

TENTATIVE FIELD REQUIREMENTS SPRING 2009

Dear Spring 2009 Student,

Please find below the Tentative Field Requirements for the courses offered during the Spring 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: George Thomas
Department: Anthropology/Linguistics
Course: ANTH 243Z, Languages of the World

The Field Component provides twenty percent of the course work. Listed below are the activities which together constitute the Field Component required of each student.

For eight specified ports of call, certain field activities are specified. Following field excursions, students will engage in discussions centered on the observations and interviews conducted during the site visits at each port of call. These findings will be compared with the evidence provided in the assigned readings.

Each student is required to complete three practica (either Faculty-Directed or Independent).

- 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 practica they take

Journals:

Journals should be a record of the student's notes from the field experience related to the practicum. The journal will have a brief summary of the practicum the student took, their relevant experiences and two questions about the assigned readings and their relationship to the practicum. Further instructions regarding approach and field notes will be given prior to arriving at ports. Students are encouraged to engage locals in conversation and to make notes of relevant comments from these dialogues.

Paper:

The 2 page paper must include

- A brief summary of the student's field notes
- Analysis of the relationship between the assigned readings and the student's experiences
- Conclusions about the probable origins of the present and past languages spoken in that country and their relationship with other members of the language families to which they belong

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

SUGGESTED PRACTICA:

SPAIN:	Sevilla; Cadiz Orientation; White Town Route
SOUTH AFRICA	Afrikaans Language Museum, Boschendal & Stellenbosch (FDP)
INDIA:	Kancheepuram/ Mamallapuram
VIET NAM:	Ho Chi Minh City Orientation; Mekong Delta Trip
HAWAII:	Visit to the Bishop Museum in Honolulu' Polynesian Cultural Centre

INDEPENDENT PRACTICA IDEAS

1. For any of the ports of call for which fieldwork is specified, examine the questions in depth and consult with local residents. These questions are designed to bring into focus the salient points about the origins of the present and past languages of the country.
2. Explore the linguistic diversity (past and present) of the country or city you are visiting. Determine the genetic groupings, the patterns of migration and possible links with languages outside the country.
3. Keep a journal of your impressions and observations. In addition to describing scenes and impressions, analyze your responses to them and how your responses might have been affected by previous experiences.
4. Attempt to integrate your findings into what you have already learned about the patterns of human migration.

Faculty Name: Marquisa LaVelle
Department: Anthropology
Course: ANTH 295Z, Introduction to Biological Anthropology

In addition to an onboard ship research project, students have two required field options they may choose from the lists below. (Students may choose to develop an independent Practica of their own with advance consultation with the professor.) All students should a) develop a journal of notes of their observations and field experiences and b) write a 3-page paper summarizing the field option and specifically how these experiences relate to the readings and contents of the course. The paper should conclude with a critique of the field option and an evaluation of its educational value with regard to the course. At least one option should be chosen before and one after the midterm.

SUGGESTED PRACTICA:

SPAIN:	Alta Mira Caves
SOUTH AFRICA	Elandsfontein or Langebaan Fossil Site
INDIA:	Socioeconomic Problems in Chennai; Service Project: Dalit Work Project
THAILAND:	National Museum
VIET NAM:	Ben Thanh covered market
HONG KONG:	Healthy Living Hong Kong Style
SHANGHAI:	Shanghai Zoo (FDP); Tasting the Everyday life of a Shanghai Citizen
JAPAN:	Arashiyama Park (FDP); Overnight Home stay
HAWAII:	Bishop Museum; Observing Human Diversity
GUATEMALA	Indigenous Market (FDP)

Faculty Name: Marquisa LaVelle
Department: Anthropology
Course: ANTH 331Z, Evolution and the Human Fossil Record

Students are to select 3 field options from the lists below. In addition to the general course content, students are required to participate in one of three themes and, when possible, to apply these field options to their chosen theme. These are either PALEOPATHOLOGY, MUMMIES OR INDEPTH SITE ANALYSES.

(Students may choose to develop an independent Practica of their own with advance consultation with the professor.) All students should a) develop a journal of notes of their observations and field experiences and b) write a 3-page paper summarizing the field option and specifically how these experiences relate to the readings and contents of the course. The paper should conclude with a critique of the field option and an evaluation of its educational value with regard to the course. At least two options should be chosen before and one after the midterm.

SUGGESTED PRACTICA:

SPAIN:	Alta Mira Caves
SOUTH AFRICA	Elandsfontein or Langebaan Fossil Site
THAILAND:	National Museum
VIET NAM:	Ben Thanh covered market
HONG KONG:	Healthy Living Hong Kong Style
SHANGHAI:	Shanghai Zoo (FDP); Tasting the Everyday life of a Shanghai Citizen
JAPAN:	Arashiyama Park (FDP); Overnight Home stay
HAWAII:	Bishop Museum; Observing Human Diversity
GUATEMALA	Indigenous Market (FDP)

Faculty Name: Fred Levine
Department: Art History
Course: ARTH 100Z, Introduction to Art

The Field Component provides twenty percent of course work. Following field excursions, the class will engage in discussions centered on the ways in which the aesthetic and cultural traditions of the regions we visit are present in the works and concepts we have reviewed in our class meetings.

Each student is required to complete three practica (either Faculty Directed, a Regularly-Offered SAS trip or an Independent practicum), at least one of them before the midterm period.

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 5-7 page paper relating their travels and observations to assigned readings as well as the art we have discussed in class.

Journals:

Students are required to keep a written journal documenting their visits to sites relevant to the subject matter focused upon in class discussion. In addition to visiting art museums, students are encouraged to seek out monuments, pilgrimage sites, shrines, gardens and other locations that document, describe or facilitate the concept of the journey.

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. Further instructions regarding approach and field notes will be given prior to arriving to ports.

Paper:

The 5-7 page paper should include a summary of the student's field notes gained during the practica and should relate their experiences to the larger issues of the cultural and personal journey we will have discussed in class.

SUGGESTED PRACTICA:

SPAIN: Seville (FDP); Seville; Cordoba; Granada; Barcelona; Madrid
INDIA: Kanchipuram; Mamallapuram; Delhi; Agra; Jaipur; Varanasi
THAILAND: Bangkok; Chiang Mai
VIET NAM: Ho Chi Minh City Orientation; Nha Trang; Cambodia (Angkor Wat)
CHINA: Suzhou (FDP); Guilin, Xian; Beijing
JAPAN: Kyoto; Nara; Mt Fuji; Cultural Tokyo
HAWAII: Honolulu Academy of Arts; Bishop Museum

Faculty Name: Fred Levine
Department: Art History
Course: ARTH 103Z, The Migration of Art

The Field Component provides twenty percent of course work. Following field excursions, the class will engage in discussions centered on the ways in which the aesthetic and cultural traditions of the regions we visit are present in the works and concepts we have reviewed in our class meetings.

Each student is required to complete three practica (Faculty Directed, a Regularly-Offered SAS trip or an Independent practicum), at least one of them before the midterm period. 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 5-7 page paper relating their travels and observations to assigned readings as well as the art we have discussed in class.

Journals:

Students are required to keep a written journal documenting their visits to sites relevant to the subject matter focused upon in class discussion. In addition to visiting art museums, students are encouraged to seek out monuments, pilgrimage sites, shrines, gardens and other locations that document, describe or facilitate the concept of the journey.

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. Further instructions regarding approach and field notes will be given prior to arriving to ports.

Paper:

The 5-7 page paper should include a summary of the student's field notes gained during the practica and should relate their own experiences to the larger issues of the migrations of art and culture we will have discussed in class.

SUGGESTED PRACTICA:

SPAIN: Seville (FDP); Seville; Cordoba; Granada; Barcelona; Madrid
INDIA: Kanchipuram; Mamallapuram; Delhi; Agra; Jaipur; Varanasi
THAILAND: Bangkok; Chiang Mai
VIET NAM: Ho Chi Minh City Orientation; Nha Trang; Cambodia (Angkor Wat)
CHINA: Suzhou (FDP); Guilin, Xian; Beijing
JAPAN: Kyoto; Nara; Mt Fuji; Cultural Tokyo
HAWAII: Honolulu Academy of Arts; Bishop Museum

Faculty Name: Fred Levine
Department: Art History
Course: ARTH 209Z, Sacred Sites

The Field Component provides twenty percent of course work. Following field excursions, the class will engage in discussions centered on the ways in which the aesthetic and cultural traditions of the regions we visit are present in the works and concepts we have reviewed in our class meetings.

Each student is required to complete three practica (Faculty Directed, a Regularly-Offered SAS trip or an Independent practicum), at least one of them before the midterm period. 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 5-7 page paper relating their travels and observations to assigned readings as well as the art we have discussed in class.

Journals:

Students are required to keep a written journal documenting their visits to sites relevant to the subject matter focused upon in class discussion. In addition to visiting art museums, students are encouraged to seek out monuments, pilgrimage sites, shrines, gardens and other locations that document, describe or facilitate the concept of the journey.

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. Further instructions regarding approach and field notes will be given prior to arriving to ports.

Paper:

The 5-7 page paper should include a summary of the student's field notes gained during the practica and should relate their own experiences to the larger issue of sanctity and the siting of the sacred which we will have discussed in class.

SUGGESTED PRACTICA:

SPAIN:	Seville (FDP); Seville; Cordoba; Granada; Barcelona; Madrid
INDIA:	Kanchipuram; Mamallapuram; Delhi; Agra; Jaipur; Varanasi
THAILAND:	Bangkok; Chiang Mai
VIET NAM:	Ho Chi Minh City Orientation; Nha Trang; Cambodia (Angkor Wat)
CHINA:	Suzhou (FDP); Guilin, Xian; Beijing
JAPAN:	Kyoto; Nara; Mt Fuji; Cultural Tokyo
HAWAII:	Honolulu Academy of Arts; Bishop Museum; Pearl Harbor

Faculty Name: Reginald H. Garrett
Department: Biology
Course: BIOL 105Z, Nutrition around the World

As we travel, we will incorporate relevant aspects of the foods and nutrition habits found in the various countries we visit.

Suggested practica will be discussed on the first day of class.

Faculty Name: Jon Kastendiek
Department: Biology
Course: BIOL 108Z, Biology in Modern Society

Students are required to participate in 9 contact hours of field activities while in port or at sea. 20 % of your grade in this course is based upon field practica. This grade will be based upon two criteria:

1. Participation in field activities
2. Contemporaneous journal of those field experiences relating what you observe to what you have studied in the course.

Your journal (recorded in a bound composition book) should include a chronology of what you did by major time blocks with emphasis on the following as appropriate:

1. Description of sites visited with particular emphasis on the biological aspects of the site.
2. Any other special notes of value and anything else that will help you remember your own experience (both academic and nonacademic) may be included.

Your practica options include the following:

FDPs= practica directed by the SAS faculty; Non-FDPs=regularly scheduled SAS practica; Independent Practica (including approved proposals suggested by students)

Since the major emphasis of the course is to have the student relate biology to the many aspects of the modern world, the practica can be those from any of the courses taken by the student, (for example a sociology, or history course) as long as they can relate what they have discussed in biology to what they see in these other practica.

However, at least one practica must be directly biological in nature, either as a FDP or an independent practica

SUGGESTED PRACTICA:

SPAIN: Doñana National Park (FDP); Grazalema Natural Park
INDIA: Arignar Anna Zoological Park
THAILAND: Koh Lan Tropical Marine Community (FDP); Pattaya Elephant Village
HONG KONG: Hong Kong Zoological and Botanical Garden; Hong Kong Ocean Park
JAPAN: Arashiyama Park (FDP); Kobe Municipal Arboretum also known as the Kobe City Forest Botanical Garden; Suma Aqualife Park; Yokohama Zoo Zoorasia
HAWAII: Snorkeling at Hunauma Bay; the Honolulu Botanical Gardens; Waikiki Aquarium animals; Honolulu Zoo

There are many other possibilities; check with your instructor for approval.

Faculty Name: Sarah Swank
Department: Biology
Course: BIOL 154Z, Introduction to Tropical Ecology

Tropical ecology students are required to participate in 9 contact hours of field activities while in port or at sea. 20 % of your grade in this course is based upon these field practica. This grade will be based upon two criteria:

1. Participation in field activities
2. Contemporaneous log of those field experiences relating what you observe to what you have studied in the course.

Your log (recorded in a bound composition book) should include a chronology of what you did by major time blocks with emphasis on the following as appropriate:

1. Description of sites visited, the various physical and biological features of each site including climate and weather (temperature range, precipitation, season)
2. Description of the characteristic vegetation, (What kinds of growth forms? trees? shrubs? vine? How dense? Species descriptions etc.)
3. Description (size, color, shape, pattern) of animal species, habitats where they were found, and any behavior observed.
4. Any other special notes of value and anything else that will help you remember your own experience (both academic and nonacademic) may be included.

List of observed species by scientific and/or common name should be included in your log. You should also include facts that you learn from talking to local naturalists and your FDP leaders.

Your practica options include the following:

FDPs= practica directed by the SAS faculty; Non-FDPs=regularly scheduled SAS practica; Independent Practica (including approved proposals suggested by students)

SUGGESTED PRACTICA:

INDIA:	Rural Village & Farm Visit (FDP); Arignar Anna Zoological Park
HONG KONG:	Hong Kong Zoological and Botanical Garden; Hong Kong Ocean Park
CHINA:	Shanghai Ocean Aquarium; Shanghai Zoo
JAPAN:	Arashiyama Park (FDP)
HAWAII:	Hanauma Bay Nature Preserve (FDP); Waikiki Aquarium; Honolulu Zoo

Faculty Name: Jon Kastendiek
Department: Biology
Course: BIOL 202Z, Introductory Biology – Evolutionary and Organismal Biology

Evolution students are required to participate in 9 contact hours of field activities while in port or at sea. 20 % of your grade in this course is based upon these field practica. This grade will be based upon two criteria:

1. Participation in field activities
2. Contemporaneous log of those field experiences relating what you observe to what you have studied in the course.

