

FIELD REQUIREMENTS SUMMER 2009

Dear Summer 2009 Student,

Please find below the Tentative Field Requirements for the courses offered during the Summer 2009 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.

Faculty Name: Marc Vincent/Renee Gondek
Department: Art History
Course: ARTH 100Z-1/ARTH 100Z-2: Introduction to Art in the Mediterranean

In order to better appreciate art along the Mediterranean, you will be required to visit two major museums while in port. Some of these are located in ancient palaces while others were built as museums from the start. This exercise will allow you to see original works of art from various Mediterranean cultures and to see how countries display and interpret their patrimony.

Write two essays (5 pages maximum) of your reaction to museums and to the works of art that you see in TWO of the following museums, one of which must be the new Acropolis Museum in Athens.

First, discuss the strength of the museum's collection, and the museum's success at imparting knowledge about the artist/culture at hand. Discuss the layout of the galleries (lighting, wall color etc.) and how it enhances or detracts from the appreciation of the art, the organization of the artwork (chronological? thematic? by region or geography?), the labels (successful at explaining works?).

Then, pick one work of art that you saw in class and are now seeing in person, and discuss your reaction. Points to be considered are its size, material, texture, colors etc... How does seeing the work in person change your appreciation or interpretation of the piece?

Choose two of the following museums. Remember that one of your choices must be the New Acropolis Museum in Athens.

SUGGESTED PRACTICA:

SPAIN: Museo de Bellas Artes (Sevilla)
ITALY: Origins of Rome (FDP); Museo Archeologico Nazionale (National Archaeological Museum)
GREECE: Delphi (FDP); National Archaeological Museum; New Acropolis Museum
TURKEY: Archaeological Museum
EGYPT: Greco-Roman Museum; Egyptian Museum (Cairo)

Faculty Name: Marc Vincent
Department: Art History
Course: History of Art I: From Cadiz to Casablanca

The Field Component will consist of analyzing and studying buildings discussed in class. Write two essays (5 pages maximum) on two buildings of the same type (religious, military, royal, or civic) from different cultures and historical eras. Points to be considered are your reaction to seeing the building in person (as opposed to slides), appreciating the architectural qualities of the building as well as its location within its urban context, and noticing how the building is used today as opposed to its original use when first built. If possible, enter the building and make your way to the main space, describing your experience once inside. Be sure to mention the building's material, layout, function, texture, and present condition and state of preservation.

In addition, you are to sketch a drawing of a building's façade (of your choice) to gain a deeper understanding of a building's architectonic qualities. The drawings will not be graded but will be a requirement for passing the class.

Select two buildings of the same type (religious, royal, military or civic) from two different cultures and eras.

SUGGESTED PRACTICA:

SPAIN: Cadiz Cathedral (Catedral Nueva de Santa Cruz); Plaza de la Catedral, Cathedral of Seville and La Giralda; Real Alcazar; Patio de Banderas; La Mezquita (Cordoba), Alhambra (Granada)
ITALY: Origins of Rome (FDP); San Francesco di Paola, Piazza del Plebiscito; Palazzo Reale, Piazza del Plebiscito; Museo Nazionale of Capodimonte; Castel Nuovo, Largo Castello; Duomo,
GREECE: Delphi (FDP); Parthenon Church of Kapnikarea Presidential Palace; Monastery of Hosios Lokas; Temple of Apollo
TURKEY: Topkapi Palace; Hagia Sophia Blue Mosque; Suleymaniye Mosque; Fortress of Europe (Rumeli Hisari)
EGYPT: Mosque of Sultan Hassan; Bibliotheca Alexandrina; Fort Qaibey
MOROCCO: Palais de Justice; Post Office; Hassan II Mosque

Faculty Name: Richard Castaldi
Department: Business/Commerce
Course: COMM 381: Business Ethics

Twenty percent of the contact hours for each course is provided by field work. The field component in this business ethics course will focus on examining contemporary ethical, environmental and corporate social responsibility issues that face firms as they compete locally, regionally or around the globe. Students will select topics that are covered in class and analyze them from global, US and European perspectives. Students will work in pairs on this project and they will be graded on a written report and on their level of quality participation in the two in-class discussion sessions dedicated to this field component.

SUGGESTED PRACTICA:

SPAIN: Wine Production and Strategic Management in Spain (FDP)
ITALY: Wine Production and Strategic Management in Italy (FDP)
MOROCCO: Goodyear Factory Visit (FDP)

Faculty Name: Bill Wilkerson
Department: Business/Commerce
Course: COMM 384: International Business

For Comm 384 the students are required to complete two activities in ports. You may select either the program in Varna or the one in Casablanca or both. As an alternate to the two programs I will have two independent assignments that you may choose from. The FDP in Naples is primarily for students in Comm 465, but there may be some places left after they register. The FDPs selected may not be counted for any other course.

SUGGESTED PRACTICA:

BULGARIA: Visit to the Ship Hydrodynamics Center in Varna (FDP)
MOROCCO: Coca Cola Plant (FDP)

Additional suggested practica will be discussed during the first class session.

Faculty Name: Richard Castaldi
Department: Business/Commerce
Course: COMM 460: Strategic Management

Twenty percent of the contact hours for each course is provided by field work. The field component in this strategic management course will focus on studying the globalization of the wine industry and how firms in “Old World” wine producing countries such as France, Italy and Spain are changing their strategies to successfully compete in this challenging environment. Students will apply the strategic management concepts learned in class to their study of the wine industry in one of the three countries that they select. They will be expected to conduct secondary and primary research to support their analysis. Students will work in pairs on this project and they will be graded on a written report and on their level of quality participation in the two in-class discussion sessions dedicated to this field component.

SUGGESTED PRACTICA:

SPAIN: Wine Production and Strategic Management in Spain (FDP)
ITALY: Wine Production and Strategic Management in Italy (FDP)
MOROCCO: Goodyear Factory Visit (FDP)

Faculty Name: Bill Wilkerson
Department: Business/Commerce
Course: COMM 465: Business, Politics, and the Culture of the European Union

For COMM 465 the primary FDP is the one in Naples. I will have two independent topics for study that I will discuss on the ship. You might also select any other business-related FDP in an EU port. The FDPs selected may not be counted for any other course.

SUGGESTED PRACTICA:

ITALY: A Day of Wine and Olives (FDP)
BULGARIA: Visit to the Ship Hydrodynamics Center in Varna (FDP)

Additional suggested practica will be discussed during the first class session.

Faculty Name: Sybil St Claire
Department: Drama
Course: DRAM 202Z: Acting I

In-port field assignments provide opportunities for you to experience the theatrical practices of other cultures. You will document and evaluate your field experiences through in-class discussion and written reviews of two theatrically related events. Reviews must be two – three pages in length and discuss cultural perspective, your personal response, and the techniques of the performers/presenters. Performances may include traditional and contemporary plays, dances, puppetry, religious or cultural events/festivals (that involve performance of some kind), as well as theatrically related talks, workshops, and excursions.

Your first paper is due July 11th (class 11), the day after we depart from Croatia. Your second paper is due Saturday, August 15th (class 22), three days after we depart from Morocco. Choose any two from the following list to satisfy your in-port field assignment requirements. My FDPs have been emboldened.

SUGGESTED PRACTICA:

SPAIN: On the Flamenco Trail; City Orientation: Cadiz (Roman Theatre, Fine Arts Museum with Aunt Norica Puppets); Barcelona (Flamenco Show)

ITALY: Italian Film Production; Naples Orientation (San Carlo Opera House); Rome (The Colosseum)

GREECE: The Acropolis of Ancient Athens (Theatre of Dionysus); Corinth/Epidarus/Mycenae (Epidarus Theatre)

TURKEY: Theatre for the Oppressed (FDP); The Kapali Carsi (IND); The Mehter – Turkish Janissary Band; Sufi Dervish Ceremony; Istanbul City Orientation (The Hippodrome); Izmar/Ephesus/Sardis (ancient theatre ruins); Western Turkey: Ionian Civilization (Greco-Roman theatre ruins)

BULGARIA: The State Puppet Theatre of Varna (FDP); Highlights of Varna (Ethnographic Museum); Ancient Roots of Bulgaria (Folkloric Show); Balchik & Kaliakra (Dinner & Show) Karin Dom – Home for Disabled Children (Children’s Show); Private Home Visit (IND) Visit to Bulgarian Village (local choir & observations); The Danubian Plane (Folkloric Show)

EGYPT: Theatre for Social Change Workshop/Talk (FDP); Cairo Overnight Trip (folkloric show and belly dancing); Home Visit (IND);

MOROCCO: Casablanca Cultural Landscape Welcome Reception (Traditional music & student talent exhibition); Volubilis/Fes (Folkloric Show); Marrakech/Ourika Valley (Folkloric Show); Marrakech/Essaouira (Folkloric Show); Dinner with a Moroccan Family

Faculty Name: Sybil St Claire
Department: Drama
Course: DRAM 492Z: Theatre for Social Change

You will be required to attend two in-port theatres for social change or theatre related events and write about them. In-port field assignments provide opportunities for you to experience the theatrical practices of other cultures. You will document and evaluate your field experiences through in-class discussion and written reviews of these events.

