

# TENTATIVE FIELD REQUIREMENTS

## FALL 2008

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Dear Fall 2008 Student,

Please find below the Tentative Field Requirements for the courses offered during the Fall 2008 semester. For each course, 20% of your grade will come from activities in port. In this document, your professors have outlined how this 20% field requirement may be completed.

Most professors have provided a menu of field options. At the first class meeting, your professors will discuss these options and may expand the list to include additional trips listed within the Final Field Program and/or independent practica (IND). For each course you plan to take, please review the FDPs (Faculty Directed Practica) and other field activities that your professors have listed. You should take these field requirements into consideration as you make your pre-sale selections and plan your time in port. The purpose of providing a variety of options for each course (rather than a few mandatory activities) is to alleviate potential conflicts with field requirements in your other courses or conflicts with non-FDP trips you plan to attend. Just be certain to leave time somewhere in your voyage schedule to complete the field requirements for all of the courses you plan to take.

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**Faculty Name:** Tracy Ehlers  
**Department:** Anthropology  
**Course:** ANTH 101Z, Introduction to Cultural Anthropology

The fieldwork component of this course is based on the development of ethnographic Fieldnotes that will result in a more comprehensive Research Portfolio toward the end of the trip. Throughout the semester, students in the field will collect cultural impressions and data responding to assignments and queries posed in class. These are not journals but short essays prompted by assigned questions that emerge from the topics we have discussed in preparation for this visit. These Fieldnotes will reflect students' immersion and participation in the culture visited.

Students are required to complete at least three Fieldwork practica. One of these must be led by Prof. Ehlers. The other two Fieldwork practica may be led by another faculty member or on your own. But in all cases, practica must come from the list below.

#### SUGGESTED PRACTICA:

BRAZIL: Cachoeira (FDP); Service: Calabar Community  
NAMIBIA: Township and Diamond Tour; Ovahimba Tribe  
SOUTH AFRICA: Khayelitsha Township; Township Music  
INDIA: Socioeconomic Problems in Chennai (FDP); Working Women's Forum  
MALAYSIA: Ethnic Communities; Kampung Village  
VIET NAM: Indigenous Music/Jazz Fusion (FDP); Ben Thanh Market  
HONG KONG: Women in the Marketplace (FDP)  
CHINA: Being a Foreign Service Officer- Consular Visit (FDP); Tasting the Daily Life of a Shanghai Citizen

**Faculty Name:** Tracy Ehlers  
**Department:** Anthropology  
**Course :** ANTH 326Z, Anthropology and Underdevelopment

By confronting global problems of underdevelopment, this class allows students to apply anthropological methods to understanding some of the "burning issues" of our time. As such, we anticipate fieldwork experiences that will dramatically illustrate and enhance materials and discussion from class. Students will be assigned a series of

fieldwork research questions that they will discuss in class and then include in essay exams covering that course module.

Students are required to complete at least three Fieldwork practica. One of these must be led by Prof. Ehlers. The other two Fieldwork practica may be led by another faculty member or on your own. But in all cases, practica must come from the list below.

**SUGGESTED PRACTICA:**

|               |                                                                |
|---------------|----------------------------------------------------------------|
| BRAZIL:       | Cachoeira (FDP); Service Visit: Calabar Community              |
| NAMIBIA:      | Ovahimba Tribe                                                 |
| SOUTH AFRICA: | Khayelitsha Township; Operation Hunger                         |
| INDIA:        | Socioeconomic Problems in Chennai (FDP); Working Women's Forum |
| MALAYSIA:     | Ethnic Communities; Prime Commodities                          |
| VIET NAM:     | Indigenous Music/Jazz Fusion (FDP); Ben Thanh Market           |
| HONG KONG:    | Women in the Marketplace                                       |
| CHINA:        | Being a Foreign Service Officer- Consular Visit (FDP)          |

**Faculty Name:** Laura Meitzner Yoder  
**Discipline:** Anthropology  
**Course:** ANTH 359Z, Fieldwork Methods in Social Research

This course has demanding writing requirements throughout the voyage, as students are expected to record field notes while on ship and in port, and to regularly submit them promptly in typewritten form. Journals include on-board and in-port field data, descriptions of research experiences on short assignments, and personal reflections that are an integral part of learning in this course. We will discuss making the most of note-taking and reflective journaling, and students will submit their ongoing journals four times during the journey.

**All students must complete four field practica in port.**

The first of these must be on a **field trip** led by me to practice field observation, as early as possible in the voyage.

|               |                                                      |
|---------------|------------------------------------------------------|
| BRAZIL:       | Cachoeira (FDP)                                      |
| SOUTH AFRICA: | National Botanical Gardens at Kirstenbosch (FDP)     |
| INDIA:        | Traditional Medicine in India (FDP)                  |
| MALAYSIA:     | Fruit, Vegetable, Herb, and Spice Market Visit (FDP) |

The second must be a **service visit** selected from the second list below:

|               |                                                                                 |
|---------------|---------------------------------------------------------------------------------|
| BRAZIL:       | Cultural Mobilization for Children in Danger, Calabar Favela                    |
| SOUTH AFRICA: | Operation Hunger, Amy Biehl Foundation Trust                                    |
| INDIA:        | Missionaries of Charity Orphanage, Dalit Work Project, Disabled Children's Home |

The third can be fulfilled by **repeated observation** throughout the voyage.

Pick a scene/type of location that you will attempt to observe for 15-30 minutes in most or all ports we will visit. This could be anything ordinary that you should be able to find in our port stops: the ship's dock, an internet café, street food stalls, a multinational fast food chain, grocery stores or food markets, etc. You will be making and recording very detailed observations in your chosen scene in various locations.

The fourth can be fulfilled by an additional **field trip from the list below or independent practicum** that will help you fulfill the small group project requirement. Students should use the port experiences to practice new skills and to further develop their small group project topics. For example, student projects concerning economies of poverty, cross-cultural gender relations, urban youth culture, or other topics should find ample material in the course of port visits (including reflections assignments for other courses and additional travel) to make

substantive reflections and contributions to the course project. This will be reflected both in the journal and in the proposal/project presentation.

- Homestays: strongly recommended
- “Rural village and farm visit” (Chennai)
- “Socio-economic problems in Chennai”
- “Seminar on poverty and gender issues” (Chennai)
- International student exchanges: in Brazil and Japan
- Visits to religious sites

Other independent practica as approved

**Faculty Name:** Tracy Ehlers  
**Department:** Anthropology  
**Course:** ANTH 380Z, Anthropology of Tourism

Ethnographic fieldwork is an essential part of this course. In each "host" country, students will be assigned short research practica based on concepts relevant to the ethnographic study of tourism. Their findings will be the basis for a "Comments Please" session upon their return. About half of our Comments Please reports will be essays based on the myriad of experiences individual students will have ashore.

Students are required to complete at least three Fieldwork practica. One of these must be led by Prof. Ehlers. The other two Fieldwork practica may be led by another faculty member or on your own. But in all cases, practica must come from the list below.

#### SUGGESTED PRACTICA:

BRAZIL: Cachoeira (FDP); Bahia by Night  
NAMIBIA: Township and Diamond Tour; Ovahimba Tribe  
SOUTH AFRICA: Khayelitsha Township; Township Music  
INDIA: Socioeconomic Problems in Chennai (FDP); Rural Village & Farm Visit  
MALAYSIA: Ethnic Communities of Malaysia; Kampung Village  
VIET NAM: Indigenous Music/Jazz Fusion (FDP); Ben Thanh Market  
HONG KONG: Women in the Marketplace  
CHINA: Shanghai City Orientation

**Faculty Name:** Lawrence Butler  
**Department:** Art History  
**Course:** ARTH 103Z, Survey of Asian Art

Students will be required to write five 2-page field reports, based on their own observations of the architecture, museums, religious sites or craft factories they encounter. These may be based on FDP's, independent practica, or my informal museum and site tours. The first field report will be a museum or architecture practice paper based on visits in Brazil, Namibia or South Africa. The other four will be written based on field experiences in India, Malaysia, Vietnam, China, Japan or Hawaii.

Students should plan to participate in at least two of my FDP's or informal port/museum tours. Students should plan a mix of visits, to include at least one museum, one temple, and one palace/domestic structure.

Guidelines for the field reports will be presented and discussed in class. Individual projects not on the list below will require my prior approval. Monuments, museums or cities marked with an asterisk\* are highly recommended for this course.

#### SUGGESTED PRACTICA

BRAZIL: \*Baroque art and architecture of the Pelourinho district (FDP); Cachoeira  
Museu de Arte Sacra or Museu Afro-Brasileiro (IND); Individual monuments in the World  
Heritage zone (IND)  
NAMIBIA: Swakopmund architecture (IND or tour); Luderitz architecture (IND or tour)

- SOUTH AFRICA: Iziko South African National Gallery; Iziko South African Museum; Major historic buildings: Parliament, St. George's Cathedral or Groote Kerk; Cultural History Museum (all tour or IND); \*Art in contemporary South Africa (FDP)
- INDIA: \*Kanchipuram & Mahabalipuram (tour); \*Mughal monuments of Delhi & Agra (tour); \*Varanasi & Sanchi (tour); Madurai and Cochin monuments (tour); A Hindu temple, Sikh or Jain temple (IND); Government Museum, Chennai (IND)
- MALAYSIA: \*Straits Chinese neighborhoods in Penang (FDP); \*Kek Lok Si or other Buddhist or Hindu temples (tour or IND); Penang Museum and Art Gallery (IND); \*Malacca museums: Baba-Nonya, Malay Palace, & Malacca Museums (IND or tour); \*Kuala Lumpur National Museum; Museum of Asian Arts (IND); Singapore Art Museum; Singapore Peranakan Museum; Singapore Asian Civilizations Museum
- VIET NAM: \*Ho Chi Minh City History Museum; \*Fine Arts Museum (IND or my tour); \*Danang: \*Cham Museum (tour or IND); \*Citadel, Nguyen Dynasty tombs, Thien Mu Pagoda (tour); \*Hanoi Fine Arts Museum, Temple of Literature (IND); \*Hoi An: clan temples, museums (tour or IND); Other Buddhist temples (pagodas); Craft manufacturing (IND); \*Angkor, as a World Heritage site; Phnom Penh: \*National Museum
- CHINA: \*Hong Kong Art Museum (IND); Man Mo Temple (IND); \*Shanghai Museum, Shanghai Art Museum, Yu Yuan Gardens (IND) | \*Suzhou gardens (tour); \*Beijing: Imperial monuments (tour); \*Xi'an: Terracotta army; \*Shaanxi Province Museum; Great Wild Goose Pagoda (tour)
- JAPAN: Walking tour of Kobe (FDP), including the Ikuta Shrine, Sorakuen Gardens, Takenaka; Carpentry Tools Museum (my FDP or IND); \*Kyoto: Temples, \*Nijo Palace, \*gardens, National Museum (tours or IND); \*Himeji Castle (Tour or IND); \*Nara: Todaiji, \*Horyuji (Tour or IND); Osaka Castle & museum (IND); Tokyo: \*National Museum, other art museums, Meiji Shrine gardens (IND); Other great shrine complexes are fine: Ise, Kamakura, etc.
- HAWAII: \*Honolulu Academy of Art and Shangri-la mansion (IND); Bishop Museum (IND); Byodo-in Temple

**Faculty Name:** Lawrence Butler  
**Department:** Art History  
**Course:** ARTH 106Z, History of Architecture

Students will be required to write five 2-page field reports, based on their own observations of the architecture or architectural museums they encounter in port. These may be based on FDP's, independent practica, or my informal museum and site tours. The first field report will be a museum or architecture practice paper based on visits in Brazil. The other four will be written based on field experiences in Namibia, South Africa, India, Malaysia, Vietnam, China, Japan, Hawaii or Costa Rica.

Students should plan to participate in at least two of my FDP's or informal port/museum tours. Students should plan a mix of visits, to include roughly one museum, one temple, one palace/domestic structure, and one modern structure. World Heritage sites along the voyage will present particularly good opportunities.

Guidelines for the field reports will be presented and discussed in class. Individual projects not on the list below will require my prior approval. Monuments, museums or cities marked with an asterisk\* are highly recommended for this course.

#### SUGGESTED PRACTICA:

- BRAZIL: \*Baroque art and architecture of the Pelourinho district (FDP); \*Cachoeira (Field office tour); Individual monuments in the World Heritage zone (IND); Major historic monuments in Rio de Janeiro and \*Manaus (tour or IND); \*Brasilia, if you find yourself there (IND)
- NAMIBIA: Swakopmund architecture (IND or tour); Lüderitz architecture: Goerke House (IND or tour); Tataleni Village relocation site; Tribal village architecture (tour)

- SOUTH AFRICA: Tribal or township vernacular structures (tour); \*Major historic buildings of Cape Town: Parliament, St. George's Cathedral; Groote Kerk, Great Synagogue; Castle of Good Hope; Bo-Kaap neighborhood & museum
- INDIA: \*Kanchipuram & Mahabalipuram (tour); \*Mughal monuments of Delhi & Agra (tour); \*Varanasi & Sanchi (tour); \*Madurai and Cochin monuments (tour); A Hindu, Sikh or Jain temple (IND)
- MALAYSIA: \*Straits Chinese neighborhoods in Penang (FDP); \*Kek Lok Si or other Buddhist or Hindu temples (tour or IND); Chung Keng Kwee or Cheong Fat Tze mansions; Leong San Tong Khoo Kongsi clan temple; \*Malacca museums: Baba-Nonya, Malay Palace, & Malacca Museums (IND or tour); \*Little Malaysia outdoor house museum near Malacca; Kuala Lumpur: Pedang monuments, \*Petronas Towers; Long houses of Borneo. Singapore: Colonial architecture or modern architecture, by permission.
- VIET NAM: Ho Chi Minh City: Major French Colonial monuments; Central Mosque; Hue: \*Citadel; Nguyen Dynasty tombs; Thien Mu Pagoda (tour); Hanoi: Fine Arts Museum, \*Temple of Literature (IND), Ho Chi Minh tomb; \*Hoi An: clan temples, museums (tour or IND); Other Buddhist temples (pagodas); \*Angkor; Phnom Penh: \*Royal Palace and National Museum; \*Killing Fields pagoda
- CHINA: \*Hong Kong HSBC Bank; modern architecture in Central (IND or my informal tour); Man Mo Temple (IND or my tour); \*Shanghai Museum, \*The Bund; \*Pudong district; \*Yu Yuan Gardens (IND); \*Suzhou gardens; \*Beijing: Imperial monuments (tour); \*Xi'an: City walls, \*Great Wild Goose Pagoda (tour); \*Great Mosque (tour).
- JAPAN: Walking tour of Kobe (FDP), including the Ikuta Shrine; Sorakuen Gardens; \*Takenaka Carpentry Tools Museum; \*Kyoto: Temples, \*Nijo Palace, \*gardens (tour or IND); \*Himeji Castle (Tour or IND); \*Nara: \*Todaiji, \*Horyuji (Tour or IND); Osaka Castle & museum (IND); Tokyo: Municipal Building complex, National Museum, Meiji Shrine gardens (IND); Other great shrine complexes are fine: Ise, Kamakura, etc.
- HAWAII: \*Honolulu Academy of Art and Shangri-la mansion (IND); \*Bishop Museum (IND); Byodo-in Temple; Aloha Tower
- COSTA RICA: San José Opera House.

**Faculty Name:** Lawrence Butler  
**Department:** Art History  
**Course:** ARTH 202Z, Introduction to Museum Studies

Students will be required to write five 2-page field reports, based on their own observations of the museums or World Heritage sites they encounter in port. These may be based on FDPs, independent practica, or my informal museum and site tours. The first field report will be based on a visit to a museum, historical site, or nature preserve in Brazil. The other four will be written based on field experiences in Namibia, South Africa, India, Malaysia, Vietnam, China, Japan, Hawaii or Costa Rica.

Students should plan to participate in at least two of my FDPs or informal port/museum tours. Students should plan a mix of visits, to include roughly one museum, one temple, one palace/domestic structure, and one modern structure. World Heritage sites along the voyage will present particularly good opportunities.

Guidelines for the field reports will be presented and discussed in class. Individual projects not on the list below will require my prior approval. Monuments, museums or cities marked with an asterisk\* are highly recommended for this course.

#### SUGGESTED PRACTICA:

- BRAZIL: \*Baroque art and architecture of the Pelourinho district (FDP); \*Museu Afro-Brasileiro, \*Museu de Arte Sacra, or other museum in Salvador; Individual monuments in the World Heritage zone (IND); \*Cachoeira; \*Manaus; Other museums, World Heritage sites, or nature preserves, with approval.