Your log (recorded in a bound composition book) should include a chronology of what you did by major time blocks with emphasis on the following as appropriate:

1. Description of sites visited, the various physical and biological (animal and plant life) features of each site
2. Description of a particular organism observed with a discussion of adaptations (morphological, physiological, behavioral) it exhibits
3. Description of the interaction between the organism and human activity.
4. Any other special notes of value and anything else that will help you remember your own experience (both academic and nonacademic) may be included.

List of observed species by scientific and/or common name should be included in your log. You should also include facts that you learn from talking to local naturalists and your FDP leaders.

There are a great number of potential practica options available. Look at the options listed under the other biology courses offered, for example: Marine Biology, Evolution, and Tropical Biology. **Contact your instructor for approval of a practica not listed here.**

Your practica options include the following:FDPs= practica directed by the SAS faculty; Non-FDPs=regularly scheduled SAS practica; Independent Practica (including approved proposals suggested by students)

SUGGESTED PRACTICA:

SPAIN: Doñana National Park (FDP); Grazalema Natural Park
INDIA: Arignar Anna Zoological Park
THAILAND: Koh Lan Tropical Marine Community (FDP); Pattaya Elephant Village
HONG KONG: Hong Kong Zoological and Botanical Garden; Hong Kong Ocean Park
JAPAN: Arashiyama Park (FDP); Kobe Municipal Arboretum also known as the Kobe City Forest Botanical Garden; Suma Aqualife Park; Yokohama Zoo Zoorasia
HAWAII: Snorkeling at Hunauma Bay; the Honolulu Botanical Gardens; Waikiki Aquarium animals; Honolulu Zoo

Faculty Name: Sarah Swank
Department: Biology
Course: BIOL 230Z, Zoology

Zoology students are required to participate in 9 contact hours of field activities while in port or at sea. 20 % of your grade in this course is based upon field practica. This grade will be based upon two criteria:

1. Participation in field activities
2. Contemporaneous log of those field experiences relating what you observe to what you have studied in the course.

Your log (recorded in a bound composition book) should include a chronology of what you did by major time blocks with emphasis on the following as appropriate:

1. Description of sites visited, the various physical and biological features of each site including climate and weather (temperature range, precipitation, season)
2. Description (size, color, shape, pattern) of animal species, habitats where they were found, and any behavior observed.
- 3.. Any other special notes of value and anything else that will help you remember your own experience (both academic and nonacademic) may be included.

List of observed species by scientific and/or common name should be included in your log. You should also include facts that you learn from talking to local naturalists and your FDP leaders.

Your practica options include the following:

FDPs= practica directed by the SAS faculty; Non-FDPs=regularly scheduled SAS practica; Independent Practica (including approved proposals suggested by students)

SUGGESTED PRACTICA:

INDIA: Rural Village & Farm Visit (FDP); Arignar Anna Zoological Park
HONG KONG: Hong Kong Zoological and Botanical Garden; Hong Kong Ocean Park
CHINA: Shanghai Ocean Aquarium; Shanghai Zoo
JAPAN: Arashiyama Park (FDP); Suma Aqualife Park; Yokohama Zoo; Zoorasia
HAWAII: Hanauma Bay Nature Preserve (FDP); Waikiki Aquarium; Honolulu Zoo

Faculty Name: Jon Kastendiek
Department: Biology
Course: BIOL 231Z, Marine Biology

Marine biology students are required to participate in 9 contact hours of field activities while in port or at sea. 20 % of your grade in this course is based upon these field practica. This grade will be based upon two criteria:

1. Participation in field activities
2. Contemporaneous journal of those field experiences relating what you observe to what you have studied in the course.

Your journal (recorded in a bound composition book) should include a chronology of what you did by major time blocks with emphasis on the following as appropriate:

1. Description of sites visited, the various physical and biological features of each site
2. Description (size, color, shape, pattern) of an animal species with special attention to the adaptations (morphological, physiological, behavioral) to their particular habitat they exhibit.
3. Any other special notes of value and anything else that will help you remember your own experience (both academic and nonacademic) may be included.

List of observed species by scientific and/or common name should be included in your log. You should also include facts that you learn from talking to local naturalists and your FDP leaders.

Your practica options include the following:

FDPs= practica directed by the SAS faculty; Non-FDPs=regularly scheduled SAS practica; Independent Practica (including approved proposals suggested by students)

At least one practicum must be a visit to one of the field sites offered either as a FDP or independently (for example, Donnana Park in Spain, Koh Lan island in Thailand, Hunauma Bay in Hawaii)

SUGGESTED PRACTICA:

SPAIN: Doñana National Park (FDP); Grazalema Natural Park
INDIA: Arignar Anna Zoological Park
THAILAND: Koh Lan Tropical Marine Community (FDP); Pattaya Elephant Village
HONG KONG: Hong Kong Zoological and Botanical Garden; Hong Kong Ocean Park
CHINA: Shanghai Ocean Aquarium
JAPAN: Arashiyama Park (FDP); Kobe Municipal Arboretum also known as the Kobe City Forest Botanical Garden; Suma Aqualife Park; Yokohama Zoo Zoorasia
HAWAII: Snorkeling at Hunauma Bay; the Honolulu Botanical Gardens; Waikiki Aquarium animals; Honolulu Zoo

Faculty Name: Sarah Swank
Department: Biology
Course: BIOL 348Z, Evolution

Evolution students are required to participate in 9 contact hours of field activities while in port or at sea. 20 % of your grade in this course is based upon these field practica. This grade will be based upon two criteria:

1. Participation in field activities
2. Contemporaneous log of those field experiences relating what you observe to what you have studied in the course.

Your log (recorded in a bound composition book) should include a chronology of what you did by major time blocks with emphasis on the following as appropriate:

1. Description of sites visited, the various physical and biological features of each site including climate and weather (temperature range, precipitation, season)
2. Description of the characteristic vegetation, (What kinds of growth forms? trees? shrubs? vine? How dense? Species descriptions etc.)
3. Description (size, color, shape, pattern) of animal species, habitats where they were found, and any behavior observed.
4. Any other special notes of value and anything else that will help you remember your own experience (both academic and nonacademic) may be included.

List of observed species by scientific and/or common name should be included in your log. You should also include facts that you learn from talking to local naturalists and your FDP leaders.

Your practica options include the following: FDPs= practica directed by the SAS faculty; Non-FDPs=regularly scheduled SAS practica; Independent Practica (including approved proposals suggested by students)

SUGGESTED PRACTICA:

INDIA: Rural Village & Farm Visit (FDP); Arignar Anna Zoological Park
HONG KONG: Hong Kong Zoological and Botanical Garden; Hong Kong Ocean Park
CHINA: Shanghai Ocean Aquarium; Shanghai Zoo
JAPAN: Arashiyama Park (FDP); Suma Aqualife Park; Yokohama Zoo Zoorasia; Kobe Municipal Arboretum
HAWAII: Hanauma Bay Nature Preserve (FDP); Waikiki Aquarium; Honolulu Zoo; Honolulu Botanical Gardens

Faculty Name: Deirdre Bird
Department: Business/Commerce
Course: COMM 351Z, Principles of Marketing

The Field Component provides the basis for at least twenty percent of course work, as well as offering class discussions centered on the ways in which businesses carry out their activities in the regions we visit. Theoretical material encountered in the study of Marketing will be tested against students' on-shore experiences.

- Each student is required to complete three practica (either Faculty Directed or Independent), at least one, preferably 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, 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 related to the practica

Journals:

Journals should be an electronic record of the students' notes from field experiences related to both specific practica and as a record of the students' observations of marketing within *each* port. The journal will contain two parts:

- a) a summary of practica the students undertook; as well as
- b) their broader experiences relevant to the topic of the course. Further instructions regarding approach and field notes will be given prior to arriving to ports. Students are encouraged to engage local business people in conversation and to make notes of relevant comments from these dialogues. (Given language barriers, this may not always be possible.) Digital photos should be used to enhance the comparisons – similarities and differences – the students note between markets in the various countries visited. The journal will be collated towards the end of the term to be submitted as a final work.

Practica are suggested below, as they will allow the students to see a business environment in a structured way. However, students should recognize that every country offers the opportunity to compare and contrast marketing approaches.

SUGGESTED PRACTICA:

MOROCCO	Coca Cola Plant or other plant visit (FDP)
SOUTH AFRICA	Economic changes and Prospects Facing South Africa (FDP)
MAURITIUS	Sugar Adventure (FDP)
INDIA:	Working Women's Forum (FDP)
VIETNAM:	Nike Factory Tour (FDP)
SHANGAI:	Boat Excursion of the Huangpu River

Faculty Name: Deirdre Bird
Department: Business/Commerce
Course: COMM 451Z, International Marketing

The Field Component provides the basis for at least twenty percent of course work, as well as offering class discussions centered on the ways in which businesses carry out their activities in the regions we visit. Theoretical material encountered in the study of International Marketing will be tested against students' on-shore experiences.

- Each student is required to complete three practica (either Faculty Directed or Independent), at least one, preferably 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, 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
 - a) keep a journal of their field observations related to the practicum; and
 - b) write an in-depth analysis based on one of the practica.

a) Journals:

Journals should be an electronic record of the students' notes from the field experience related to the practica. The journal will have a brief summary of each practicum the students took, their experiences relevant to the topic of the course and if possible, should include digital photos to enhance the final output. Further instructions regarding approach and field notes will be given prior to arriving to ports. Students are encouraged to engage a local business people in conversation and to make notes of relevant comments from these dialogues. (Given language barriers, this may not always be possible.)

b) In-depth Analysis:

This analysis is based on a field trip that the students undertake in one of the port cities. Students will do advance research prior to the field trip to learn about the industry of interest: its consumers, the competition, etc. After visiting the site and taking extensive notes on their observations during the visit, students will write an analytical paper, discussing the opportunities and threats for this industry; and suggest ways in which competitor organizations could become established in the country. This project can be carried out in teams of two.

In order to complete their work in time, 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:

MOROCCO	Coca Cola Plant or other plant visit (FDP)
SOUTH AFRICA	Economic changes and Prospects Facing South Africa (FDP)
MAURITIUS	Sugar Adventure (FDP)
INDIA:	Working Women's Forum
VIETNAM:	Nike Factory Tour

Faculty Name: Deirdre Bird
Department: Business/Commerce
Course: COMM 456Z, Marketing for Nonprofit Organizations: NGOs and Migration

The Field Component provides the basis for at least twenty percent of course work, as well as offering class discussions centered on the ways in which nonprofit organizations carry out their activities in the regions we visit. Theoretical material encountered in the study of Nonprofit Marketing will be tested against students' on-shore experiences.

- Each student is required to complete three practica (either Faculty Directed or Independent), at least one, preferably 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, 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
 - a). Prepare a project based on one of the practica that they have undertaken; and
 - b). Write a two-page paper about two other practica they take.

a.) Nonprofit Project:

The project is based on a service visit that the students undertake in one of the port cities. Students will do advance research prior to the field trip to learn about the organization of interest: its mission and goals, its stakeholders and consumers, the competition, etc. After visiting the site and taking extensive notes on their observations during the visit, students will make recommendations to enhance the organization's strengths and opportunities and to minimize weaknesses and threats. This project can be carried out in teams of two.

b.) Paper:

Each two-page paper on two field experiences (not covered in the project above) should include

- a brief summary of the student's field notes, taken during the field visit;
- analysis of the relationship between material covered in class for that particular portion of the trip and the student's experience in the port; and
- conclusions about the ways in which the theoretical material is reflected in the society of the country where the practicum was taken.

In order that they may complete their project in good time, students are strongly encouraged to choose field trips from the list below in the first part of the voyage (unless there is a valid reason to propose taking a different one):

SUGGESTED PRACTICA:

MOROCCO	SOS Children's Village
SOUTH AFRICA	Economic Changes and Prospects Facing South Africa (FDP)
MAURITIUS	Sugar Adventure (FDP)
INDIA:	Dalit Work Project; Missionaries of Charity Orphanage
THAILAND:	Sanctuary of Truth; Pattaya Orphanage

Faculty Name: Jody Tompson
Department: Business/Commerce
Course: COMM 460Z, International Strategic Management

Each student is required to complete three practica, at least one of them before the midterm period. My FDPs are listed below, but you may also choose from the list of SAS practica (non FDPs) for this field requirement.

During the FDPs that you attend, I want you to discover that strategy is ubiquitous. For this portion of the course you should observe strategy in action while you are in port, record your thoughts about the observation, and explain how your observation either confirms or contradicts a concept from the course. Specifically, you should identify three strategy concepts (e.g. economies of scale) in the course. Then find examples of them during your FDPs. For example, imagine you were studying supply and demand in an economics course. You could go to a local market and notice high prices on popular but scarce items. Write a short paper that describes each strategy concept and explains what you observed about it during an FDP. The paper should be less than 1000 words. The paper counts 20% of your grade.

SUGGESTED PRACTICA:

VIET NAM: Nike Plant Visit (FDP); visit to family owned business (FDP)
CHINA: Visit to Sykes Enterprises (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Jody Tompson
Department: Business/Commerce
Course: COMM 468Z. International Entrepreneurship

Each student is required to complete three practica, at least one of them before the midterm period. My FDPs are listed below, but you may also choose from the list of SAS practica (non FDPs) for this field requirement.

During the FDPs that you attend, I want you to discover that entrepreneurship is ubiquitous. For this portion of the course you should observe entrepreneurship in action by interviewing a business owner in one of the cities we visit. See Appendix A for a sample of questions to ask the entrepreneur. The interview project is due on the 23rd class day and counts 20% of your grade.

SUGGESTED PRACTICA:

VIET NAM: Nike Plant Visit (FDP); visit to family owned business (FDP)
CHINA: Visit to Sykes Enterprises (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Jody Tompson
Department: Business/Commerce
Course: COMM 469Z, Global Management Principles

Each student is required to complete three practica, at least one of them before the midterm period. My FDPs are listed below, but you may also choose from the list of SAS practica (non FDPs) for this field requirement.

