

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

Voyage: Fall 2017
Discipline: Psychology
Course Number and Title: PSY 465 Adolescent Psychology
Division: Upper
Faculty Name: Professor Janet Schofield
Semester Credit Hours: 3
Meeting: Kino A Days 11-12:20

Prerequisites: One (1) general psychology course

COURSE DESCRIPTION

This course focuses on adolescence, the period of life in which individuals transition from childhood to being considered as adults by their society. The class explores the developmental changes in individuals' cognitive and social functioning during this period as well as the changes in social expectations and experiences common to it. Attention will be devoted to issues that often cause problems during this period (e.g. adolescent pregnancy, drug and alcohol use, violence, etc.) as well as to the way that family and peer relationships, social institutions such as schools, and societal conditions such as poverty shape the experiences of adolescents and their developmental outcomes. Considerable attention will also be given to how social structure and cultural norms shape the experience of adolescence.

LEARNING OBJECTIVES

1. To learn about the changes and challenges occurring during adolescence.
2. To understand how adolescence is similar and different from culture to culture.
3. To learn how the complex interplay of biology, familial circumstances, social expectations and societal opportunities and challenges shapes adolescent experiences and outcomes.

REQUIRED TEXTBOOK

AUTHOR: Smith, Peter, K. (2016)
TITLE: Adolescence
PUBLISHER: Oxford University Press
ISBN #: 978-0-19-966556-3
DATE/EDITION: 2016

INTRODUCTION TO THE COURSE

Class meetings will include lectures, discussions, and group activities as well as individual student presentations. Lectures and other class activities will not cover all aspects of the readings, and you are responsible for knowing their content whether or not they are covered in class. In-class learning will complement the readings by discussing certain topics in more detail and presenting new material. The course is challenging and requires a good deal of work. It is strongly recommended that you read each day's assigned material before the class, take good notes, and participate actively in classroom activities.

I will make important announcements about the course *in class*—one of many reasons to maintain good attendance. Occasionally, I may send email messages to all. In such cases, I will use your semester at sea e-mail addresses. If you don't regularly check that email and instead use another account (e.g., Gmail), please make sure that your messages are forwarded to your preferred account.

Lecture notes will not be distributed, and students who miss a class should borrow notes from classmates. If, after obtaining these notes, you have questions about the material you missed, you are welcome to talk to me. Please note that recording lectures is not allowed without my express prior permission.

The Topical Outline of the Course below indicates the topics and the reading assignments for each class as well as some other scheduled activities. I reserve the right to make changes in the schedule and/or assignments in light of unforeseen events and/or to adjust to conditions on Semester at Sea

TOPICAL OUTLINE OF COURSE

Depart Bremerhaven, Germany—September 9

A1—September 11: TOPIC: Introduction to this course & adolescence as a life stage

READING: Gupta, et al. (2014). *The Power of 1.8 Billion: Adolescents, youth and the transformation of the future*. Chapter 1, Youth: Big Numbers, big challenges, big possibilities. New York: United Nations Population Fund, pp. 1-12.

A2—September 13: TOPIC: Adolescence around the world

READING: Smith, P. K. (2016). Chapter 1. Adolescence around the world, *Adolescence*, New York: Oxford University Press.

Chen, C. S., & Farruggia, S. (2002). Culture and adolescent development. *Online Readings in Psychology and Culture*, 6(1). No page numbers supplied
<http://dx.doi.org/10.9707/2307-0919.1113>

Barcelona, Spain—September 15-18

A3—September 19: TOPIC: Biological changes in adolescence: Body & brain

READING: Smith, P. K. (2016). Chapter 2. Puberty-body and brain, *Adolescence*, New York: Oxford University Press.

Arnett, J.J. (2002). Adolescents in Western countries in the 21st century. In B. B. Brown, R.W. Larson & T. S. Saraswathi, (Eds.). *The World's Youth: Adolescence in Eight Regions of the Globe*. New York: Cambridge University Press, pp.307-341. (Requested as reserve book).