Papers should be two - three pages in length and explore both the theatrical and (where applicable) the social change aspects of the event. Papers should also address cultural observations and your personal responses to the events. These events may include traditional and contemporary plays, dances, puppetry, and religious, political, or cultural events, as well as social change related outings such as talks, workshops, etc.

Note: One field requirement can be theatre related (a show, a theatre, etc.) the other should be social change related (orphanage visit, evolution of women in Morocco, etc.)

Your first paper is due July 11th (class 11), the day after we depart from Croatia. Your second paper is due Saturday, August 15th (class 22), three days after we depart from Morocco. Choose any two from the following list to satisfy your in-port field assignment requirements. My FDPs have been emboldened.

SUGGESTED PRACTICA:

- SPAIN:** On the Flamenco Trail; City Orientation: Cadiz (Roman Theatre, Fine Arts Museum with Aunt Norica Puppets); Women of Cadiz through History
- ITALY:** Naples Orientation (San Carlo Opera House); Rome (The Colosseum)
- CROATIA:** Orphanage and Children's Hospital
- GREECE:** The Acropolis of Ancient Athens (Theatre of Dionysus); Corinth/Epidarus/Mycenae (Epidarus Theatre)
- TURKEY:** Theatre for the Oppressed (FDP); The Kapali Carsi (IND); The Mehter – Turkish Janissary Band; Sufi Dervish Ceremony; Istanbul City Orientation (The Hippodrome); Izmar/Ephesus/Sardis (ancient theatre ruins); Western Turkey: Ionian Civilization (Greco-Roman theatre ruins)
- BULGARIA:** The State Puppet Theatre of Varna (FDP); Visit to the Shouman: The Role of the Turkish Party In Bulgaria's Political Life Karin Dom – Home for Disabled Children Private; Home Visit (IND); Visit to Bulgarian Village; Human Trafficking Problems
- EGYPT:** Cairo Overnight Trip (folkloric show and belly dancing); Home Visit (IND); Secondary School Visit; Rural Cairo & Visit to Children's Hospital
- MOROCCO:** Casablanca Cultural Landscape Welcome Reception (Traditional music & student talent exhibition); Volubilis/Fes (Folkloric Show); Marrakech/Ourika Valley (Folkloric Show); Marrakech/Essaouira (Folkloric Show); Dinner with a Moroccan Family; Service Project: Orphanage Visit; Discovery of the High Atlas Mountains

Faculty Name: Jenny Lee
Department: Education
Course: SEMS 480-9: Global Access to Education

You will be required to interview three local residents while at port (no more than 1 in each of the 9 visited countries) to understand their perceptions of college access. The interview protocol will be developed during the first two weeks of class. Sample interview questions may include: Have you ever attended college? Why or why not? What are the benefits and drawbacks of college? How important is college in succeeding in your country? Why do you think there is a lack of full participation in higher education in your country? You will be required to audio record and transcribe the interviews and then analyze the transcripts for common themes. A 7-10 page summary of the 3 interviews and the common themes must be turned in at the end of the class semester. Transcripts must also be included as part of your appendix and will not count towards your 7-10 page paper.

SUGGESTED PRACTICA:

- TURKEY:** Student Life in Turkey (FDP)
- BULGARIA:** Welcome Reception with Bulgarian Students and Professors (FDP)

Additional suggested practica will be discussed during the first class session.

Faculty Name: Jenny Lee
Department: Education
Course: SEMS 480-10: Social Justice and Educational Theories

You will be required to interview three local residents while at port (no more than 1 in each of the 9 visited countries) to understand their perceptions of education. The interview protocol will be developed during the first two weeks of class. Sample interview questions may include: Do you consider education a human right? A privilege? Why or why not? How important is an education in succeeding in your country? Why do you think there is a lack of full participation in higher education in your country? You will be required to audio record and transcribe the interviews and then analyze the transcripts for common themes. A 7-10 page summary of the 3 interviews and the common themes must be turned in at the end of the class semester. Transcripts must also be included as part of your appendix and will not count towards your 7-10 page paper.

SUGGESTED PRACTICA:

TURKEY: Student Life in Turkey (FDP)
BULGARIA: Welcome Reception with Bulgarian Students and Professors (FDP)

Faculty Name: Richard Stamper
Department: Engineering
Course: STS 216: Intellectual Property, Engineering and Society

The class will be divided into small groups. Your group will pick two products that are patented in one of the countries we are visiting or in the United States. In at least four ports, your group will search for the two products. Once you find the products, you are to record –to the degree possible- the following information: price, brand labeling, any indications of patent protection (e.g. marking with a patent number), the quality level of the product, the country in which the product was manufactured, the country in which the product was designed, and the general availability of the product.

In addition, throughout the voyage you are to record examples of potential misappropriations of trademarks and copyrighted materials.

Shortly after leaving Morocco, each group will make a 15-20 minute presentation of their findings. The class will then examine the relationship between the intellectual property laws of the various countries and the environment for the development, manufacture, and commercialization of the selected products in those countries.

SUGGESTED PRACTICA:

ITALY: Naples Underground (FDP)
GREECE: Greek Patent System (FDP)
MOROCCO: Moroccan Patent Office (FDP)

Faculty Name: Richard Stamper
Department: Engineering
Course: ENGR 295: Engineering in Community Settings

We will examine the influence customer preferences, governmental regulations, and other constraints within a geographic region have on the design of a product. We will do this by observing various engineering solutions that have been developed for domestic refrigerators. Domestic refrigerators use a significant portion of the electrical energy consumed by households. In addition to consuming a significant amount of energy, the selection of working fluids and foam blowing agents can have significant environmental and cost implications. Accordingly, a refrigerator provides a platform to observe the interplay between the priorities of a culture and the design decisions that engineers are forced to make (e.g. what is proper balance between cost and the environment or between cost and safety).

The class will be divided into small groups. In at least four countries, your group will find retailers for domestic refrigerators. Once you find a retailer, pick a few representative models and record the following:

- Interior volume
- Number of compartments
- Configuration (e.g. top-mount freezer, side-by-side, French doors)
- Features (e.g. water filter, de-odorizers, ice maker, water and ice dispensing)
- Working fluid for the sealed system (i.e. the refrigerant)
- Price
- Country of manufacture
- Home country of the manufacturer
- the voltage and frequency of the power supply
- Estimated Energy consumption
- Code or safety board product certifications
- Brand
- Marketing or sales materials
- Nature of use and care manuals (e.g. number and nature of warnings)

Shortly after leaving Morocco, each group will make a 15-20 minute presentation of their findings. The class will then examine the design decisions that the engineers made and consider the relationship between those decisions and the context in which they were made.

SUGGESTED PRACTICA:

- ITALY: Naples Underground (FDP)
GREECE: Greek Patent System (FDP)
MOROCCO: Moroccan Patent Office (FDP)

Faculty Name: Angela Davis
Department: English Literature
Course: ENAM 358Z: African American Women Writers

Students must take part in at least two of Semester at Sea's practica for this course from the list below. (Other practica may be substituted with prior permission of instructor.) You are required to turn in one Informal Response paper focusing upon one of the novels on the syllabus. The Informal Response should be 2 to 3 typed pages long. It should contain both critical analysis of the text and reflections upon the themes of the text as observed in your selected practica. Try to question your own point of view and insights as well as the ideas of the writer. The Informal Response is due the day of the first class discussion of the novel you choose.

SUGGESTED PRACTICA:

- SPAIN: Women in Cadiz through History (FDP)
GREECE: The Ancient Acropolis & Women in Modern Greece (FDP)
TURKEY: Sufi Dervish Ceremony; Kapali Carsi (Covered Bazaar); Women Faculty in Bosphorous University
EGYPT: Cairo Day Trip; Home Visit; Rural Cairo & Visit to Children's Hospital
MOROCCO: Evolution of Moroccan Women

Faculty Name: Angela Davis
Department: English Literature
Course: ENSP 365Z: A Comparative Literary Exploration of the Female Character

Students must take part in at least two of Semester at Sea's practica for this course from the list below. (Other practica may be substituted with prior permission of instructor.) For each practicum, you will write a 2 to 3 typed page observation paper from which you will give a 10-minute class presentation. In your paper and presentation, you should discuss a woman's role and influence in her community. In particular, focus upon the complex and changing roles of women over time and in the present and relate your observations and analysis to the themes and issues conveyed in the literature.

Your paper and presentation will be due at the beginning of the first class meeting after departure from the relevant port.

SUGGESTED PRACTICA:

SPAIN: Women in Cadiz through History (FDP)
GREECE: The Ancient Acropolis & Women in Modern Greece (FDP)
TURKEY: Sufi Dervish Ceremont at Suleyman Mosque; Kapali Carsi (Covered Bazaar); Women Faculty in Bosphorous University
EGYPT: Cairo Day Trip; Home Visit; Rural Cairo & Visit to Children's Hospital
MOROCCO: Evolution of Moroccan Women

Faculty Name: Michael Pearson
Department: English Writing
Course: ENWR 220Z: Forms of Nonfiction Writing

Twenty percent of the contact hours for each course is provided by field work. The heart and soul of this workshop in the forms of narrative nonfiction will spring from the students' experience in their SAS travels; therefore, the substance of their writing will be in their field components. The memoir pieces will be intimately connected to their reasons for engaging in such a voyage in the first place. The source of the essays will be the conflicts, ideas, and issues that are generated by the encounter with other cultures. The reportage will focus on the individuals and groups the student writers meet along their journey.