During the FDPs that you attend, I want you to discover that management is ubiquitous. For this portion of the course you should observe management in action while you are in port, record your thoughts about the observation, and explain how your observation either confirms or contradicts a concept from the course. Specifically, you should identify three management concepts (e.g. equity theory) in the course. Then find examples of them during your FDPs. For example, imagine you were studying supply and demand in an economics course. You could go to a local market and notice high prices on popular but scarce items. Write a short paper that describes each strategy concept and explains what you observed about it during an FDP. The paper should be less than 1000 words. The paper counts 20% of your grade and is due on the 20th class day.

SUGGESTED PRACTICA:

VIET NAM: Nike Plant Visit (FDP); visit to family owned business (FDP)
CHINA: Visit to Sykes Enterprises (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Graeme C Gerrans
Department: Chemistry
Course: CHEM 122Z, Chemistry for the Curious

SUGGESTED PRACTICA:

SOUTH AFRICA Koeburg Nuclear Power Station (FDP)
INDIA: Chemical Company Visit (FDP)
CHINA: Shanghai Petrochemical Museum (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Graeme C Gerrans
Department: Chemistry
Course: CHEM 142Z, Introductory General Chemistry

SUGGESTED PRACTICA:

SOUTH AFRICA Koeburg Nuclear Power Station (FDP)
INDIA: Chemical Company Visit (FDP)
CHINA: Shanghai Petrochemical Museum (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Graeme C Gerrans
Department: Chemistry
Course: CHEM 242Z, Organic Chemistry

SUGGESTED PRACTICA:

SOUTH AFRICA Koeburg Nuclear Power Station (FDP)
INDIA: Chemical Company Visit (FDP)
CHINA: Shanghai Petrochemical Museum (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Michael Goldweber
Department: Computer Science
Course: CS 101, Introduction to Computer Science

The Field Component provides twenty percent of course work.

Computer Science is the study of algorithms. The goal of this field requirement is to aid you in learning to think algorithmically.

- 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, and their experiences relevant to the topic of the course. In particular you should try to observe a problem with an algorithmic solution.

Paper

The 2 page paper about each field experience should include

- A brief summary of the student's field notes and a description of the problem uncovered.
- A description of the algorithm you would use to solve the problem.

Examples:

- Given the size of a single brick and the overall dimensions of a pyramid, determine how many bricks would be needed for the exterior of the pyramid.
- Given a set of ships and their Suez (Panama) canal transit times, what is the most efficient ordering of the ships through the canal?
- Given a set of cities on wishes to visit in a given country, what is the most efficient order to visit the desired cities?
- Given a set of actions to be undertaken by a robot (e.g. construction a car) what is the most efficient order to perform these actions?

SUGGESTED PRACTICA:

MOROCCO	Bartering at the Souks (FDP)
INDIA:	College Visit
THAILAND:	Venice of the East and the Grand Palace
VIETNAM:	Cu Chi Tunnels
CHINA:	Shanghai City Orientation
HAWAII:	Pearl Harbor/Arizona Memorial & City Tour
GUATEMALA:	Maya Divination Calendar Workshop (FDP)

Faculty Name: Edward Eaton
Department: Drama
Course: DRAM 292Z, Introduction to the Theatre

As 20% of contact/class time is spent in field work, students are expected and required to participate in at least three Field Programs. These Field Programs may be from the following:

SUGGESTED PRACTICA:

SPAIN: Andalucían Flamenco Night (FDP)
INDIA: Koothu-p-pattarai (FDP)
THAILAND: Patravadi Theater (FDP)
VIET NAM: Water Puppet Performance
CHINA: Peking Opera School (FDP)
JAPAN: Kobe Woman's University Visit (FDP)

Faculty Name: Edward Eaton
Department: Drama
Course: DRAM 305Z, Theatre History – Theatre and Ritual

As 20% of contact/class time is spent in field work, students are expected and required to participate in at least three Field Programs. These Field Programs may be from the following:

SUGGESTED PRACTICA:

SPAIN: Andalucían Flamenco Night (FDP)
INDIA: Koothu-p-pattarai (FDP)
THAILAND: Patravadi Theater (FDP)
VIET NAM: Water Puppet Performance
CHINA: Peking Opera School (FDP)
JAPAN: Kobe Woman's University Visit (FDP)

Faculty Name: Edward Eaton
Department: Drama
Course: ENSP 250Z, Shakespeare around the World

As 20% of contact/class time is spent in field work, students are expected and required to participate in at least three Field Programs. These Field Programs may be from the following:

SUGGESTED PRACTICA:

SPAIN: Andalucían Flamenco Night (FDP)
INDIA: Koothu-p-pattarai (FDP)
THAILAND: Patravadi Theater (FDP)
VIET NAM: Water Puppet Performance
CHINA: Peking Opera School (FDP)
JAPAN: Kobe Woman's University Visit (FDP)

Faculty Name: Richard French
Department: Economics
Course: SEMS 115-1, Introduction to Macroeconomic Theory

The theme for economics is a focus on Population, Products, and Prices.

The theme of each directed practica in economics during the S09 voyage will be focused on: Population, Products, and Prices. Population is often perceived as the problem; production as the solution, and price(s) as the vehicle of change. Your observations should focus on these economic and social factors among others.

- (1) Each student is required to maintain a journal/record of his or her experiences and thoughts during the field trip related to this practica, and particularly to its theme.
- (2) Reflection and consideration should be given to the influence of the local law, culture, standard of living, and how wealth is being created or discouraged; and how these factors relate to the primary theme of this practica. When possible, distinguish between microeconomic and macroeconomic factors, and between cause and effect.
- (3) Students are encouraged to talk with local people when possible. What do they think about the local economy? What is going on here? How is change occurring? How/where is the population changing/moving to or from? Take notes regarding local cost in each port visited. For example, cost of: a hotel room, a fifth of Jack Daniels, a pair of blue Jeans, a pair of shoes, and a 12 oz can of coke, a 12 oz bottle of American beer, a taxi ride. Simply inquire; a purchase is not necessary!
- (4) Something to think about when in China: Its government has asserted that it raised an estimated 300 million people out of poverty in one generation. Is this true? If so, how was this possible? What were the cost and benefits? How does this relate to our theme of population, products and prices?
- (5) Given your limited observations with respect to economic development, do you believe that democracy is a necessity, a luxury or irrelevant in the process?
- (6) The journal should reflect both your experiences and how these experiences related to your class course reading and/or class discussions.
- (7) Each student is required to write a two page paper about this practica. Each paper should be in 12 point font, double spaced with one-inch margins. All papers are due at 1700 hours, 24, April, 2009.
- (8) Additional information and FDP adjustments may be made during the voyage.

SUGGESTED PRACTICA:

VIET NAM: Visit to a Nike Plant (FDP)
HONG KONG: Hong Kong Monetary Authority (FDP)
CHINA: Shanghai Stock Exchange (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Richard French
Department: Economics
Course: SEMS 115-2, Introduction to Microeconomic Theory

The theme for economics is a focus on Population, Products, and Prices.

The theme of each directed practica in economics during the S09 voyage will be focused on: Population, Products, and Prices. Population is often perceived as the problem; production as the solution, and price(s) as the vehicle of change. Your observations should focus on these economic and social factors among others.

- 1) Each student is required to maintain a journal/record of his or her experiences and thoughts during the field trip related to this practica, and particularly to its theme.
- 2) Reflection and consideration should be given to the influence of the local law, culture, standard of living, and how wealth is being created or discouraged; and how these factors relate to the primary theme of this practica. When possible, distinguish between microeconomic and macroeconomic factors, and between cause and effect.
- 3) Students are encouraged to talk with local people when possible. What do they think about the local economy? What is going on here? How is change occurring? How/where is the population changing/moving to or from? Take notes regarding local cost in each port visited. For example, cost of: a hotel room, a fifth of Jack Daniels, a pair of blue Jeans, a pair of shoes, and a 12 oz can of coke, a 12 oz bottle of American beer, a taxi ride. Simply inquire; a purchase is not necessary!
- 4) Something to think about when in China: Its government has asserted that it raised an estimated 300 million people out of poverty in one generation. Is this true? If so, how was this possible? What were the cost and benefits? How does this relate to our theme of population, products and prices?
- 5) Given your limited observations with respect to economic development, do you believe that democracy is a necessity, a luxury or irrelevant in the process?
- 6) The journal should reflect both your experiences and how these experiences related to your class course reading and/or class discussions.
- 7) Each student is required to write a two page paper about this practica. Each paper should be in 12 point font, double spaced with one-inch margins. All papers are due at 1700 hours, 24, April, 2009.
- 8) Additional information and FDP adjustments may be made during the voyage.

SUGGESTED PRACTICA:

VIET NAM: Visit to a Nike Plant (FDP)
HONG KONG: Hong Kong Monetary Authority (FDP)
CHINA: Shanghai Stock Exchange (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Richard French
Department: Economics
Course: SEMS 480-1, The Theory and Practice of Money and Banking

The theme for economics is a focus on Population, Products, and Prices.

The theme of each directed practica in economics during the S09 voyage will be focused on: Population, Products, and Prices. Population is often perceived as the problem; production as the solution, and price(s) as the vehicle of change. Your observations should focus on these economic and social factors among others.

- 1) Each student is required to maintain a journal/record of his or her experiences and thoughts during the field trip related to this practica, and particularly to its theme.
- 2) Reflection and consideration should be given to the influence of the local law, culture, standard of living, and how wealth is being created or discouraged; and how these factors relate to the primary theme of this practica. When possible, distinguish between microeconomic and macroeconomic factors, and between cause and effect.
- 3) Students are encouraged to talk with local people when possible. What do they think about the local economy? What is going on here? How is change occurring? How/where is the population changing/moving to or from? Take notes regarding local cost in each port visited. For example, cost of: a hotel room, a fifth of Jack Daniels, a pair of blue Jeans, a pair of shoes, and a 12 oz can of coke, a 12 oz bottle of American beer, a taxi ride. Simply inquire; a purchase is not necessary!
- 4) Something to think about when in China: Its government has asserted that it raised an estimated 300 million people out of poverty in one generation. Is this true? If so, how was this possible? What were the cost and benefits? How does this relate to our theme of population, products and prices?
- 5) Given your limited observations with respect to economic development, do you believe that democracy is a necessity, a luxury or irrelevant in the process?
- 6) The journal should reflect both your experiences and how these experiences related to your class course reading and/or class discussions.
- 7) Each student is required to write a two page paper about this practica. Each paper should be in 12 point font, double spaced with one-inch margins. All papers are due at 1700 hours, 24, April, 2009.
- 8) Additional information and FDP adjustments may be made during the voyage.

SUGGESTED PRACTICA:

VIET NAM: Visit to a Nike Plant (FDP)
HONG KONG: Hong Kong Monetary Authority (FDP)
CHINA: Shanghai Stock Exchange (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Joan Strouse
Department: Education
Course: EDLF 589, Comparative Educational Systems

The Field Component provides twenty percent of your course work for this class. Following a field excursion, students will engage in discussions centered on ways in which the educational practices and traditions of the regions we have visited are experienced, understood, and lived. You will be expected to come to understand the multiple roles that different educational systems function. Students will draw from class readings and discussions to inform their observations. Think of these assignments as enjoyable, stimulating, and indispensable to your Semester at Sea experience.

Each student is required to complete three practica (either Faculty Directed or Independent) during this course. One of your field experiences may be independent in nature. However, independent field assignments must be discussed, mutually agreed upon, and approved by the faculty member before we reach port.

All students are required to keep field notes related to their field experiences. These field notes should contain a brief summary of the practica that the student went on and their experiences relevant to topics of the course. Your field notes should also contain questions about the experiences and how they relate (or not) to class discussions and readings.

SUGGESTED PRACTICA:

SOUTH AFRICA	School Visit (FDP)
INDIA:	Seminar on Poverty and Gender Issues; Working Women's Forum; Service Project: Dalit Work Project; Service Visit: Disabled Children's Home
THAILAND:	Service Visit: Pattaja Orphanage; Rural Thailand English Camp: Volunthai
VIET NAM:	Service Visit: Vong 8 School for the Deaf; Service Visit: Da Thien School for Handicapped Children; Elementary School Visit
HONG KONG:	International Student Exchange: Chinese University of Hong Kong; International Student Exchange in Beijing
CHINA:	Family Planning Neighborhood Committee; Shanghai Jiao Tong University Reception
JAPAN:	International Student Exchange
GUATEMALA:	Service Visit to Camino Seguro: Stopping the Cycle

Faculty Name: Anne Kinney
Department: English/East Asian Studies
Course: CHTR 122Z, Gender, Family, & Sexuality in Traditional Chinese Literature

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 at least one practica 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 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 related to the practicum
 2. Write a 2 page paper about the 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 and readings of the course. Further instructions regarding approach and field notes will be given prior to arriving to ports.

Paper:

The 2 page paper about each field experience should include

- a brief summary of the student's field notes, sketches or photographs
- 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.

The student may choose one of the following options for field work:

SUGGESTED PRACTICA:

HONG KONG: Botanical Garden in Hong Kong (FDP)

CHINA: Yu Family Garden and Shanghai Museum (FDP); Silk Factory; Suzhou Silk Museum

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Suggested Independent Practica: Explore China Old and new. In any location in China observe how your environment is the same or differs from that portrayed in our course readings, paying particular attention to gender and family relations.

Faculty Name: Anne Kinney
Department: English/East Asian Studies
Course: CHTR 221Z, Golden Peaches & Vermillion Birds – Intro to Chinese Poetry

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 at least one practica 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 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 related to the practicum
 2. Write a 2 page paper about the 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 and readings of the course. Further instructions regarding approach and field notes will be given prior to arriving to ports.

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.