Wegman, J. (December 13, 2014). Court revisits life sentences for juveniles. *New York Times*. <https://takingnote.blogs.nytimes.com/2014/12/13/supreme-court-revisits-life-sentences-for-juveniles/>

A4—September 21: TOPIC: Cognitive development in adolescence

READING: Smith, P. K. (2016). Chapter 3. Formal operational thought, moral development and identity, *Adolescence*, New York: Oxford University Press, pp.30-35.

Steinberg, L. (2017). Chapter 2: Cognitive transitions, *Adolescence*, 11th edition, New York: McGraw Hill, pp. 48 middle-60 middle & 62-64 middle. (Hard copy and electronic).

No Class — September 23

A5—September 24: TOPIC: Developing Self-Concept and Self-Esteem

READING: Jensen, L.A., & Arnett, J.A. (2012). Going global: New pathways for adolescents and emerging adults in a changing world. *Journal of Social Issues*, v. 68(3), pp. 473—492.

Swearer, D.K. (2010). "Rites of Passage" section in *The Buddhist World of Southeast Asia*. Albany: SUNY Press, pp. 50-58.)

A6—September 26: TOPIC: The self & identity formation in cultural context

READING: Mensch, B.S., Bagah, D. & Binka, F. (1999). The changing nature of adolescence in the Kassena-Nankana district of Northern Ghana. *Studies in Family Planning*, v. 30(2), pp. 95 and following. (or read pp. 1-23 in the version provided).

Salm, S. J. & Folola, T. (2002). Chapter 6, Gender roles, marriage and family, *Culture and Customs in Ghana*. Westport CN: Greenwood Press, pp. 128 bottom-134, 138 middle-140 and 142-145.

Tema, Ghana — September 27-30

No Class — October 2

A7—October 3: TOPIC: Achieving an Autonomous Self in Cultural Context

READING: Smith, P. K. (2016). Chapter 3, Formal operational thought, moral development and identity, *Adolescence*, New York: Oxford University Press, pp. 38-43.

Racusim, R. (2001). Review of "Learning to be an Adolescent: Growing up in U.S. and Japanese Middle Schools." *Journal of the American Academy of Child and Adolescent Psychiatry*, v. 40(11), p. 1350.

LeTendre, G. (2000). *Learning to be an adolescent: Growing up in U.S. and Japanese Middle Schools*. New Haven: Yale University Press, pp. 56-57. (Hard copy and electronic resource).

Norris, S.A. et al (2008). South African-ness among adolescents: The emergence of a collective identity within the birth to twenty cohort study. *Journal of Early Adolescence*, v. 28(1), pp. 51-69.

A8—October 5: Quiz for first 30 minutes. TOPIC: Social identity: Gender Roles and Adolescence

READING: Tseung-Wong, C.N. & Verkuyten, M. (2013). Religious and national group identification in adolescence: A study among three religious groups in Mauritius. *International Journal of Psychology*, v.48(5), pp. 846–857.

Cape Town, South Africa —October 7-12

A9—October 13: TOPIC: Changing relationships during adolescence: Family &adolescent development

READING: Steinberg, L. (2001). We know some things: Parent adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*, v.11(1), pp. 1-19.

Smith, P. K. (2016), Chapter 4, Relationship changes. *Adolescence*, New York: Oxford University Press, pp. 44-51.

A10—October 15: TOPIC: Family and Adolescent Development

READING: Frost, A. E. & Dadoo, N. (2010). The man comes to marry the woman: exploring adolescent boys' gendered expectations for bridewealth and marriage among the Akwapim of Southern Ghana. *Marriage & Family Review*, v. 46 (1-2), p. 41 only.

Anonymous, (no date). How Old is Grandma?

Richter, L. Chikoyore, C. & Makusha, T. (2010). The status of fatherhood and fathering in South Africa. *Childhood Education*, v.86(6), pp. 360-364.

De Souza, R., P., Kumar, S & Shastri, S. (2009). Chapter 2, Family and social networks, Indian Youth in a Transforming World: Attitudes and Perceptions. Thousand Oaks, CA: Sage, pp.18-27. (Hard copy ad electronic)

Drive to end child marriage stalls," CNN, pp 1-2.
http://thecnnfreedomproject.blogs.cnn.com/2014/04/10/drive-to-end-child-marriage-stalls-but-fight-back-begins/?hpt=hp_t5

No Classes—October 16

A11—October 18: TOPIC: Dating and Romance

READING: Amankwah, A. (June 27, 2008). Trokosi Still Ongoing. Africa News Service, pp1-2.
http://bi.galegroup.com.pitt.idm.oclc.org/global/article/GALE|A180669319/d77338ea5a71edcec54e4552820c1834?u=upitt_main

Smith, P. K. (2016). Chapter 8, Sexual and romantic development..., *Adolescence*, New York: Oxford University Press.

