin; SUWA, Koichi, City, Culture and Society, Vol.1.1, “A cultural approach to recovery assistance following urban disasters”, (March 2010); pages: 27-36.

27. JAPAN Country File (PDF). (Available on OwnCloud)

**Kobe, Japan – December 02-06**

**A20 – December 07**

28. SCHAEFER T, Richard, Sociology: a brief introduction: Chap.3. Culture: What is Culture, Development of Culture around the World, New York, McGraw-Hill Education, 12th edition, 2016; pages: 49-65.

**A21 – December 09**

29. BAINBRIDGE, Jason, International Journal of Cultural Studies, Vol.17.4, ‘It is a Pokemon world: The Pokemon franchise and the environment’, (July 2014); pages: 399-414.

**A22 – December 11**

30. ULRIKSEN, Marianne S., Development Southern Africa, Vol. 29.1, “How social security policies and economic transformation affect poverty and inequality: Lessons for South Africa”, (March 2012); pages: 3-18.

**A23 – December 13**

31. SCHAEFER T, Richard, Sociology: a brief introduction: Chap. 9. Global Inequality: The Global Divide & Stratification in the World System, New York, McGraw-Hill Education, 12th edition, (2016); pages: 197-209.

**A24 – December 15**

32. LECHNER, Frank J. & BOLI, John (Editors), The Globalization Reader, ‘Globalization as a Problem’ (Robertson, Roland), Hoboken, NJ Wiley, Fifth Edition (2015); pages: 88-94.

**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><b>Independent Field Assignment (Voyage Journal Report)</b> (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><b>Critical Reading Assignments</b></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 <b>one (1)</b> 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><b>Presentation of Critical Reading Assignment and Panel Discussion</b> (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><b>Quizzes</b></p> <p>There will be <b>2 quizzes</b> to assess your understanding of key material covered in class and course readings. These quizzes will be <b>ONLY</b> from a <u>specific reading list</u>.</p>	15%

<b>6</b>	<b>Participation</b> Attendance (5%) and active participation (10%) will constitute your final participation grade in the course.	<b>15%</b>

**Note: No handwritten assignments are allowed.**

## 1. FIELD CLASS WORK AND ASSIGNMENT (BARCELONA)

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 Friday, 15 September, in Barcelona, Spain.

Class Title: Social and Urban Cultural Life in Las Ramblas and La Boquería

### Background:

Barcelona is one of the major cultural centers of Spain. Barcelona has always been known for its cultural life, where some of the best writers, architects, poets, scientists, not only Spanish, but from the whole world, have worked. Also, the populations least likely to feel Spanish are Catalans and Basques, although these large, complex regional populations are by no means unanimous in their views. Cataluña has had greater autonomy in the past and have had, at different epochs, as close ties with southwestern France as with Spain. The Catalan language, like Spanish, is a Romance language.

Las Ramblas is often considered the most famous street in Barcelona and is well known around the world, exemplifying Barcelona's success in having public spaces for people to meet and socialize, as well as walk their daily lives.

The street is full of history and character, dating back hundreds of years. It is also physically well connected to key areas of Barcelona. The buildings, paths, vegetation and details are proportioned so that pedestrians have pleasant spaces to interact in. Because of its social quality, some would call it the "emotional hub" of the city.

### Field Class Learning Objectives:

1. To familiarize students with Barcelona and Catalan social interactions and urban life.
2. To examine how different social groups interact in key public spaces within a closely defined urban area.
3. To analyse whether interactions differ with age or with place; and whether the presence of particular people or groups affect the use of public space by other people or groups.

### **Activity:**

First: Read carefully the country file for Spain. You will use a **non**-participative, semi-structured observation method for recording basic data on the characteristics, location and activities of groups and individuals within the observation sites: *Las Ramblas and La Boquería*.

We will do a walking tour that will take us through Las Ramblas to visualize and uncover the social life, the hidden sociological richness that this place has to offer. *Las Ramblas* is approximately 1.2 kilometers long with Port Vell (near the cruise port terminal) at the Southern most end and Plaça Catalunya at the northern most end. We will also visit and stop for lunch at the Boqueria, a famous market and the city's best grocery store. Inside, you will find many people and a wide array of fresh food.

You will prepare an observation-matrix that comprises an outline diagram of the key features of the site, on which you will record the following:

- Demographic characteristics of people
- Any interactions between them
- Interplay of gender for different demographics and ethnic sub-groups
- Similarities and differences in behaviour across the generations and ethnical groups and gender
- The rhythms of public life

You will work in pairs: One observer will complete the observation sheet while the other will write an 'ethnographic diary' to capture a wider representation of the activity on site. The observation strategy is driven by a desire to get a little closer to 'what really happens' in public spaces as an expansion on more commonly researched aspects of what people think happens, or what people say happens within them. It requires observers to feel safe, and to be as unobtrusive as possible so as to produce a record of "real life".

In the afternoon we will visit the *Universitat de Barcelona* (included in the ranking of the world's top 200 universities) and we will collectively discuss, analyze and compare our views. Time will be allocated to teamwork (2 students), where you will work with your partner to draft your analytical non-participant observation report.

### **Assignment:**

This 1500-words Report should include the following:

- Abstract
- Observation features and analysis
- Conclusion about your experience

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 date.

## 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) social problem issues (examples: gender relations, youth manners or attitudes, social differences, inequalities, family, technology, consumer patterns, injustices, environmental conducts, cultural topics, human relations, 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)**

<b>Course#:</b> SOC 105	Student name:
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Circle your reading Number: <b>2, 6, 7, 9, 10, 13, 16, 18, 21, 24, 26, 29 &amp; 30</b>
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<b>Ref.#</b> BRUNN, H., and ELVERDAM, B., <i>Anthropology &amp; 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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<b>Keywords</b>		
<b>1.</b> Medical pluralism	<b>2.</b> Los Naturistas	<b>3.</b> Urban Bolivia
<b>4.</b> Indian, Mestizo, white	<b>5.</b> Traditional vs. biomedicine	<b>6.</b> Explanatory models

<b>Main arguments and debatable issues</b>
<b>Main Arguments:</b> 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. ETC.....

<b>Personal analysis and opinions</b>
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. ETC. ETC....

### 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.: SOC105. Endemic Poverty. Asia .Wong&Miller.



## 5. QUIZZES:

QUIZZES will be held ONLY on the following readings: No **1, 4, 5, 12, 15, 20, 23, 28 & 31**

## 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, are mandatory. Students must inform prior to any justified absence (ex. health problem).

## LEARNING ACCOMMODATIONS

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

A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to

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

## **STUDENT CONDUCT CODE**

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.

During the first week of the voyage all students should submit a hand written declaration with the following honor pledge: *"I will NOT use or receive any unauthorized assistance for my Semester at Sea assignments". Course Title and number. Student name and signature*

### **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.