SUGGESTED PRACTICA:

HONG KONG: Botanical Garden in Hong Kong (FDP)

CHINA: Yu Family Garden and Shanghai Museum (FDP); Silk Factory; Suzhou Silk Museum

Independent Field work:

Visit botanical garden, wildlife or bird preserve in any of the ports we visit, but especially in Ho Chi Minh City, Shanghai, Hong Kong, Kobe, Yokohama and Honolulu. Using your journal, note your reactions to new and exotic flora and fauna. Draw or photograph particularly arresting examples. You can also make recordings of unique sounds, for example, bird calls, music, crowds. Then do one of the following:

1. Compare your reactions to those we have seen in accounts of encountering new worlds in Chinese poetry.
2. Use your photographs or drawings to document examples mentioned in the poems we've read.
3. Using your recordings (and a program like Garage Band) create a song or reading of one of the poems we've covered.

Faculty Name: John Serio
Department: English
Course: ENSP 223Z, Studies in Poetry

By its nature, literature expresses fundamental aspects of a country's culture, from the way people interact with each other to the effects on their daily lives of tradition, religion, the economy, the political system, and even the country's geographic setting.

Since the Field Component comprises twenty percent of the coursework, students will be required to complete three in-port Faculty-Directed Practica (FDP) from the list below. If a student cannot complete an FDP from the list below, he or she may, with the instructor's permission, substitute an appropriate FDP or an Independent Practicum that fulfills the goals outlined below. Homestays and service visits might be particularly useful for this purpose.

For their FDPs, students should select a theme that interests them derived from the readings, such as the roles men, women, and children play in the society; the difference in the treatment of men and women; the function of religion; the class structure of the society; family obligations and customs; contrasts between urban and rural life; traditional versus modern (Westernized) values; types of and opportunities for education; and, where appropriate, the effects of colonialism or war.

Students will be asked to keep a journal to record their observations and responses based on at least three in-port visits. Following the field excursions, students will discuss what they have learned first-hand and how their experiences relate to the course readings for that particular country.

Students will be required to submit a two-page formal essay on each of the three FDPs. After briefly outlining the nature of the FDP, students should discuss the value of their experience, especially as it relates to the coursework.

SUGGESTED PRACTICA: (Select three)

SPAIN:	Women in Cádiz through History (FDP)
SOUTH AFRICA	Authors in Cape Town (FDP)
INDIA:	Women Writers of India (FDP)
CHINA:	Visit to the South China Morning Post
JAPAN:	Gion Corner

Faculty Name: John Serio
Department: English
Course: ENSP 267Z, International Short Story

By its nature, literature expresses fundamental aspects of a country's culture, from the way people interact with each other to the effects on their daily lives of tradition, religion, the economy, the political system, and even the country's geographic setting.

Since the Field Component comprises twenty percent of the coursework, students will be required to complete three in-port Faculty-Directed Practica (FDP) from the list below. If a student cannot complete an FDP from the list below, he or she may, with the instructor's permission, substitute an appropriate FDP or an Independent Practicum that fulfills the goals outlined below. Homestays and service visits might be particularly useful for this purpose.

For their FDPs, students should select a theme that interests them derived from the readings, such as the roles men, women, and children play in the society; the difference in the treatment of men and women; the function of religion; the class structure of the society; family obligations and customs; contrasts between urban and rural life; traditional versus modern (Westernized) values; types of and opportunities for education; and, where appropriate, the effects of colonialism or war.

Students will be asked to keep a journal to record their observations and responses based on at least three in-port visits. Following the field excursions, students will discuss what they have learned first-hand and how their experiences relate to the course readings for that particular country.

Students will be required to submit a two-page formal essay on each of the three FDPs. After briefly outlining the nature of the FDP, students should discuss the value of their experience, especially as it relates to the coursework.

SUGGESTED PRACTICA: (Select three)
SPAIN: Women in Cádiz through History (FDP)
SOUTH AFRICA: Authors in Cape Town (FDP)
INDIA: Women Writers of India (FDP)
CHINA: Visit to the South China Morning Post
JAPAN: Gion Corner

Faculty Name: Dan Kinney
Department: English
Course: ENSP 281Z, Lost and Found

The Field Component counts for 20% of your grade and involves a proportionate part of your work for this course. We are reckoning with cultural convergence and difference, and the ways in which different approaches to ordering both present and past make sense on their own terms; what new things do you meet with in your field experience, and how do they alter your sense of the world that you already knew? All students are required to keep a journal of their field experiences related to the practicum and write a two-page paper situating the experience of the practicum in relation to some of the themes the course highlights.

- Each student is required to complete three practica (either Faculty Directed or Independent), at least one of them before the midterm period; you should keep me briefed about when you complete the three practica to help us make the most of their bearing on our class discussion.
- 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.

Journals:

Journals should record details of a student's field experiences; pictures may be included but are optional. The journal will include summaries of the student's three practica the students took, a brief treatment of how each relates to the themes of the course, and two questions about the readings and they might relate to the practicum. Where appropriate I will have more to say before entering particular ports about how a particular practicum is connected to our main concerns. You are especially encouraged to find ways of actually engaging port-dwellers and letting them have their own say on a few of your interests; even quite basic cultural encounters are better than none.

Paper:

The 2 page paper about each field experience should include

- a summation of notes from the journal;
- a provisional but serious attempt to relate the experience to some crucial moment in our readings or some major theme of the course;
- a brief comment on how the encounter contributed to reckoning with cultural forms and how they are Transposed into literature

SUGGESTED PRACTICA

(At least one and preferably two by halfway through the voyage):

SPAIN:	Cadiz Archeological Museum and City Orientation (FDP); Granada; Sevilla
SOUTH AFRICA	Authors in Cape Town (FDP)
INDIA:	Making Movie Art
THAILAND:	Venice of the East
VIET NAM:	Museum of War Remnants; Mekong Delta Day Trip
JAPAN:	Gardens of Kyoto; Modern Tokyo
HAWAII:	Bishop Museum
GUATEMALA:	Antigua Walking Tour; Copan, Tikal, or Highland Maya; Service Visit to Camino Seguro

Faculty Name: John Serio
Department: English
Course: ENAM 317Z, Asian-American Fiction

By its nature, literature expresses fundamental aspects of a country's culture, from the way people interact with each other to the effects on their daily lives of tradition, religion, the economy, the political system, and even the country's geographic setting.

Since the Field Component comprises twenty percent of the coursework, students will be required to complete three in-port Faculty-Directed Practica (FDP) from the list below. If a student cannot complete an FDP from the list below, he or she may, with the instructor's permission, substitute an appropriate FDP or an Independent Practicum that fulfills the goals outlined below. Homestays and service visits might be particularly useful for this purpose.

For their FDPs, students should select a theme that interests them derived from the readings, such as the roles men, women, and children play in the society; the difference in the treatment of men and women; the function of religion; the class structure of the society; family obligations and customs; contrasts between urban and rural life; traditional versus modern (Westernized) values; types of and opportunities for education; and, where appropriate, the effects of colonialism or war.

Students will be asked to keep a journal to record their observations and responses based on at least three in-port visits. Following the field excursions, students will discuss what they have learned first-hand and how their experiences relate to the course readings for that particular country.

Students will be required to submit a two-page formal essay on each of the three FDPs. After briefly outlining the nature of the FDP, students should discuss the value of their experience, especially as it relates to the coursework.

SUGGESTED PRACTICA: (Select three)

SPAIN:	Women in Cádiz through History (FDP)
SOUTH AFRICA	Authors in Cape Town (FDP)
INDIA:	Women Writers of India (FDP)
CHINA:	Visit to the South China Morning Post
JAPAN:	Gion Corner

Faculty Name: Dan Kinney
Department: English
Course: ENSP 317Z, Language, Myth, and Cultural Identities

The Field Component counts for 20% of your grade and involves a proportionate part of your work for this course. We are reckoning with cultural convergence and difference, and the ways in which different approaches to ordering both present and past make sense on their own terms; what new things do you meet with in your field experience, and how do they alter your sense of the world that you already knew? All students are required to keep a journal of their field experiences related to the practicum and write a two-page paper situating the experience of the practicum in relation to some of the themes the course highlights.

- Each student is required to complete three practica (either Faculty Directed or Independent), at least one of them before the midterm period; you should keep me briefed about when you complete the three practica to help us make the most of their bearing on our class discussion.
- 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.

Journals:

Journals should record details of a student's field experiences; pictures may be included but are optional. The journal will include summaries of the student's three practica the students took, a brief treatment of how each relates to the themes of the course, and two questions about the readings and they might relate to the practicum. Where appropriate I will have more to say before entering particular ports about how a particular practicum is connected to our main concerns. You are especially encouraged to find ways of actually engaging port-dwellers and letting them have their own say on a few of your interests; even quite basic cultural encounters are better than none.

Paper:

The 2 page paper about each field experience should include

- a summation of notes from the journal;
- a provisional but serious attempt to relate the experience to some crucial moment in our readings or some major theme of the course;
- a brief comment on how the encounter contributed to reckoning with cultural forms and how they are Transposed into literature

SUGGESTED PRACTICA

(at least one and preferably two by halfway through the voyage):

SPAIN:	Cadiz Archeological Museum and City Orientation (FDP); Granada; Sevilla
SOUTH AFRICA	Authors in Cape Town (FDP)
INDIA:	Making Movie Art
THAILAND:	Venice of the East
VIET NAM:	Museum of War Remnants; Mekong Delta Day Trip
JAPAN:	Gardens of Kyoto; Modern Tokyo
HAWAII:	Bishop Museum
GUATEMALA:	Antigua Walking Tour; Copan, Tikal, or Highland Maya; Service Visit to Camino Seguro

Faculty Name: Mark Shadle
Department: English-Writing
Course: ENSP 367Z, Media as Message, Massage and Mirage

The Field Component provides a key part of course work. Following field excursion, students will engage in discussions centered on the ways in which the cultural and multimedia 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 keep a journal of their field observations related to the practicum and write from this.

Students will write regularly in their Field Journal during site visits when in port. The notes, pictures, videos and artifacts of these journals will go beyond mere description to include careful observations, reflections, interviews and more. They will eventually generate topics various shorter writings worth 20% of the grade, and one longer Media Project worth 25% of the grade, which can be performed at the student's home institution. Samples of both published and student journals using multiple genres and media across the disciplines to record the various cultures will be provided, and the Field Journal will be discussed, along with other work, during the regular small-group revision/editing sessions. Journals in this class might record, describe and critique musical performances, films, radio and television shows, newspapers and more in the ports we visit. They might record relations of race, class and gender, particularly in advertisements in the cultures we will be visiting. Personal and political relationships observed among individuals and groups—for example in public speeches—in port may provide the idea of structure for students' writings and project, just as our critique of the Semester at Sea Website may arrive at new ways of presenting ourselves to the world, and additional features for the site in the future.

Further instructions regarding approach and field notes will be given prior to arriving to ports. Students are also encouraged, if careful permission is required, to take digital pictures, video clips and/or sound recordings to accompany their written work. 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.) However, students must always remember to tread very carefully upon relevant and sensitive topics connected to politics and religion in the countries we visit. Field Trips listed are relatively inexpensive, so that they will be easier to accomplish. Multimedia artists/journalists can be stimulated by people, places, creatures, processes and things, so many opportunities are available. More expensive ones—especially those directly relevant to the class, like photography museums or film archives—will often be especially useful, but must be cleared with the teacher first. Especially relevant trips are marked below with asterisks (*). 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:

SPAIN: On the Flamenco Trail (FDP)*; Cathedrals of Cadiz; Cadiz City Orientation; Women in Cadiz Through History

INDIA: Socioeconomic Problems in Chennai; Seminar on Poverty and Gender; Working Women's Forum; Rural Village and Farm Visit; Making Movie Art*; Chennai City Orientation; Welcome Reception; College Visit with Optional Homestay; Service Visit: Missionaries of Charity Orphanage; Service Project: Dalit Work Project; Yoga Demonstration; Kancheepuram/Mamallapuram

THAILAND:	National Museums and Wat Ratchabophit; Pattaya Elephant Village; Sri Racha Tiger Zoo and Mini Siam; Nong Nooch Cultural Village; Service Visit: Pattaya Orphanage; The Sanctuary of Truth
VIET NAM:	Ho Chi Minh City's Temples and Churches; Former UPI Photographer and Museum of War Remnants*; Ben Thanh Market; Water Puppet Performance; City Orientation; Cu Chi Tunnels; Mekong Delta Day Trip; Service Visit: High Vong 8 School For The Deaf and Zoo Visit; Service Visit: Da Thien School for Handicapped Children; Elementary School Visit
HONG KONG:	Tai Chi, Tea and Dim Sum; Architectural Walking Tour; New Territories; City Orientation: Historic Hong Kong; International Student Exchange: Chinese University of Hong Kong; Family Insight Tour
CHINA:	Sunrise Tai Chi (FDP)*; Tasting the Everyday Life of a Shanghai Citizen; Family Planning Neighborhood Committee; Peking Opera School; Shanghai Jiao Tong University Reception; Shanghai City Orientation; Service Visit: Kindergarten Visit
JAPAN:	The Gardens of Kyoto; Japanese Tea Ceremony; Gion Corner; Rokko Mountain Hike; Nara; Kyoto; Highlands of Kobe City; Farewell Reception in Kobe; Overnight Homestay; Service Learning: Let's Do It Over Lunch; Yokohama City Orientation Cultural Tokyo; Modern Tokyo*
HAWAII:	Non-Violence (FDP) Bishop Museum*: Honolulu Academy of Art*; Pearl Harbor/Arizona Memorial Tour; Stars and Stripes; Diamond Head, Rainforest and Scenic Tours
GUATEMALA:	Antigua Walking Tour; Guatemala Textiles and Folk Art Tour; Antigua Surroundings by Mountain Bike

Faculty Name: Dan Kinney
Department: English
Course: ENSP 381Z, Visionaries and Exiles

The Field Component counts for 20% of your grade and involves a proportionate part of your work for this course. We are reckoning with cultural convergence and difference, and the ways in which different approaches to ordering both present and past make sense on their own terms; what new things do you meet with in your field experience, and how do they alter your sense of the world that you already knew? All students are required to keep a journal of their field experiences related to the practicum and write a two-page paper situating the experience of the practicum in relation to some of the themes the course highlights.

- Each student is required to complete three practica (either Faculty Directed or Independent), at least one of them before the midterm period; you should keep me briefed about when you complete the three practica to help us make the most of their bearing on our class discussion.
- 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.