Schofield, J.W. *Black and White in School*. Chapter 5, The Fourth R: Reading, 'Riting, 'Rithmetic and Romance, 127-153.

Port Louis, Mauritius — October 19

A12—October 21: TOPIC: Developing Sexuality & Culture

READING:

Wood, K. Maforah, F. & Jewkes, R. (1998). "He forced me to love him: "Putting violence on adolescent sexual health agendas *Social Science & Medicine*, v. 47(2). Read from the part starting at p. 235 -241 starting at the heading, "Gender Violence in South Africa."

Horn, S.S. (2008). The multifaceted nature of sexual prejudice: How adolescents reason about sexual orientation and sexual prejudice. In S. R. Levy & M. Killen (Eds.), *Intergroup Attitudes and Relations in Childhood through Adulthood: An Integrative Developmental and Social Psychological Perspective*. New York: Oxford University Press, pp.177-186, starting at "Adolescents' reasoning about social exclusion."

Jozuka, E.& Ripley, W. (September 20. 2016). Why are almost half of Japan's millennials still virgins? CNN <http://www.cnn.com/2016/09/20/asia/japanese-millennials-virgins/>

No Class – October 22

A13—October 24: TOPIC: Friendship and peers

READING: DeSouza, R., P., Kumar, S & Shastri, S. (2009). Chapter 1, Trust and circles of belonging, *Indian youth in a transforming world: Attitudes and perceptions*. Thousand Oaks, CA: Sage, pp.1-12. (Hard copy and electronic)

Smith, P. K. (2016), Chapter 4, Relationship changes. *Adolescence*, New York: Oxford University Press, pp. 52-57.

Lohmann, R. C. (October 11, 2010). Teen gangstas. *Psychology Today*<https://www.psychologytoday.com/blog/teen-angst/.../teen-gangstas>

Cochin, India— October 25-30

No Classes—October 31

A14—November 2: TOPIC: Adolescents and Work

READING: Smith, P. K. (2016). Chapter 5: Youth culture and the cyberworld, *Adolescence*, New York: Oxford University Press.

Harris, E.A. (February 1, 2014). Retailers ask: Where did teenagers go? *New York Times*http://www.nytimes.com/2014/02/01/business/retailers-ask-where-did-teenagers-go.html?hp&_r=0

Campbell, C. (February. 10,2014). Nobody Liked My Selfie and Now the Country Is Going to Hell,' Time World 2014http://world.time.com/2014/02/10/nobody-liked-my-selfie-and-now-the-country-is-going-to-hell/?hpt=hp_t3

Ashcraft, B. (2014). Chapter 2, Music. *Japanese Schoolgirl Confidential: How Teenage Girls Made a Nation Cool*. North Clarendon, VT: Tuttle Publishing, pp. 32-37 and 44 (at Seiko Matsuda) to 48 bottom. ProQuest ebrary. (Hardcopy of book and electronic version of this chapter)

Yangon, Myanmar —November 4-8

A15—November 9: TOPIC: Leisure; Moral development

READING: Smith, P. K. (2016), Chapter 3, Formal operational thought, moral development and identity, *Adolescence*, New York: Oxford University Press. pp. 35-38.