Since this course is in nonfiction writing -- in the art of the essay, the memoir, reportage, and the travel story, I will assume that you are using a journal or daybook and a notebook to collect interviews and impressions. Each student will be required to hand in a 5-page essay analyzing how he/she turned a real-life moment from a field practicum into a narrative. What was left out? What decisions led to the structure of the narrative? How did your sense of purpose and theme shape the use of specific details? In other words, how is reality transformed into story -- for even a factual story is a creation, a making of order and meaning out of the chaos of experience. Each student will also be required to make a 3-minute presentation to the class in the last quarter of the course, explaining the relationship between an actual experience recorded in the journal or notebook and how it was re-shaped into a nonfiction narrative.

Ideas for independent practica include:

- An essay about how Americans are defined abroad
- A memoir about your first travel experience and how it led to this one
- A piece of reportage in which you profile a horse and buggy driver in Alexandria

SUGGESTED PRACTICA:

ITALY: Discussion with Roberto Saviano, Italian Author (FDP-pending)
EGYPT: Cairo Day Trip (FDP)
MOROCCO: SOS Children's Village (FDP)

Faculty Name: Michael Pearson
Department: English Writing
Course: ENWR 301Z: Imagining Place through Literature and Travel

All imaginative writing comes, in some respect, from experience. As William Butler Yeats said in his poem *The Circus Animals* "I must lie down where all the ladders start/In the foul rag and bone shop of the heart." The writing in this course may be primed by reading literature (another astute writer, Flannery O'Connor, once said that most writers start from stories more than life), but, ultimately the writing will be deeply connected to individual experience, what Yeats might have called the foul rag and bone shop of the heart. The challenge for each student will be to find something in each work of literature and each place that sparks his/her imagination and allows a story to come to life. Every experience, small and large, will be open to the storyteller. How is Hemingway's view of Spain or bullfighting or the Spanish concept of fiesta seem accurate or inaccurate in terms of the students' experience? Does Turkey, as Pamuk suggests, seem to be caught literally and figuratively between two worlds?

SUGGESTED PRACTICA:

SPAIN: See a bullfight
ITALY: Discussion with Roberto Saviano, Italian Author (FDP-pending); Communists and Catholics (a church service and governmental meeting)
TURKEY: The Mosque and the Music Scene
EGYPT: Cairo Day Trip (FDP)
MOROCCO: SOS Children's Village (FDP)

Faculty Name: David Swerdlow
Department: English
Course: ENWR 359Z-1: Telling My Story

Field work represents twenty percent of the contact hours for this course. To fulfill this requirement, students must look for connections between the novels we are reading and what is experienced in each port. Sometimes that connection will be inspired by specific and obvious events, such as visiting the birthplace of Marco Polo, a character in Italo Calvino's *Invisible Cities*. In other situations the connection will be more general, such a comparison of an aspect of 21st century Istanbul with its counterpart in 16th century Istanbul as described by Orhan Pamuk in *My Name is Red*. These connections should be kept in a journal, and students will be asked to refer to them during class meetings. For three of the ports, students will write short papers that provide a more organized and in-depth discussion of these connections. These papers must be specific and analytic.

Suggested Practica

Spain: Women in Cadiz through History (FDP)
Croatia: Trsteno, Ston & the Island of Korcula (FDP)
Turkey: Medieval Manuscript (FDP), Islamic Practices and Islamic Art (FDP)
Egypt: The Best of Alexandria

Faculty Name: David Swerdlow
Department: English
Course: ENWR 359Z-2: Poetry of Witness

Field work represents twenty percent of the contact hours for this course. To fulfill this requirement, students must look for connections between the poems we are reading and what is experienced in each port. Sometimes that connection will be inspired by obvious events, such as visiting a war memorial. In other situations the connection will be more general, such as a comparison of a poet's response to social injustice in one of his or her poems with your own response to a troubling image of social injustice. These connections should be kept in a journal, and students will be asked to refer to them during class meetings. Three times during the term, students will use journal entries as starting points for short papers that provide a more organized and in-depth discussion of these connections. These papers must be specific and analytic. Also, in your journals, you will try to emulate the poetry that we study by creating your own poems or poem fragments. Methods for making these creations will be distributed and discussed in class. Throughout the term, you will have the opportunity to share this work with the class. On August 7 and 8th, these creative efforts will be our primary focus.

Suggested Practica

Spain: Rafael Alberti Foundation (FDP)
Croatia: Mostar
Turkey: Theatre for the Oppressed (FDP)

Faculty Name: Rocky Rohwedder
Department: Environmental Studies
Course: PLAN 551: Sustainable Communities

The field component for this course centers on three overlapping activities: surveying available data, gathering additional field data, conducting sustainability interviews, and taking supporting photographs in two countries on our voyage that illustrate aspects of sustainable community development. Results of these activities and a summary synthesis will be compiled in a field portfolio.

Field data will include an inventory of sustainability indicators such as ecological footprint and other eco-efficiency measures. Sustainability interviews will consist of a set of structured questions, generated in class, that students will ask locals when they travel in port. A portfolio containing field data and observation summary, interview results, photographs, and your synthesis/analysis of this data will be submitted two times throughout the voyage. Further instruction on how to prepare and submit your portfolio will be provided during the first week of class.

You should be able to complete this assignment without participating in any required FDPs; however city orientation tours often provide an excellent opportunity to complete much of the field requirement for this course.

SUGGESTED PRACITCA:

TURKEY: Livable Cities (FDP)

Additional suggested practica will be discussed on the first class session.

Faculty Name: Rocky Rohwedder
Department: Environmental Studies
Course: STS 395: Technology in Culture

The field component for this course centers on three overlapping activities: surveying available data, gathering additional field data, conducting energy interviews, and taking supporting photographs in two countries on our voyage that illustrate the basics of energy supply and use. Results of these activities and a summary synthesis will be compiled in a field portfolio.

Field data will include an inventory of energy sources and technologies being used in the country as well as observations on the related costs and benefits (social and environmental). Energy interviews will consist of a set of structured questions, generated in class, that students will ask locals when they travel in port. A portfolio containing field data and observation summary, interview results, photographs, and your synthesis/analysis of this data will be submitted two times throughout the voyage. Further instruction on how to prepare and submit your portfolio will be provided during the first week of class.

SUGGESTED PRACTICA:

TURKEY: Livable Cities (FDP)

Additional suggested practica will be discussed on the first class session.

Faculty Name: Daniel Horns
Department: Geology
Course: SEMS 115-2: The Dynamic Earth

Twenty percent of the contact hours for each course is provided by field work. Work conducted in the field will constitute 20% of your grade. About 16 hours of geology-related field work will be required. At least 8 hours of this field work must be in the form of “faculty-directed practica” (FDP), that is, field trips and field work led by me. Your choices for geology FDP will include a tour of the shoreline near Cadiz to investigate coastal processes, a trip up Mt Vesuvius to learn about volcanic eruptions, and a tour of features associated with the 1999 Izmit Turkey earthquake, a 7.4-magnitude quake that killed at least 17,000 people. Each of these trips will count as 8 hours of field time. For each of these trips I will prepare a list of questions to be answered and observations to be made. You will earn credit by preparing a report summarizing those observations and answers. If you are not able to make it to more than one of the FDP, you may conduct your own independent practica based on activities approved by me. I will provide a list of possible independent practica.

SUGGESTED PRACTICA:

SPAIN: Coastal Landforms and Processes (FDP)

ITALY: Eruptions of Mt. Vesuvius (FDP)

TURKEY: The North Anatolian Fault and the 1999 Izmit Earthquake (FDP)

Faculty Name: Daniel Horns
Department: Geology
Course: SEMS 480-6: Physical Oceanography

Twenty percent of the contact hours for each course is provided by field work. Work conducted in the field will constitute 20% of your grade. About 16 hours of geology-related field work will be required. At least 8 hours of this field work must be in the form of “faculty-directed practica” (FDP), that is, field trips and field work led by me. Your choices for oceanography-related FDP will be a tour of the shoreline near Cadiz to investigate coastal processes and snorkeling and sea kayaking near Dubrovnik. Each of these trips will count as 8 hours of field time. For each of these trips I will prepare a list of questions to be answered and observations to be made. You will earn credit by preparing a report summarizing those observations and answers. If you are not able to make it to more than

one of the FDP, you may conduct your own independent practica based on activities approved by me. I will provide a list of possible independent practica.

SUGGESTED PRACTICA:

SPAIN: Costal Landforms and Processes (FDP)

CROATIA: Dubrovnik marine ecosystems (FDP)

Faculty Name: Malia McAndrew

Department: History

Course: SEMS 115-1: Women in the Contemporary World

Research & Reflection Essays (Field Component)

Each student in this course will write three reflection essays based upon their field experiences. These essays should analyze a topic related to women in the contemporary world or gender issues. At least one of the essays must use primary sources found in the ports we visit. Essays should be argumentative and not explanatory in tone and engage our course readings. Each essay must be 500-750 words in length. Some essays will be read aloud and discussed during class. All sources used in the essay must be properly cited. Plagiarism or academic dishonesty of any form will not be tolerated.