Journals:

Journals should record details of a student's field experiences; pictures may be included but are optional. The journal will include summaries of the student's three practica the students took, a brief treatment of how each relates to the themes of the course, and two questions about the readings and they might relate to the practicum. Where appropriate I will have more to say before entering particular ports about how a particular practicum is connected to our main concerns. You are especially encouraged to find ways of actually engaging port-dwellers and letting them have their own say on a few of your interests; even quite basic cultural encounters are better than none.

Paper:

The 2 page paper about each field experience should include

- a summation of notes from the journal;
- a provisional but serious attempt to relate the experience to some crucial moment in our readings or some major theme of the course;
- a brief comment on how the encounter contributed to reckoning with cultural forms and how they are Transposed into literature

SUGGESTED PRACTICA

(at least one and preferably two by halfway through the voyage):

SPAIN:	Cadiz Archeological Museum and City Orientation (FDP); Granada; Sevilla
INDIA:	Making Movie Art
THAILAND:	Venice of the East
VIET NAM:	Museum of War Remnants; Mekong Delta Day Trip
JAPAN:	Gardens of Kyoto; Modern Tokyo
HAWAII:	Bishop Museum
GUATEMALA:	Antigua Walking Tour; Copan, Tikal, or Highland Maya; Service Visit to Camino Seguro

Faculty Name: Mark Shadle
Department: English-Writing
Course: ENSP 382Z, Our Nomadic Urge to Travel in Peace

The Field Component provides a key part of the work for the course. Following field excursion, students will engage in discussions centered on the ways in which the cultural and multimedia 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 keep a journal of their field observations related to the practicum and write from this.

Students will write regularly in their Field Journal during site visits when in port. The notes, pictures, videos and artifacts of these journals will go beyond mere description to include careful observations, reflections, interviews and more. They will eventually generate topics various shorter writings worth 20% of the grade, and one longer Multiwriting Project on our theme of War and Peace worth 20% of the grade, which can be performed at the student's home institution. Samples of both published and student journals using multiple genres and media across the disciplines to record the various cultures will be provided, and the Field Journal will be discussed, along with other work, during the regular small-group revision/editing sessions and a Student-Teacher Conference. Journals in this class might record, describe and critique musical performances, films, radio and television shows, newspapers, customs and more in the ports we visit. They might record relations of race, class and gender, particularly in advertisements and public policies in the cultures we will be visiting. Personal and political relationships observed among individuals and groups—for example in public speeches or demonstrations in community service organizations—in port may provide the idea of structure for students' writings and project, just as our reflective and critical writing may arrive at new ways of presenting ourselves to the world, and additional features for the ship's website in the future.

Further instructions regarding approach and field notes will be given prior to arriving to ports. Students are also encouraged, if careful permission is required, to take digital pictures, video clips and/or sound recordings to accompany their written work. 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.) However, students must always remember to tread very carefully upon relevant and sensitive topics connected to politics and religion in the countries we visit.

Field Trips listed are relatively inexpensive, so that they will be easier to accomplish. Student-scholars thinking about peaceful co-existence can be stimulated by people, places, creatures, processes and things, so many opportunities are available. More expensive ones—especially those directly relevant to the class, like war or holocaust museums, memorials or film archives—will often be especially useful, but must be cleared with the teacher first. Especially relevant trips are marked below with asterisks (*). 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:

- SPAIN: On the Flamenco Trail (FDP)*; Cathedrals of Cadiz; Cadiz City Orientation; Women in Cadiz Through History
- INDIA: Socioeconomic Problems in Chennai; Seminar on Poverty and Gender; Working Women’s Forum; Rural Village and Farm Visit; Making Movie Art; Chennai City Orientation; Welcome Reception; College Visit with Optional Homestay; Service Visit: Missionaries of Charity Orphanage; Service Project: Dalit Work Project; Yoga Demonstration; Kancheepuram/Mamallapuram
- THAILAND: National Museums and Wat Ratchabophit; Pattaya Elephant Village; Sri Racha Tiger Zoo and Mini Siam; Nong Nooch Cultural Village; Service Visit: Pattaya Orphanage; The Sanctuary of Truth
- VIET NAM: Ho Chi Minh City’s Temples and Churches; Former UPI Photographer and Museum of War Remnants; Ben Thanh Market; Water Puppet Performance; City Orientation; Cu Chi Tunnels; Mekong Delta Day Trip; Service Visit: High Vong 8 School For The Deaf and Zoo Visit; Service Visit: Da Thien School for Handicapped Children; Elementary School Visit
- HONG KONG: Tai Chi, Tea and Dim Sum; Architectural Walking Tour; New Territories; City Orientation: Historic Hong Kong; International Student Exchange: Chinese University of Hong Kong; Family Insight Tour
- CHINA: Sunrise Tai Chi (FDP); Tasting the Everyday Life of a Shanghai Citizen; Family Planning Neighborhood Committee; Peking Opera School; Shanghai Jiao Tong University Reception; Shanghai City Orientation; Service Visit: Kindergarten Visit
- JAPAN: The Gardens of Kyoto; Japanese Tea Ceremony; Gion Corner; Rokko Mountain Hike; Nara; Kyoto; Highlands of Kobe City; Farewell Reception in Kobe; Overnight Homestay; Service Learning: Let’s Do It Over Lunch; Yokohama City Orientation Cultural Tokyo; Modern Tokyo
- HAWAII: Non-Violence (FDP); Bishop Museum Honolulu Academy of Art; Pearl Harbor/Arizona Memorial Tour; Stars and Stripes; Diamond Head, Rainforest and Scenic Tours
- GUATEMALA: Antigua Walking Tour; Guatemala Textiles and Folk Art Tour; Antigua Surroundings by Mountain Bike

Faculty Name: Mark Shadle
Department: English-Writing
Course: ENWR 357Z, True Lies: Creative Writing and Trans-Cultural Consciousness

The Field Component provides a crucial part 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 keep a journal of their field observations related to the practicum and write from this.

Students will write regularly in their Field Journal during site visits when in port. The notes, pictures and artifacts of these journals will go beyond mere description to include careful observations, reflections, interviews and more. They will eventually generate topics for two longer pieces of fiction worth 40% of the grade for the class. Samples of both published and student journals using multiple genres and media across the disciplines to record the various cultures will be provided, and the Field Journal will be discussed, along with other work, during the regular small-group revision/editing sessions, as well as in the Student-Teacher Conference. Journals in this class might re-inscribe the kinds of sites in the novels we are reading from Egypt and India, or meetings with authors or writers in various countries we visit. They might record relations of race, class and gender in the cultures we will be visiting, which will be used in characterization in their fiction, and they may include an understanding of what is unique about particular places used in creating a setting. Personal and political relationships observed among individuals and groups in port may provide the idea of structure for students' fiction.

Further instructions regarding approach and field notes will be given prior to arriving to ports. Students are also encouraged, if careful permission is required, to take digital pictures, video clips and/or sound recordings to accompany their written work. 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.) However, students must always remember to tread very carefully upon relevant and sensitive topics connected to politics and religion in the countries we visit.

Field Trips listed are relatively inexpensive, so that they will be easier to accomplish. Writers can be stimulated by people, places, creatures, processes and things, so many opportunities are available. More expensive ones will often work fine, but must be cleared with the teacher first. 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:

- SPAIN:** On the Flamenco Trail (FDP); Cathedrals of Cadiz; Cadiz City Orientation; Women in Cadiz Through History
- INDIA:** Socioeconomic Problems in Chennai; Seminar on Poverty and Gender; Working Women's Forum; Rural Village and Farm Visit; Making Movie Art; Chennai City Orientation; Welcome Reception; College Visit with Optional Homestay; Service Visit: Missionaries of Charity Orphanage; Service Project: Dalit Work Project; Yoga Demonstration; Kancheepuram/Mamallapuram
- THAILAND:** National Museums and Wat Ratchabophit; Pattaya Elephant Village; Sri Racha Tiger Zoo and Mini Siam; Nong Nooch Cultural Village; Service Visit: Pattaya Orphanage; The Sanctuary of Truth

VIET NAM:	Ho Chi Minh City's Temples and Churches; Former UPI Photographer and Museum of War Remnants; Ben Thanh Market; Water Puppet Performance; City Orientation; Cu Chi Tunnels; Mekong Delta Day Trip; Service Visit: High Vong 8 School For The Deaf and Zoo Visit; Service Visit: Da Thien School for Handicapped Children; Elementary School Visit
HONG KONG:	Tai Chi, Tea and Dim Sum; Architectural Walking Tour; New Territories; City Orientation: Historic Hong Kong; International Student Exchange: Chinese University of Hong Kong; Family Insight Tour
CHINA:	Sunrise Tai Chi (FDP); Tasting the Everyday Life of a Shanghai Citizen; Family Planning Neighborhood Committee; Peking Opera School; Shanghai Jiao Tong University Reception; Shanghai City Orientation; Service Visit: Kindergarten Visit
JAPAN:	The Gardens of Kyoto; Japanese Tea Ceremony; Gion Corner; Rokko Mountain Hike; Nara; Kyoto; Highlands of Kobe City; Farewell Reception in Kobe; Overnight Homestay; Service Learning: Let's Do It Over Lunch; Yokohama City Orientation
HAWAII:	Cultural Tokyo; Modern Tokyo
HAWAII:	Non-Violence (FDP) Bishop Museum Honolulu Academy of Art; Pearl Harbor/Arizona Memorial Tour; Stars and Stripes; Diamond Head, Rainforest and Scenic Tours
GUATEMALA:	Antigua Walking Tour; Guatemala Textiles and Folk Art Tour; Antigua Surroundings by Mountain Bike

Faculty Name: Robert W. Smith
Department: Geography
Course: SEMS 315, World Regional Geography

One of the objectives of this course is to understand the concept of "place". Why have economic and political developments occurred the way they have in a given region and what are the differences and similarities in the cultural and physical landscapes from region to region? The following field excursions should allow students to view and analyze the unique aspects (economic, historic, physical, cultural, political) that define a particular place.

The field component comprises twenty percent of the course work. Students are asked to keep a journal of their field excursions and to submit, for grading, two journal memos during the semester, as shown in the syllabus. The first journal memo will focus on a particular excursion; the second journal entry will be a comparative analysis using two or more field trips. Specifics of the writing styles for these journal entries will be discussed in class early in the semester.

Students should also be prepared to discuss in class their field trip experiences and this will count towards the class participation component of the grade.

SUGGESTED PRACTICA:

Students should attempt to go on at least 2 of the following trips, assuming they are offered during this semester.

I. Students should plan on going on at least one of the following (on at least one of the FDPs, if at all possible):

SPAIN:	Cadiz city orientation
INDIA:	Chennai city orientation
THAILAND:	Treasures of Bangkok

II. Students should plan on going on at least one of the following field trips:

VIET NAM:	Cu Chi Tunnels (FDP)
HONG KONG:	Hong Kong city tour, Family Insight,
CHINA:	Maglev Train (FDP)
JAPAN:	Kyoto city orientation; Yokohama city orientation

Faculty Name: Robert W. Smith
Department: Geography
Course: SEMS 480-2, Geography of the Oceans
SEMS 480-3, Geography of the Oceans

One of the objectives of this course is to understand the rights and responsibilities of coastal states in exercising jurisdiction over offshore areas. Concurrently, it is vital to appreciate the rights and responsibilities of users of the marine regions.

The field component comprises twenty percent of the course work. Students are asked to keep a journal of their field excursions and to submit, for grading, two journal memos during the semester, as shown in the syllabus. The journal memos will focus on a particular excursion and incorporate the readings and lectures in the analysis.

Students should also be prepared to discuss in class their field trip experiences and this will count towards the class participation component of the grade.

Suggested Faculty Directed Practica (FDP) and other relevant field trips:
Students should attempt to go on at least 2 of the following trips, assuming they are offered during this semester. Independent field trips need to be approved by me in advance of the trip. As every stop this semester is in a port city students should have some flexibility in incorporating their observations of the city into what has been covered in class.

SUGGESTED PRACTICA:

I. Students should plan on going on at least one of the following:

SPAIN: Cadiz city orientation
MAURITIUS Marine Research Park (FDP)

II. Students should plan on going on at least one of the following field trips

INDIA: Chennai city orientation
THAILAND: Treasures of Bangkok
CHINA: Hong Kong city tour,
JAPAN: Kyoto city orientation, Yokohama city orientation
HAWAII: Tour of U.S. Navy ship and Maritime Security Briefing (FDP)

Faculty Name: Anne Kinney
Department: History/East Asian Studies
Course: EAST 192Z, Sex, Lies, Ninjas and the Man Who Built the Great Wall

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 at least one practica 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 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 related to the practicum
 2. Write a 2 page paper about the 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 and readings of the course. Students will be asked to keep journal records of the trip and then write a two-page essay about some object in the Museum collection that relates to the readings in the course. Ideally the student will sketch or (if permitted) photograph the object and learn as much from the museum resources as possible about the object. The student will then be asked to write a two-page paper about how the object enhances an understanding of the class readings. The student may also use library resources for the paper.

Paper:

The 2 page paper about each field experience should include

- a brief summary of the student's field notes, photos or sketches
- 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 or cultural artifacts of the country where the practicum was taken.

SUGGESTED PRACTICA:

HONG KONG: Botanical Garden in Hong Kong (FDP)

CHINA: Yu Family Garden and Shanghai Museum (FDP); Silk Factory; Suzhou Silk Museum; Shanghai Museum

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Independent field work:

Visit the collections of early Chinese art and material culture of the Art Museum of the Chinese University of Hong Kong, or museums in Japan or Hawai'i that have collections of early Chinese art and material culture.

Faculty Name: Joyce Salisbury
Department: History
Course: HIST 202Z, Western Civilization to 1600

The field component of the course accounts for 20% of your final grade. Students will participate in field trips and write reaction papers describing some component of the interaction between Western Civilization and the world. Topics of observation might include everything from foods available in the markets, architecture, art, churches, urban design, technology, etc. The reaction papers will serve to demonstrate both students' understandings of western culture from class, the descriptions from the primary sources, as well as observation of local cultures. There will be two reaction papers required. The first may be rewritten for an improved grade. This will allow students to be confident they understand the expectations. Papers must be turned in on time; late papers will receive a reduced grade.