Asuma, H. (2001) Moral scripts: A U.S. Japan Comparison. In H. Shimiza & R. A. Levine (Eds.) *Japanese Frames of Mind: Cultural Perspectives on Human Development*. New York: Cambridge University Press, pp. 35-44. (Requested as reserve book and electronic version of assigned chapter available)

No class — November 11

A16—November 12 TOPIC: QUIZ (first 30 minutes). Intelligence and Academic Achievement in Adolescents

Van Rooyen et al. (2006). Initiation school amongst the southern Ndebele people of South Africa: depreciating tradition or appreciating treasure? *International Journal of Adolescence*

and Youth, v. 13 (1-2), pp. 13-18 & 25-39.<http://dx.doi.org/10.1080/02673843.2006.9747964>
Ho Chi Minh City, Vietnam — November 14-18

A17—November 19: TOPIC: Factors Influencing Achievement in Adolescents

READING: Fryer, R. (2006). Acting White. *Education Next* v. 6(1)
<http://educationnext.org/actingwhite>

Mosle, S. & Steen, H. (September 9, 2016). The New High School Outsiders. *New York Times*.<https://www.nytimes.com/interactive/2016/09/11/magazine/refugee-students-boise.html>

Garcia-Moya, I. et al. (2015). Subjective well-being in adolescence and teacher connectedness: A health asset analysis *Health Education Journal* v. 74(6), pp. 641-644 & 648-652.

No Class — November 21

A18—November 22: TOPIC: Education Around the World

READING: Stevenson & Usho, A. (2003). Adolescence in China and Japan: Adapting to a changing environment. In B.B. Brown, R.W. Larson & T. S. Saraswathi, (Eds.). *The Worlds' Youth: Adolescence in Eight Regions of the World*. New York: Cambridge University Press, pp. 141-170. (Requested as reserve book from SAS library).

Shanghai, China —November 24-29

A19—November 30: TOPIC: Externalizing and Internalizing Problems in Adolescence

READING:
Smith, P. K. (2016), Chapter 6. Risk taking, anti-social behavior and delinquency, *Adolescence*, New York: Oxford University Press, pp.73-88.

Nduna, M. & Jewkes, R. (2012). Disempowerment and psychological distress among young people in Eastern Cape, South Africa. *Journal of Child and Family Studies*, v. 21, pp. 1018–1027.

Kobe, Japan —December 2-6

A20—December 7: TOPIC: Risk-taking in adolescence: Substance Use; Suicide

Szalavitz, M. (September. 29, 2016).The 4 traits that put kids at risk for addiction, *New York Times*, pp1-3.<http://www.nytimes.com/2016/10/04/well/family/the-4-traits-that-put-kids-at-risk-for-addiction.html?emc=eta1>

Smith, P. K. (2016) Chapter 7. Internalizing Disorders and Mental Health, *Adolescence*, New York: Oxford University Press, pp.73-88.

Sharp, E.H. et al. (2011). Predicting substance use behavior among South African adolescents: The role of leisure experiences across time. *International Journal of Behavioral Development* v.35(4), pp. 343–344 & 348

Wood, J. (2013) *Genetics, Parental Rules Influence Adolescent Drinking*, pp. 1-2.
<http://psychcentral.com/news/2013/10/19/genetics-parental-rules-influence-adolescent-drinking/60902.html>

A21—December: TOPIC: Risk- taking in Adolescence – Driving; Unprotected Sex

READING: Steinberg, L. (2017). Chapter 2: Cognitive transitions, *Adolescence*, 11th edition, New York: McGraw Hill, pp. 64-68. (Hard copy and electronic).

World Health Organization, (no date, retrieved January 31, 2017). *Adolescent pregnancy*.
http://www.who.int/maternal_child_adolescent/topics/maternal/adolescent_pregnancy/en/

Hartell, C. G. (2005). HIV/AIDS in South Africa: A review of sexual behavior among adolescents. *Adolescence* v. 40(157), pp.171-180.

A22—December 11: TOPIC: Resilience; Societal Threats & Challenges: Adolescents on the streets, facing war or trafficking

READING: Seth, R. (2015). Child abuse and neglect in India. *Indian Journal of Pediatrics*, v. 82(8), pp.707–710 (stopping at bottom of page).

Kiss, L. et al. (2015). Exploitation, violence, and suicide risk among children and adolescent survivors of human trafficking in the Greater Mekong Sub-region. *Journal of the American Medical Association: Pediatrics*. v. 169(9), pp.1 only
[http://jamanetwork.com/pdfaccess.ashx?url=/data/journals/peds/934346/\(Electronicresource\)](http://jamanetwork.com/pdfaccess.ashx?url=/data/journals/peds/934346/(Electronicresource)).