Please consider the following topics as topics for your research and reflection essay. Other topics may be chosen with the permission of the instructor.

1. Collect 3-4 women's targeted at female consumers and analyzed the representations of women in these publications
2. Take pictures of clothing styles (in stores or on people) that are popular in a given country. Analyze the cultural meaning of this attire and what it might say about gender relations in that country. Are there major differences in the ways in which men and women dress?
3. Ask a number of persons to tell you about a famous woman in that nation's history. Compare and contrast the roles that women in the stories you hear. I.e., are women valorized for being warriors or mothers? Patriots or revolutionaries? Passive or aggressive?
4. Visit a large bookstore and evaluate the types of books that the vendor is targeting to female consumers as well the ways in which women are portrayed in these texts. If you can locate the history section of the store, note the number of history books incorporate stories (or pictures) of women into their texts.
5. Attend religious service and note the official and unofficial roles that women have in the service. Where are women seated? Whom are they seated with? Do they have speaking roles? What female iconography is present in the building?
6. Observe the ways in which women are portrayed and/or ignored in popular media. Chose to analyze one of the following mediums while in port: TV programs, statues, billboards, posters, advertisements, museums, or the naming of streets and public buildings

SUGGESTED PRACTICA:

SPAIN: Women in Cadiz (FDP)

TURKEY: Women's Library and Information Center Foundation Fener (FDP-pending)

MOROCCO: I Love Hip-Hop Morocco (FDP)

Faculty Name: Malia McAndrew
Department: History
Course: SEMS 480-3: Race, Class, and Gender in Recent United States History

Research & Reflection Essays (Field Component)

Each student in this course will write three reflection essays based upon their field experiences. These essays should analyze a topic related to women in the contemporary world or gender issues. At least one of the essays must use primary sources found in the ports we visit. Essays should be argumentative and not explanatory in tone and engage our course readings. Each essay must be 500-750 words in length. Some essays will be read aloud and discussed during class. All sources used in the essay must be properly cited. Plagiarism or academic dishonesty of any form will not be tolerated.

Please consider the following topics as topics for your research and reflection essay. Other topics may be chosen with the permission of the instructor.

1. Collect 3-4 publications (newspapers, magazines, etc.) targeted at the members of a minority group in that nation. Analyze the representations of that group in the publication and compare it to mainstream images.
2. Take pictures of clothing styles (in stores or on people) that are popular in a given country. Analyze the cultural meaning of this attire and what it might say about gender relations in that country. Are there major differences in the ways in which men and women dress?
3. Observe the ways in which one race, class, or gender is portrayed and/or ignored in popular media. Chose to analyze one of the following mediums while in port: TV programs, statues, billboards, posters, advertisements, museums, or the naming of streets and public buildings.
4. Ask a number of people to tell you about the ways in which they believe their nation is different from the United States. Do not ask them explicitly about race, class, or gender but note the frequency in which those topics come up in their answers and then analyze the responses.
5. Look at the housing around the way waterfront of a port and observe the ways in which it changes as one approaches the city center and the outer limits of the city. Where are people of lower socio-economic statuses living? Do people or various classes live in close proximity to one another or in different sections of the city?
6. Discern if there are any public spaces in which gay, lesbian, or transgendered people enjoy fellowship or express their culture to the larger society.

Faculty Name: Elizabeth Erickson
Department: French Literature
Course: SEMS 115-6: Orient and Occident: Medieval Perceptions

FDP Field Requirements: At the end of the semester, all students will give a 5-7 minute presentation on their findings during their field work. A good presentation engages the class, shows reflection and develops previously discussed ideas. Students may wish to use a power-point type program in order to present photographs and written data in a professional manner. The class is expected to give constructive feedback, as the presentation can be a departure point for a final paper.

Medieval Manuscripts: As we will see in class, medieval texts in manuscript form have a particular relationship to images and iconography. This field requirement will give students the chance to explore this relationship first-hand by looking at the manuscripts themselves in the Köprülü Manuscript Library and/or the Library of the Topkapi Palace Museum. Students will be expected to draw parallels between images from Occidental manuscripts and/or study them in context of the course readings.

In the event that a student cannot participate in this practica for a legitimate reason, they may fulfill the requirements by choosing from one of the following options:

•Choose an FDP from another course with instructor approval that is pertinent to the course reading or a topic discussed in class. Students may not use one practica to fulfill field requirements for two or more classes. In other words, one field practica per class.

•If students cannot find another FDP, they may adapt an SAS excursion to accommodate FDP requirements with instructor approval. Two possibilities are: The Christian Tradition in Turkey and Islamic Practices and Islamic Art. Again, students may not use one excursion to fulfill requirements for two or more classes.

•Only if a student is unable to find a suitable FDP or excursion may he or she choose from one of the following Independent Practica listed below:

1. In class we will have seen many different textual examples of how people encounter the “other”, or a foreign culture. For this assignment, you will keep a record of how people treat you, the foreigner, in each port. How do they define you (your socio-economic background, religion or personal beliefs, daily life, political philosophies, education, family background)? Are their impressions accurate? Do they see you as an individual, or as part of a larger cultural body? Do opinions differ from port to port, or are they similar? Taking the results of these observations, give a presentation comparing your encounters to those described in our reading material.

2. Observe how women are treated and imagined in different media (newspapers, magazines, posters, television shows, travel guides) in a particular port. Do they appear differently in media than in real life? How? What characteristics are exaggerated? Keep a record of your observations and give a presentation of your conclusions, comparing your findings with the portrayal of a female character from one of the texts.

3. Write a chronicle (3 or more pages) of your stay in at least two port cities, using crusade literature as model. The chronicle may be either in the third person or written as an autobiography and, true to the medieval oral tradition, will be read aloud for the class.

4. During your voyage, keep a record of western influences you notice in the East. You may wish to limit your study to just one discipline (architecture, art, gastronomy, language, music, etc.). How do the two cultures interact with each other? What characteristics are admired or disliked in the foreign culture? Do you notice any cross-cultural exchange or cultural hybridity? Compare your findings and present them to the class.

5. Do a study on a hero, or perhaps a celebrity, of a particular country you visited during the trip. How do natives view this hero? What are his or her attributes? How does he or she represent the values of the society in question? Is there a villain counterpart to this identity? Give a presentation on how the hero’s relationship resonates with the texts from class.

6. Many occidental texts refer to the riches of the Orient (jewels, silk, carpets, perfumes, spices, etc.) in a sensual way. Write a travel journal entry (3 or more pages) recording new sensations you discover in two or more port cities. In other words, students will use smell, touch, taste and sound instead of sight to observe foreign culture. Give a presentation to the class explaining how using different senses affected your observation of a foreign culture.

SUGGESTED PRACTICA:

TURKEY: Medieval Manuscript (FDP); Christian Tradition in Turkey; Islamic Practices and Islamic Art

Faculty Name: Peggy Kreshel

Department: Media Studies/Communication

Course: SEMS 480-1: Critical Approaches to Advertising in Society

The “in-port” project is an opportunity to explore and critically reflect upon something related to advertising in society that is of particular interest to you and will best advance your educational goals. I will provide a “menu” of possible topic areas, and discuss the general parameters/expectations for the project in class. However, because you will likely come from different disciplines, and bring different experiences and skills (e.g., creative writing, video, photography, systematic “collection” of materials and analysis, interviewing, etc.), I encourage you to be creative in conceptualizing, executing, and ultimately presenting your project.

I will allow you to work “in partnership” with other students (no more than three in a group) if you share an interest and foresee that your combined abilities/approaches will add depth, breadth, and dimension to the project. You must

develop a proposal that convinces me of the value of a partnership, outlining each of your contributions to the total project.

Prior to our first port visit, you will have submitted a proposal (more on that in class) and obtained my approval/comments to pursue your work. There will also be various “progress reports” as we proceed. In all instances, there must be a critical written component in your project. Certainly sharing your experiences while in-progress will contribute to the on-going dialogue in class. I have also allowed time for in-class presentations to share what we have learned.

SUGGESTED PRACTICA:

ITALY: Italian Film Festival (FDP-pending)
BULGARIA McDonald’s Global Brand Discussion (FDP)

Faculty Name: Peggy Kreshel
Department: Media Studies/Communication
Course: SEMS 480-2: Media Culture and Diversity

The “in-port” project is an opportunity to explore and critically reflect upon something related to advertising in society that is of particular interest to you and will best advance your educational goals. I will provide a “menu” of possible topic areas, and discuss the general parameters/expectations for the project in class. However, because you will likely come from different disciplines, and bring different experiences and skills (e.g., creative writing, video, photography, systematic “collection” of materials and analysis, interviewing, etc.), I encourage you to be creative in conceptualizing, executing, and ultimately presenting your project.

I will allow you to work “in partnership” with other students (no more than three in a group) if you share an interest and foresee that your combined abilities/approaches will add depth, breadth, and dimension to the project. You must develop a proposal that convinces me of the value of a partnership, outlining each of your contributions to the total project.