Since the topic of the reaction papers is to observe the interaction between Western Civilization and the world, practically any of the practica may be used to satisfy this requirement. The following list details topics that were particularly studied in the class.

SUGGESTED PRACTICA:

SPAIN:	Cadiz City Orientation
MOROCCO	Rabat (FDP)
MAURITIUS	Sugar Adventure (FDP)
INDIA:	Chennai City Orientation
THAILAND:	National Museums and Wat Ratchabophit
VIET NAM:	Cu Chi Tunnels and Cao Dai Temple; Ho Chi Minh City Fine Arts Museum
HONG KONG:	Architectural Walking Tour; City Orientation: Historic Hong Kong
CHINA:	Shanghai City Orientation; Tasting the Everyday Life of a Shanghai Citizen
JAPAN:	Highlights of Kobe; Kyoto; Modern Tokyo; Yokohama City Orientation; Kobe City Museum

Faculty Name: Joyce Salisbury
Department: History
Course: HIST 212Z, Medieval Travelers

The field component of this course accounts for 20% of the grade. Like us, medieval travelers went in groups, and shared their experiences in conversation. We will reproduce this by having students work in groups on their in-port observations. Just as medieval travelers differed on what interested them – food, clothing, religion, markets, etc. – groups may choose on what topics they will observe. While they are encouraged to discuss their observations with each other, each student will be required to turn in written accounts of their observations on the topic they selected – three observation papers will be required that will account for 20% of the grade.

Observation papers will be assessed on the degree to which they contain the following information:

1. Concrete observations of the topic selected – i.e., food, biology, technology, etc.
2. Discussion of how members of their group differed in their observations (or did not differ), including differing interests and differing emphases.
3. Discussion of ways in which their observations were similar and different from the medieval travelers' views. Be sure to use historical theory in your analysis.
4. The observation papers should be considered building blocks for the final paper. As such, they should have a thesis statement, evidence and conclusion. In addition, students are encouraged to sustain the same theme around the world that will become the theme for their final paper. In this way, the field component will be solidly connected to the final project.

Students may participate in two kinds of practica: 1) Those that visit sites that were there during the medieval travelers' visits. These may also include rural visits in which daily life reproduces the kinds of life that most people lived in the Middle Ages. 2) Those that emphasize interaction with local people. I recommend that students participate in one of each as the basis for two of their observation papers.

SUGGESTED PRACTICA:

SPAIN: Cadiz City Orientation
MOROCCO Rabat (FDP)
MAURITIUS Sugar Adventure (FDP)
INDIA: Rural village and farm visit; Welcome reception; yoga demonstration; Kancheepuram/Mamallapuram; Chennai City Orientation (including San Thome); Child labor in rural India.
THAILAND: Pattaya Elephant Village (FDP); National Museum and Wat Ratchabophit; Nong Nooch Cultural Visit.
VIET NAM: Water Puppet Performance; Mekong Delta Day Trip
HONG KONG: International Student Exchange with China's University of Hong Kong; Buddhist Monastery/ Lantau Island
CHINA: Suzhou (FDP); Shanghai Jiao Tong University Reception; Peking Opera School
JAPAN: International Student Exchange; Nara

Faculty Name: Louise Harmon
Department: History
Course: SEMS 115-7, A History of U.S. Immigration Law

The student must select at least three Field Requirement experiences for the course; each is worth ten points. Field Requirements consist of either participating on a Faculty Directed Practica or engaging in an Independent Practica. There will be two Faculty Directed Practica: A trip to an immigration consultancy firm in Chennai and a trip to the Immigration Museum in Hong Kong, (Hence, if the student participates in the two FDPs, then he/she will only have to complete one Independent Practica.) After the Field experience, the student must write a three to five page report or paper.

The following Independent Practica are suggestions only. If the student would like to come up with something more creative, I am open to innovation.

- 1) On the boat among your peers, find two students to interview whose parents were born in another country, and who immigrated to the United States. Interview them about the history of their parents' immigration, and about the challenges of being the son or daughter of a recent immigrant.
- 2) On the boat among any of the adults who are traveling with the Semester at Sea, find two individuals to interview who were themselves born in another country, and who immigrated to the United States. Interview them about the history of their immigration, and about the challenges of being a recent immigrant.
- 3) In any port of call, find a school or business entity that teaches individuals "English as a Second Language," and interview someone who works there about their teachers, their students, their curriculum, and how and why the operation came into being.
- 4) In any port of call, find a student who is studying "English as Second Language" and give him/her a free English lesson, and interview him/her about his motivation for learning English, and what his/her career plans might be.
- 5) In any port of call, locate an enclave of American "ex-pats" and interview them about their lives in another country, about their intent to return to the United States, and whether they could even imagine yielding up either American citizenship or the certainty of their return "home."
- 6) In any port of call, locate an Australian citizen and interview him/her about the benefits of having immigrants enter Australia, as well as the social problems that have ensued.
- 7) In any port of call, go to the United States Embassy and attempt to acquire information about how to obtain a Visa to the United States, and describe/analyze your experience.
- 8) In any port of call, go to a university and find a "foreign student" who has chosen to study in another country. (E.g., find a Nigerian in China, or an American in Shanghai, or a German in Istanbul) Interview him/her about his choices to study in another country, how he/she obtained a visa, what are its restrictions, and whether he/she has plans to stay. How has the "foreign" experience been? What would happen to that student if he/she fell in love with someone in his foreign environs, and wanted to marry?
- 9) In any port of call, interview someone your own age, and ask him/her to describe his/her impressions of what life would be like in the United States, Europe, or Australia, and whether anyone from his/her family has emigrated to any of those places. What impact has the emigration had on his/her family who has stayed behind?

- 10) In any port of call, search newspapers for any advertisements of agencies, firms, consultants, etc, who assist in expediting the search for visas and other documentation, and analyze their market, describe the services offered, and if possible, try to find such a business entity interview someone who works there.

SUGGESTED PRACTICA:

INDIA: Kancheepuran/Mamallapuram Temple (FDP); Missionaries of Charity Orphanage (FDP)
VIET NAM: Cao Dai Temple (FDP)
CHINA: Family Planning Neighborhood Committee (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Joan Strouse
Department: Interdisciplinary/Sociology
Course: SEMS 480-7, International Service-Learning

Students are required to complete three organized field assignments (FDP's) for this course. Two of your assignments must be Service Visits. You may also propose a mutually agreed upon independent field assignment as one of your three service-learning practica for this course. Independent field assignments must be discussed and approved before we reach port. You must complete at least one of your service visit assignments before the 12th class session.

You should be prepared to keep reflective Field Notes related to your service visits. You need to submit your Field Notes in the session immediately following your field visits. Your Field Notes should be used as a reference point for interviewing others, for reflecting on the meaning of Service-Learning, and as a source of information for completing your other assignments in this course. These Field Notes should contain a brief summary of the field visit that you experienced and your encounters relevant to the topics of this course. Your Field Notes should also contain questions about your experiences and how your participating related (or not) to class discussions and readings. Your Field Notes are not formal essays, it is recommended that you carry a small notebook with you to jot down notes about what you observe, about what you are doing, and about what you are thinking and feeling in your service visits. When you return to the ship, type these notes up and as additional ideas spontaneously emerge, include those as well.

Think of these assignments as enjoyable, stimulating, and indispensable for your Semester at Sea experience. They are capstone opportunities to concretize and indigenize your learning in this International Service-Learning course. Most importantly, enjoy and learn from the interactions with your classmates, the field visits, and the community during this unique component of the course.

SUGGESTED PRACTICA:

MOROCCO SOS Children's Village
MAURITIUS Gayasing Ashram Home & Cite la Cure Neighborhood, Terre de Paix Children's Center.
SOS Children's Village of Bambou, SOS Children's Village of Beau Bassin
INDIA: Service Visit: Disabled Children's Home; Service Project: Dalit Work Project Service
Visit: Missionaries of Charity Orphanage
THAILAND: Service Visit: Pattaja Orphanage; Rural Thailand English Camp: Volunthai
VIET NAM: Service Visit: Vong 8 School for the Deaf; Service Visit: Da Thien School for Handicapped
Children; Elementary School Visit
CHINA: Family Planning Neighborhood Committee; Service Visit: Kindergarten Visit
GUATEMALA: Service Visit: Open Windows Library (FDP); Service Visit to Camino Seguro: Stopping
the Cycle

Faculty Name: George Thomas
Department: Linguistics
Course: LING 200T, English as a Global Language

The Field Component provides twenty percent of the course work. Listed below are the activities which together constitute the Field Component required of each student.

For each of the ports of call, certain field activities are specified. Following field excursions, students will engage in discussions centered on the observations and interviews conducted during the site visits at each port of call. These findings will be compared with the evidence provided in the assigned readings.

Each student is required to complete three practica (either Faculty-Directed or Independent).

- 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.
- For each practicum, students are required to:
 1. Keep a journal of their field observations
 2. Write a 2 page paper

Journals:

Journals should be a record of the student's notes from the field experience related to the practicum. The journal will have a brief summary of the practicum the student took, their relevant experiences and two questions about the assigned readings and their relationship to the practicum. Students are encouraged to engage locals in conversation and to make notes of relevant comments from these dialogues.

Paper:

The 2 page paper must include

- A brief summary of the student's field notes
- Analysis of the relationship between the assigned readings and the student's experiences
- Conclusions about the present-day status of English in that country.

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

SUGGESTED PRACTICA:

SPAIN:	Cadiz Orientation, Sevilla
SOUTH AFRICA	Afrikaans Language Museum, Boschendal & Stellenbosch (FDP)
INDIA:	English in an Indian Outsourcing Business (FDP), Multilingualism in Indian Schools: Visit to Sri Sai Vivekanandha Vidyalaya, Chennai Orientation
VIET NAM:	English in Viet Nam Now (FDP); Elementary School Visit in Ho Chi Minh City
THAILAND:	Rural Thailand English Camp, Service Visit: Pattayah Orphanage
HONG KONG:	World English (FDP)
JAPAN:	Kyoto Tour, Farewell Reception in Kobe

INDEPENDENT PRACTICA

1. In selected ports of call, examine attitudes toward English as a world language by interviewing two speakers who know English reasonably well. The class will design a questionnaire to use for these interviews. Questions such as the following might be included: Is English seen as attractive, unattractive, proper, improper, musical, harsh? Are native speakers of English polite, rude, condescending, sensitive, overbearing, congenial? Does the speaker feel that English is or should be used in formal, or informal situations, at home or at work? According to the speaker, what is the greatest difficulty in learning English? What is easiest? In overall ease or difficulty, how does English compare with other languages? Was the motivation to learn English instrumental or integrative? That is, did the speaker

learn English in order to achieve a goal like promotion at work, or did he or she want to become a part of a culture which seemed to be spreading around the world? How does the speaker use English -- to write a personal letter, give directions, read the newspaper, understand or participate in a conversations, etc.?

2. Keep a journal of your impressions and observations. In addition to describing scenes and impressions, analyze your responses to them and how your responses might have been affected by previous experiences.

3. Explore the use of English against the background of linguistic diversity of a country (or a selected city). Base your observations on such things as signs on public buildings, newspapers and periodicals available in street stalls, hotels, book stores etc. and on encounters/discussions with local people. Also note such things as the incidence of English, graffiti, variation in language by type of establishment, part of the city, etc.

4. Collect samples of written or spoken English, and write a short discussion of the common errors you found.

Faculty Name: George Thomas
Department: Linguistics
Course: LING 300T, Language Policy and Language Reform

The Field Component provides twenty percent of the course work. Listed below are the activities which together constitute the Field Component required of each student.

For most ports of call, certain field activities are specified. Following field excursions, students will engage in discussions centered on the observations and interviews conducted during the site visits at each port of call. These findings will be compared with the evidence provided in the assigned readings.

Each student is required to complete three practica (either Faculty-Directed or Independent).

- 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 practica they take

Journals:

Journals should be a record of the student's notes from the field experience related to the practicum. The journal will have a brief summary of the practicum the student took, their relevant experiences and two questions about the assigned readings and their relationship to the practicum. Further instructions regarding approach and field notes will be given prior to arriving at ports. Students are encouraged to engage locals in conversation and to make notes of relevant comments from these dialogues.

Paper:

The 2 page paper must include

- A brief summary of the student's field notes
- Analysis of the relationship between the assigned readings and the student's experiences
- Conclusions about the present-day language situation, official policy and efforts to reform the languages in that particular country

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

SUGGESTED PRACTICA:

SPAIN:	Andalucian Flamenco Night, White Town Route, Sevilla
SOUTH AFRICA	Afrikaans Language Museum, Boschendal & Stellenbosch (FDP)
INDIA:	English in an Indian Outsourcing Business (FDP), Multilingualism in Indian Schools: Visit to Sri Sai Vivekanandha Vidyalaya; Chennai Orientation
VIETNAM:	English in Viet Nam Now (FDP), Mekong Delta Trip, Elementary School Visit
HAWAII	Visit to the Bishop Museum, Honolulu
HONG KONG:	World English (FDP);
CHINA:	Shanghai Jiao Tong University

INDEPENDENT PRACTICA IDEAS

1. In selected ports of call, examine the language situation and major problems in need of rectification. Assess attitudes toward these problems by interviewing two resident speakers who show awareness of the situation. The class will design a questionnaire to use for these interviews. Questions such as the following might be included: What languages do you use? What do you think of their relative merits? What might be done to improve them? Are the rights of linguistic minorities sufficiently protected? What are the major language problems facing your country? Where and by whom is your language best spoken? Are you aware of any official language policy? Is your language being inundated by English loanwords? If so, in what fields are they most noticeable?
2. Keep a journal of your impressions and observations. In addition to describing scenes and impressions, analyze your responses to them and how your responses might have been affected by previous experiences.
3. Explore the linguistic diversity of the country or city you are visiting. Base your observations on such things as signs on public buildings, newspapers and periodicals available in street stalls, hotels, book stores etc. and on encounters/discussions with local people. Also note such things as the incidence of English, graffiti, variation in language by type of establishment, part of the city, etc.