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NAMIBIA:      | Luderitz, Goerke house (IND or tour); other museums or World Heritage sites by permission.                                                                                                                                                                                                                                                                                                                                                                                                   |
| SOUTH AFRICA: | *Contemporary art scene in South Africa (FDP); *Robben Island (IND or tour); *District 6 Museum (IND); *Iziko South African Museum (IND or tour); *Slave Lodge Museum/Cultural History Museum (IND); *Bo-Kaap neighborhood & museum (IND); Old Town House; Iziko South African National Gallery; other museums by permission.                                                                                                                                                                |
| INDIA:        | *Chennai, Government Museum; *Mughal monuments of Delhi & Agra (tour); *Varanasi & Sanchi (tour); *Madurai and Cochin monuments (tour); other museums and World Heritage sites by permission                                                                                                                                                                                                                                                                                                 |
| MALAYSIA:     | *Straits Chinese neighborhoods in Penang (FDP); *Penang Museum (IND); *Malacca museums: Baba-Nonya, Malay Palace, & Malacca Museums (IND or tour); *Little Malaysia outdoor house museum near Malacca. Kuala Lumpur: National Museum; Cultural preserves on Borneo; Singapore National Museum, Images of Singapore, other museums by permission.                                                                                                                                             |
| VIET NAM:     | *War Atrocities Museum; *Historical Museum; Citadel; Hanoi Fine Arts Museum, History Museum; *Ho Chi Minh tomb; *Hanoi Hilton; *Hoi An: entire place, as a World Heritage site; Other war commemoration sites, other World Heritage sites, by permission; Angkor, as a World Heritage site; Phnom Penh: *National Museum; *Tuol Sleng Genocide Museum & Killing Fields                                                                                                                       |
| CHINA:        | Hong Kong Art Museum. (IND); *Shanghai Museum (IND); *Suzhou gardens; *Beijing: Imperial monuments (tour); *Xi'an: *any of the major monuments/World Heritage sites.                                                                                                                                                                                                                                                                                                                         |
| JAPAN:        | *Walking tour of Kobe (FDP); Ikuta Shrine; Sorakuen Gardens; Takenaka Carpentry Tools Museum; *Kyoto: *Temples; *Nijo Palace, *National Museum (tour or IND); *Himeji Castle (Tour or IND); Nara: *Todaiji, *Horyuji (Tour or IND); *Hiroshima Peace Memorial Park and Museum (tour or IND); Osaka Castle & museum (IND); *Tokyo National Museum, Meiji Shrine gardens (IND); Other museums or sites by permission. Any of the World Heritage sites and art museums would be fair game here: |
| HAWAII:       | *Honolulu Academy of Art and Shangri-la mansion (IND); Bishop Museum (IND); *Polynesian Cultural Center; *Pearl Harbor national monuments                                                                                                                                                                                                                                                                                                                                                    |
| COSTA RICA:   | National Museum of Pre-Columbian Art                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**Faculty Name:** Gustavo Fares  
**Department:** Art  
**Course:** ARTS 161Z, Introduction to Drawing I

The Field Component provides twenty percent of course work. Each student is required to complete **three** practica (either Faculty Directed or Independent), at least two of them before the midterm period. An Independent Practicum may be developed as part of a regularly-offered SAS trip, or it may stand alone.

If an Independent Practicum is selected, the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

In this course all students are required to:

- 1) keep a drawing journal of their field observations;
- 2) incorporate ideas from those journals into final works

Drawing Journal of onshore excursions:

The field component will consist of drawings students make during their shore excursions in their drawing journal. Students are expected to draw in many different settings. A minimum expectation is that students sketch at least two drawings per country they visit. Collages of visual elements gathered ashore could be appropriate additions to the drawing journal. The field drawings will serve also as bases for finished drawings based on images selected from the onshore component.

Students are **\*strongly encouraged\*** to take TWO of the following Field Trips in the first part of the voyage (unless there is a valid reason to propose taking a different one):

### SUGGESTED PRACTICA:

|               |                                            |
|---------------|--------------------------------------------|
| BRAZIL:       | Sacred Arts Museum (FDP)                   |
| NAMIBIA:      | Salt Mine (FDP)                            |
| SOUTH AFRICA: | District Six Museum & Township Visit (FDP) |
| INDIA:        | St. Thomas Mount (FDP)                     |

In the second part of the voyage, students can choose among the following options:

|           |                           |
|-----------|---------------------------|
| MALAYSIA: | Kek Lok Si Temple (FDP)   |
| VIET NAM: | Cu Chi Tunnels            |
| CHINA:    | Shanghai: Sunrise Tai Chi |
| JAPAN:    | Nara                      |

### IDEAS FOR INDEPENDENT PRACTICA

1. Keep a journal of your reaction to works of art and architecture encountered in the various countries. Record the artist (if known), description of work, location, and date observed.
2. What is the role of an artist in this culture and how is that role facilitated?
3. Why is there such a wide variation in the style of art produced from one region to the next?
4. Study examples of local art in museums, shops, street displays, etc. How is the spirit of the land represented in the art of its people? How have the artists of this culture related their work to their own or their society's view of the world?
5. Engage a local person(s) in conversation about a work of art, temple or monument. Make notes of relevant comments. In your own drawings, include ideas from your field notes (analysis of the form, style, content and meaning of the work of art or monument, your conclusions about the role of the visual arts or architecture in modern society).
6. Choose a major theme for your port observations and analysis. Examples: religious art and architecture, humanity's relationship to nature as expressed in art (including landscape/cityscape/seascape), urban planning, political art and architecture, gender issues in art, the artist's relationship to society (including self-portraiture), domestic architecture (home and palace), role of the patron.
7. Can you see any discernible western influences in the art and design you come across in each country? If so, how does it differ from the indigenous work you have seen?

**Faculty Name:** Michael P. Timko  
**Discipline:** Biology  
**Course:** BIOL 155Z-1, Plumpy'nut and Big Macs: World Nutrition and Health in Perspective (sec. 1)  
BIOL 155Z-2, Plumpy'nut and Big Macs: World Nutrition and Health in Perspective (sec. 2)

Each student is expected to undertake a minimum of three practica. At least two of your practica need to be Faculty Directed Practica (FDP) led by me since during these outings we will experience first hand material discussed in the class. The third practica may be either a FDP led by me, another faculty member, or an Independent Practica (IND) of your own choosing and design. Your IND may be developed within the context of a regularly-scheduled SAS trip, or it may be a truly novel activity. Regardless of whether the student chooses an FDP led by another faculty member, participation in an SAS tour activity, or chooses to develop their own IND, they must meet with me prior to arriving in the port-of-call to discuss his or her approach, objectives, and goals.

For this course I plan to minimally offer FDP opportunities in the following ports: Salvador, Brazil, Cape Town, South Africa, and Chennai, India. You are encouraged to choose minimally two from among this set to fulfill your FDP requirement. You can choose all three. In addition, several FDPs either offered by me (e.g., in Penang, Malaysia) or other faculty (in Yokohama, Japan) could be used to fulfill the third FDP requirement. I will provide additional information in class about the nature and goals of these practica. Keep in mind that the three required "response papers" are based on your experiences during your field visits. Therefore, at the minimum students will be

required to keep a written record of their field observations. Written information, photos, and other materials collected during FDP, IDP, field visits will be used in the preparation of student's required oral presentation.

Some examples of appropriate Independent Practica topics are listed below:

Visit (not necessarily eat at) a common "Fast Food" type of restaurant in three different ports of call and compare what is on the menus. How does this compare to "traditional local" fast foods and differ from what is served in a similar establishment in the US. (Are all Big Macs, Whoppers, KFC's created equal?).

Develop a project based on visits to local individuals' homes/ kitchens and discuss with them the types of food they generally consume on a daily basis. Do the concepts of breakfast foods, lunch, and dinner translate from culture to culture?

Visit a local health clinic or aid station (could be associated with a hospital, university, ministry) and discuss with them the limitations that they see in providing for the health and nutrition of their cliental.

Keep a field notebook in which you record several of the following health-related factors in each port-of-call or city visited on a field trip: (1) the relative number of homeless, beggars or indigent children; (2) the availability of well-publicized health facilities (clinics, hospitals, medical missions); (3) number of advertisements, bulletins, posters promoting practices to limit the spread of HIV, or other communicable diseases; (4) things you learn about medical care, in the community.

#### SUGGESTED PRACTICA:

|               |                                            |
|---------------|--------------------------------------------|
| NAMIBIA:      | Marine Biotechnology: Oyster Farming (FDP) |
| SOUTH AFRICA: | Operation Hunger (FDP)                     |
| INDIA:        | Eco-friendly farming practices (FDP)       |
| MALYASIA:     | Prime Commodities of Malaysia (FDP)        |
| HONG KONG:    | Plant Biotechnology (FDP)                  |

**Faculty Name:** Michael P. Timko  
**Discipline:** Biology  
**Course:** BIOL 349Z, Agriculture in Age of Biotechnology: Local Opportunities and Global Challenges

Each student is expected to undertake a minimum of three practica. At least two of your practica need to be Faculty Directed Practica (FDP) led by me since during these outings we will experience first hand material discussed in the class. The third practica may be either a FDP led by me, another faculty member, or an Independent Practica (IND) of your own choosing and design. Your IND may be developed within the context of a regularly-scheduled SAS trip, or it may be a truly novel activity. Regardless of whether the student chooses an FDP led by another faculty member, participation in an SAS tour activity, or chooses to develop their own IND, they must meet with me prior to arriving in the port-of-call to discuss his or her approach, objectives, and goals.

For this course I plan to minimally offer FDP opportunities in at least three of the following ports: Walvis Bay, Namibia, Chennai, India, Penang, Malaysia and/or Hong Kong, China. You are encouraged to choose two/three from among this set. I will provide additional information in class about the nature and goals of these practica. Keep in mind that the three required "response papers" are based on your experiences during your field visits. Therefore, at the minimum students will be required to keep a written record of their field observations. Written information, photos, and other materials collected during FDP, IND, field visits will be used in the preparation of student's required oral presentation.

Some examples of appropriate Independent Practica topics are listed below:

Develop a project based on visits to local markets. Determine what is being sold and discuss with the vendors their knowledge of where their products arise. Are they the grower or just the middleman? Do they products they offer change based on what their cliental tell them they prefer. How has their production costs influenced their prices.

Keep a field notebook in which you record the way in which food production occurs in several different countries along our voyage. What influence has the "Green Revolution" and the introduction of "GMOs" had in the effort to be self-sufficient in food production? What impact has it had on local rural farmers versus existing large-scale production? Most important, consider how the country's agricultural practices have affected the local/ regional ecosystem.

**SUGGESTED PRACTICA:**

NAMIBIA: Marine Biotechnology: Oyster Farming (FDP)  
SOUTH AFRICA: Operation Hunger (FDP)  
INDIA: Eco-friendly farming practices (FDP)  
MALYASIA: Prime Commodities of Malaysia (FDP)  
HONG KONG: Plant Biotechnology (FDP)

**Faculty Name: Michael Kaplan**  
**Discipline: Commerce**  
**Course: COMM 384Z, Foundations of International Business**

The course's term paper '*Challenges of Doing International Business*' will regard a country on our itinerary. Accordingly, research for the paper must include at least two in-country practica, including one FDP led by the instructor and the other an independent practica (the instructor will closely advise students about independent practica if a FDP is not offered in the country of choice). The third FDP should be one that is led by the instructor in another country. For all independent practica, students should meet briefly with the instructor prior to arriving in the port-of-call to discuss the student's approach and objectives.

Requirements for this course include active participation in at least three business (or related) practica.

**SUGGESTED PRACTICA:**

SOUTH AFRICA: Wine Production and Marketing (FDP)  
INDIA: Pebble Creek Mining: A Case History on Doing Business in India (FDP)  
MALAYSIA: Indigenous Industries Near Penang: Rubber, Palm Oil and Rice (FDP)  
VIET NAM: Nike Plant Visit (FDP); Ben Thanh Market (FDP)  
CHINA: Shanghai Auto Industry (FDP)

**Faculty Name: Michael Kaplan**  
**Discipline: Commerce**  
**Course: COMM 451Z, International Marketing**

The primary assignment for this course is a Country Marketing Proposal Team Project. Student teams will develop a marketing plan and presentation to market a consumer product into a country on our itinerary. The Country Team will conduct primary research regarding this assignment when visiting the selected country and the team should budget their in-country time accordingly. Each student is required to complete three practica (either faculty directed or independent). At least one of these should be a faculty-directed field trip led by the instructor. The second and third practica may be independent practica. For all independent practica, students should meet briefly with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

**SUGGESTED PRACTICA:**

SOUTH AFRICA: Wine Production and Marketing (FDP)  
INDIA: Pebble Creek Mining: A Case History on Doing Business in India (FDP)  
MALAYSIA: Indigenous Industries Near Penang: Rubber, Palm Oil and Rice (FDP)  
VIET NAM: Nike Plant Visit (FDP); Ben Thanh Market (FDP)

CHINA: Shanghai Auto Industry (FDP)

**Faculty Name:** Michael Kaplan  
**Discipline:** Commerce  
**Course:** COMM 469Z, International Management

A key component of this course is a *Challenges of International Management* term paper. Students will compare and contrast three companies of roughly the same size from three different countries OR compare three companies of different sizes from a single country. Research for the paper must include at least three practica (either faculty directed or independent). A related requirement for this course is participation in at least one FDP led by the instructor. For all independent practica, students should meet with the instructor prior to arriving in the port-of-call to discuss the student's approach and objectives.

**SUGGESTED PRACTICA:**

SOUTH AFRICA: Wine Production and Marketing (FDP)  
INDIA: Pebble Creek Mining: A Case History on Doing Business in India (FDP)  
MALAYSIA: Indigenous Industries Near Penang: Rubber, Palm Oil and Rice (FDP)  
VIET NAM: Nike Plant Visit (FDP); Ben Thanh Market (FDP)  
CHINA: Shanghai Auto Industry (FDP)

**Faculty Name:** Frank Warnock  
**Discipline:** Commerce  
**Course:** COMM 470Z, Topics in Finance

Three faculty-led field practica are recommended but not required. In Hong Kong I will lead a visit to the HKMA, the main actor in our Hong Kong case study. In Vietnam, I will lead a visit to the stock exchange, which more than tripled in value in the past few years before plummeting this year. In South Africa, Professor Veronica Warnock and I will lead a visit to the Kuyasa Fund, a Cape Town-based housing microlender we work with; this will provide an unparalleled opportunity to see how international macroeconomic conditions impact ground-level financial development work. Moreover, investing in microlending institutions is a fascinating new alternative investment.

Students must also keep an **International Investments Journal** recording and reflecting on observations of how macroeconomic policies, exchange rate fluctuations, and the global economic environment impact people's views on investing in the equities, bonds, and currency of *every port we visit*. You will bring these observations together in a coherent **International Investments Journal Paper**, a 5- to 10-page (12-point font, double-spacing, one-inch margins) paper that must be submitted for grading before we reach Hawaii and must have observations for each port from Brazil to Japan (eight ports). Of course, the best journals will not only be coherent but will also include observations that are related to the major themes that we cover in the course. Are the views you are recording consistent with any model we have learned?

**SUGGESTED PRACTICA:**

SOUTH AFRICA: Microfinance in Cape Town (FDP)  
HONG KONG: Hong Kong, the Asian Crisis and the Path Forward (FDP)

**Faculty Name:** Frank Warnock  
**Discipline:** Commerce  
**Course:** COMM 472Z, International Finance

Three faculty-led field practica are recommended but not required. In Hong Kong I will lead a visit to the HKMA, the main actor in our Hong Kong case study. In South Africa, Professor Veronica Warnock and I will lead a visit to the Kuyasa Fund, a Cape Town-based housing microlender we work with; this will provide an unparalleled opportunity to see how international macroeconomic conditions impact ground-level financial development work. In Vietnam, students interested in FDI should consider joining Professor Kaplan's visit to Nike.

Students must also keep an **IF Journal** recording and reflecting on observations of how macroeconomic policies, exchange rate fluctuations, and the global economic environment impact stakeholders (consumers, businesses) *in every port we visit*. You will bring these observations together in a coherent **IF Journal Paper**, a 5- to 10-page (12-point font, double-spacing, one-inch margins) paper that must be submitted for grading before we reach Hawaii and must have observations for each port from Brazil to Japan (eight ports). Of course, the best journals will not only be coherent but will also include observations that are related to the major themes that we cover in the course.

**SUGGESTED PRACTICA:**

**SOUTH AFRICA:** Microfinance in Cape Town (FDP)  
**HONG KONG:** Hong Kong, the Asian Crisis and the Path Forward (FDP)

**Faculty Name:** Robbie Engelmann  
**Discipline:** Communications  
**Course:** SEMS 115-4, Communication Across Race and Culture

Students are required to participate in three field practica; they are strongly encouraged to participate in the two FDPs (Brazil and South Africa) and one additional field experience from the suggested list below. Students will write a 3-4 page personal response paper reacting to each field experience. For example, for those attending the Amy Biehl Foundation FDP in South Africa, the paper will be reacting to the Biehl's decision to participate in the Truth and Reconciliation Commission and their hiring of two of the people who murdered their daughter as employees in the project. Film footage and articles on the Truth and Reconciliation Commission and the Amy Biehl Project will complement this field trip. Further instructions regarding the paper will be given in class. Students must receive prior approval from the instructor for an alternative field trip and comparable field assignment.

Working in teams throughout the voyage, students will also write 3-4 page (750-1000 words) diversity profiles on visited ports through personal observation, interviews, visits to organizations working with minorities, and research on the internet. The profile may be focused on one aspect of diversity (e.g.: race), or may include several aspects (e.g.: gender, economics, disabilities, religion). Further instructions will be given in class.