McIntyre, A. (2004). Children as conflict stakeholders: toward a new discourse on young combatants. In J. Abink & I. van Kessel, (Eds.), *Vanguard or Vandals: Youth, Politics and Conflict in Africa*. Leiden, NL: Brill, pp. 228-241.

A23—December 13: TOPIC: Youth policy; Comparative Port Presentations

READING: Gupta, et al. (2014). Chapter 4, Human capital investments open the window to a demographic dividend. *The Power of 1.8 Billion: Adolescents, youth and the transformation of the future*. New York: United Nations Population Fund, pp. 47-59.

A24—December 15: Youth Policy; Comparative Port Presentations

READING: Gupta, et al. (2014). Chapter 5. *The Power of 1.8 Billion: Adolescents, youth and the transformation of the future*. New York: United Nations Population Fund, pp. 61-67, and 69 (starting at Barriers to Implementation) - 75.

Honolulu, Hawaii — December 16

Study Day — December 18

A25—December 18; A Day Finals

San Diego, California —December 23

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, and are developed and led by the instructor.

Field Class & Assignment: Reproductive Health and Menstrual Hygiene In Ghana Country: Ghana

The class will visit Sankofa an NGO based in Accra which provides menstrual and reproductive health information to adolescents in schools as well as in community settings. It is estimated that adolescent girls in Ghana miss up to 5 days of school per month due to inadequate sanitation facilities and lack of sanitary products and that 95% of girls in rural Ghana miss school during their periods. The staff at Sankofa will discuss the kinds of information provided on such topics to youth and the educational impact of their program, which provides sanitary pads to school girls, on adolescent girls' educational attainment. Class members will help to assemble the kits provided to the girls and have the opportunity to talk with individuals who provide this information regarding the reproductive health issues adolescents face. In addition, a visit to a school, where both male and female students are provided with reproductive health information to see the Sankofa training in action is anticipated. Details of this field class are still being finalized and interaction with government official in the Department of Children about youth issues in Ghana may also be included.

Academic objectives: Ghana field class

1. To learn about the problems and challenges facing youth in Ghana, especially those related to reproductive health and education.

2. To come to understand effective approaches with ameliorating such problems in Ghana, and the extent to which they are culture-specific, versus likely to be applicable in other developing countries.

Field Class Assignment: Each student will write an 1100 – 1400 word paper on one of the substantive areas in which the visited NGO works. The paper will focus on the extent of this problem in Ghana and similar countries, on barriers to solving it and on effective ways to overcome such barriers not limited to those used by Sankofa. You are expected to draw heavily on the field experience in the paper but also to make good use of assigned readings, supplementary readings pertinent to the topic you choose and relevant information from class meetings. Furthermore, **this paper must be typed and submitted electronically with you name, the course name and the date of submission clearly indicated (i.e. last name, first name, Psy 465, submission date).**

Independent Field Assignment:

Each student is expected to make one 5 - 6 minute class presentation drawing on specific material from at least two ports which illustrates, challenges or otherwise DIRECTLY relates to material covered in this class. Each presentation should have a clear point of view and/or analysis of the comparison, rather than being merely descriptive. For example, if you select the first topic listed below, include serious discussion of what the likely implications of the differences are, rather than just asserting that there are differences and illustrating them with some pictures.

You are expected to include visual, auditory or other materials (e.g. newspaper clippings, other cultural artifacts such as pamphlets, material objects, etc.) from the ports to support your observations and conclusions. (Although photos are strongly encouraged, be sure not to invade individuals' privacy or to take pictures in situations which might create any threat to yourself). You are also expected to make significant use of material from class and class readings as well as at least two pertinent outside readings not assigned in this presentation. Included must also be something brief but specific about the outside written resources you consulted as well as information on your in-port data gathering, e.g. how many interviews did you do and what kinds of people did you speak with, how long and where did you make your observations, etc. Power point is highly desirable but not essential if some other means would better convey your points.

You are encouraged to work on a topic of special interest to yourself as long as it is clearly related to material in this course. However, you must get approval of your topic from me before we reach Cape Town. If instead you decide to work on one of the topics below, you must also consult with me before Cape Town before proceeding because in order to maximize the classes' learning from these presentations I want to avoid having multiple students select precisely the same topic. So, if another student is already working on a particular comparison, I will ask you to select another topic, a different set of ports, etc. Given this, early choice of a topic and checking in with me about it is definitely to your advantage.