Prior to our first port visit, you will have submitted a proposal (more on that in class) and obtained my approval/comments to pursue your work. There will also be various “progress reports” as we proceed. In all instances, there must be a critical written component in your project. Certainly sharing your experiences while in-progress will contribute to the on-going dialogue in class. I have also allowed time for in-class presentations to share what we have learned.

SUGGESTED PRACTICA:

ITALY: Italian Film Festival (FDP-pending)
BULGARIA McDonald’s Global Brand Discussion (FDP)

Faculty Name: Daniel Jones
Department: Music
Course: MUSI 107Z: Global Music

Each student will be asked to complete three Field Reports (3-4 pages each). In each Report, the student will be asked to apply a conceptual area from our class to an in-port music experience:

- Field Report #1: Listening to Music (Part I topics)
- Field Report #2: Understanding/Uses of Music (Part II topics)
- Field Report #3: Transmitting Music (Part III topics)

The due date for each Field Report is toward the end of its respective curricular unit, and the student may submit it anytime in that unit up to the due date. Each report should blend general observations on the musical experience,

application of topics/ideas from that conceptual area, and reflection on the emergent meaning of such observation and application. More detail on the Report assignments will be given in a specific assignment sheet in the first few days of class.

As for experiences to work with, a small number of specific suggestions are offered below for each port of call. I also encourage you to undertake your own independent practica. (NOTE: If you have questions or doubts about the feasibility or appropriateness of a particular independent practicum idea, please discuss with me.) In doing so, consider the following types of experiences in any port: various kinds of formal or informal performances (e.g., clubs, street performances, formal concerts, festivals), rituals (e.g., worship services, celebrations), musically-oriented institutions (e.g., museums, schools, music stores, instrument makers, radio stations), “home” music (e.g., if you decide to partake of an in-home experience).

SUGGESTED PRACTICA:

SPAIN:	Flamenco In-depth (FDP); flamenco clubs in Cádiz
ITALY:	San Carlo Opera House; Teatro Mediterraneo (Overseas Fair Grounds); Naples Music Conservatory
CROATIA:	Visit to village of Osojnik (FDP); Dubrovnik Libertas Summer Festival
GREECE:	Dora Stratou Dance Theater; taverna in Athens
TURKEY:	Sufi Dervish ceremony (FDP); Turkish Military Museum (Mehter performance)
BULGARIA:	International Music Festival
EGYPT:	Event at Alexandria theatre (e.g., Biram El Tounsy, Sayed Darwish) or Cairo Opera House; local clubs in Alexandria
MOROCCO:	Clubs with more local (e.g., Gnawa) or more westernized (e.g., jazz) music

Faculty Name: Daniel Jones
Department: Music
Course: MUSI 307Z: Worlds of Music – An Introduction to Ethnomusicology

Each student will be asked to complete three Field Reports based on in-port musical experiences. The assignment across these reports will be progressive. For Field Report #1, they will be asked to practice collecting field data (observations, responses to questions, etc.). In addition to submitting these, we will spend some time in class evaluating them collectively in class so that we may learn from each others’ efforts and insights. In Field Report #2, they will refine/focus their reporting by forming a “topic” on their subject; again, Reports will be submitted and discussed collectively in class. In Field Report #3, in addition to applying the skills acquired in Reports 1-2, they will be asked to produce full ethnographic writing, i.e., a thematic narrative on their subject and their learning process with that subject.

As for experiences to work with, a small number of specific suggestions are offered below for each port of call. I also encourage you to undertake your own independent practica. (NOTE: If you have questions or doubts about the feasibility or appropriateness of a particular independent practicum idea, please discuss with me.) In doing so, consider the following types of experiences in any port: various kinds of formal or informal performances (e.g., clubs, street performances, formal concerts, festivals), rituals (e.g., worship services, celebrations), musically-oriented institutions (e.g., museums, schools, music stores, instrument makers, radio stations), “home” music (e.g., if you decide to partake of an in-home experience).

SUGGESTED PRACTICA:

SPAIN:	Flamenco In-Depth (FDP); flamenco clubs in Cádiz
ITALY:	San Carlo Opera House; Teatro Mediterraneo (Overseas Fair Grounds); Naples Music Conservatory
CROATIA:	Visit to village of Osojnik (FDP); Dubrovnik Libertas Summer Festival
GREECE:	Dora Stratou Dance Theater; taverna in Athens
TURKEY:	Sufi Dervish ceremony (FDP); Turkish Military Museum (Mehter performance)

BULGARIA: International Music Festival
EGYPT: Event at Alexandria theatre (e.g., Biram El Tounsy, Sayed Darwish) or Cairo Opera House;
local clubs in Alexandria
MOROCCO: Clubs with more local (e.g., Gnawa) or more westernized (e.g., jazz) music

Faculty Name: Talbot Brewer
Department: Philosophy
Course: PHIL 152Z: The Examined Life

Twenty percent of the contact hours for each course is provided by field work. While in Athens, students will take a day trip to the Oracle at Delphi. Students will be asked to prepare group presentations about the role of oracles in Greek life, the role of this particular oracle in the life of Socrates, and the relation between the Delphic motto “Know thyself” and the aspirations of Greek philosophy. These presentations will take place in class on July 17.

While in Egypt, students will be asked to write down what they learn about Ancient Egyptian ideas of burial, the afterlife, and the significance of death. Students will be required to submit these written reflections to the professor and to present their ideas about these matters during class discussions on 8/15&16.

Student performances on each field project will be graded.

SUGGESTED PRACTICA:

GREECE: Delphi (FDP)
EGYPT: Bibliotheca Alexandrina and City Orientation (FDP)

Faculty Name: Talbot Brewer
Department: Philosophy
Course: PHIL 251Z: Greek Ethics

Twenty percent of the contact hours for each course is provided by field work. Tour of the ruins of Apollo’s Temple at Delphi. Students will be asked to write a brief essay on the role of oracles in Ancient Greek life, the role of the Oracle at Delphi in Socrates’ understanding of his philosophical mission, and the relation between the Greek practice of philosophy and the motto “Know thyself” inscribed on the Temple of Apollo at Delphi.

Tour of the museum at the recently constructed Library at Alexandria. Students will be asked to write a brief essay on the philosophical life that flourished from about 300 to 100 BC at the Great Library of Ancient Alexandria and the nearby University (the Mouseion).

Written work associated with both field excursions will be graded by the professor.

SUGGESTED PRACTICA:

GREECE: Delphi (FDP)
EGYPT: Bibliotheca Alexandrina and City Orientation (FDP)

Faculty Name: Michael Smith
Department: Political Science
Course: PLIR 331Z: Ethics and Human Rights in World Affairs

In at least two ports, students will have an opportunity to visit a human organization or government official with responsibility for human rights. They should arrange to join the class on at least one of these occasions. In addition, on their own, students should take the opportunity to engage a human rights issues in two additional ports, for example, by visiting a local NGO office, following a local issue, discussing, and/or observing respectfully a local practice that has implications for common conceptions of human rights. Two short journal entries and brief oral reports to the class will document this assignment.

Suggested practica will be discussed in the first class session.

Faculty Name: Melvin Rogers
Department: Political Science
Course: PLPT 101Z: Introduction to Political Theory

Assignment:

1. You are required to complete 1 practica for this course covering at least 3 separate ports. 2-3 pages per port.
2. You are required to take detailed notes based on observation at three separate ports we visit. With a view to the following:
3. How are the ordinary exchanges and transactions taking place among people expressive of political and cultural life when compared to the United States? Please describe carefully what you are observing?
4. What is the political significance of these transactions? Do these transactions and/or exchanges tell us anything about how Americans and the citizens of the respective country conceive of freedom, trust, political friendship, political conflict, and domination?
5. Discuss these similarities and differences in a journal. Please be sure to distinguish between ports. You might also include pictures of such activities.

Ports: Note—you need to do some research to find locations at these various ports that might provide opportunity to answer these questions. Some locations might be Churches or places of worship, political venues or government agencies, and market places. You might also use the FDPs for classical responses to these questions.

SUGGESTED PRACTICA:

ITALY: Pompeii (FDP)
GREECE: The Acropolis and Ancient Athens (FDP)
EGYPT: Cairo Day Trip (FDP)

Faculty Name: Melvin Rogers
Department: Political Science
Course: PLPT 403Z: Democracy and its Critics

Assignment:

1. You are required to complete 1 practica for this course covering at least 4 separate ports. 2-3 pages per port.
2. You are required to take detailed notes based on observation at three separate ports we visit. With a view to the following:
3. How are the ordinary exchanges and transactions taking place among people expressive of political life when compared to the United States? Please describe carefully what you are observing?
4. What is the political significance of these transactions? Do these transactions and/or exchanges tell us anything about how Americans and the citizens of the respective country conceive of freedom, trust, political friendship, political conflict, and democracy?

5. Discuss these similarities and differences in a journal. Please be sure to distinguish between ports. You might also include pictures of such activities.

Ports: Note, you need to do some research to find locations at these various ports that might provide opportunity to answer these questions. Some locations might be Churches or places of worship, political venues or government agencies, and market places. You might also use the FDPs for classical responses to these questions.