**SUGGESTED PRACTICA:**

**BRAZIL:** Sisterhood of the Boa Morte and The Movements for Landless Peasants (FDP); Steve Biko Institute & Afro-Oriental Studies at Bahia University (FDP)  
**SOUTH AFRICA:** Robben Island (FDP); Amy Biehl Foundation; Operation Hunger  
**INDIA:** Human Rights in India with a Special Focus on Women and Children (FDP); Rural Village and Farm Visit; Dalit Village Overnight; Child Labor in Rural India  
**MALAYSIA:** Ethnic Communities in Malaysia  
**CHINA:** Folk Culture Village in Shenzhen  
**JAPAN:** Konan Women's University Visit with Homestay

**Faculty Name:** Erika Paterson  
**Discipline:** Communications  
**Course:** SEMS 115-5, Digital Story-Telling: Creating Global Cultures (sec. 1)  
SEMS 115-9, Digital Story-Telling: Creating Global Cultures (sec. 2)

The field requirements of this course will include capturing video, conducting interviews, and collecting artifacts (pamphlets, posters, postcards, bus schedules and much more) in each and every port we visit. This material will be presented in class and utilized to enrich our discussions on digital story telling and interpreting cultural differences. This material will also be utilized for the production of a final digital story project. In addition to these field requirements, students will be required to attend THREE practica. Two of these should be field trips led by me. Of the field trips led by me, I am especially eager to see you participate in the field trip in Salvador (Rhythm of Hope) since it comes early in the voyage and will give you a chance to practice with me the techniques you will need to practice more on your own later in the voyage. The second field practica should be

one of the other field trips led by me (listed below). The third practica may be chosen from the suggested practica listed below. In preparation for each practica, students will present story ideas, interview questions, and a storyboard for filming before our arrival. These story ideas must relate directly to your chosen practica, be concerned with our studies in interpreting cultural differences, and be presented well in advance.

Students will maintain an online journal that will include written observations and insights, images and video from each and every port we visit. Excerpts from these journals will be presented in class and the total value of these journals and class presentations is 30%.

#### SUGGESTED PRACTICA:

|            |                                                                           |
|------------|---------------------------------------------------------------------------|
| BRAZIL:    | Projecto Cultural Arte Consciente, a visit to Saramandaia (FDP)           |
| INDIA:     | Welcome Reception (FDP)                                                   |
| MALAYSIA:  | Welcome reception and Shadow puppet performance                           |
| VIET NAM:  | Cu Chi Tunnels (FDP)                                                      |
| HONG KONG: | International Student Exchange; Chinese University of Hong Kong           |
| CHINA:     | Shanghai Jiao Tong University Reception (FDP)                             |
| JAPAN:     | International Student Exchange: Kansai University, Ritsumeikan University |

**Faculty Name:** Cheri Vasek  
**Discipline:** Drama  
**Course:** DRAM 292Z, Asian Theatre History

Each student is required to complete THREE practica (either Faculty Directed or Independent). At least TWO of these should be faculty-directed field trips led by me (see list below). You are required to participate in one of the FDPs under my direction in Chennai, Penang, Ho Chi Minh City or Kobe (and are encouraged to choose two from among this set), since they are central to the material covered in this class. The third practica can be an Independent Practicum developed as part of a regularly offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

#### Reflection paper

After each practicum experience, the student is required to submit a reflection paper of 2 – 3 pages in length. Reflection papers may address one or more of these questions:

How do the visual components (costumes, scenery, props, makeup, masks) of this theatre/dance form help to convey story, cultural context and religious beliefs?

How is movement used in this theatre/dance form? How is the performer's physical training reflected in the performance? How does the manner in which the performer inhabits his/her body compare to what you are familiar with in American/European performance traditions? (Discuss posture, stance, dexterity, movement symbols, pacing, etc.)

Consider character within the story being told. Can you identify recognizable character types? Compare/contrast with the American/European performance traditions with which you are familiar. What aspects of character expression do you find to be universal (across cultures)?

#### SUGGESTED PRACTICA:

|            |                                             |
|------------|---------------------------------------------|
| INDIA:     | Theru Koothu Theatre Performance (FDP)      |
| MALAYSIA:  | Mak Yong Performance (FDP)                  |
| VIET NAM:  | Water Puppet Performance (FDP)              |
| HONG KONG: | Heritage Museum & Black Box Theater (IND)   |
| JAPAN:     | Bunraku Theater (FDP); Kabuki Theatre (IND) |

**Faculty Name:** Cheri Vasek  
**Discipline:** Drama  
**Course:** DRAM 492Z, Global Theatre Literature

Each student is required to complete THREE practica (either Faculty Directed or Independent). At least TWO of these should be faculty-directed field trips led by me (see list below). You are required to participate in one of the FDPs under my direction in Chennai, Penang, Ho Chi Minh City or Kobe (and are encouraged to choose two from among this set), since they are central to the material covered in this class. The third practica can be an Independent Practicum developed as part of a regularly offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

### **Reflection paper**

After each practicum experience, the student is required to submit a reflection paper of 2 – 3 pages in length. Reflection papers may address one or more of these questions:

How do the visual components (costumes, scenery, props, makeup, masks) of this theatre/dance form help to convey story, cultural context and religious beliefs?

How is movement used in this theatre/dance form? How is the performer's physical training reflected in the performance? How does the manner in which the performer inhabits his/her body compare to what you are familiar with in American/European performance traditions? (Discuss posture, stance, dexterity, movement symbols, pacing, etc.)

Consider character within the story being told. Can you identify recognizable character types? Compare/contrast with the American/European performance traditions with which you are familiar. What aspects of character expression are universal (across cultures)?

### **SUGGESTED PRACTICA:**

SOUTH AFRICA: Artscape Theatre Tour (FDP)  
INDIA: Theru Koothu Theater Performance (FDP)  
MALAYSIA: Mak Yong Performance (FDP)  
VIET NAM: Water Puppet Performance (FDP)  
HONG KONG: Heritage Museum & Black Box Theater (IND)  
JAPAN: Bunraku Theater (FDP); Kabuki Theatre (IND)

**Faculty Name:** Cheri Vasek  
**Discipline:** Drama  
**Course:** DRAM 498Z, Global Costumes

Each student is required to complete THREE practica (either Faculty Directed or Independent). At least ONE of these should be faculty-directed field trips led by me (see list below). You are required to participate in one of the FDPs under my direction in Cape Town or Chennai, since they fall early in our voyage, and will help you learn how to examine costumes and textiles within a functional and cultural context. The other practica can be an Independent Practicum developed as part of a regularly offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

### **Reflection paper**

After each practicum experience, the student is required to submit a reflection paper of 2 – 3 pages in length. Reflection papers may address one or more of these questions:

How are these textiles/costumes an expression of cultural values and priorities? What do they communicate about the maker/wearer's beliefs?

How are design elements utilized in these textiles/costumes? Discuss color, value, pattern, rhythm, use of repetition and variation, use of symbolic motifs.

What materials/techniques are being utilized in these textiles/costumes? Discuss sourcing (indigenous; imported materials or a combination), and the materials' relationship to environment/climate.

What are the training methods for transmission of techniques through time?

How do the textiles/costumes identify an individual within a particular culture?

**SUGGESTED PRACTICA:**

**SOUTH AFRICA:** Artscape Theatre Tour (FDP), National Gallery (IND)

**INDIA:** Tehru Koothu Theater Performance (FDP)

**MALAYSIA:** Kuala Lumpur Textile Museum (IND)

**HONG KONG:** Heritage Museum & Black Box Theater (IND)

**JAPAN:** Costume and Textile Museums in Kyoto: Kyoto Costume Institute; Kyoto Costume Museum; Kyoto Museum of Traditional Handicrafts; Kyoto Shibori Museum (IND)

**Faculty Name:** Veronica Warnock

**Discipline:** Economics

**Course:** ECON 225Z, Conversations in Development

Your field activities will expose you to different conditions and set of challenges faced by the residents of the countries you will visit and help you gain an appreciation for the many dimensions of development: economic, social, physical, environmental, and institutional. A carefully planned mix and sequence of experiences will be valuable especially if you strive to be a keen observer, actively engaged and resourceful throughout your stay in the ports. I recommend two relevant tours that I will lead, namely, the Cachoeira tour in Brazil and the Khayelitsha Township tour in Cape Town, South Africa.

The field work ties into the four Country Reports—on Brazil and three other countries of your choice (South Africa, India, Vietnam, Malaysia, or China). Your appraisal of an economy will be based on objective and subjective resources: the background data from the World Development Report and Human Development Reports and your field notes.

This means that you should give a cursory review of the country statistical data prior to your arrival in a port. Note what aspect(s) of socioeconomic life piqued your interest. Decide what calls for further exploration. In the field, search out the appropriate qualitative detail. Find evidence that confirms (or refutes) statistical data and beliefs. Identify and explain critical development issues.

**SUGGESTED PRACTICA:**

**BRAZIL:** Cachoeira (FDP)

**SOUTH AFRICA:** Microfinance in Cape Town (FDP)

**HONG KONG:** Central to Hong Kong Park Tour (FDP)

**Faculty Name:** Veronica Warnock

**Discipline:** Economics

**Course:** ECON 321Z, Development Economics and Policy

The objective of the field component of this course is for the student to develop a deeper understanding of how the poor live and the different facets of poverty by getting up close with the issue. To this end, it is recommended that you participate in a number of city orientation tours and service visits. Note that I will lead two tours relevant to this course, namely, the Cachoeira tour in Brazil and the Khayelitsha Township/Kuyasa Fund tour in Cape Town, South Africa.

Document what you see and learn from the organized and self-guided field trips completed in seven countries- Brazil, Namibia, South Africa, India, Malaysia, Vietnam, and China incl. Hong Kong--in your field notebook. Describe the living and working conditions. (Take pictures/videos if possible.) Write down your impressions of the people and places you visit. Find out the effects of poverty on individuals and communities. Record evidence of economic progress. Search for indications of an informal economy. Write down thoughts, clarifying and conflicting points, and questions that come up not just in the field but throughout the course. Examine how your field experience relates to the course materials.

The field notebook is due before we arrive in Kobe, Japan.

**SUGGESTED PRACTICA:**

BRAZIL: Cachoiera (FDP)  
SOUTH AFRICA: Microfinance in Cape Town (FDP)  
HONG KONG: Central to Hong Kong Park Tour (FDP)

**Faculty Name: Veronica Warnock**  
**Discipline: Economics**  
**Course: ECON 322Z, Urban Environmental Economics**

The field trips serve to process the course content in an informal and more personal and concrete way. Allow ample time to explore the cities and experience diverse urbanized environments: public spaces such as plazas, parks, town centers, eating places, markets, and other shopping areas; residential and business districts; and historic centers. Take advantage of SAS offered city orientation tours including the two tours that I will lead (Kuyasa Fund/Khayelitsha township tour in Cape Town and Central to the Peak tour in Hong Kong).

What you are required to do are the following:

- 1) S@SLINE News Reports -- You will report on at least one current economic event or issue relating to the city you have visited. These economic news briefs (80 to 130 words) are due on the first class after returning from each of the following six ports: Salvador, Cape Town, Chennai, Ho Chi Minh, Hong Kong/Shanghai and Kobe/Yokohama.
- 2) JOURNAL/ESSAY -- Keep a field journal. Gather information about the urban structure and systems and discover people's attitudes about their urban environments and views about how these affect their lives. Find linkages between what you see and experience and the different themes examined in class. Your field notes will be an important resource for your final essay. The essay (1500 to 2000 words) will be an analysis and reflection on the quality of life in urban environments and will integrate your impressions and observations with technical and theoretical course material.

**SUGGESTED PRACTICA:**

BRAZIL: Cachoiera (FDP)  
SOUTH AFRICA: Microfinance in Cape Town (FDP)  
HONG KONG: Central to Hong Kong Park Tour (FDP)

**Faculty Name: Rita O'Sullivan**  
**Discipline: Education**  
**Course: EDLF 589, Education Around the Globe**

All students will be required to submit a TENTATIVE INDIVIDUAL FIELD REQUIREMENTS PLAN by the third class meeting for the activities listed below, using a combination of Faculty Directed Practica, Non-Faculty Directed Practica, and Independent Practica.

Interviews in Four Ports: All students will be required to interview three Brazilians they meet in our first port, using an interview protocol that we will develop in class. Subsequently, students will be required to identify an issue or select a theme related to education and then develop an interview protocol to use in three of the remaining ports with at least three individuals per port. Results of the interviews will be summarized and handed in to the instructor.

Three School Visits: Students will be required to make a school visit in three ports and describe their observations in an assignment.

Jigsaw Activity around Non-Formal Education: Students will be required to gather data from at least one port about the opportunities for non-formal education. Students will work in teams by port to integrate and report their findings.

Comparative Education Technology Assessment: With the instructor, students will develop a Comparative Education Technology Assessment in class and then each student will complete the assessment in at least 1 of 5 possible ports.

The following is a list of suggested practica that can be utilized to fulfill the above requirements:

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BRAZIL:       | Service Visit: Calabar Favela (FDP); Service Visit Cultural Mobilization Project for Children (Interviews); Welcome Reception (Interviews)                                                                                                                                                                                                                                                                                             |
| NAMIBIA:      | Township & Diamond Tour (Interviews & School Visit)                                                                                                                                                                                                                                                                                                                                                                                    |
| SOUTH AFRICA: | Stellenbosch University (FDP); Service Visit: Amy Biehl Foundation (Interviews & School Visit)                                                                                                                                                                                                                                                                                                                                         |
| INDIA:        | Welcome Reception (Interviews); College Visit with Optional Homestay (Interviews & School Visit); Service Visit: Missionaries of Charity Orphanage ((Interviews & School Visit); Service Visit: Disabled Children's Home (Interviews & School Visit); Dalit Village Overnight (Interviews); Child Labor in Rural India (Interviews & School Visit); Village Homestay (Interviews); Rotarian Homestay (Interviews)                      |
| MALAYSIA:     | Welcome Reception & Shadow Puppets (Interviews); Service Visit: St Joseph Orphanage (Interviews)                                                                                                                                                                                                                                                                                                                                       |
| VIET NAM:     | Service Visit: Da Thien School for Handicapped Children (Interviews & School Visit); Elementary School Visit (Interviews & School Visit); Mekong Delta Overnight (Interviews & School Visit)                                                                                                                                                                                                                                           |
| CHINA:        | International Student Exchange (Interviews & School Visit); Family Insight Tour (Interviews & School Visit); International Student Exchanges in Beijing (Interviews & School Visit); Tasting the Everyday Life of a Shanghai Citizen (Interviews); Peking Opera School (Interviews & School Visit); Shanghai Jiao Tong University Reception (Interviews & School Visit); Service Visit: Kindergarten Visit (Interviews & School Visit) |
| JAPAN:        | International Student Exchange (Interviews & School Visit); Farewell Reception in Kobe (Interviews); Overnight Homestay (Interviews); Let's Do it Over Lunch ((Interviews & School Visit)                                                                                                                                                                                                                                              |

**Faculty:** Ed Sobey  
**Discipline:** Education  
**Course:** SEMS 115-3, Introduction to Science Education

Each student is required to complete three practica (two of which are Faculty Directed and one is Independent). Students are required to maintain a log of their experiences and to write a comprehensive summary paper.

An Independent Practicum may be developed as part of a regularly-offered SAD trip, or it may stand alone. To organize an Independent Practicum, a student or small team of students must meet with the faculty member prior to undertaking the work.

Each FDP will include a demonstration of engaging learners in science activities without lecturing. Students are to conduct demonstrations and short workshops.

Visits to informal learning centers can generate reports on the methods used to engage visitors, their apparent success (measured), and summary of exhibit experiences. Specific suggestions are:

- Comparing the methods used in three or more science centers, museums, or aquariums/zoos
- Comparing methods used in public and private schools
- Measuring the effectiveness of exhibits and demonstrations at science museums, zoos, etc.

The paper should summarize what they did, describe the environment of the venue, and identify the local participants (teachers, students with approximate ages, general public) and their reaction to the other presentations/ activities. It should also list the materials used and give a summary of what changes they would recommend for doing the activity again. The critical questions are: What did the participants learn and did they leave more or less interested in learning science?

SOUTH AFRICA: MTN Science Centre (IND)  
INDIA: School visits and presentations. (FDP)  
MALAYSIA: Penang Butterfly Farm (IND); International School of Penang (FDP)  
CHINA: Hong Kong Science Museum (FDP) Shanghai Science and Technology Museum (IND)  
Ocean World: Aquarium (IND)

**Faculty Name:** David C. Miller  
**Discipline:** English Literature  
**Course:** ENMC 360Z-1, World Literature (sec. 1)  
ENMC 360Z-2, World Literature (sec. 2)

Each student is required to complete THREE practica (either Faculty Directed or Independent). At least TWO of these should be faculty-directed field trips led by me (see list below). You are required to participate in two of the FDPs under my direction (I recommend the ones in Cape Town and Chennai) since they are central to the material covered in this class, and you are encouraged to choose a third from either list below. The third practica can also be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then you must meet with me prior to arriving in the port-of-call to discuss your approach and objectives.