These presentations will be given throughout the semester from September 30 on, with the exception of quiz days. Since some dates may be generally preferred to others, a lottery will be held at the beginning of the semester and you will be allowed to choose your preferred date from those available in the order indicated by the number you get in the lottery. Students may trade dates if both agree, but I must be informed of any such trades at least two classes in advance of the earlier presentation involved. **If your presentation is ready before the assigned date and you would like to present it while it is fresh in your mind, please let me know and I will see if it can be scheduled sooner.**

1. Discuss cultural variations in parenting practices of the parents of adolescents in two different cultures. How do parent/adolescent expectations, interactions and relationships differ between the two cultures and what are the implications of such differences for adolescent development?
2. Discuss similarities and differences in the concept of “adolescence” in the cultures found in two different countries and the implications of these differences for the relationship between parents and adolescents in these countries.
3. Discuss the extent to male and female adolescents in the two cultures have similar or different experiences in adolescence. (Because this is a very broad topic you should select some sub-area such as differences in education, level of freedom, opportunities to engage in leisure and recreational activities, etc. etc.)
4. To what extent do you see evidence of a global youth culture in developing nations and to what extent are traditions maintained or at least preserved to the extent that they add a “twist” to imported global youth culture? (Again, you should select a sub-area to explore such as fashion, music, dating behavior, etc. to avoid selecting too broad a topic).
5. What are the implications of the one child policy for those who are now adolescents in China? Would cultural differences make these implications different in another of the ports we visited if that nation had implemented such a policy?
6. Compare and contrast the major challenges that adolescents and/or young adults encounter in two different cultures.

CLASS PARTICIPATION

Student participation in class not only makes the course more enjoyable but also leads to better learning. An obvious aspect of participation is attending class and paying attention to what is going on. In addition, you are encouraged to ask questions, to answer to questions that I or your classmates pose, and to participate actively to class discussions. During these discussions, you should feel free to express your opinions candidly and to disagree with comments that others make. However, it is important to be courteous toward others and respectful of their views. Recognize that especially in a class on a topic that involves some controversial issues you are likely to encounter views different from your own. **Before enrolling in this class make sure you are prepared to hear and consider opinions very different from your own with respect and courtesy.**

There will be numerous opportunities for class participation that will contribute to your grade, primarily though points given for participation in class exercises and activities, that will not typically be announced in advance. In addition, you will sometimes be asked to turn in a 3 X 5 notecard at the beginning of the next class with a comment or a question about the

readings/lectures. After getting those cards, I will answer a few of the questions or raise one or more of the suggested issues for discussion. **It is your responsibility to make sure that you get credit for class participation by being sure to write your name on notecards and on in-class written responses at the time they are handed in.** If you are absent on the days when such activities occur, you will not be able to make up the points, unless you bring a note from the SAS doctor attesting to an illness on that date. In the rare cases in which make-up work is allowed for class participation points, it will involve a written assignment. Notecards and other in-class activities will typically not be graded, only checked off as completed, but graded activities may possibly be given.

Class attendance will be taken and absences not followed by a note from the ship's doctor by the beginning of the next class will each reduce the participation grade by the equivalent of the value of one class activity after the first missed class.

METHODS OF EVALUATION

<u>Evaluation Mechanism</u>	<u>Date</u>	<u>Percent of Grade</u>
Quiz 1 (multiple choice & more)	Oct. 8 (A Day 8) first 30 minutes of class	15
Quiz 2 (multiple choice & more)	Nov. 12 (A Day 16) first 30 minutes of class	15
Class participation	throughout the semester	15
Field Class Paper	Oct 24 (A Day 13)	20
Comparative Port Presentation	Dec 7-15 A Day 20-24 (Let me know if you are ready earlier & I will schedule it earlier)	10
Final Exam (multiple choice & more)	Dec 19 (A- Day 25)	25
THE FINAL EXAM IS CUMULATIVE, ALTHOUGH EMPHASIS WILL BE ON MATERIAL FROM THE LAST THIRD OF THE COURSE.		