Faculty Name: Michael Goldweber
Department: Mathematics
Course: MATH 104Z, Elements of Discrete Math

The Field Component provides twenty percent of course work.

Discrete mathematics is about the study of logic and proof in mathematics. The goal of this field requirement is to aid you in both thinking like a (discrete) mathematician and to see the world through a (discrete) mathematician's eyes.

- 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.

Each port city we visit is the product of a unique culture. As such, each city/culture will have its idiosyncrasies – at least as viewed through a westerner's eyes. Your mission is to either

- Observe something illogical in the culture. This might be something related to public transportation, the layout of the city, the operation of some aspect of the government/society.
- Observe something in the culture whose operation/implementation is logically superior to that found in North America. (Specifically the USA or Canada).

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, and their experiences relevant to the topic of the course. In particular, journals will chronicle student's observations about logical or illogical "operations" observed while experiencing the culture.

Paper:

The 2 page paper about each field experience should include

- A brief summary of the student's field notes and a description of the "operation" that was observed.
- For illogical "operations:" an informal proof as to why the operation is illogical and a description w/proof (if possible) of a superior way to organize the "operation."
- For superior logical "operations:" an informal proof as to why this newly observed "operation" is superior.

The goal is not to compare governments or cultural values, but to learn to see and analyze one's observations using logic. For example, many westerners consider the Italian way to sell local bus tickets to be illogical, but is it really so?

SUGGESTED PRACTICA:

MOROCCO Bartering at the Souks (FDP)

In addition to the practicum listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Michael Goldweber
Department: Mathematics
Course: MATH 105Z, Calendars Throughout History

The Field Component provides twenty percent of course work.

- 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, and their experiences relevant to the topic of the course. In particular, journals will chronicle student's observations about how the people of ancient cultures kept track of and organized time; both daily and yearly.

Paper

The 2 page paper about each field experience should include

- A brief summary of the student's field notes and a description of the time keeping device/methodology examined/studied.
- An analysis of how accurate the device/methodology is believed to be.

SUGGESTED PRACTICA:

INDIA: College Visit
VIETNAM: Ho Chi Minh City's Temples
CHINA: Shanghai City Orientation
JAPAN: Nara (Kobe)
GUATEMALA: Maya Divination Calendar Workshop (FDP)

Faculty Name: Matthew Burtner
Department: Music
Course: MUSI 235Z, Technosonics

Specific Field Requirements will be discussed on the first day of class.

Faculty Name: Matthew Burtner
Department: Music
Course: MUSI 435Z, Mobile Interactive Computer Ensemble World Tour

Specific Field Requirements will be discussed on the first day of class.

Faculty Name: Matthew Burtner
Department: Music
Course: MUSI 443Z, Ecoacoustics: Sites and Sounds

Specific Field Requirements will be discussed on the first day of class.

Faculty Name: Louise Harmon
Department: Philosophy
Course: PHIL 120Z, Biomedical Ethics

The student must select as least three Field Requirement experiences for the course; each is worth ten points. Field Requirements can be met by either participating in Faculty Directed Practica to the Missionaries of Charity Orphanage in Chennai or the Family Planning Neighborhood Committee in Shanghai or by engaging in Independent Practica. (Here, if the student goes on the FDPs, then he/she will only have to complete one Independent Practica.) After the Field experience, the student must write a three to five page report or paper.

Note: These Independent Practica are suggestions only. If the student can come up with his/her own projects in different parts of the world, I am open to the idea of the student crafting both his/her own questions and answers.

- 1) “It is the prerogative of the patient, not the physician, to determine for himself the direction in which his interests seem to lie.” [*Canterbury v. Spence* (1972)] The doctrine of informed consent and patient autonomy are firmly entrenched philosophical/legal principles in western medical ethics. However, the balance of power between the physician and the patient may differ in other cultures; these principles may not be adhered to. In two different parts of the world, interview an individual who has been a patient, and from their experiences analyze whether patient autonomy and informed consent formed the basis of medical decision making in these cultures. If a different model of medical decision-making had been employed, what about the cultures dictated that difference?
- 2) Under the doctrine of informed consent in our country, the physician must inform “the patient of his or her disease state, the nature of possible diagnostic and therapeutic interventions, the nature and probability of risks and benefits associated with the interventions, and any uncertainties of knowledge.” (*Four Models of the Physician-Patient Relationship*, by Ezekiel J. Emanuel and Linda L. Emanuel) At one of our parts of the world, find a physician and interview him/her about how he obtains informed consent from his patients in his country. What must in theory the patient be informed of, and what are the practical constraints on the giving of informed consent in this country? How does the information given to the patient in this country differ from our own doctrine of informed consent? Does it matter if the patient is frail and elderly? How does the physician you interviewed regard his/her role in the doctor/patient relationship, and how does that perception coincide with our own culture’s views about physicians?
- 3) In our medical culture, the notion of whole brain death has overtaken the earlier scientific view that the cessation of heart/lung function constituted “death.” Almost everyone in the United States is at least familiar with the idea of an individual being “brain dead.” Interview three individuals in one of our parts of the world, and ask him/her to define his/her concept of death. Are these concepts of death grounded in a religious view---and they may well be---how do those concepts differ from our more “scientific” medical models? What is there about our own culture that makes a more religiously based concept of death problematic? Are there any underlying metaphysical assumptions about their concepts of death that differ from the dominant metaphysical models in our own country?
- 4) Visit a university and find out how organ donation policies are formulated in one of our parts of the world. If you were suffering from end-stage renal disease and needed a kidney, how would you go about getting on a donation list? How would this medical culture decide who gets a kidney? What are the principles of selection? Does the age or medical condition of the patient matter? Who makes the selection? How do those principles of selection and procedures differ from those in your own culture? Reflect on the differences.

- 5) In the debate on physician-assisted suicide, some people believe that a person who chooses to die--- regardless of his or her circumstance---is behaving irrationally and hence is incapable of giving his informed consent to the administration of a lethal dose of drugs or a lethal injection. Similarly, many people believe that “committing suicide” is a moral wrong. In two of our ports of call, investigate the prevailing attitudes towards suicide, and inquire into whether the concept of a “rational suicide” or a morally acceptable suicide would be accepted in these societies. Why or why not? Under what circumstances could an individual be forgiven for departing from the proscription against suicide?
- 6) In some cultures, having a male child is highly desirable. There are medical techniques available that can determine the gender of a fetus at a fairly early point in a pregnancy. In two of our ports of call, investigate whether the use of such techniques is legal, or if not legal, if the use is widespread regardless. Find out whether abortions based on the gender of the child are morally acceptable in these societies. Interview men---and women---to see what cultural attitudes and social conditions might explain the desire for male children. Do you see any parallels in your own culture?
- 7) In two of our ports of call, investigate how the elderly are cared for in their respective cultures. How does that care differ from how the elderly are treated in our own country? What are the cultural attitudes about the value of old people in each country? How do they compare with our own attitudes about the elderly? If the elderly are cared for within the extended family in these cultures, how does that affect their medical care and treatment? Who qualifies as “old” in these cultures? Does it matter whether we are talking about an “old man” or an “old woman?” Is it more enviable to be an old man or woman in these cultures, or in your own? Are the medical decision-making models different if the patient is an old man or an old woman? In what way?
- 8) In one of our ports of call, investigate (in whatever way you can) how the mentally retarded are cared for in this culture. Who cares for them? What are the standard explanations for how mental retardation occurs? How is their medical care administered? Who gives informed consent? Is there sterilization of the mentally retarded? Education or vocational training? What are the prevailing religious views about the causes of mental retardation, as well as about the moral standards regarding their care and treatment? How do these views and practices differ from your own culture?
- 9) In a port of call, visit a university and learn how drugs are regulated in this country. Collect advertisements for drugs from magazines, newspapers, or on-line, and analyze how the advertisements reflect the regulation of pharmaceutical products. Are drugs easily accessible to the public at a low cost (and possibly without a prescription)? How is this possible? Reflect upon how the deregulation of pharmacological products may affect the medical care of individuals in this country. What role does the pharmacist play, and how does it differ from his/her role in the United States? How does he/she differ from a doctor?
- 9) In a port of call, interview a person with either religious training or vocation, and interview him/her about his/her religion’s concept of the “soul.” Compare this notion of “the soul” with our modern western concept of “personhood,” and discuss whether the differences give rise to a different medical ethic---any why.

SUGGESTED PRACTICA:

- INDIA: Missionaries of Charity Orphanage (FDP)
 CHINA: Family Planning Neighborhood Committee (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Louise Harmon
Department: Philosophy
Course: PHIL 121Z, Classical Asian Philosophy

The student must select at least three Field Requirement experiences for the course; each is worth ten points. After the Field experience, the student must write a three to five page report or paper. If the a student participates and writes papers about the Faculty Directed Practica to the Kancheepuran/Mamallapuram Temple in Chennai or the Cao Dai Temple in Ho Chi Minh City, then he/she will only have to complete one Independent Practica.

The Following Independent Practica are suggestions only. If the student would like to come up with something more creative, I am open to innovation.

- 1) In Asian culture, it is quite common to see representations of important deities in mundane environments. Anywhere in our Asian ports of call, you should collect three photographs of religious shrines inside shops, homes, schools, etc., and discover who the gods and goddesses might be, interview the owners or inhabitants if possible, and explain why these particular deities have been chosen as objects of veneration at this particular location.
- 2) You will learn about the theory of reincarnation. Anywhere in our Asian ports of call, you should collect a photograph of a piece of art that in some fashion depicts a Buddhist or Hindu view of the afterlife, and explain/analyze its symbolism.
- 3) How the body of the Buddha is presented tells a story by itself. Anywhere in our Asian ports of call, you should collect five photographs of different representations of the Buddha, research the depicted mudras, and explain/analyze the symbolism.
- 4) Tibetans can be found in diaspora throughout Asia. Anywhere in our Asian ports of call, you should collect a photograph of a Tibetan thangka, research and explain/ analyze its symbolism.
- 5) Tibetans can be found in diaspora throughout Asia. Anywhere in our Asian ports, you should interview a Tibetan, find out which of the four sects of Tibetan Buddhism he belongs to, how he feels about the Dalai Lama as a spiritual/political leader, and what he/she believes will happen to the Tibetan leadership once the Dalai Lama has passed on.
- 6) Asian “religions” have a monastic tradition. Anywhere in our Asian ports of call, you should find a student monk or nun affiliated with a Buddhist temple or university, and interviews him (or her) about his/her life, family, education, religious practices, and how he/she came to become a member of this tradition.
- 7) Temple art reflects the ideas and beliefs of its religious tradition. Anywhere in our Asian ports of call, visit a Buddhist temple and describe/analyze how the architecture and art reflect the Buddhist world view.
- 8) Again, temple art reflects the ideas and beliefs of its religious tradition. Anywhere in our Asian ports of call, visit a Hindu temple and describe/analyze how the architecture and art reflect the Hindu world view.
- 9) Confucian thought emphasizes filial piety. Anywhere in our Asian ports of call, you should interview three individuals about their relationships with and attitudes towards their parents. How do they regard parental mandates and expectations? What would happen if the child disagreed with the parent over significant matters such as choice of education, profession, or marriage partner?

- 10) In Asia, martial arts are more than mere sport. Most of them have an extensive history, and are intimately related to bodies of philosophic thought. Anywhere in our Asian ports of call, you should observe someone engage in martial arts, and research and explain/analyze how Asian philosophy permeates the practice.
- 11) In both Buddhism and Hinduism, its adherents believe in the concept of “karma.” You should interview an individual from each tradition---one Hindu and one Buddhist---and ask them to explain their beliefs about Karma, and how those beliefs relate to reincarnation. You should then compare the two views, and see what, if any, differences can be found.
- 12) Calligraphy is an Asian art form that has a philosophical basis. You should go either go to a museum, or perhaps to a store that sells art, collect an image, either a postcard or photograph, and then explain/analyze how calligraphy manifests Asian thought.

SUGGESTED PRACTICA:

INDIA: Kancheepuran/Mamallapuram Temple (FDP); Missionaries of Charity Orphanage (FDP)
 VIET NAM: Cao Dai Temple (FDP)

In addition to those listed above, other suggested practica will be discussed at the beginning of the course.

Faculty Name: Sergio Conetti
Department: Physics
Course: PHYS 103Z, Physics for Mariners

Twenty percent of the contact hours for each course is provided by field work. Suggested practica will be discussed on the first class session.

SUGGESTED PRACTICA:

SOUTH AFRICA Koeburg Nuclear Power Station (FDP)
 HONG KONG: Hong Kong Weather Center and Observatory (FDP)

Faculty Name: Sergio Conetti
Department: Physics
Course: PHYS 112Z, Energy and the Environment

Twenty percent of the contact hours for each course is provided by field work. Suggested practica will be discussed on the first class session.

SUGGESTED PRACTICA:

SOUTH AFRICA Koeburg Nuclear Power Station (FDP)
 HONG KONG: Hong Kong Weather Center and Observatory (FDP)

Faculty Name: Sergio Conetti
Department: Physics
Course: PHYS 202Z, Introduction to Physics Principles II

Twenty percent of the contact hours for each course is provided by field work. Suggested practica will be discussed on the first class session.

SUGGESTED PRACTICA:

SOUTH AFRICA Koeburg Nuclear Power Station (FDP)
 HONG KONG: Hong Kong Weather Center and Observatory (FDP)

Faculty Name: Terry Crawford-Brown
Department: Political Science
Course: SEMS 115-8, Special Topics – Diplomacy, the Arms Trade and Human Security

Twenty percent of the contact hours for each course is provided by field work. Attendance at all diplomatic briefings is compulsory. Students must keep a journal of all political observations. These will be facilitated through participation in Faculty Directed Practica (FDPs) in each country. Some of these are “service visits” to NGOs (non-government organizations) dealing with issues of poverty and economic development. Pre-port presentations will help in framing questions to ponder whilst visiting each country. Here you should try to connect what is covered in class, in your texts, and in Global Studies with your field experience.