All students are required to keep a journal of their field observations. Journals should be worked up from your notes from the field experience. Specific instructions regarding approach and field notes will be given during class time prior to undergoing each FDP. When appropriate, you should engage in conversation with those who are presenting readings, making sure to probe possibilities and draw conclusions that relate to the course themes of colonialism and post-colonialism. Whenever possible you should attempt to relate your field experience to particular issues and perspectives encountered in the various primary texts and secondary sources discussed in the course.

BRAZIL: SACATAR: International Artists' Residency/Community (FDP)  
SOUTH AFRICA: Authors in Cape Town (FDP); Township Visit and District Six Museum  
INDIA: Women Writers of India (FDP)  
CHINA: Suzhou (FDP)  
JAPAN: Poetry Reading (FDP)

**Faculty Name:** Gustavo Fares  
**Department:** English Literature  
**Course:** ENSP 255Z, The Nobels

The Field Component provides twenty percent of course work. Following field excursion, students will engage in discussions centered on the ways in which the cultural and literary traditions of the regions we visit are present in

the works we read for the course. Initial ideas which students draw from readings and from written assignments will be tested against the students' real experiences.

- Each student is required to complete three practica (either Faculty Directed or Independent), at least one of them before the midterm period.
- An Independent Practicum may be developed as part of a regularly-offered SAS trip, or it may stand alone.
- If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.
- All students are required to
  1. keep a journal of their field observations related to the practicum
  2. write a 2 page paper about each of the 3 practica they take.

#### Journals:

Journals should be a record of the students' notes from the field experience related to the practica. The journal will have a brief summary of the practica the students took, their experiences relevant to the topic of the course, and two questions about the readings and their relationships to the practicum. Further instructions regarding approach and field notes will be given prior to arriving to ports. Students are encouraged to engage a local person(s) in conversation and to make notes of relevant comments from this dialogue. (Given language barriers, this may not always be possible.)

#### Paper

The 2 page paper about each field experience should include

- a brief summary of the student's field notes,
- analysis of the relationships between the readings for that particular portion of the trip and the student's experiences
- conclusions about the ways in which the literature explored reflects, and is present in, the society of the country where the practicum was taken.

Students are *\*strongly encouraged\** to take TWO of the following Field Trips in the first part of the voyage (unless there is a valid reason to propose taking a different one):

#### SUGGESTED PRACTICA:

|               |                                            |
|---------------|--------------------------------------------|
| BRAZIL:       | Sacred Arts Museum (FDP)                   |
| NAMIBIA:      | Salt Mines (FDP)                           |
| SOUTH AFRICA: | District Six Museum & Township Visit (FDP) |
| INDIA:        | St. Thomas Mount (FDP)                     |

In the second part of the voyage, students can choose among the following options:

|            |                                   |
|------------|-----------------------------------|
| MALAYSIA:  | Kek Lok Si Temple (FDP)           |
| HONG KONG: | Buddhist Monastery. Lantau Island |
| CHINA:     | Suzhou                            |
| JAPAN:     | Nara                              |

#### IDEAS FOR INDEPENDENT PRACTICA:

1. Record your observations regarding relationships you notice between the texts you read and the life you encounter in the various countries visited. Of particular interest will be an awareness of the role and connotations of space in the places visited.
2. Interview booksellers and librarians about the availability of the titles read in this course.
3. Converse with Third World writers and teachers of literature. These conversations will help you to appreciate an insider's perspective on the literature you are reading.
4. Choose a writer from one of the countries visited, a writer that is not included in class readings. Try to discover his/her reputation in his/her own country, and discuss his/her work in the context of her country.

5. Compose your own journey epic (based on your practica experiences, other aspects of your voyage, and course discussions and reading), which may be approached either as a personal record of your journey or fictionally. Your hero may be of any culture we have encountered, at any historical time; please be sure to specify. Your epic should convey your understanding of the journey epic and -- although it should be clear that we have been on the same voyage -- should not be merely a travelogue. The following questions may help you focus your comments. (1) How does this port visit/culture affect me (my epic hero) as an individual? (2) How does it contribute to my (my hero's) personal journey/quest? (3) Does it help/hinder the journey? Contribute to the attainment of the goal? Present a dangerous situation? (4) What does a particular work of art or architecture that I have observed reflect about its particular culture?

6. You will have an opportunity to compare ideas, cultures, literatures, from different countries and societies, as well as considering your own in a new light. In port, seek out Americans -- business people, residents, diplomats, military personnel, scholars, tourists -- and solicit their testimony about the society where they now live. Also seek to discover what other people think of America, what the nation's image is, as seen from afar: a special place? a superpower? a nation in decline? a racist capitalist state? a multi-cultural melting pot? Be alert for evidence, however mixed, of American institutions, American products, American language and style, American culture (high and low).

**Faculty Name:** Joe Chapman  
**Discipline:** English Literature  
**Course:** ENSP 287Z, Questions of Travel: World Literature and Film

Each student is required to complete THREE practica (either Faculty Directed or Independent). You are required to participate in TWO FDPs under my direction since they are central to the material covered in this class. The third practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

We will use the field component to inform and expand our classroom readings. In this way, our travel experiences will become an essential part of the class. Your grade in the field component section will come from a journal you keep throughout the trip. Your journals will be graded for the quality of notes taken while in the field. Additional instructions will be provided before each field trip. To further integrate the field component of this trip, the midterm, and final exam will also ask you to synthesize your field experiences with the readings of the course.

#### SUGGESTED PRACTICA:

BRAZIL: SACATAR: International Artists' Residency/Community (FDP)  
NAMIBIA: Salt Mines (FDP)  
SOUTH AFRICA: Authors in Cape Town (FDP); Township Visit and District Six Museum  
INDIA: Women Writers of India (FDP); Temples of India  
CHINA: Suzhou (FDP)  
JAPAN: Poetry Reading; Rokko Mountain Hike and Public Bath; Japanese Tea Ceremony; Takarazuka Review

**Faculty Name:** Gustavo Fares  
**Department:** English Literature  
**Course:** ENSP 361Z, Space as Literature: Travelers, Dreamers, Natives

The Field Component provides twenty percent of course work. Following field excursion, students will engage in discussions centered on the ways in which the cultural and literary traditions of the regions we visit are present in the works we read for the course. Initial ideas which students draw from readings and from written assignments will be tested against the students' real experiences.

•Each student is required to complete three practica (either Faculty Directed or Independent), at least one of them before the midterm period.

- An Independent Practicum may be developed as part of a regularly-offered SAS trip, or it may stand alone.
- If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.
- All students are required to
  1. keep a journal of their field observations related to the practicum
  2. write a 2 page paper about each of the 3 practica they take.

**Journals:**

Journals should be a record of the students' notes from the field experience related to the practica. The journal will have a brief summary of the practica the students took, their experiences relevant to the topic of the course, and two questions about the readings and their relationships to the practicum. Further instructions regarding approach and field notes will be given prior to arriving to ports. Students are encouraged to engage a local person(s) in conversation and to make notes of relevant comments from this dialogue. (Given language barriers, this may not always be possible.)

**Paper:**

The 2 page paper about each field experience should include

- a brief summary of the student's field notes,
- analysis of the relationships between the readings for that particular portion of the trip and the student's experiences
- conclusions about the ways in which the literature explored reflects, and is present in, the society of the country where the practicum was taken.

Students are *\*strongly encouraged\** to take TWO of the following Field Trips in the first part of the voyage (unless there is a valid reason to propose taking a different one):

**SUGGESTED PRACTICA:**

- BRAZIL: Sacred Arts Museum (FDP)
- NAMIBIA: Salt Mines (FDP)
- SOUTH AFRICA: District Six Museum & Township Visit (FDP)
- INDIA: St. Thomas Mount (FDP)

In the second part of the voyage, students can choose among the following options:

- MALAYSIA: Kek Lok Si Temple (FDP)
- VIET NAM: Cu Chi Tunnels
- CHINA: Suzhou
- JAPAN: Mt. Fuji; Tokyo

**IDEAS FOR INDEPENDENT PRACTICA:**

1. Record your observations regarding relationships you notice between the texts you read and the life you encounter in the various countries visited. Of particular interest will be an awareness of the role and connotations of space in the places visited.
2. Interview booksellers and librarians about the availability of the titles read in this course.
3. Converse with Third World writers and teachers of literature. These conversations will help you to appreciate an insider's perspective on the literature you are reading.
4. Choose a writer from one of the countries visited, a writer that is not included in class readings. Try to discover his/her reputation in his/her own country, and discuss his/her work in the context of her country.
5. Compose your own journey epic (based on your practica experiences, other aspects of your voyage, and course discussions and reading), which may be approached either as a personal record of your journey or fictionally. Your hero may be of any culture we have encountered, at any historical time; please be sure to specify. Your epic should convey your understanding of the journey epic and -- although it should be clear that we have been on the same voyage -- should not be merely a travelogue. The following questions may help you focus your comments. (1) How does this port visit/culture affect

me (my epic hero) as an individual? (2) How does it contribute to my (my hero's) personal journey/quest? (3) Does it help/hinder the journey? Contribute to the attainment of the goal? Present a dangerous situation? (4) What does a particular work of art or architecture that I have observed reflect about its particular culture?

6. The major theme for your field work is space. You will have an opportunity to compare its role in different countries and societies, as well as considering the role spaces play in your own culture, experiencing perhaps for the first time, a new awareness as to that all pervasive element. In port, seek out Americans -- business people, residents, diplomats, military personnel, scholars, tourists -- and solicit their testimony about the society where they now live. Also seek to discover what other people think of America, what the nation's image is, as seen from afar: a special place? a superpower? a nation in decline? a racist capitalist state? a multi-cultural melting pot? Be alert for evidence, however mixed, of American institutions, American products, American language and style, American culture (high and low). How can these perceptions be related to spaces?

**Faculty Name:** David C. Miller  
**Discipline:** English Writing  
**Course:** ENWR 220Z, Writing About Travel

Each student is required to complete THREE practica (either Faculty Directed or Independent). At least TWO of these should be faculty-directed field trips (see list below). If you so choose, the third practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then you must meet with me prior to arriving in the port-of-call to discuss your approach and objectives.

All students are required to keep a journal of their field observations. Out of each one, you will write a five to seven page travel essay. Journals should be a record of your notes from the field experience. Instructions regarding approach and field notes will be given during class prior to arriving in each port. Students are encouraged to engage a local person(s) in conversation about the work of art, temple or other site and to make notes of relevant comments from this dialogue. (Given language barriers, this may not always be possible.)

#### SUGGESTED PRACTICA:

BRAZIL: SACATAR: International Artists' Residency/Community (FDP)  
SOUTH AFRICA: Authors in Cape Town (FDP); Visit with an Indian Community; Township and District 6 Museum; Races & Race Classification: Before/During Apartheid  
INDIA: Temples of India  
HONG KONG: Street Markets of Hong Kong  
CHINA: Suzhou (FDP); Shoe Manufacturing and the Global Economy  
JAPAN: Rokko Mountain Hike and Public Bath; Japanese Tea Ceremony; Takarazuka Revue

**Faculty Name:** Joe Chapman  
**Discipline:** English Literature  
**Course:** ENWR 240Z-1, Toward the Interior: Writing Poetry and Short Fiction (sec. 1)  
ENWR 240Z-2, Toward the Interior: Writing Poetry and Short Fiction (sec. 2)

Each student is required to complete THREE practica (either Faculty Directed or Independent). You are required to participate in TWO FDPs under my direction since they are central to the material covered in this class. The third practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

I want you to use the field component mostly as a chance to gather raw material for your poems and short stories. With this goal in mind, you will complete a journal entry for each port stay. I will check up on the progress of your journal entries throughout the trip. Your journals should not only engage and chronicle your port adventures, but

also create a dialogue *between* ports. In addition, your journals will be graded for the quality of notes taken while in the field. Additional instructions will be provided before each field trip

**SUGGESTED PRACTICA:**

BRAZIL: SACATAR: International Artists' Residency/Community (FDP)  
NAMIBIA: Salt Mines (FDP)  
SOUTH AFRICA: Authors in Cape Town (FDP); Township Visit and District Six Museum  
INDIA: Women Writers of India (FDP); Temples of India  
CHINA: Suzhou (FDP)  
JAPAN: Poetry Reading; Rokko Mountain Hike and Public Bath; Japanese Tea Ceremony; Takarazuka Review

**Faculty Name:** Erika Paterson  
**Discipline:** English Literature  
**Course:** SEMS 480-9, Literature of the Seas: Voyages

The field requirements of this course will include creating a photographic narrative of *each* port we visit. Seaports are richly photographic and an understanding of literature of the sea and maritime culture should include a sense of a life in port. As well as capturing maritime images that reflect life in the seaports we visit, students will also be required to participate in THREE field practica. Two of these should be FDP led by me, of the field trips led by me, I am especially eager to see you participate in the field trip in Cape Town (Dockside Culture). The third practica will be an Independent Practica which students will develop either as part of regularly-offered SAS trip, or as an independent excursion. Your independent practica is meant to provide either an experience or research findings that will become a *major source of material* for your final 'voyage narrative.' We will discuss Independent Practica in our first class and students will present proposals well before arriving in port. Students will keep a Field Work notebook in which they record their expectations before departing the ship and their observations and encounters in port. We will present and utilize our visual narratives in class to reflect on the ports we visit, and at the end of term students will present a visual narrative of each port along with their field notes for 20%. *Students will need to be able to upload images from their camera to a computer.*

**SUGGESTED PRACTICA:**

BRAZIL: Projecto Cultural Arte Consciente, a visit to Saramandaia (FDP)  
SOUTH AFRICA: Dockside Culture (FDP)  
INDIA: Welcome Reception (FDP)  
MALAYSIA: Welcome reception and Shadow puppet performance  
VIET NAM: Cu Chi Tunnels (FDP)  
HONG KONG: International Student Exchange; Chinese University of Hong Kong  
CHINA: Shanghai Jiao Tong University Reception (FDP)  
JAPAN: International Student Exchange: Kansai University, Ritsumeikan University

**Faculty:** Ed Sobey  
**Discipline:** Environmental Sciences  
**Course:** SEMS 115-1, Oceanography (sec. 1)  
SEMS 115-2, Oceanography (sec. 2)

Each student is required to complete three practica (two of which are Faculty Directed and one is Independent). Students are required to maintain a log of their experiences and to write a comprehensive paper summarizing them.

An Independent Practicum may be developed as part of a regularly-offered SAS trip, or it may stand alone. To organize an Independent Practicum, a student or small team of students must meet with the faculty member prior to undertaking the work. Suggested practica include:

- Measuring the angle of a beach face, beach grain size, and wave activity and comparing these measurements to two other beachers

- Measuring the density of human-made discarded materials along the tide lines of three beaches. Noting the types of materials most often encountered and suggesting where they might have come from.
- Measuring the density of animals along different areas of at least two beaches.

The paper should summarize what you did, describe the physical environment, list the identified marine animals, and note where they animals were located. Students should describe the activities of the most energetic/interesting animals. They should also report on indications of pollution, fishing, and other human impacts on the local environment. Where possible, they should include a few photographs. Comparisons between different marine environments should be made. The critical question is: What do you know now that you didn't know before?

|               |                                                                                                                                          |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------|
| NAMIBIA:      | Sea kayaking tour of bay to see seals and dolphins (FDP); Beach walk or Fish market (IND)                                                |
| SOUTH AFRICA: | SCUBA (certified divers only): Seal diving, kelp forest diving, wreck diving and reef diving; (FDP); Beach walk (IND); Harbor tour (IND) |
| MALAYSIA:     | Pulau Payar Marine Park (FDP); Beach walk (IND) Fish market (IND)                                                                        |
| VIET NAM:     | Beach walk (IND); Fish market (IND)                                                                                                      |
| CHINA:        | Ocean World: Aquarium (IND).                                                                                                             |
| HAWAII:       | Hanauma Bay Nature Preserve: Snorkeling (IND); Beach walk (IND)                                                                          |
| COSTA RICA:   | Manuel Antonio National Park: Snorkeling (FDP); Whale Watching (IND) Beach walk (IND)                                                    |

**Faculty Name:** Laura Meitzner Yoder  
**Discipline:** Environmental Sciences/Biology  
**Course:** SEMS 480-7, Plants and People: Explorations in Ethnobotany

In-port assignments are an integral part of this course. Students will need to complete field visit reports that link port observations to classroom material, following guidelines provided, for each of these assignments. Independent Practica and student participation in other organized Field Program visits for the purposes of this course should be approved by the lecturer prior to port arrival.

**All students must complete three field practica.** Two of these must be field trips/visits led by me, from the list below, which addresses the material we cover in class. The third may be from the list of supplemental options listed separately below, or an independent option you design yourself (with my approval).