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). However, I plan to give +'s and -'s for other grades, although I do not generally give A+'s since a plain A already says you did a great job.

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

Excellent

Good

Satisfactory/Poor

Failing

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	

CLASSROOM ETIQUETTE

Arriving late or departing early disrupts other students' learning as well as your own. For that reason, I request that all students make a point of arriving on time and not leaving before the end of class. Any student who arrives late more than once or who leaves early (except for a documented illness) will lose class participation points.

USE OF ELECTRONIC DEVICES

To promote your learning and as a courtesy to me and the entire class, students are not allowed to use phones, computers or other electronic devices during class except to take class-related notes or to facilitate presentations to the class that need such devices. Any student found using such a device for other purposes will not be allowed to bring it or other ones to class subsequently, with no warning needed. If I find that this approach is not sufficient to prevent the classroom use of such devices for surfing the internet, etc. I reserve the right to prohibit their use entirely during class. So, I please encourage your peers to use such devices appropriately.

In addition, at no time during tests or quizzes are students allowed to access computers, cell phones or other electronic devices or to communicate with each other.

MAKE-UP AND LATE WORK POLICY

Students are expected to take tests and to participate in classroom activities on the dates scheduled for them. Make up quizzes will not be given. Students missing a quiz or exam will not be allowed to make it up without a medical excuse from the ship's doctor. The make-up will be an additional paper, rather than a quiz. The same policy applies to missed scheduled classroom presentations and it is each student's responsibility to keep track of these without reminders once they have been announced.

Should the field class paper be late, one half grade (e.g. A- to B+ or B to B-) will be taken off for each day of tardiness. No paper will be accepted after December 7, which means you will receive a zero for the assignment unless the ship doctor certifies a major health problem as the cause of this (e.g. not a just a cold, traveler's diarrhea, etc.).

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 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.

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.

Academic integrity consists of many things, including but not limited to doing your own work, avoidance of plagiarism, neither giving nor receiving unauthorized assistance from others on exams and assignments, etc. If there is any question about whether or not a behavior would violate academic integrity expectations it is your responsibility to consult with me in advance of engaging in it. Please be aware that breaches of academic integrity may well result in your failing the entire class rather than just losing credit for the particular activity or assignment involved. This applies whether you were the person initiating the unacceptable behavior or cooperating with it.

RESERVE BOOKS AND FILMS FOR THE LIBRARY

The following have been requested as reserve books.

AUTHOR: Steinberg, L.
TITLE: Adolescence
PUBLISHER: McGraw Hill
ISBN #: 978-1-259-56782-7
DATE/EDITION: 2017/11th edition (Chapter 2 only is needed, but entire book is desirable)

AUTHOR: Brown, B.B., Larson, R.W. & Saraswathi, S. (Eds.)
TITLE: The World's Youth: Adolescence in eight regions of the globe
PUBLISHER: Cambridge University Press
ISBN #: 0 521 00605 8
DATE/EDITION: 2002 (I need just the two chapters mentioned on this syllabus but the Entire book would be a good resource).

AUTHOR: Shimza, H. & Levine, R.A. (Eds.)
 TITLE: Japanese Frames of Mind: Cultural perspectives on human development
 (I need just one chapter from this book, mentioned on the syllabus)
 PUBLISHER: Cambridge University Press
 ISBN #: 0 521 78159 0
 DATE/EDITION: 2001

AUTHOR: De Souza, R., P., Kumar, S & Shastri, S.
 TITLE: Indian Youth in a Transforming World: Attitudes and Perceptions

PUBLISHER: Sage
 ISBN #:
 DATE/EDITION: 2009

AUTHOR: Ashcraft, B.
 TITLE: *Japanese Schoolgirl Confidential: How Teenage Girls Made a Nation Cool*

PUBLISHER: North Clarendon, VT: Tuttle Publishing
 ISBN #: 97 80804847391
 DATE/EDITION 2014

ELECTRONIC COURSE MATERIALS

With the exception of the books listed above, and the required text I have provided digital copies of all materials that students will need.

ADDITIONAL RESOURCES

I expect to bring a few books of my own for reserve and some additional PDF's of journal articles to serve as supplementary materials that can be used for their various assignments or supplementary reading.