SUGGESTED PRACTICA:

ITALY: Pompeii (FDP)
GREECE: The Acropolis and Ancient Athens (FDP)
EGYPT: Cairo Day Trip (FDP)

Faculty Name: M. Joel Voss
Department: Political Science
Course: SEMS 290: The Practice of Human Rights Protection

Human Rights and International Relations in Turkey:

Students shall visit either a human rights organization or a university (Sabanci or Koc) in Turkey. At the designated institution, students will hear a brief presentation concerning Turkey's role in the region, how Turkey protects and promotes human rights, and problems that Turkey faces in promoting human rights within its borders. Then students will participate in a question and answer session.

Requirements for the FDP

Students are required to undertake one FDP, which will constitute 20% of their final grade for The Practice of Human Rights Protection. The requirements for successfully completing the FDP are as follows:

- Students must attend the FDP offered above. If students cannot attend one of the FDP above, it must be for a legitimate reason.
- If students cannot attend the University Center FDP, the next best solution will be the FDP with Professor Michael Smith. However, if students are in Prof. Smith's "World Affairs" seminar, they cannot use the FDP for both seminars.
- If students cannot attend the Inter-University Center FDP or "World Affairs" FDP, then arrangements must be made with me as soon as possible for an alternative practica.
- Students are required to prepare a 5 minute presentation to be presented in seminar. A successful presentation will incorporate at least some of the following components: materials found during their field study, photographs, anecdotes, and if needed, a theoretical framework.
- In preparing for their presentations, students should turn in an outline (roughly 1 page) on the day of or before their presentation.

SUGGESTED PRACTICA:

BULGARIA: Human Trafficking Problems (FDP)

Faculty Name: Marcus Tye
Department: Psychology
Course: SEMS 480-4: Abnormal Psychology

Students must complete at least 16 hours of field practica. Field work must involve at least 3 different ports. Students may complete additional field work for extra credit (up to 5% of course grade). All students are encouraged to take at least one FDP and one practica with a service component

Students are also encouraged to conduct independent practica during any port visit or multi-day field trip from the list below, with prior approval from the professor (students may also submit their own ideas in advance for independent practica).

All field experiences (FDP, SVC, IND) require the following:

- prior completion of readings that may be assigned in class
- brief written field notes of your observations and thoughts, recorded during the practica
- a 3-4 page essay about the experience and how it relates to material covered in class as well as textbook material
- attach your field notes to the essay
- the essay is due within 24 hours of departing the port

Independent Practica: Abnormal Psychology

Must pre-approve with professor (students may also submit own proposals)

1. Observe mannerisms, movement and expression as well as taboos and acceptable behavior in each country.
2. Observe gender role behavior in various situations such as childcare and interaction with children, the marketplace, the workplace, dating, casual conversation, and religious rituals.
3. When meeting with local groups of students, educators, state officials and professionals; explore basic attitudes toward mental health, psychological disorders, and treatment. Explore differing attitudes towards "serious" mental illness, impairment in those who can maintain higher levels of functioning (e.g. still work, continue in school), and counseling/therapy for growth and self-exploration.
4. Compare and contrast two or more cultures (including U.S. culture) on one of the following topics: view of human nature, views of personality development during childhood, defense mechanisms, self-actualization, positive and negative reinforcers, basic human motives, views of how to change human behavior, stages of adult development, personal identity, views of the unconscious, need for achievement, expression of distress, help-seeking behavior.
5. Consider differences in diet and food and different cultural attitudes towards body image. Explore how this relates to health, obesity, and eating disorders.
6. Collect information in port (interviews, observations, conversations, newspaper articles, etc.) on one of the following topics: drug use, the way people "learn", child development, concepts of mental illness and therapy, coping with stress, impact of poverty/wealth on human development, privacy regulation in urban versus rural areas, etc.

SUGGESTED PRACTICA:

SPAIN: Civil Rights and Same Sex Marriage in Spain (FDP); Women in Cádiz Through History
ITALY: Pompeii; Herculaneum
TURKEY: Student Life in Turkey (FDP)
BULGARIA: The impact of Bulgarian Reality Shows on Society- A lecture on Pop Culture (FDP)
EGYPT: Home Visit; Secondary School Visit; Rural Cairo & Visit to Children's Hospital
MOROCCO: Evolution of the Moroccan Woman; Dinner with a Moroccan Family

Faculty Name: Marcus Tye
Department: Psychology
Course: SEMS 480-5: Cross-Cultural Psychology

Students must complete at least 16 hours of field practica. Field work must involve at least 3 different ports. Students may complete additional field work for extra credit (up to 5% of course grade). All students are encouraged to take at least one FDP and one practica with a service component SVC.

Students are also encouraged to conduct independent practica during any port visit or multi-day field trip from the list below, with prior approval from the professor (students may also submit their own ideas in advance for independent practica).

All field experiences (FDP, SVC, IND) require the following:

- prior completion of readings that may be assigned in class
- brief written field notes of your observations and thoughts, recorded during the practica
- a 3-4 page essay about the experience and how it relates to material covered in class as well as textbook material
- attach your field notes to the essay
- the essay is due within 24 hours of departing the port

Independent Practica: Cross-Cultural Psychology

Must pre-approve with professor (students may also submit own proposals)

1. Examine the effects of a colonizing power on the culture it once dominated, or still controls. One might examine lingering effects of imperialism in dress, manners, language, architecture, and city plan.
2. Observe mannerisms, movement and expression as well as taboos and acceptable behavior in each country.
3. Observe gender role behavior in various situations such as childcare and interaction with children, the marketplace, the workplace, dating, casual conversation, and religious rituals.
4. Examine gender differences in such things as career choices, access to education and curricula, and socioeconomic status.
5. Use facial expressions as a tool for analyzing emotions. At each stop, in a variety of situations, record the facial and body posture expressions of emotions using a variety of techniques including photographs, video recordings, written descriptions, etc. Pay attention to differences in expressing emotions in behavioral interactions.
6. When meeting with local groups of students, educators, state officials and professionals; explore basic attitudes toward certain motivational constructs such as need for achievement, conformity, self actualization, the work ethic, etc.
7. Compare and contrast two or more cultures (including U.S. culture) on one of the following topics: view of human nature, views of personality development during childhood, defense mechanisms, self-actualization, positive and negative reinforcers, basic human motives, views of how to change human behavior, stages of adult development, personal identity, views of the unconscious, need for achievement, expression of distress, help-seeking behavior.
8. Collect information in port (interviews, observations, conversations, newspaper articles, etc.) on one of the following topics: drug use, the way people "learn", child development, concepts of mental illness and therapy, coping with stress, impact of poverty/wealth on human development, privacy regulation in urban versus rural areas, etc.
9. Collect information in port (interviews, observations, conversations, newspaper articles, etc.) on one of the following topics: definition of the self-concept in different cultures, prejudice, interethnic/interracial relations, social origins of the male role, attitudes about aggression and violence, social origins of motivation, nonverbal communication, attitudes about poverty and affluence, social factors in job satisfaction, educational programs about contraceptive use and AIDS prevention.

SUGGESTED PRACTICA:

SPAIN:	Civil Rights and Same Sex Marriage in Spain (FDP); Women in Cádiz Through History
ITALY:	Pompeii; Herculaneum
GREECE:	Delphi
TURKEY:	Student Life in Turkey (FDP); Sufi Dervish Ceremony
BULGARIA:	The impact of Bulgarian Reality Shows on Society- A lecture on Pop Culture (FDP)
EGYPT:	Home Visit; Secondary School Visit; Rural Cairo & Visit to Children's Hospital
MOROCCO:	Evolution of the Moroccan Woman; Dinner with a Moroccan Family

Faculty Name: Scott Ferrell
Department: Psychology
Course: EDHS 289-1: Etiology and Physiology of Stress and Stress Management

To facilitate a better understanding of the class material, students will pick an aspect of the material to explore more fully through conversations and interviews with local residents. Students could focus on one culture or geographic area or explore similarities and differences between cultures or geographic areas depending on the student's interest. Students could learn about the particular stressors, stress response and coping/stress management styles of a culture or cultures while in port and compare and contrast them to each other or their own culture and experience. Students could explore the varying roles in different cultures of personality styles, perception, social support, and spirituality as it relates to perceived stressors and coping styles as well as to health in general. Cross-cultural similarities and differences among cultures, including their own, could be explored. These are a few examples and students will be encouraged to develop their own topic of interest. Students are encouraged to look over the syllabus and read ahead on particular areas of interest that they might want to pursue for their field component and paper so that they can best use their time while in port gathering relevant data. Students will work closely with the instructor to develop, organize and present the field component. Students are encouraged but not required to integrate the material, if possible, into the theme for the semester of "Human Rights and Social Justice in the Mediterranean World." Creativity is highly valued and will carry added weight in grading. Students will be divided into small groups, depending on class size, to complete the project and present their findings in a 20 to 30-minute class presentation. Students will be allowed to work alone if they have a strong interest in a topic that isn't shared by another student. Students will need approval from the instructor for their chosen field component prior to interviewing local residents. Grades will be based on the class presentation and submission of the field notes.