Students should select at least two FDPs from the following list:

|               |                                                                                    |
|---------------|------------------------------------------------------------------------------------|
| SOUTH AFRICA: | National Botanical Gardens at Kirstenbosch (FDP)                                   |
| INDIA:        | Traditional Medicine in India (FDP)                                                |
| MALAYSIA:     | Fruit, Vegetable, Herb, and Spice Market Visit (FDP); Flora and Fauna in Malaysia; |

One additional field practicum should be selected from the following FDPs, or additional independent options:

- Nature preserve (e.g., Coastal Environments near Salvador (FDP); Bicycling in Pitaçu Park: Urban Ecology)
- Farm/Orchard (e.g., Rural Village & Farm Visit in Chennai)
- Plant uses in local ceremony (e.g., Welcoming/Farewell Ceremonies in various ports)
- Foods in restaurant or local home kitchen, perhaps as part of a homestay or village visit
- Plant materials used by artisans/craftspeople
- Botanic gardens in Penang, Hong Kong, Honolulu, Salvador, or other locations
- Museum
- Other independent practica as approved

All students will also keep a notebook to record uses of plants that are new to each student in the course of the voyage. These sources of new knowledge can come from field visits, other people on the ship, etc. Students will pay particular attention to native plant uses and “traditional” foods or medicines that rely on botanical introductions.

**Faculty Name:** Laura Meitzner Yoder  
**Discipline:** Environmental Sciences  
**Course:** SEMS 480-8, Societies and Environments: Human Factors in Ecological Change

There are two aspects of the field assignments for this course:

- 1) Field journal entries on social-environmental interactions while in port, following guidelines provided; due three times--immediately after completing the field visits to each continent. These are assessed based on completion of the assignments, clarity and complexity of observations and writing, and links to materials covered in the classroom.
- 2) Environmental histories of locations visited on the voyage, following guidelines provided; due twice during the semester. These should include materials gathered while in port (publications and/or observations and interviews), and link some local phenomenon to the broader issues raised in the course, especially the book-length regional resources used in the course (e.g., Totman, Kathirithamby-Wells, Zerner). These are assessed based on the nature and quality of materials and data used in port assignments, creativity and complementarily in methods used, and reference to relevant published literature.

Students should glean materials for these assignments through their FDPs, organized group Field Program visits, and Independent Practica. Before arrival at each port, students will get approval for their proposed field visits.

**All students must complete three field practica.** Two of these must be field trips led by me, from the list below, which address the material we cover in class. The third may be from the list of supplemental options listed separately below, or an independent option you design yourself (with my approval).

Students should select at least two FDPs from the following list:

BRAZIL: Cachoeira (FDP)  
SOUTH AFRICA: National Botanical Gardens at Kirstenbosch (FDP)  
MALAYSIA: Flora and Fauna in Malaysia  
JAPAN: Osaka Aquarium: Ring of Fire

One additional FDP or independent practicum should be selected from the following list:

- Farm and village visits: e.g., Rural Village and Farm Visit (Chennai)
- Local ecology trips: e.g., Coastal Environments near Salvador (FDP); Sea, Salt, and Sand (Walvis Bay), Bicycling in Pitaçu Park: Urban Ecology (Salvador)
- Botanic gardens: e.g., FDP to Botanic Gardens in Penang
- Visits to historic locations: e.g., Hiroshima
- Service projects or FDPs with components of resource-based livelihoods: e.g., “Working Women’s Forum” (Chennai)
- Museum and display visits
- Other independent practica as approved

**Faculty Name:** Martha Works  
**Discipline:** Geography  
**Course:** SEMS 480-1, History of the Relationship between Population and Food Supply (sec. 1)  
SEMS 480-2, History of the Relationship between Population and Food Supply (sec. 2)

Each student is required to complete THREE practica (either Faculty Directed or Independent) and a final assignment based, in part, on field work. You are required to participate in at least one of the FDPs under my direction (in Walvis Bay or Malaysia), since the methods of observation in these FDPs are central to the material covered in this class. The other practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with me prior to arriving in the port-of-call to discuss his or her approach and objectives. Each student will keep a field notebook in which to record field observations from at least 3 practica and in which you will keep field notes for your final

assignment for the class. Your journal should include field maps and sketches, photographs and other illustrations, as well as your notes from the field.

There are three components of the field requirements for this class, all to be recorded in a field book you keep for this class:

- 1) 3 required practica;
- 2) General observations you make during your time in the various countries we visit and;
- 3) Detailed and specific observations about the relationship between population and food in one of the countries we visit to comprise part of your final paper.

In addition to field observations about food and agriculture taken in the 3 required practica, and in general travels during the voyage, students will record detailed observations about food production and consumption, and about observable characteristics of populations (such as: age, health status, housing, crowding, income, equality, gender status) in one of the countries we visit, which will then form part of their final project. General observations can include reflections and commentary on what is available to eat in various countries, how it differs from place to place, kinds of food available in markets and restaurants, and observations about agriculture and import/export commodities where relevant and possible. The more detailed entry should include maps, photographs, field notes and field maps, printed material, and sketches and observations for the final project (of population and agricultural characteristics, and long term prospects for population growth and food supply for the country). These should inform your country report and provide background for cross-country comparisons of food supply and population issues that we will discuss in class. We will talk more in class about how to make field entries and how to use field notes as a source of primary data in research. I will collect your field notebooks at regular intervals during the term and we will share observations and methods of collecting field data as part of class discussion. Your final project should include at least five “notes from the field” – photographs, field maps and/or sketches, and your observations.

You may satisfy the practica requirement by participating in 3 of the following (including at least one of my FDPs) and making observations about population characteristics, and food production (agriculture) and distribution (marketing):

#### SUGGESTED PRACTICA:

|               |                                                                                                                                                     |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| BRAZIL:       | Cachoiera; Service Project: Calabar Favela                                                                                                          |
| NAMIBIA:      | Food Supply and Distribution in an Extreme Environment (FDP)                                                                                        |
| SOUTH AFRICA: | Operation Hunger                                                                                                                                    |
| INDIA:        | Socio-economic Problems in Chennai; Farm Visit; Village Homestay                                                                                    |
| MALAYSIA:     | Tropical Orchard and Spice Garden (FDP); Prime Commodities: Rubber, Palm Oil and Rice (FDP); Ethnic Communities in Malaysia; Kampung Mengkuang Titi |
| VIET NAM:     | Mekong Delta Day Trip; Mekong Delta Overnight                                                                                                       |
| CHINA:        | Family Planning Neighborhood Committee                                                                                                              |

**Faculty Name:** Martha Works  
**Discipline:** Geography/History  
**Course:** SEMS 480-3, Global Cities

Each student is required to complete THREE practica (either Faculty Directed or Independent) and a final assignment based on field work. You are required to participate in the Salvador FDP and at least one other practica under my direction (Shanghai or Tokyo) At least two of your practica should be faculty-directed field trips led by me (see list below), since they are central to the material covered in this class. The third practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with me prior to arriving in the port-of-call to discuss his or her approach and objectives. Each student will keep a field notebook in which to record field observations from at least 3 practica (either my Faculty-Directed Practica [FDP] or practica you do independently [IND]) and in which you will keep field notes for your final assignment for the class. Your journal should include field maps and sketches, photographs and other illustrations, as well as your notes from the field.

There are two parts to the field requirements for this class, both to be recorded in a field book you keep for this class:

- 1) field notes from the 3 required practica and;
- 2) notes you take for the final project for this class: Global City/Urban Vignette

Your field book is a source of primary data—your observations—and should be considered as a resource for the work you do and the contributions you make to this class. For the practica students will record the work we do (observations, maps, sketches) and incorporate any material we collect or generate (or what we agree to in the case of independent practica) in their field book. Key questions to keep in mind and record information/observations/reflections about are: How are the common elements of city structure (CBD, residential landscapes of the rich and poor, industry, transportation, auto-oriented commerce, traditional markets) reflected in (or absent from) this city? How are patterns of ethnicity and/or international migration reflected in the population or the built environment? What cultural and historical processes shaped this city? What economic patterns are evident, either of the urban region or its hinterland? And most important for this particular class, how is globalization and global influence present in the landscape of the city?

For the final project you will create an “urban vignette” organized either thematically (a topic) or regionally (a specific city) around a specific aspect of the urban environment that reflects global influences. Your theme could be globalized ‘food’, ‘people/migration’, ‘commerce’, ‘sports’ in a cross-section of cities; or you could look at global influences in a particular city we visit. In this vignette I expect students to take at least 10 photographs, each to have a 200 word caption. The project will also include an essay on the city or topic and maps, either field maps, or collected maps where you indicate where the photographs were taken. Your project could also be in the form of a field guide (but must include components mentioned above: essay, photos, captions, maps, as well as other supporting material). The field book should be one of your sources for the essay (along with other references). I will collect field books at intervals during the voyage and we will share material and discuss your urban field experiences and observations during class.

You may satisfy the practica requirement by participating in 3 of the following and making observations about urban cultural landscapes, particularly the ways in which globalization and global influences are reflected in cities.

#### SUGGESTED PRACTICA:

|               |                                                                                                                                                                                                  |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BRAZIL:       | Urban Geography of Salvador (FDP); City Orientation: Architecture and Urban Development; Service Project: Calabar Community; Bicycling in Pitacu Park: Urban Ecology; The Best of Rio de Janeiro |
| SOUTH AFRICA: | City Orientation; Khayelitsha Township Visit                                                                                                                                                     |
| INDIA:        | Chennai City Orientation; Delhi/Agra/Jaipur; Delhi/Agra/Varanasi                                                                                                                                 |
| MALAYSIA:     | Kuala Lumpur; Singapore                                                                                                                                                                          |
| VIETNAM:      | City Orientation                                                                                                                                                                                 |
| CHINA:        | Shanghai on the Rise (FDP); Comparing Pudong and the Bund; City Orientation: Historic Hong Kong; Architectural Walking Tour (IND); Beijing; Shanghai City Orientation;                           |
| JAPAN:        | Modern Tokyo: Global City (FDP); Yokohama & Tokyo Overnight; Yokohama City Orientation                                                                                                           |

**Faculty Name:** Patricia O’Neill  
**Department:** History  
**Course:** HIST 100Z, The Study of History/ Historiography

Each student is required to complete THREE practica (either Faculty Directed or Independent). At least TWO of these should be faculty-directed field trips led by me (see list below). You are required to participate in one of the FDPs under my direction in Salvador, or Cape Town (and are encouraged to choose two from among this set), since they are central to the material covered in this class.

The third practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

After each practica, you will be required to write a one page thematic statement relating your observations to the course theme that you have chosen to focus on. These thematic statements will be the basis for an essay [10-12 pages] relating your field experience to the themes of the course, and will count for 20% of the final grade.

Examples of course themes would be [but not restricted to]:

- Constructing Historical Theory
- Historical Context
- Historical Remembrance and Reconstruction
- Distinguishing Change from Revolution
- Sifting Evidence
- Thinking in Time

#### SUGGESTED PRACTICA

- BRAZIL: Afro-Brazilian Museum & Candomble House (FDP)  
SOUTH AFRICA: Cape Town, Apartheid & Robben Island (FDP)  
MALAYSIA: Ethnic Communities in Malaysia (FDP)  
VIET NAM: Cu Chi Tunnels and Cao Dai Temple (FDP)

**Faculty Name:** Patricia O'Neill  
**Department:** History  
**Course:** HIST 200Z, The Age of Discovery

Each student is required to complete THREE practica (either Faculty Directed or Independent). At least TWO of these should be faculty-directed field trips led by me (see list below). You are required to participate in one of the FDPs under my direction in Salvador, or Cape Town (and are encouraged to choose two from among this set), since they are central to the material covered in this class.

The third practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

After each practica, you will be required to write a one page thematic statement relating your observations to the course theme that you have chosen to focus on. These thematic statements will be the basis for an essay [10-12 pages] relating your field experience to the themes of the course, and will count for 20% of the final grade.

Examples of course themes would be [but not restricted to]:

- The Columbian Exchange
- The Environmental Impact of African-American Slavery
- Labor and Colonial Expansion
- Demographic Shifts as Consequence of Columbian Exchange

#### SUGGESTED PRACTICA

- BRAZIL: Afro-Brazilian Museum & Candomble House (FDP)  
SOUTH AFRICA: Cape Town, Apartheid & Robben Island (FDP)  
MALAYSIA: Ethnic Communities in Malaysia (FDP)  
VIET NAM: Cu Chi Tunnels and Cao Dai Temple (FDP)  
JAPAN: Yokohama City Orientation (FDP)

**Faculty Name:** Patricia O’Neill  
**Department:** History  
**Course:** HIST 202Z, 20<sup>th</sup> Century World History

Each student is required to complete THREE practica (either Faculty Directed or Independent). At least TWO of these should be faculty-directed field trips led by me (see list below). You are required to participate in one of the FDPs under my direction in Salvador, or Cape Town (and are encouraged to choose two from among this set), since they are central to the material covered in this class.

The third practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

The theme of the practica will be “The Aggravation of Racial and Ethnic Tensions” which will allow you to compare what you see in Brazil to what you see in South Africa, India, and other places.

After each practica, you will be required to write a one page thematic statement relating your observations to this course theme. These thematic statements will be the basis for an essay [10-12 pages] relating your field experience to the themes of the course, and will count for 20% of the final grade.

#### SUGGESTED PRACTICA

BRAZIL: Afro-Brazilian Museum & Candomble House (FDP)  
SOUTH AFRICA: Cape Town, Apartheid & Robben Island (FDP)  
MALAYSIA: Ethnic Communities in Malaysia (FDP)  
VIET NAM: Cu Chi Tunnels and Cao Dai Temple (FDP)

**Faculty Name:** John O’Sullivan  
**Department:** History  
**Course:** SEMS 480-4, Local Religious & Food Systems in World History (sec. 1)  
SEMS 480-5, Local Religious & Food Systems in World History (sec. 2)

The purpose of this course is to gain a greater understanding of the historical context of the issues of today as they are emerging in terms of economic development, world trade and cultural expression. The purpose of the field trips is to develop your own perspectives based on observation of the ports and sites we will be visiting over the course of our trip. The fundamental questions to be considered in the field practica for this course are:

To what extent have local religious and agricultural systems created space useful for local entrepreneurs and non-mainstream people in the expanded global market and cultural system that emerged from European empires?

#### SPECIFIC FIELD REQUIREMENTS

All students will be required to submit a TENTATIVE FIELD STUDY PLAN by the third class meeting, listing the expected port visits, key area of interest and expected sources of information. The planning process will be discussed in class. Students can use a combination of Faculty Directed Practica (FDP), Non-Faculty Directed Practica (n-FDP), and Independent Practica (IND). Each student is required to complete THREE practica (either Faculty Directed or Independent). At least TWO of these should be faculty-directed field trips led by me (see list below). You are required to participate in one of the FDPs under my direction in Salvador, Cape Town, or Kobe (and are required to choose two from among the entire set of FDPs I am leading), since they are central to the material covered in this class. The third practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

Steps of Field Work:

1. Observation- Main theme: Examine evidence of local response to the historical context of the way in which at this site there was a reaction to becoming part of the world system we presently experience. Identify the effects of the arrival of a global connection (colonizing power or such),
2. Observation- Secondary Theme: Identify and describe the key components of the European colonial system,
3. Assessment: Look at the way in which new syntheses are occurring in terms of religious expressions and local agricultural production of food in the presence of lingering effects of global system imperialism in dress, manners, language, architecture, food, religion and other such attributes. Be sure to consider modern syntheses in terms of the above themes and how they are providing opportunity of value to women and other potentially marginalized people.
4. Data Collection and Analysis: Keep a travel dairy of your visits. After returning to the ship from your field work, write a description of your impression of the role of local religious expression or local food production in that country in terms of the historical context, the local response models and possible future directions. Include pictures that document your observations. Relate these observations to at least two reading references supplied with this course. Cite locations and other details to document your field observations. Present your data collection and analysis in class as part of the requirement the field study grade for this course. A written report of at least 15 pages length will be required.

#### SUGGESTED PRACTICA:

|               |                                                                                                                                        |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------|
| BRAZIL:       | Cachoeira (FDP); Tour of Historical Salvador; Afro-Brazilian Museum and Candomblé House                                                |
| NAMIBIA:      | Walvis Bay and Swakopmund                                                                                                              |
| SOUTH AFRICA: | Historical Aspects of African Land Use in the Cape Area (FDP); Robben Island; Race and Race Classification before and during apartheid |
| INDIA:        | Memories of India and Gandhian Movement; Islam in south India                                                                          |
| MALAYSIA:     | Visit to a primitive Malay village                                                                                                     |
| VIET NAM:     | Historical geography of HCMC (FDP)                                                                                                     |
| HONG KONG:    | Hong Kong: New Territories                                                                                                             |
| SHANGHAI:     | Suzhou                                                                                                                                 |
| JAPAN:        | Historical roots of Community Supported Agriculture (FDP)                                                                              |

**Faculty Name:** John O'Sullivan  
**Department:** History  
**Course:** SEMS 480-6, North & South – From Extraction to Globalization

The purpose of this course is to gain a greater understanding of the historical context of the issues of today as they are emerging in terms of economic development, world trade and cultural expression. The purpose of the field trips is to develop your own perspectives based on observation of the ports and sites we will be visiting over the course of our trip. The fundamental questions to be considered in the field practica are:

To what extent have the European empire foundations persisted as the basis for the modern global system? How have the components of the traditional empire system contributed to the creation of an effective and dynamic modern system? How does the system look from the vantage points of the various ports and field sites visited?

All students will be required to submit a TENTATIVE FIELD STUDY PLAN by the third class meeting, listing the expected port visits, key area of interest and expected sources of information. This plan will be discussed in class. Students can use a combination of Faculty Directed Practica (FDP), and Independent Practica (IND). Each student is required to complete THREE practica (either Faculty Directed or Independent). At least TWO of these should be faculty-directed field trips led by me (see list below). You are required to participate in one of the FDPs under my direction in Salvador, Walvis Bay, or Cape Town (but are required to choose two from among the entire set of FDPs I am leading), since they are central to the material covered in this class. The third practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

### Steps of Field Work:

1. Observation- Main Theme: Examine evidence of the historical context of the way in which the site became part of the world system we presently experience; the effects of arrival of a global connection (colonizing power or such), the lingering effects of global system imperialism in dress, manners, language, architecture, food, religion and other such attributes.
2. Observation- Secondary Theme: Explore evidence of local responses to those forces and, finally,
3. Assessment: Look at the way in which new syntheses (main theme, secondary and other themes) are occurring in terms of religious expressions and local agricultural production systems. Be sure to consider modern syntheses in terms of how they are providing opportunity of value to women and other potentially marginalized people.
4. Data Collection and Analysis - Keep a travel dairy of your visits. After returning to the ship from your field work, write a description of your impression of the role of the on-going presence of influence from the Empire experienced in that country in terms of the historical context, the local response models and possible future directions. Include pictures that document your observations. Relate these observations to at least two reading references supplied with this course. Cite locations and other details to document your field observations. You will present your data and analysis in class as part of your field study grade. A written report of at least 15 pages length will be required.

The following lists my FDPs and suggested SAS travel events that would be appropriate for Independent Practica.

### SUGGESTED PRACTICA:

|               |                                                                                                                                                                                                                                                                                           |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BRAZIL:       | Cachoeira (FDP); Walking Tour of Historical Salvador                                                                                                                                                                                                                                      |
| NAMIBIA:      | Walvis Bay and Swakopmund                                                                                                                                                                                                                                                                 |
| SOUTH AFRICA: | Historical Aspects of African Land Use in the Cape Area (FDP); Robben Island; Race and Race Classification before and during apartheid; Groot Constantia; Paarl; Stellenbosch & Franschoek; South Africa's Farms; Malay Quarter and Bokaap Museum; Cultural History Museum; Jewish Museum |
| INDIA:        | Ft. St. George and Georgetown; Pondicherry; San Tome Cathedral                                                                                                                                                                                                                            |
| MALAYSIA:     | Ft. Cornwallis; Walking tour of Penang; Colonial Georgetown                                                                                                                                                                                                                               |
| VIET NAM:     | Historical geography of HCMC (FDP)                                                                                                                                                                                                                                                        |
| CHINA:        | Shanghai City Orientation                                                                                                                                                                                                                                                                 |
| JAPAN:        | Historical roots of Community Supported Agriculture (FDP)                                                                                                                                                                                                                                 |
| COSTA RICA:   | Cultural Roots of Costa Rica; Coffee: Costa Rica's Treasure; Picturesque Karachi; The essence of Costa Rica                                                                                                                                                                               |

**Faculty Name:** Deborah Dubiner  
**Department:** Linguistics  
**Course:** SEMS 115-6, Multilingualism and Second Language Acquisition

### FIELD COMPONENT (Activities in Port)

Each student is required to complete a minimum of three practica in some of the countries we will visit (at least two should be led by me, and others may be either led by other faculty of Independent Practica (IND). You may follow the suggestions below or develop your own independent practicum. If you select an independent practicum you must discuss your approach and objectives with me before we arrive in the port-of-call. Each student is required to keep a journal of his or her field observations related to additional language acquisition and multilingualism. Your journal should be a record of your notes from these field experiences. We will discuss your approach and objectives regarding your field notes in class.

### Independent Practica, applicable to all ports-of-call:

1. Learn the basics of a language from phrase books, internet resources, peers, etc. (or plan the use of a second language you already know). Engage in conversation with natives (one-on-one, in groups) and observe what happens. Try to locate in your interactions aspects of second language acquisition discussed in class.

2. Interview local residents about their multilingual practices according to the protocols developed in class
3. Explore local multilingual practices according to observation template developed in class
4. Observe the status of English in each country/community. Can you see a pattern of who speaks English and who doesn't in Brazil?
5. Visit a school of English as a Foreign Language, interview students and teachers

For this course I plan to offer FDP opportunities in the following ports: Walvis Bay, Cape Town, Chennai, and Malaysia. You are encouraged to choose 2-3 from among the options listed below. These FDPs will be further discussed in class. There will be two "reaction papers" based on your experiences in the field visits.

#### SUGGESTED PRACTICA:

|               |                                                                                                                                                     |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| NAMIBIA:      | Visit to a multilingual school                                                                                                                      |
| SOUTH AFRICA: | Multilingualism in Cape Town (FDP); interview bilingual/trilingual/multilingual speakers; visit a school.                                           |
| INDIA:        | Multilingualism in Indian Schools (FDP); meet with a University of Madras Multilingualism expert and meet with multilingual community members (FDP) |
| MALAYSIA:     | Ethnic Communities in Malaysia (FDP); investigate the use of Malay versus English (IND)                                                             |

**Faculty Name:** Deborah Dubiner  
**Department:** Linguistics  
**Course:** SEMS 115-7, Language and Society (sec. 1)  
 SEMS 115-8, Language and Society (sec. 2)

#### FIELD COMPONENT (Activities in Port)

Each student is required to complete a minimum of three practica in some of the countries we will visit (at least two should be led by me, and others may be either led by other faculty of Independent Practica (IND)). You may follow the suggestions below or develop your own independent practicum. If you select an independent practicum you must discuss your approach and objectives with me before we arrive in the port-of-call. Each student is required to keep a journal of his or her field observations related to language and society. Your journal should be a record of your notes from these field experiences. We will discuss your approach and objectives regarding your field notes in class.

#### Independent Practica, applicable to all ports-of-call:

1. Observe the linguistic landscape of the places we visit. Take pictures and analyze them. Which language(s) mark the public space? Which languages are used in which situations? Can you identify any patterns? Inquire local residents about the use of languages in the public space.
2. Interview local residents according to the protocols developed in class
3. Observe, document, analyze and possibly compare the language of politeness in different cultures.
4. Explore the status of different languages in each country/community, and how they relate to minority/majority groups.
5. Examine the relationship between language and ethnicity in local communities

For this course I plan to offer FDP opportunities in the following ports: Walvis Bay, Cape Town, Chennai, and Malaysia. You are encouraged to choose 2-3 from among the options listed below. These FDPs will be further discussed in class. There will be two "reaction papers" based on your experiences in the field visits.

#### SUGGESTED PRACTICA:

|               |                                                                                                                                                     |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| NAMIBIA:      | visit a multilingual school (                                                                                                                       |
| SOUTH AFRICA: | Multilingualism in Cape Town (FDP); interview bilingual/trilingual/multilingual speakers; visit a school.                                           |
| INDIA:        | Multilingualism in Indian Schools (FDP); meet with a University of Madras Multilingualism expert and meet with multilingual community members (FDP) |

MALAYSIA: Ethnic Communities in Malaysia (FDP); investigate the use of Malay versus English (IND)  
 HONG KONG: what is/are the dominant language(s) in the streets, in government offices, written/spoken, etc. Investigate the use of English.  
 CHINA: what is/are the dominant language(s) in the streets, in government offices, written/spoken, etc. Investigate the use of English.  
 JAPAN: what is/are the dominant language(s) in the streets, in government offices, written/spoken, etc. Investigate the use of English.  
 HAWAII: investigate the use of Hawaiian, Pidgin, and English. Interview local residents and find out about the revitalization of Hawaiian. Observe the linguistic landscape.

**Faculty Name:** Laxmi Tewari  
**Department:** Music  
**Course:** MUSI 101Z, Survey or World Music

Each student is required to complete THREE practica (either Faculty Directed or Independent) from the following list:

**SUGGESTED PRACTICA:**

BRAZIL: Visit to Capoeira Angolan School (FDP)  
 SOUTH AFRICA: Township Music (FDP)  
 VIET NAM: Water Puppet Performance (FDP)  
 CHINA: Beijing Opera School (FDP)

Each student should take notes at each field trip writing a journal of activities observed, contact with musicians and audience with their names. Instructions regarding approach and field notes will be given prior to arriving to ports.

For each trip, 3-4 page paper detailing filed notes with explanation and an overall understanding gained from the trip. Each paper should include relevant photos, video clip, and other relevant materials.

An Independent Practicum may be developed as part of a regularly offered SAS trip. For this, student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives using SAS Independent Practicum Plan form.

**Faculty Name:** Laxmi Tewari  
**Department:** Music  
**Course:** MUSI 307Z, Music and Dance in the World's Religions

Each student is required to complete THREE practica (either Faculty Directed or Independent) from the following list:

**SUGGESTED PRACTICA:**

BRAZIL: Visit to Capoeira Angolan School (FDP)  
 SOUTH AFRICA: Township Music (FDP)  
 VIET NAM: Water Puppet Performance (FDP)  
 CHINA: Beijing Opera School (FDP)

Each student should take notes at each field trip writing a journal of activities observed, contact with musicians and audience with their names. Instructions regarding approach and field notes will be given prior to arriving to ports.

For each trip, 3-4 page paper detailing filed notes with explanation and an overall understanding gained from the trip. Each paper should include relevant photos, video clip, and other relevant materials.

An Independent Practicum may be developed as part of a regularly offered SAS trip. For this, student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives using SAS Independent Practicum Plan form.

**Faculty Name:** Robert Scott Stewart  
**Discipline:** Philosophy  
**Course:** PHIL 125Z-1, Philosophy of Love, Sex, and Friendship (sec. 1)  
PHIL 125Z-2, Philosophy of Love, Sex, and Friendship (sec. 2)

Each student is required to complete three practica (either Faculty Directed or Independent) during our voyage. At least two of these practica need to be Faculty Directed. If an Independent Practicum is selected, then the student must meet with me *prior* to arriving in the port-of-call to discuss his or her approach and objectives. All students are required to (1) keep a journal of their field observations and (2) write a 4-5 page paper about each field experience.

Journals should be a record of the student's notes from the field experience. Instructions regarding approach and field notes will be given prior to arriving to ports. Students are encouraged to engage a local person(s) in conversation about the work of art or temple and to make notes of relevant comments from this dialogue. (Given language barriers, this may not always be possible.)

The paper should include (1) a brief summary of the student's field notes, (2) an indication of how the practica related to relevant class readings and discussions of the issue being explored, and (3) the way(s) in which local practices influenced your beliefs about the theoretical issue as addressed in class and in your readings.

**SUGGESTED PRACTICA:**

BRAZIL: CHAME and Sex Workers (FDP)  
NAMIBIA: Walvis Bay Multipurpose Centre Trust (FDP)  
SOUTH AFRICA: The Triangle Project  
VIET NAM: Ho Chi Minh City Child Welfare Foundation  
HONG KONG: Sexuality in Hong Kong (FDP)

**Faculty Name:** Robert Scott Stewart  
**Discipline:** Philosophy  
**Course:** PHIL 126Z, Biomedical Ethics

Each student is required to complete three practica (either Faculty Directed or Independent) during our voyage. At least two of these practica must be Faculty Directed. If an Independent Practicum is selected, then the student must meet with me *prior* to arriving in the port-of-call to discuss his or her approach and objectives. All students are required to (1) keep a journal of their field observations and (2) write a 4-5 page paper about each field experience.

Journals should be a record of the students' notes from the field experience. Instructions regarding approach and field notes will be given prior to arriving to ports. Students are encouraged to engage a local person(s) in conversation about the work of art or temple and to make notes of relevant comments from this dialogue. (Given language barriers, this may not always be possible.)

The paper should include (1) a brief summary of the student's field notes, (2) an indication of how the practica related to relevant class readings and discussions of the issue being explored, and (3) the way(s) in which local practices influenced your beliefs about the theoretical issue as addressed in class and in your readings.

**SUGGESTED PRACTICA:**

NAMIBIA: Walvis Bay Multipurpose Centre Trust (FDP)  
MALAYSIA: Penang: Drug Rehabilitation Center; St. Joseph Orphanage  
VIET NAM: Former UPI Photographer and the Museum of War Remnants – Group A (FDP)  
HONG KONG: Healthy Living Hong Kong Style  
SHANGHAI: Family Planning Neighborhood Committee (FDP)

JAPAN: Multiculturalism in Japan (FDP)

**Faculty Name:** Armin Rosencranz  
**Department:** Political Science/Environmental Studies  
**Course:** PLCP 300Z, Science and Politics of Climate Change

Each student is required to complete THREE practica (either faculty directed or independent). At least TWO of these should be faculty-directed field trips led by me or lectures organized by me in Cape Town, Chennai, Vietnam or Hong Kong. They are central to the material covered in this class. The third can be an independent practicum designed by you and approved by me, and based on information gathered in at least four countries on our itinerary. Each student will prepare three reports of 1000 words each explaining what she/he learned in each practicum about the science and/or politics of climate change.

**SUGGESTED PRACTICA:**

SOUTH AFRICA: Climate and Change Environmental Scientist (FDP)  
INDIA: Swaminathan Research Foundation (FDP); Consumer Action Group (FDP)  
HONG KONG: Environmental Attitudes and Values in China (FDP)

**Faculty Name:** Armin Rosencranz  
**Department:** Political Science  
**Course:** PLCP 363Z, Politics in India and Pakistan

Each student should make every effort to attend at least ONE of my faculty directed practica in Chennai; students are strongly encouraged to attend both FDPs in Chennai. Also, students will be required to do an independent practicum designed by you and approved by me. Each student will prepare three reports of 1000 words each explaining what she/he learned in each practicum about the politics of India and/or Pakistan.

**SUGGESTED PRACTICA:**

SOUTH AFRICA: Climate and Change Environmental Scientist (FDP)  
INDIA: Swaminathan Research Foundation (FDP); Consumer Action Group (FDP)  
HONG KONG: Environmental Attitudes and Values in China (FDP)

**Faculty Name:** Armin Rosencranz  
**Department:** Political Science/Environmental Studies  
**Course:** PLIR 300Z, Global Environmental Policy

Each student is required to complete THREE practica (either faculty directed, or independent). At least TWO of these should be faculty-directed field trips led by me or lectures organized by me in Cape Town, Chennai, Vietnam or Hong Kong. They are central to the material covered in this class. The third can be an independent practicum designed by you and approved by me, and based on information gathered in at least four countries on our itinerary. Each student will prepare three reports of 1000 words each explaining what s/he learned in each practicum about two or more global environmental problems.

**SUGGESTED PRACTICA:**

SOUTH AFRICA: Climate and Change Environmental Scientist (FDP)  
INDIA: Swaminathan Research Foundation (FDP); Consumer Action Group (FDP)  
HONG KONG: Environmental Attitudes and Values in China (FDP)

**Faculty Name:** John Zelenski  
**Discipline:** Psychology  
**Course:** PSYC 260Z, Social Psychology

Students are required to participate in three field directed practica and report on their experiences. Practica must include at least two of those recommended below, and at least one lead by Dr. Zelenski, and at least one in Cape

Town. One practicum may be completed as an independent, or as part of another organized trip, but if not included in the list below, the practicum and student's plans must be discussed with Dr. Zelenski prior to the event. During practica, students are encouraged to interact with local people as much as possible, and to make observations of surroundings and behavior.

Following each field experience, students must write a concise 2 to 3 page paper that integrates their experience with course material. Students are encouraged to select from one of the topics below, but alternatives will be considered with prior approval. Some practica will be more conducive to particular topics, but topics may be repeated with new observations/practica.

Consider nonverbal behavior. For example, in port, did the facial expressions, gestures, eye contact, etc. differ from what you consider typical? Were there any nonverbal behaviors that seemed to have meanings you did not expect? How did you use nonverbal behavior to make inferences about the people you met or observed?

Consider 'the self'. Note how people you spoke with in port defined their selves considering both personal and social aspects of identity. How is this similar or different from patterns you observe among yourself and other SAS students? AND/OR Describe aspects of social identity observable without any direct social interaction. What were the people trying to express, and how did it influence your perception of them?

Observe and describe at least one persuasive attempt. What message was being conveyed? What method was used to convey the message (i.e., concretely and in terms of models described in Baron, et al. Ch. 5 or 8)? Describe why you think the persuasive attempt may or may not be effective?

Observe and note an instance of stereotyping or discrimination. Consider the psychological factors that might contribute to stereotyping/discrimination in this instance, and/or consider the likely psychological effects on the target.

Many of the FDPs below involve current or historical intergroup conflict. Consider the concept of collective guilt in your own reactions or expressions of others. What are some probable consequences of collective guilt for in-group and out-group members?

Observe and describe an instance of prosocial behavior. What were the likely motives and consequences of this behavior?