SUGGESTED PRACTICA:

GREECE:	Delphi (FDP)
TURKEY:	Sufi Dervish Ceremony (FDP)

Faculty Name: Scott Ferrell
Department: Psychology
Course: EDHS 289-2: Human Development – Beliefs, Perceptions, and Behaviors

To facilitate a better understanding of the class material, students will pick an aspect of the material to explore more fully through conversations and interviews with local residents. Students may focus on one culture or geographic area or explore similarities and differences between cultures or geographic areas depending on their interests. While in port, students could learn about the particular beliefs of a culture or cultures around human rights and social justice and how these beliefs shape individual and group behaviors. They could compare and contrast the cultures to each other or to their own beliefs and behaviors around this subject. Students could write about their own beliefs about human rights and social justice prior to the course, how their beliefs contributed to their behaviors in this area, and how their beliefs around human rights and social justice have changed as a result of this course and their interactions with local residents. There are numerous cross-cultural variations on this theme that could be explored. Students are encouraged, but not required, to integrate the theme for the semester of "Human Rights and Social Justice in the Mediterranean World." The instructor will provide a list of other

possible topics, but this list will not be exhaustive, and students are encouraged to develop their own topic of interest. Students will work closely with the instructor to develop, organize and present the field component. Creativity is highly valued and will carry added weight in grading. Students will be divided into small groups, depending on class size, to complete the project and present their findings in a 20 to 30-minute class presentation. Students will need approval from the instructor for their chosen field component prior to interviewing local residents. Grades will be based on the class presentation and submission of the field notes.

SUGGESTED PRACTICA:

GREECE: Delphi (FDP)
TURKEY: Sufi Dervish Ceremony (FDP)

Faculty Name: M. Jamie Ferreira
Department: Religious Studies
Course: RELG 200Z: Faith and Doubt

The purpose of the field-component (worth 20% of the class grade) is to allow students the opportunity to see how faith and doubt are expressed in practical terms in different cultural contexts. Each student is required to complete three practica (either a Faculty-Directed, a Regularly-Offered SAS trip or an Independent practicum). 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.

Journals: Students are required to keep a written journal documenting their port visits where they will describe examples of religious expression as well as examples of secular alternatives to religion; students are encouraged to report on conversations with locals about the ways in which faith and doubt are expressed in their community. In addition, students should look for ways in which religious doubt is expressed in the art and literature of the country they visit.

Papers: After visiting each port of call, students will prepare a 1 page paper on how topics of concern to thinkers in the course are treated in the religious activity they observe. After each of the three practica, students will prepare a 3 page paper which should include a summary of the student's field notes gained during the practica, as well as an assessment of how specific topics of concern to thinkers in the course are treated in the religious activity they observe.

SUGGESTED PRACTICA:

SPAIN: Churches of Cadiz (FDP)
CROATIA: Island of Korcula & Museum of Icons (FDP)
TURKEY: Islamic Practices and Islamic Art (FDP)

Faculty Name: M. Jamie Ferreira
Department: Religious Studies
Course: RELG 400Z: God Has Many Names

The ports we will visit offer exciting opportunities to see the esthetics and devotional activity characteristic of Judaism, Christianity (including Orthodox Christianity), and Islam. Students will visit churches, mosques and synagogues that reveal the religious diversity in the city we visit. Having considered doctrinal and theoretical issues on board, they will be asked to explore how religious believers are also religious actors. I will prepare them for this task by examining different ways in which religiousness expresses itself (e.g., in terms of art, sacred rites, codes of right action, devotion, and mystical dimensions). For example, in Dubrovnik, we can visit a Serbian Orthodox Church that is now a museum, containing an interesting collection of icons from all parts of the Mediterranean, as well as what is reputed to be the second oldest functioning synagogue in Europe and the streets of the Jewish ghetto. Students will be asked to assess how doctrine is related to the esthetics and devotional activity they observe, as well as what kind of accommodation to religious diversity is revealed in Dubrovnik.

Tentative Field Requirements

In addition to visiting churches, mosques and temples/synagogues, students are encouraged to seek out monuments, shrines, and religious symbols that reveal the diversity of religious devotion; they are also encouraged to talk to locals about the religious situation and the challenge of accommodating religious diversity.

Journal: Students are required to keep a journal documenting their visits to each of the ports on the itinerary.

Papers: In addition, students will prepare after every port visit a one-page paper assessing how doctrines of a religious tradition are related to the esthetics and devotional activity they observe, and how religious diversity is accommodated.

Practica: Each student is required to choose three of these ports for a practicum (either a Faculty- Directed, a Regularly-Offered SAS trip or an Independent Practicum). 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. For each of these three practica, the student will be responsible for a four-page paper (in place of the one-page paper) which includes a summary of field notes, and addresses in more depth how doctrines of a religious tradition are related to the esthetics and devotional activity they observe, and how religious diversity is accommodated.

SUGGESTED PRACTICA:

SPAIN:	Churches of Cadiz (FDP); Torre Tavira (Tower), the Cathedral, the Town Hall (Ayuntamiento)
CROATIA:	Island of Korcula and the Museum of Icons (FDP); Icon Gallery of Korcula; All Saints Church (SviSveti, former Serbian Orthodox Church); Synagogue and Jewish Museum; the streets of the Jewish ghetto (Ulica Zudioska); Museum of the Dominican Monastery; Cathedral of the Assumption.
GREECE:	Areopagus
TURKEY:	Islamic Practices and Islamic Art (FDP)
BULGARIA:	Church of the Dormition of the Theotokos
EGYPT:	Catacombs; Alexandrian Library, St. Mark's Coptic Cathedral, Abu al-Abbas al-Mursi Mosque and Mosque Square
MOROCCO:	Hassan II Mosque; Cathedrale Sacre Coeur

Faculty Name: Jill Martiniuk
Department: Russian Literature
Course: RUTR 351Z: Russian Masterpieces of the 20th Century

Independent Practica:

1. Visit a bookstore or library and investigate what books contemporary citizens of that country are reading. Interview the booksellers or librarians about the availability of the titles read in this course. Pay attention to the themes that seem to be popular in the books selected, and what these themes could possibly say about the mindset of the country, and what issues seem to be on the minds of writers and readers.
2. The lay-out of the museum is an important element to Nabokov's Visit to the Museum plays heavily into the plot of the story. Visit a museum and investigate the lay out of the museum. How does the lay out effect what visitors see? What type of technology has been included into the layout, and does it add to or take away from the overall experience of a visit to the museum?

SUGGESTED PRACTICA:

SPAIN: Museo de Cadiz in Cadiz, Spain
ITALY: Museo Cappella Sansevero in Naples, Italy
CROATIA: City Orientation #1 for Dubrovnik, Croatia-Churches & Museums
GREECE: National Archeological Museum for Athens (FDP)
BULGARIA: The Archeological Museum in Varna, Bulgaria

Faculty Name: Andrea Parrot
Department: Sociology
Course: SEMS 115-3: Comparative Human Sexuality

One oral report on a course related field experience
Comparative paper on a sexual issue in two different countries
Class discussions relating field experiences to lecture and reading material
Two field related experiences at the following of organizations:

- Family Planning centers
- Rape crisis centers
- Human Rights organizations
- Abortion facility
- AIDS programs
- LGBT organizations

On your own:

- How does condom availability differ in each country?
- Visit a family planning agency in any country
- visit to a human rights organization re: homosexuality, rape as a war crime or honor killing
- See if there are sex shops in the countries we will be visiting. How do they differ?

SUGGESTED PRACTICA:

SPAIN: Civil Rights and Same Sex Marriage in Spain (FDP)
CROATIA: Visit a rape crisis center or human rights organization to discuss the rape camps during the war the long term impact on the survivors
TURKEY: Virginity testing and hymen reconstruction (FDP)
BULGARIA: Human Trafficking Problems (FDP)
MOROCCO: Evolution of the Moroccan Woman/ Family Planning

Faculty Name: Kathy McCarrell
Department: Sociology
Course: SEMS 115-4: Social Work in the Global World

Twenty percent of the contact hours for this course are provided by field work and this work is to be recorded in a journal, and integrated into the final paper. While in port students will be expected to engage in activities which inform them about social work issues in the countries we are visiting. The field component of this course gives students the opportunity to directly observe the child welfare system by visiting orphanages in several different countries. The two Faculty Directed Practica for this course are:

SUGGESTED PRACTICA:

CROATIA: Orphanage and Children's Hospital Visit (FDP)
MOROCCO: SOS Children's Village (FDP)

Faculty Name: David Francis
Department: Spanish
Course: SPAN 106Z: Accelerated Elementary Spanish

This course requires you to participate in at least three practica. The first practica is required and will be done in Spain. In Spain, you will collect a list of at least thirty new Spanish words you have learned in conversations with local residents. You may collect these words in independent or faculty directed practica, but the words must be acquired in authentic dialogue (i.e., while shopping, dining at a restaurant, asking for directions, interviewing someone in the plaza, etc.). You will write a three-page paper in English concerning your experience in Spain and include your list of thirty or more Spanish words.

For the other two practica you will write two three-page papers in English. Your objective is to perform comparative field studies of two of the three countries in the itinerary connected by Islam (Spain, Egypt and Morocco). In these papers, you will focus on particular aspects of the culture of a country and compare it to either or both of the other countries.

In these three practica you will be assessed on the completion of your list of words and the specificity, creativity, and clarity with which you can make connections between the cultures.