#### SUGGESTED PRACTICA:

|               |                                                                                       |
|---------------|---------------------------------------------------------------------------------------|
| BRAZIL:       | Service project: Calabar Favela (FDP)                                                 |
| SOUTH AFRICA: | Psychology in South Africa (FDP); Robben Island; Township Visit & District Six Museum |
| MALAYSIA:     | Religions of Malaysia (FDP); Ethnic Communities in Malaysia                           |
| VIET NAM:     | Former UPI Photographer and Museum of War Remnants (FDP)                              |
| HONG KONG:    | International Student Exchange: Chinese University of Hong Kong                       |
| JAPAN:        | Hiroshima                                                                             |

**Faculty Name:** Kima Cargill  
**Discipline:** Psychology  
**Course:** PSYC 300M-1, Mental Illness Across Cultures

Each student is required to complete a total of three practica.

- You are required to participate in at least one of the faculty directed practica (FDP) under my direction in Penang, Malaysia or Chennai, India since they are central to the material covered in this class. (I recommend you participate in both of these, if at all possible.)
- You are also required to participate in one of the SAS service visits (SVC), for which I will give you specific guidelines to complete as an independent practicum.

- Your third practicum can be a non-service independent practicum (IND). I will provide you specific guidelines before each port for these options. (For example, before we arrive in South Africa I will give you guidelines that are specific to the Desmond Tutu Peace Centre that will help you complete an independent practicum there that is related to our class material).

### Journals

All students are required to (1) keep a journal of their field observations and (2) write a 3-4 page paper about each field experience. You will be graded on both the field journal and the three papers corresponding to each field experience. In class we will discuss social science methods for doing field work and keeping journals.

### Papers

The paper you write for each practicum will depend on which type of practicum it is for (FDP, SVC, or IND). I will include guidelines for the IND papers/practica prior to arrival at each paper.

An FDP paper should include (1) a brief summary of the student's field notes, (2) analysis of how those with mental illness are treated in this culture, (3) specific observations about any culture bound syndromes (CBS's) we've studied, (4) conclusions about the role of the psychiatric diagnosis and treatment in this culture.

An SVC paper should include (1) a brief summary of the student's field notes, (2) analysis of the pressing psychological/sociological issues the country is facing, (3) specific observations about the role of psychologists and those in the helping professions in this culture.

### SUGGESTED PRACTICA:

|               |                                                                                                                                 |
|---------------|---------------------------------------------------------------------------------------------------------------------------------|
| BRAZIL:       | Service Visit: Cultural Mobilization Project For Children In Danger (SVC); Service Project: Calabar Favela (SVC)                |
| SOUTH AFRICA: | Desmond Tutu Peace Centre (IND); Operation Hunger (IND); Robben Island (IND)<br>Service Visit: Amy Biehl Foundation Trust (SVC) |
| INDIA:        | Service Project: Dalit Work Project (SVC); Service Visit: Disabled Children's Home (SVC); Managing Schizophrenia (FDP)          |
| MALAYSIA:     | Drug Rehabilitation Center (FDP); Service Visit: St. Joseph Orphanage (SVC)                                                     |
| VIET NAM:     | Service Visit: Da Thien School For Handicapped (SVC); Service Visit: Hy Vong 8 School For The Deaf & Zoo Visit (SVC)            |

**Faculty Name:** Kima Cargill  
**Discipline:** Psychology  
**Course:** PSYC 300M-2, Psychology of Food and Culture

Each student is required to complete a total of three practica.

- You are required to participate in at least one of the faculty directed practica (FDP) under my direction in Japan since they are central to the material covered in this class. (I recommend you participate in both of these, if at all possible.)
- Your remaining practicum/a can be conducted independently or in conjunction with standard SAS-sponsored trips (IND). I will provide you specific guidelines before each port for these independent options. (For example, before we arrive in Malaysia I will give you guidelines that are specific to the Fruit Orchard/Spice Tour that will help you complete a practicum that is related to our class material through participating in this SAS-sponsored trip).

### Journals

All students are required to (1) keep a journal of their field observations and (2) write a 3-4 page paper about each field experience. You will be graded on both the field journal and the three papers corresponding to each field experience. In class we will discuss social science methods for doing field work and keeping journals.

## Papers

The paper you write for each practicum will depend on which type of practicum it is for (FDP or IND). I will include guidelines for the IND papers/practica prior to arrival at each paper.

An FDP paper should include (1) a brief summary of the student's field notes, (2) specific observations about the way food and ritual are conducted in the culture (3) observations about how food and foodways represent “borders” between different ethnicities or tribes, (4) ways in which food honors the past, (5) observations about how food practices in the culture may be understood to cleanse or heal the mind or body.

### SUGGESTED PRACTICA:

|             |                                                                                                           |
|-------------|-----------------------------------------------------------------------------------------------------------|
| BRAZIL:     | Bahia by Night with Dinner (IND)                                                                          |
| MALAYSIA:   | Tropical Fruit Orchard & Spice Estate (IND); Fish Farms and Mangrove Swamp (IND)                          |
| CHINA:      | Traditional Chinese Medicine (IND); Healthy Living Hong Kong Style (IND); Tai Chi, Tea, and Dim Sum (IND) |
| JAPAN:      | Japanese Tea Ceremony (FDP); Ramen Museum (FDP)                                                           |
| COSTA RICA: | Coffee: Costa Rica’s Treasure (IND)                                                                       |

|                      |                                                                                                      |
|----------------------|------------------------------------------------------------------------------------------------------|
| <b>Faculty Name:</b> | <b>John Zelenski</b>                                                                                 |
| <b>Discipline:</b>   | <b>Psychology</b>                                                                                    |
| <b>Course:</b>       | <b>PSYC 300M-3, Positive Psychology (sec. 1)</b><br><b>PSYC 300M-4, Positive Psychology (sec. 2)</b> |

Students are required to participate in three field directed practica and report on their experiences. Practica must include at least two of those recommended below, and at least one lead by Dr. Zelenski. One practicum may be completed as an independent, or as part of another organized trip, but if not included in the list below, the practicum and student’s plans must be discussed with Dr. Zelenski prior to the event. During practica, students are encouraged to interact with local people as much as possible, and to make observations of surroundings and behavior.

### Evaluation:

Following each field experience, students must write a concise 2 to 3 page paper that integrates their experience with course material. Students are encouraged to select from one of the topics below, but alternatives will be considered with prior approval. Some practica will be more conducive to particular topics, but topics may be repeated with new observations/practica.

Consider hedonic and eudemonic routes to happiness. How did your experience promote one or both? Did you observe others pursuing one or both, and how did you make this inference?

Consider the relationship between money/material goods and happiness. Compare your observations of happiness with research findings discussed in class.

Consider the relationship between physical environments (e.g., built vs. natural, population density, aspects of living or working space, etc.) and psychological well-being. Were some environmental features associated with your or others’ emotions? What might this suggest about selecting or modifying environments to promote well-being?

After speaking with some local people about happiness, consider cultural similarities and differences in the importance placed on happiness, the kinds of pursuits assumed to promote happiness, and what it means to be happy.

Based on your observations, consider the role religion plays in daily life and happiness. Where do you observe religious behavior or symbols? Are these sources of happiness? How does religion promote (or detract from) happiness, and what kind of benefit/impediment does it seem to provide?

Clearly negative events such as warfare, discrimination, abuse, etc., provide challenges to personal and societal happiness; yet they also provide a context to learn about positive psychological processes (e.g., resilience,

forgiveness, growth, and hope). Note such a challenge (perhaps historical) and consider recovery. What factors seem to facilitate benefit in the face of adversity? How might further recovery be promoted, or what lessons might be applied to other situations?

#### SUGGESTED PRACTICA:

|               |                                                                                                                                  |
|---------------|----------------------------------------------------------------------------------------------------------------------------------|
| BRAZIL:       | Service Project: Calabar Favela (FDP); Bicycling in Pitacu Park: Urban Ecology                                                   |
| SOUTH AFRICA: | Khayelitsha Township Visit; Township Music; Service Visit: Amy Biehl Foundation Trust                                            |
| INDIA:        | Welcome Reception; Service visit: Missionaries of Charity Orphanage; Yoga Demonstration; Service Visit: Disabled Children's Home |
| MALAYSIA:     | Religions of Malaysia (FDP); Service Visit: St. Joseph Orphanage                                                                 |
| VIET NAM:     | Former UPI Photographer & the Museum of War Remnants; Service Visit: Da Thien School for Handicapped Children                    |
| HONG KONG:    | International Student Exchange: Chinese University of Hong Kong                                                                  |
| JAPAN:        | Gardens of Kyoto                                                                                                                 |

**Faculty Name:** Kima Cargill  
**Discipline:** Psychology  
**Course:** PSYC 341Z, Abnormal Psychology

Each student is required to complete a total of three practica.

- You are required to participate in at least one of the faculty directed practica (FDP) under my direction in Penang, Malaysia or Chennai, India since they are central to the material covered in this class. (I recommend you participate in both of these, if at all possible.)
- You are also required to participate in one of the SAS service visits (SVC), for which I will give you specific guidelines to complete as an independent practicum.
- Your third practicum can be a non-service independent practicum (IND). I will provide you specific guidelines before each port for these options. (For example, before we arrive in South Africa I will give you guidelines that are specific to the Desmond Tutu Peace Centre that will help you complete an independent practicum there that is related to our class material).

#### Journals

All students are required to (1) keep a journal of their field observations and (2) write a 3-4 page paper about each field experience. You will be graded on both the field journal and the three papers corresponding to each field experience. In class we will discuss social science methods for doing field work and keeping journals.

#### Papers

The paper you write for each practicum will depend on which type of practicum it is for (FDP, SVC, or IND). I will include guidelines for the IND papers/practica prior to arrival at each paper.

An FDP paper should include (1) a brief summary of the student's field notes, (2) specific observations about the way DSM diagnoses are used (or not) in clinical settings (3) observations about treatment modalities, (4) conclusions about the role of the psychiatric diagnosis and treatment in this culture.

An SVC paper should include (1) a brief summary of the student's field notes, (2) analysis of the pressing psychological/sociological issues the country is facing, (3) specific observations about the role of psychologists and those in the helping professions in this culture.

#### SUGGESTED PRACTICA:

|               |                                                                                                                                 |
|---------------|---------------------------------------------------------------------------------------------------------------------------------|
| BRAZIL:       | Service Visit: Cultural Mobilization Project For Children In Danger (SVC); Service Project: Calabar Favela (SVC)                |
| SOUTH AFRICA: | Desmond Tutu Peace Centre (IND); Operation Hunger (IND); Robben Island (IND)<br>Service Visit: Amy Biehl Foundation Trust (SVC) |

INDIA: Service Project: Dalit Work Project (SVC); Service Visit: Disabled Children's Home (SVC); Managing Schizophrenia (FDP)  
MALAYSIA: Drug Rehabilitation Center (FDP); Service Visit: St. Joseph Orphanage (SVC)  
VIET NAM: Service Visit: Da Thien School For Handicapped (SVC); Service Visit: Hy Vong 8 School For The Deaf & Zoo Visit (SVC)

**Faculty Name:** Paul Groner  
**Department:** Religious Studies  
**Course:** RELB 245Z, Zen

Each student is required to complete three field trips; these may be either Faculty Directed or Independent, in Asian countries or in Hawaii. Students are encouraged to do at least two of these trips as faculty directed trips to get a sense of some of the ways we look at temples. An independent study may be developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent study is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives. All students are required to keep a journal of their field observations. There is no set number or pages required for each field trip, but students should be able to write around five pages for each trip. Detailed observations, interactions with people at the temples, and research will be rewarded with higher grades. Students should note that except for Japan, most Buddhist temples did not belong to the Chan or Zen school. Rather, meditation was simply a part of being Buddhist. Thus many of the temples mentioned below are not specifically Zen institutions.

Among the questions students may want to think about are:

1. Who paid for a temple and why did they commission it?
2. What is the main object of worship?
3. What do you observe being done in the main hall?
4. Why were some of the adjacent halls built? Can you get a sense of the entire monastery's layout?
5. Is there a difference between what you observe lay visitors doing and what you observe monks (and possibly nuns) doing?
6. What is the gender balance at the temple? Are men and women doing different things?
7. Why do people visit the temple?
8. What is sold at the temple?
9. Did you see any meditative practices being performed or a building devoted to meditation?

#### SUGGESTED PRACTICA:

CHINA: Putuoshan (IND)  
JAPAN: Temples in Kamakura (FDP); Mount Hiei (FDP)

In addition, there may be tours of Nara or Kyoto that would include Buddhist temples. Among the possible independent practica that you might consider are Buddhist Temples in China located in Suzhou, Ningbo (Ayuwangsi or Tiantongsi). Zen temples in Japan located in Nara (Manpukuji), Kyoto (Ryōanji, Daitokuji, Tōfukuji, Ginkakuji, Kinkakuji), or Kamakura (Engakuji, Kenchōji) Buddhist temples in Hawaii (a list will be provided later).

**Faculty Name:** Christine Wernet  
**Discipline:** Sociology  
**Course:** SOC 100T, Introduction to Sociology

Students are required to complete three practica, either Faculty Directed Practica (FDP) or independent practica. At least two of these should be faculty-directed field trips lead by me (see list below). You are required to participate in at least one of the FDPs under my direction in Salvador, Walvis Bay, Cape Town, or Chennai, since they are central to the material covered in this class. For the remaining practica you can complete an independent practicum that is part of a regularly offered SAS trip, or one that stands alone. If an independent practicum is selected, then the student must meet with the instructor **prior** to arriving in port to discuss his or her approach and

objectives. All students are required to keep a journal of their field observations and write a four page paper about each field experience.

Journals should be a record of the students' notes from the field experience. Specific instructions regarding approach and field notes will be given prior to arriving in port. Students are encouraged to engage locals in conversation about topics related to our course. I realize that language barriers may make this difficult or impossible. However, if discussion is not possible, make detailed observations regarding sociological topics covered in class. For example, sociological concepts such as family structure, social class, culture, minority groups, poverty, religion, education system, gender, etc... can be the topic of your papers. As you partake in the FDP or Independent practica think about how one or all of the sociological theories that we have discussed in class can be applied.

The paper should include a summary of the student's field notes, analysis of several sociological concepts, and conclusions about the role of the sociological concepts in the port-of-call. For example if you visit the Desmond Tutu Peace Centre you can discuss what you learned about apartheid, human rights and or sustainable development. These concepts will be discussed in class and at the center. If you choose to visit Cachoeira your paper can included topics such as landless peasants or colonization or rural life in Brazil. Again, these are concepts that will be discussed in class and on the FDP. Basically, your papers should reflect your experiences in-port and as you write these papers you should draw on your sociological imagination and report how the individuals that you meet or observe are shaped by larger social forces (such as the economy, apartheid, religion, education systems, etcetera).

#### SUGGESTED PRACTICA:

|               |                                                                            |
|---------------|----------------------------------------------------------------------------|
| BRAZIL:       | Cachoeira (FDP); Afro-Brazilian Museum and Candomble House                 |
| NAMIBIA:      | Meet a Peace Corps Volunteer (FDP); Ovahimba Tribe and Skeleton Coast Park |
| SOUTH AFRICA: | Amy Biehl Foundation Trust (FDP); Desmond Tutu Peace Centre                |
| INDIA:        | Socioeconomic Problems in Chennai (FDP)                                    |
| MALAYSIA:     | Service Visit: St. Joseph Orphanage (FDP)                                  |
| VIET NAM:     | Ben Thanh Market; Cu Chi Tunnels                                           |
| CHINA:        | Family Planning Neighborhood Committee (FDP)                               |
| JAPAN:        | Hiroshima                                                                  |
| HAWAII:       | Bishop Museum; Polynesian Cultural Center                                  |
| COSTA RICA:   | Coffee: Costa Rica's Treasure                                              |

**Faculty Name:** Christine Wernet  
**Discipline:** Sociology  
**Course:** SOC 200T-1, Development and Globalization

Students are required to complete three practica, either Faculty Directed Practica (FDP) or independent practica. At least two of these should be faculty-directed field trips lead by me (see list below). You are required to participate in at least one of the FDPs under my direction in Salvador, Walvis Bay, Cape Town, or Chennai, since they are central to the material covered in this class. For the remaining practica you can complete an independent practicum that is part of a regularly offered SAS trip, or one that stands alone. If an independent practicum is selected, then the student must meet with the instructor **prior** to arriving in port to discuss his or her approach and objectives. All students are required to keep a journal of their field observations and write a four page paper about each field experience.

Journals should be a record of the students' notes from the field experience. Specific instructions regarding approach and field notes will be given prior to arriving in port. Students are encouraged to engage locals in conversation about topics related to our course. I realize that language barriers may make this difficult or impossible. However, if discussion is not possible, make detailed observations regarding sociological topics covered in class. For example, sociological concepts such as family structure, social class, culture, minority groups, poverty, religion, education system, gender, etc... can be the topic of your papers. As you partake in the

FDP or Independent practica think about how one or all of the sociological theories that we have discussed in class can be applied.