SUGGESTED PRACTICA:

SPAIN: Cádiz City Orientation (FDP) On the Flamenco Trail; Cathedrals of Cádiz; Women in Cádiz through History;
EGYPT Islamic Cairo and the City of the Dead; Cairo Day Trip
MOROCCO Casablanca City Orientation with Mosque Visit(FDP); The Evolution of the Moroccan Woman; Industrial Visit: Cosmetic Factory; Welcome Reception; Rabat; El Jadida; Service Project: Orphanage Visit; Dinner with a Moroccan Family; Architecture and Gardens of Casablanca

Faculty Name: David Francis
Department: Spanish
Course: SPAN 201Z: Intermediate Spanish

This course requires you to participate in at least three practica. The first practica is required and will be done in Spain. In Spain, you will collect a list of at least thirty new Spanish words you have learned in conversations with local residents. You may collect these words in independent or faculty directed practica, but the words must be acquired in authentic dialogue (i.e., while shopping, dining at a restaurant, asking for directions, interviewing someone in the plaza, etc.). You will write a three-page paper in English concerning your experience in Spain and include your list of thirty or more Spanish words.

For the other two practica you will write two three-page papers in English. Your objective is to perform comparative field studies of two of the three countries in the itinerary connected by Islam (Spain, Egypt and Morocco). In these papers, you will focus on particular aspects of the culture of a country and compare it to either or both of the other countries.

In these three practica you will be assessed on the completion of your list of words and the specificity, creativity, and clarity with which you can make connections between the cultures.

SUGGESTED PRACTICA:

SPAIN: Cádiz City Orientation (FDP) On the Flamenco Trail; Cathedrals of Cádiz; Women in Cádiz through History;
EGYPT Islamic Cairo and the City of the Dead; Cairo Day Trip

MOROCCO Casablanca City Orientation with Mosque Visit (FDP); The Evolution of the Moroccan Woman; Welcome Reception; Rabat; El Jadida; Service Project: Orphanage Visit; Dinner with a Moroccan Family; Architecture and Gardens of Casablanca

Faculty Name: Patricia Healy McMeans
Department: Studio Art
Course: ARTS 161Z: Introduction to Drawing I

The Field Component provides 20% of course work. Students will keep an on-site journal in each port that may include drawings, paintings, mixed media, text entries, among other things. Students should expect to work in their sketchbooks at least 2 hours on sight, and at least 8 entries per country. Prior to arrival at each port, class time will be set aside to discuss goals, techniques, materials, and ideas. Critiques and evaluations will occur after most ports.

Subject matter is of your choice, and may include:
Pre-dominant colors and patterns in fabrics, paper, posters, media, architecture
Landscape/watrescape/cityscape
Contemporary v. colonial v. ancient architecture and its detail
Public gardens v. private gardens
Marketplaces
Ornamental design
Social relations
Political situation
entertainment economy
Your individual perspectives moving through the social space

Students should also collect mementos, postcards, coins, paper money, ticket stubs, flyers, labels that can be incorporated into projects while at sea.

Students are expected to participate in at least 2 faculty directed practica, at least one of which should be one of mine

Because art is made from all experience, any of the Practica will serve you well for your ideation and process. Especially those that involve interaction with real people in the ports: dinners, service visits, University exchanges, etc. And always the overnights, where you can, will give you the most fuel to be prolific.

SUGGESTED PRACTICA:

SPAIN: On the Flamenco Trail (FDP)
ITALY: Pompeii, and those around it
CROATIA: City Orientation #1-3; Service Visit
GREECE: The Acropolis and Ancient Athens
TURKEY: Art in Istanbul (FDP-pending); Islamic Practices/Art; Bosphorous Motorboat; Bazaar;
EGYPT: Astronomy and the Great Pyramids; any Cairo trip
MOROCCO: Casablanca's Cultural Landscape; Dinner with Moroccan Family; any Marrakech overnights

Faculty Name: Patricia Healy McMeans
Department: Studio Art
Course: ARTS 262Z: Introduction to Drawing II

The Field Component provides 20% of course work. Students will keep an on-site journal/record in each port that may include photographs, drawings, paintings, mixed media, text entries, among other things. Students should expect to work in their sketchbooks at least 2 hours on sight, and at least 8 entries per port. Prior to arrival at each port, class time will be set aside to discuss goals, techniques, materials, and ideas. Critiques and evaluations will occur after most ports.

Students should also collect mementos, postcards, coins, paper money, ticket stubs, flyers, labels, that can be incorporated into projects while at sea.

Students are expected to participate in at least 2 faculty directed practica, at least one of which should be one of mine (Spain and Turkey).

SUGGESTED PRACTICA:

SPAIN: On the Flamenco Trail (FDP)
ITALY: Pompeii, and those around it
CROATIA: City Orientation #1-3; Service Visit
GREECE: The Acropolis and Ancient Athens
TURKEY: Art in Istanbul (FDP-pending); Islamic Practices/Art; Bosphorous Motorboat; Bazaar;
EGYPT: Astronomy and the Great Pyramids; any Cairo trip
MOROCCO: Casablanca's Cultural Landscape; Dinner with Moroccan Family; any Marrakech overnights

Faculty Name: Doron Samuel-Siegel
Department: Women's Studies/Law
Course: SEMS 115-5: Introduction to Women in Law

You are required to complete two practica from the list below (other practica may be substituted with instructor's advance permission).

Assignment Number 1: For one practicum, you will be required to write a two- to three-page observation paper focused upon the role of law as it relates to gender in everyday life. Using specific examples of your personal observations, your paper should consider the role of law in shaping aspects of the culture you observe in port, including the personal appearance, conduct, employment, and/or education of individuals with whom you interact. Who is playing what roles in the society? How do individuals comport themselves in the public and/or private spaces you enter? What evidence of power dynamics, de jure and de facto, were you able to ascertain during your visit? This paper will compose 20% of your final grade.

Assignment Number 2: For the other practicum, you will locate in advance a print news article that relates to women and the law in the country visited. You will then prepare a reaction paper 3- to 4- pages in length, together with a class presentation, using the article, or an issue or fact discussed therein, as a reference or framework for your discussion. If possible, while in port, engage your host or tour guide or other residents in conversation that will give you insight into the subject. For example, a February 11, 2007, New York Times article by Dan Bilefsky, "Spain Says Adiós Siesta and Hola Viagra," touches on sexual norms, crime, abortion, gay marriage, and divorce. The article can be used as a jumping off point for observations concerning any of these subjects. This paper and presentation will constitute 20% of your final grade.

Papers and presentations will be due at the beginning of the first class meeting after departure from the relevant port

SUGGESTED PRACTICA:

SPAIN:	Women in Cadiz through History (FDP); On the Flamenco Trail
CROATIA:	Transition of the Croatian Economy
TURKEY:	Women and the Law in Turkey: Practitioners' Perspective; The Kapali Carsi (Covered Bazaar)
EGYPT:	Islamic Cairo and the City of the Dead; Home Visit; Secondary School; Rural Cairo
MOROCCO:	The Evolution of the Moroccan Woman

Faculty Name: Andrea Parrot
Department: Women's Studies/Sociology
Course: SEMS 480-7: International Women's Health

One oral report on a course related field experience
Comparative paper on a sexual issue in two different countries
Class discussions relating field experiences to lecture and reading material
Two field related experiences at the following types of organizations:

- Family Planning centers
- Maternity hospital
- Rape crisis centers
- Human Rights organizations
- Domestic Violence programs
- Breast cancer programs
- Birthing centers
- Anti trafficking programs

On your own:

- Visit a family planning agency in any country
- Try to locate and visit an abortion facility in any country
- Visit a maternity hospital in any country

SUGGESTED PRACTICA:

SPAIN:	Women in Cadiz Through History; Welfare department and protective services
TURKEY:	Virginity Testing any Hymen Reconstruction (FDP)
BULGARIA:	Human Trafficking Problems (FDP)
MOROCCO:	Muhammad's Wife as a role model; Evolution of the Moroccan Woman/ Family; Planning Women in Muslim Morocco

Faculty Name: Doron Samuel-Siegel
Department: Women's Studies/Law
Course: SEMS 480-8: Gender and the Courtroom in Comparative Perspective

You are required to complete two practica from the list below (other practica may be substituted with instructor's advance permission).

Assignment Number 1: For one practicum, you will be required to write a two- to three-page observation paper focused upon the role of law as it relates to gender in everyday life. Using specific examples of your personal observations, your paper should consider the role of law in shaping aspects of the culture you observe in port, including the personal appearance, conduct, employment, and/or education of individuals with whom you interact. Who is playing what roles in the society? How do individuals comport themselves in the public and/or private spaces you enter? What evidence of power dynamics, de jure and de facto, were you able to ascertain during your visit? This paper will compose 20% of your final grade.

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Papers and presentations will be due at the beginning of the first class meeting after departure from the relevant port.

SUGGESTED PRACTICA:

SPAIN:	On the Flamenco Trail; Women in Cadiz through History (FDP)
CROATIA:	Transition of the Croatian Economy
TURKEY:	Women and the Law in Turkey: Practitioners' Perspective: The Kapali Carsi (Covered Bazaar)
EGYPT:	Islamic Cairo and the City of the Dead; Home Visit; Secondary School; Rural Cairo
MOROCCO:	The Evolution of the Moroccan Woman