The paper should include a summary of the student's field notes, analysis of several sociological concepts, and conclusions about the role of the sociological concepts in the port-of-call, with an emphasis on issues of sociological development discussed in class. For example if you visit the Desmond Tutu Peace Centre you can discuss what you learned about apartheid, human rights and or sustainable development. These concepts will be discussed in class and at the center. If you choose to visit Cachoeira your paper can included topics such as landless peasants or colonization or rural life in Brazil. Again, these are concepts that will be discussed in class and on the FDP. Basically, your papers should reflect your experiences in-port and as you write these papers you should draw on your sociological imagination and report how the individuals that you meet or observe are shaped by larger social forces (such as the development, the economy, apartheid, religion, education systems, etcetera).

#### SUGGESTED PRACTICA:

|               |                                                                            |
|---------------|----------------------------------------------------------------------------|
| BRAZIL:       | Cachoeira (FDP); Afro-Brazilian Museum and Candomble House                 |
| NAMIBIA:      | Meet a Peace Corps Volunteer (FDP); Ovahimba Tribe and Skeleton Coast Park |
| SOUTH AFRICA: | Amy Biehl Foundation Trust (FDP); Desmond Tutu Peace Centre                |
| INDIA:        | Socioeconomic Problems in Chennai (FDP)                                    |
| MALAYSIA:     | Service Visit: St. Joseph Orphanage (FDP)                                  |
| VIET NAM:     | Ben Thanh Market; Cu Chi Tunnels                                           |
| CHINA:        | Family Planning Neighborhood Committee (FDP)                               |
| JAPAN:        | Hiroshima                                                                  |
| HAWAII:       | Bishop Museum; Polynesian Cultural Center                                  |
| COSTA RICA:   | Coffee: Costa Rica's Treasure                                              |

**Faculty Name:** Christine Wernet  
**Discipline:** Sociology  
**Course:** SOC 200T-2, Comparative Social Stratification

Students are required to complete three practica, either Faculty Directed Practica (FDP) or independent practica. At least two of these should be faculty-directed field trips lead by me (see list below). You are required to participate in at least one of the FDPs under my direction in Salvador, Walvis Bay, Cape Town, or Chennai, since they are central to the material covered in this class. For the remaining practica you can complete an independent practicum that is part of a regularly offered SAS trip, or one that stands alone. If an independent practicum is selected, then the student must meet with the instructor **prior** to arriving in port to discuss his or her approach and objectives. All students are required to keep a journal of their field observations and write a four page paper about each field experience.

Journals should be a record of the students' notes from the field experience. Specific instructions regarding approach and field notes will be given prior to arriving in port. Students are encouraged to engage locals in conversation about topics related to our course. I realize that language barriers may make this difficult or impossible. However, if discussion is not possible, make detailed observations regarding sociological topics covered in class. For example, sociological concepts such as family structure, social class, culture, minority groups, poverty, religion, education system, gender, etc... can be the topic of your papers. As you partake in the FDP or Independent practica think about how one or all of the sociological theories that we have discussed in class can be applied.

The paper should include a summary of the student's field notes, analysis of several sociological concepts, and conclusions about the role of the sociological concepts in the port-of-call, with an emphasis on social stratification and inequality. For example if you visit the Desmond Tutu Peace Centre you can discuss what you learned about apartheid, human rights and or sustainable development. These concepts will be discussed in class and at the center. If you choose to visit Cachoeira your paper can included topics such as landless peasants or colonization or rural life in Brazil. Again, these are concepts that will be discussed in class and on the FDP. Basically, your papers should reflect your experiences in-port and as you write these papers you should draw on your sociological

imagination and report how the individuals that you meet or observe are shaped by larger social forces (such as the economy, inequality, social stratification, apartheid, religion, education systems, etcetera).

**SUGGESTED PRACTICA:**

|               |                                                                            |
|---------------|----------------------------------------------------------------------------|
| BRAZIL:       | Cachoeira (FDP); Afro-Brazilian Museum and Candomble House                 |
| NAMIBIA:      | Meet a Peace Corps Volunteer (FDP); Ovahimba Tribe and Skeleton Coast Park |
| SOUTH AFRICA: | Amy Biehl Foundation Trust (FDP); Desmond Tutu Peace Centre                |
| INDIA:        | Socioeconomic Problems in Chennai (FDP)                                    |
| MALAYSIA:     | Service Visit: St. Joseph Orphanage (FDP)                                  |
| VIET NAM:     | Ben Thanh Market; Cu Chi Tunnels                                           |
| CHINA:        | Family Planning Neighborhood Committee (FDP)                               |
| JAPAN:        | Hiroshima                                                                  |
| HAWAII:       | Bishop Museum; Polynesian Cultural Center                                  |
| COSTA RICA:   | Coffee: Costa Rica's Treasure                                              |

|                      |                                                                                                  |
|----------------------|--------------------------------------------------------------------------------------------------|
| <b>Faculty Name:</b> | <b>Kesho Scott</b>                                                                               |
| <b>Department:</b>   | <b>Sociology</b>                                                                                 |
| <b>Course:</b>       | <b>SOC 200Z-1, Race and Ethnicity (sec. 1)</b><br><b>SOC 200Z-2, Race and Ethnicity (sec. 2)</b> |

**FIELD COMPONENT:**

The field component of the course is organized around five dimensions of global racial and ethnic identity: assimilation, acculturation, inclusion, exclusion and cultural resistance and how they related *to four core themes*:

- a. racial and ethnic conflict and harmony
- b. global feminism
- c. religious diversity across racial and ethnic spaces
- d. sustainable development

All students are required to participate in THREE field practica. At least TWO of these should be field trips led by me (FDPs) in Brazil, Malaysia, Vietnam or Japan since these are central to the material we are covering in class. The final ONE may be from the list of options below or an independent practica approved by me.

**SUGGESTED PRACTICA:**

|               |                                                                                                                         |
|---------------|-------------------------------------------------------------------------------------------------------------------------|
| BRAZIL:       | Alagados Neighborhood (FDP); Service Visit: Calabar Favela; Afro- Brazilian Museum and Candomble House; Capoeira School |
| NAMIBIA:      | Peace Corp Volunteer Visit                                                                                              |
| SOUTH AFRICA: | Cape Town, Apartheid and Robben Island; District Six and Township Visit                                                 |
| INDIA:        | Dalit Work Project in India; Socio-economic Problems in Chennai,                                                        |
| MALAYSIA:     | Ethnic Communities in Malaysia (FDP)                                                                                    |
| VIET NAM:     | Ho Chi Minh City's Temples and Churches (FDP)                                                                           |
| HONG KONG:    | Family Insight Tour; Environmental Attitudes and Values in China                                                        |
| JAPAN:        | Hiroshima (FDP)                                                                                                         |

The THREE PRACTICA as windows of opportunity will guide each student to apply what they see, hear and learn about individuals, NGO's, cultural formations, organizations, and everyday cultural expressions through the lens of being "raced" or what Sociologists are calling the social constructions of race within each country? Simultaneously, we will examine how individuals "ethnically belong" as intimates, families, communities, nations and global citizens.

Students are required in their scheduled FDPs to understand racial and ethnic formation within the matrix and complexities that class, gender and sexuality bring to the picture.

Finally, the field component will provide students with comparative and accumulative insights, from one port to another, that will help them examine racial and ethnic aspects of transnational activism as found, for example, in the

Hawaiian Sovereignty Movement, Brazilian Japanese or the Afro-Brazilian struggles, the “Whites” of South Africa or the Muslims in India.

**Faculty Name:** Kesho Scott  
**Department:** Sociology  
**Course:** SOC 200Z-3, Global Social Movements

**FIELD COMPONENT:**

The field component of the course is organized around *four* dimensions of global social movements:

- Leadership
- Organizations
- Popular culture and
- Strategies of protest.

All students are required to participate in THREE field practica. At least TWO of these should be field trips led by me (FDPs) in Brazil, Malaysia, Vietnam or Japan since these are central to the material we are covering in class. The final ONE may be from the list of options below or an independent practica approved by me.

**SUGGESTED PRACTICA:**

**BRAZIL:** Alagados Neighborhood (FDP); Service Visit: Calabar Favela; Afro- Brazilian Museum and Candomble House; Capoeira School  
**NAMIBIA:** Peace Corp Volunteer Visit  
**SOUTH AFRICA:** Cape Town, Apartheid and Robben Island; District Six and Township Visit  
**INDIA:** Dalit Work Project in India; Socio-economic Problems in Chennai,  
**MALAYSIA:** Ethnic Communities in Malaysia (FDP)  
**VIET NAM:** Ho Chi Minh City’s Temples and Churches (FDP)  
**HONG KONG:** Family Insight Tour; Environmental Attitudes and Values in China  
**JAPAN:** Hiroshima (FDP)

In class reading of these *four dimensions of social movements* will prepare each student to apply what they see, hear and learn in the field about individuals, NGO’s, cultural formations and government (State) responses to the transnational activism, global social change and its impact on the global North and South.

Students will be required to dialogue with individuals, examine organizations sites of contentious politics of both sides of the globalization argument as well as photograph and collect cultural evidence of global social movements. Moreover, they will examine the intersection of gender, language, religion, ethnicity, sexuality, class and the North/South political contexts of each movement.

Finally, the field component will provide students with comparative and accumulative insights, from one port to another, that help them examine the weaknesses, strengths and challenges of transnational activism such as:

- Landless Peasants
- Afro-Brazilian movements
- The community development work of the Sisters of Malaysia
- The Chipko Movement in India against the destruction of the forest
- Gita Sen’s work with DAWN (Third World Feminist group)
- The branch officers of Asia, a Japan Women’s Resource Center
- The Association of African Women for Research and Development (AAWORD)
- The South Africa’s Congress of South African Trade Unions (COSATU).

**Faculty Name:** Patti Duncan  
**Department:** Women’s Studies  
**Course:** SWAG 270Z, Global Feminism

During the semester, students will have the opportunity to visit multiple sites in port countries. For this course, you are required to visit at least three approved sites, and to write about your experiences in your field journal. Site visits may include Faculty Directed or Independent practica. If you decide to do an independent practica, then you should meet with the Professor prior to arriving in the port country to discuss your approach and objectives. Journal entries about site visits should include critical observations, detailed discussion of the connections between site visits and the content of our course, analysis of the ways in which women articulate and engage feminist practices or ideas in various contexts, and reflection about the connections between feminist and other movements for social justice. Following each site visit, we will have an opportunity for in-class discussion about students' observations and analyses.

#### SUGGESTED PRACTICA:

|               |                                              |
|---------------|----------------------------------------------|
| BRAZIL:       | Family Planning (FDP)                        |
| SOUTH AFRICA: | Triangle Project (FDP)                       |
| INDIA:        | Working Women's Forum (FDP)                  |
| VIET NAM:     | Ho Chi Minh City Child Welfare Foundation    |
| HONG KONG:    | Women and Human Rights                       |
| CHINA:        | Family Planning Neighborhood Committee (FDP) |

Suggestions for Independent Practica for this course:

- Attend a meeting of a local women's and/or feminist organization. Are there specific issues that have been identified by local organizations as central to women's rights?
- Visit a human rights organization to learn about women's experiences in the local context.
- Visit an organization working for reproductive justice in the local context.
- Visit a public hospital or medical center and inquire about local women's health issues.
- Visit a women's center to learn about the strategies of community members working to end violence against women. Are there specific services and resources for women facing domestic or sexual violence?
- Visit a public school to learn about girls' access to education in the local context. Are schools gender segregated? Do girls have as much access to education as boys? Are they treated differently, and if so, how?
- Research the constitution in a specific country to learn about laws related to gender discrimination, violence against women, marriage, etc. What specific laws affect women? How are women's rights represented within the legal system?
- Analyze representations of women in local media, including film and television, newspapers, magazines, billboards, and advertising.
- Visit a public marketplace and observe the roles women play. Is there a gendered division of labor? Do women occupy public space in equal numbers to men? If children are present, who is responsible for childcare?

**Faculty Name:** Patti Duncan  
**Department:** Women's Studies  
**Course :** SWAG 370Z, Women's Sexualities in a Global Context

During the semester, students will have the opportunity to visit multiple sites in port countries. For this course, you are required to visit at least three approved sites, and to write about your experiences in your field journal. Site visits may include Faculty Directed or Independent practica. If you decide to do an independent practica, then you should meet with the Professor prior to arriving in the port country to discuss your approach and objectives. Journal entries about site visits should include critical observations, detailed discussion of the connections between site visits and the content of our course, analysis of the ways in which women articulate and engage feminist practices or ideas in various contexts, and reflection about the connections between feminist and other movements for social justice. Following each site visit, we will have an opportunity for in-class discussion about students' observations and analyses.

#### SUGGESTED PRACTICA:

|         |                       |
|---------|-----------------------|
| BRAZIL: | Family Planning (FDP) |
|---------|-----------------------|

SOUTH AFRICA: Triangle Project (FDP)  
 VIET NAM: Ho Chi Minh City Child Welfare Foundation  
 HONG KONG: Women and Human Rights  
 CHINA: Family Planning Neighborhood Committee (FDP)

Suggestions for Independent Practica for this course:

- Attend a meeting of a local women’s and/or feminist organization. Are there specific issues related to sexuality that have been identified by local organizations as central issues?
- Visit a local lesbian, gay, bisexual, transgender or same-sex organization or center, to learn what the local issues are for these communities. Is it easy to find local organizations or public meeting spaces, or are they more hidden and covert? Why do you think this is the case? Are there specific terms used by local activists to describe those involved in same-sex relationships?
- Visit a human rights organization to learn about women’s and men’s experiences of sexuality in the local context.
- Visit an organization working for reproductive health/justice in the local context.
- Visit a women’s center to learn about the strategies of community members working to end sexual violence against women. Are there specific services and resources for women facing sexual violence?
- Meet with local activists working to expose forms of wartime rape and/or militarized prostitution.
- Walk through a red-light district, to analyze how visible (or invisible) sex work is in the local context. (Please do this practica with at least one or two other students.)
- Visit an organization working on issues of sex industry, sex tourism, and/or sex trafficking.
- Research the constitution in a specific country to learn about laws related to gender discrimination, sexuality, violence against women, marriage, etc. What specific laws affect women’s and men’s sexuality? Are expressions of sexuality policed within this context? How are sexual minorities’ represented within the legal system?
- Analyze representations of sexuality within local media, including film and television, newspapers, magazines, billboards, and advertising.

**Faculty Name:** Patti Duncan  
**Department:** Women’s Studies  
**Course:** SWAG 372Z, Women Working in the Global Economy

During the semester, students will have the opportunity to visit multiple sites in port countries. For this course, you are required to visit at least three approved sites, and to write about your experiences in your field journal. Site visits may include Faculty Directed or Independent practica. If you decide to do an independent practica, then you should meet with the Professor prior to arriving in the port country to discuss your approach and objectives. Journal entries about site visits should include critical observations, detailed discussion of the connections between site visits and the content of our course, analysis of the ways in which women articulate and engage feminist practices or ideas in various contexts, and reflection about the connections between feminist and other movements for social justice. Following each site visit, we will have an opportunity for in-class discussion about students’ observations and analyses.

**SUGGESTED PRACTICA:**

BRAZIL: Family Planning (FDP)  
 SOUTH AFRICA: Triangle Project (FDP)  
 INDIA: Working Women’s Forum (FDP)  
 VIET NAM: Ho Chi Minh City Child Welfare Foundation  
 HONG KONG: Women and Human Rights  
 CHINA: Family Planning Neighborhood Committee (FDP)

Suggestions for Independent Practica for this course:

- Attend a meeting of a local women’s and/or feminist organization. Are there specific issues that have been identified by local organizations as central to women’s rights?

- Visit a human rights organization to learn about women's experiences in the local context. Ask if there are specific issues for women workers. Ask if they address women's labor migration.
- Visit a multinational corporation or export processing zone.
- Meet with local artisans about their industry.
- Ask local women about their experiences of work and family (for example, during a homestay).
- Learn about women's roles in local union organizing.
- Visit a public hospital or medical center and inquire about local women's health issues. Are there specific types of women's work that affect women's health?
- Visit a women's center to learn about the strategies of community members working to end violence against women. Are there specific services and resources for women facing sexual harassment or sexual violence in the workplace?
- Visit a public school to learn about girls' access to education in the local context. Are schools gender segregated? Do girls have as much access to education as boys? Are they treated differently, and if so, how?
- Research the constitution in a specific country to learn about laws related to gender discrimination and workers' rights. What specific laws affect women? How are women's rights represented within the legal system?
- Analyze representations of women's work in local media, including film and television, newspapers, magazines, billboards, and advertising.
- Visit a public marketplace and observe the roles women play. Is there a gendered division of labor? Do women occupy public space in equal numbers to men? If children are present, who is responsible for childcare?
- Visit a local childcare center, to ask women how they balance work and families.
- Meet with professional women working in non-traditional spheres.
- Research the issue of labor migration in the local context. Is labor migration gendered? Is it racialized? Who migrates for work, and what kind of work are they doing?
- Learn about the rights of domestic workers in the local context. Who does domestic work here, and how are they treated? What rights do they have? Is there a local domestic workers' union?