1. How has globalization affected the local population? What migration patterns have taken place?
2. How does religious faith impact upon the political culture in the country? And what are contradictions of political suspicions of the United States with the realities of adopted American pop culture and behavior?
3. In Cape Town, go on a pilgrimage to Robben Island or a variety of religious sites (FDP).
4. In Chennai, visit shrines to Mahatma Gandhi and the non-violent passive resistance to British imperialism.
5. In Ho Chi Minh City, visit the Viet Nam War Museum.
6. In Japan, visit Hiroshima.
7. In Hawaii, visit the Arizona memorial.

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

Faculty Name: Fred Mabbutt
Department: Political Science
Course: PLCP 101Z, Introduction to Comparative Politics

The Field Component represents twenty percent of your grade. Following field excursions, students should engage in discussions in which the political and cultural traditions which have been observed and could be applied for this course. Initial ideas that students have concluded from class and written assignments will be tested against 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 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 in each country.
 2. Write a 2-page journal entry about each of the 3 practicum.

Journals:

Journals should be a record of the students' notes from the field experience and observations combined with readings and class lectures. The journals will include a 2-page entry regarding each practicum. The entry should comprise of a brief summary of the practicum, experiences relevant to the topic of the course, and two questions about the analysis of the classwork and the relationships to the student's experiences. Students are encouraged to engage locals in serious conversation and to make notes of relevant comments from this dialogue. (Given language barriers, this may not always be possible, and remember that politics—like religion—can be a sensitive issue.)

SUGGESTED PRACTICA:

SOUTH AFRICA Institute for Justice and Reconciliation (FDP)
INDIA: American Consulate Visit (FDP)
THAILAND: JEATH War Museum (River Kwai)

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

VIET NAM: Former UPI Photographer & Museum of War Remnants; Museum of War Remnants;
Cu Chi Tunnels
CHINA: Tiananmen Square (Field Excursion- War Museums Beijing)
JAPAN: Hiroshima
HAWAII: Pearl Harbor/Arizona Memorial (FDP)

Faculty Name: Fred Mabbutt
Department: Political Science
Course: PLIR 306Z, Military Force and Diplomacy

The Field Component represents twenty percent of your grade. Following field excursions, students should engage in discussions in which the political and cultural traditions which have been observed and could be applied for this course. Initial ideas that students have concluded from class and written assignments will be tested against 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 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 in each country.
 2. Write a 2-page journal entry about each of the 3 practicum.

Journals:

Journals should be a record of the students' notes from the field experience and observations combined with readings and class lectures. The journals will include a 2-page entry regarding each practicum. The entry should comprise of a brief summary of the practicum, experiences relevant to the topic of the course, and two questions about the analysis of the classwork and the relationships to the student's experiences. Students are encouraged to engage locals in serious conversation and to make notes of relevant comments from this dialogue. (Given language barriers, this may not always be possible, and remember that politics—like religion—can be a sensitive issue.)

SUGGESTED PRACTICA:

SOUTH AFRICA Institute for Justice and Reconciliation (FDP)
INDIA: American Consulate Visit (FDP)
THAILAND: JEATH War Museum (River Kwai)

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

VIET NAM: Former UPI Photographer & Museum of War Remnants; Museum of War Remnants;
Cu Chi Tunnels
CHINA: Tiananmen Square (Field Excursion-Beijing)
JAPAN: Hiroshima (Field Excursion); War Museums
HAWAII: Pearl Harbor/Arizona Memorial (FDP)

Faculty Name: Fred Mabbutt
Department: Political Science
Course: PLIR 340Z, US Foreign Policy

The Field Component represents twenty percent of your grade. Following field excursions, students should engage in discussions in which the political and cultural traditions which have been observed and could be applied for this course. Initial ideas that students have concluded from class and written assignments will be tested against 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 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 in each country.
 2. Write a 2-page journal entry about each of the 3 practicum.

Journals:

Journals should be a record of the students' notes from the field experience and observations combined with readings and class lectures. The journals will include a 2-page entry regarding each practicum. The entry should comprise of a brief summary of the practicum, experiences relevant to the topic of the course, and two questions about the analysis of the class work and the relationships to the student's experiences. Students are encouraged to engage locals in serious conversation and to make notes of relevant comments from this dialogue. (Given language barriers, this may not always be possible, and remember that politics—like religion—can be a sensitive issue.)

SUGGESTED PRACTICA:

SOUTH AFRICA Institute for Justice and Reconciliation (FDP)
INDIA: American Consulate Visit (FDP)
THAILAND: JEATH War Museum (River Kwai)

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

VIET NAM: Former UPI Photographer & Museum of War Remnants; Museum of War Remnants;
Cu Chi Tunnels
CHINA: Tiananmen Square (Field Excursion-Beijing)
JAPAN: Hiroshima (Field Excursion); War Museums
HAWAII: Pearl Harbor/Arizona Memorial (FDP)

Faculty Name: John Mueller
Department: Psychology
Course: PSYC 101Z, Introductory Psychology

The manner in which people of different cultures interact are said to involve many “communications” that are not verbal, but rather more basic. To some extent this is captured in the expression “body language,” but it manifests in several ways. Some of these include facial expressions, hand and finger signals, posture, eye contact, queue behavior, touching (e.g., hugging, back slapping, hand shaking, etc.), interpersonal distance preferences, public displays of affection (joy, sadness, etc.), initiative taking, deference in speaking (or not), bazaar/market/mall etiquette (e.g., bartering, handling merchandise, cash register banter, etc.), public event behavior (e.g., applause, cheering, standing, etc.), and so forth. The objective is to assess the notion that cultures do differ in these nonverbal styles and mannerisms, and how these differences may illustrate psychological principles.

Twenty percent of the contact hours for each course is provided by field work. There are many possibilities for field activities for Introductory Psychology. For example, different cultures have different views of the role of aged (young) people in society, differences in language perhaps, stereotypes, perspectives on mental illness, treatment of mental illness, differences in recognition of personality traits (e.g., introversion-extraversion, compulsivity, etc.), attributional styles, child-parent relationships, attitudes about authority, and more. My plan is to identify such possibilities for the students, and then have them do one, as a short paper (5-6 pages), worth 20%.

SUGGESTED PRACTICA:

SPAIN: Observational behavior exercise (FDP)
INDIA: Yoga Demo (FDP)
HONG KONG: Family Insight Tour (FDP)
CHINA: Children’s Palace (FDP)

Faculty Name: John Mueller
Department: Psychology
Course: PSYC 205Z, Learning and Cognition

Twenty percent of the contact hours for each course is provided by field work. The final chapter in Galotti, cross-cultural perspectives in cognition, seems especially good for most of the parts with regard to educational systems, teaching practices and such. The language chapter seems good in view of the prospect of cultural differences (ala the Whorfian hypothesis). Creativity, and decision-making could be considered as some argue people manifest differently in "collectivist" vs. individualistic settings. Maxims of wisdom would be interesting across cultures, likewise "common sense." Heuristics would be interesting, as I think they would be stable across cultures. Perceptual processes might be interesting, as in some research showing it is easier to recognize same-race faces. Mental arithmetic could be interesting cross culturally, and India seems to have a history of mathematical savants. My plan is to identify two such possibilities for the students, and then have them do one, as a short paper (5-6 pages), worth 20%.

SUGGESTED PRACTICA:

SPAIN: Observational behavior exercise (FDP)
INDIA: Yoga Demo (FDP)
HONG KONG: Family Insight Tour (FDP)
CHINA: Children’s Palace (FDP)

Faculty Name: John Mueller
Department: Psychology
Course: PSYC 314Z, Stress: Work, Technology, and Life

Twenty percent of the contact hours for each course is provided by field work. The study of Stress covers several sources and types of stressors, the type of effects for each, and different ways of coping with each source. For example, in addition to physical and health stressors, there are environmental stressors, social and cultural stressors, workplace stressors, family, and more. Such stress sources seem likely to vary around the world, and it seems especially appropriate for students to examine these relative to their equivalents in North America. For example, recent tsunamis near Bangkok seem a good fit with environmental disasters, student stress differences in Japan, and economic pressures across cultures. Stress coping strategies would also seem an option, such as the Yoga meditation facility at Chennai. My plan is to identify two such possibilities for the students, and then have them do one, as a short paper (5-6 pages), worth 20%.

SUGGESTED PRACTICA:

SPAIN: Observational behavior exercise (FDP)
INDIA: Yoga Demo (FDP)
HONG KONG: Family Insight Tour (FDP)
CHINA: Children's Palace (FDP)

Faculty Name: Joyce Salisbury
Department: Religious Studies
Course: RELG 110Z, World Religions

The field component of this course accounts for 20% of your grade. Much of the course centers on cross-cultural religious comparisons and observation of religious structure on site. Students will be given a set of questions before each site visit, called "Observation Exercises," and will be required to turn in three of them for 20% of the grade. Here are some examples of questions that will be on the observation exercises:

1. What churches or shrines did you visit?
2. What architectural elements reflect the principles we studied in class?
3. Describe evidence of religious syncretism that you saw.
4. How were your observations of Hindu shrines similar and different from your observations of Catholic churches?
5. If you observed religious practices (instead of buildings) describe them and discuss what principles they represented.

Students must cover three different religions in their "Observation Exercises." Many of the Practica will allow students to observe religious buildings or practices. The following will serve as suggestions.

SUGGESTED PRACTICA:

SPAIN: Cathedrals of Cadiz
MOROCCO: Rabat (FDP)
INDIA: Yoga Demonstration; Kancheepuram/Mamallapuram
THAILAND: National Museums and Wat Ratchabophit
VIET NAM: Cu Chi Tunnels and Cao Dai Temple
HONG KONG: Tai Chi, Tea, and Dim Sum; Healthy Living Hong Kong Style; Buddhist Monastery Lantau Island.
CHINA: Sunrise Tai chi
JAPAN: Nara; Japanese Tea Ceremony; Cultural Tokyo

Faculty Name: Nasim Jawed
Department: Religious Studies
Course: RELI 270Z, Classical Islam

Students are required to complete three Practica, which may be Faculty-Directed or Independent—or a combination of the two. At least one of the practica should be completed by the end of February.

Independent practica may be based on the regularly-offered SAS field trips. Students who select one or more independent practica should discuss their research goals and methods with the instructor a week before reaching the city in which they wish to conduct their practica.

Faculty Directed Practica (FDP) will focus on some of the major subjects discussed in the course, such as: ways of Muslim worship, Sufi values and practices, the place of charity in Islam, institutions of Islamic education and ethical regulation, and uniformity and diversity in Muslim societies.

Each of the three practica will require students to observe, record, reflect, and write. The formal means for these activities are a journal and a paper for each practicum.

Journals:

Every student will record his or her observations on a formal journal that they will maintain throughout the semester. Photos may be added to recorded notes, but are not required. Further directions concerning academic approaches to the issues addressed in the practica, and lists of specific items for note-taking, will be given two days before reaching Istanbul—the first of the two predominantly Muslim cities that we will visit.

Papers:

Based on their observations, every student will write a two-page paper for each of the three practica. Each paper should include a summary of observations, plus an explanation of how the observed facts illustrate the major concepts and patterns discussed in the class. Completion of each practicum will be followed by a class discussion on the subject, in which all students will participate. The paper for the first practicum will be due on the first class day in March 2009.

Evaluation of Practica:

Students' performance will be assessed on the basis of their papers. An aggregate of 20 % marks will be assigned to the three practica—each practicum worth one-third of these marks. Higher grades will be assigned to papers that

- (i) include all the relevant information,
- (ii) treat the subject matter in a logical and systematic manner, and
- (iii) demonstrate effectively how the observed facts reflect some of the main concepts and patterns discussed in the class and the textbooks.

All students should consider taking at least two of the following field trips in Turkey and Egypt. Students who do not want to develop an independent practicum should select three of the following:

SUGGESTED PRACTICA:

MOROCCO Casablanca City Orientation with Visit to Hassan II Mosque (FDP), Rabat (FDP)

Faculty Name: Nasim Jawed
Department: Religious Studies
Course: RELI 367Z, Religion and Politics in Islam

Students are required to complete three Practica, which may be Faculty-Directed or Independent—or a combination of the two. At least one of the practica should be completed by the end of February.

Independent practica may be based on the regularly-offered SAS field trips. Students who select one or more independent practica should discuss their research goals and methods with the instructor a week before reaching the city in which they wish to conduct their practica.

Faculty Directed Practica (FDP) will focus on some of the major subjects discussed in the course, such as: relationship of Islam and the state, Islamic institutions for legal and social justice, expressions of Muslim piety, continuity and change in Islam, and modern and traditional elements in contemporary Muslim societies.

Each of the three practica will require students to observe, record, reflect, and write. The formal means for these activities are a journal and a paper for each practicum.

Journals:

Every student will record his or her observations on a formal journal that they will maintain throughout the semester. Photos may be added to recorded notes, but are not required. Further directions concerning academic approaches to the issues addressed in the practica, and lists of specific items for note-taking, will be given two days before reaching Istanbul—the first of the two predominantly Muslim cities that we will visit.

Papers:

Based on their observations, every student will write a two-page paper for each of the three practica. Each paper should include a summary of observations, plus an explanation of how the observed facts illustrate the major concepts and patterns discussed in the class. Completion of each practicum will be followed by a class discussion on the subject, in which all students will participate. The paper for the first practicum will be due on the first class day in March 2009.

Evaluation of Practica:

Students' performance will be assessed on the basis of their papers. An aggregate of 20 % marks will be assigned to the three practica—each practicum worth one-third of these marks. Higher grades will be assigned to papers that

- (i) include all the relevant information,
- (ii) treat the subject matter in a logical and systematic manner, and
- (iii) demonstrate effectively how the observed facts reflect some of the main concepts and patterns discussed in the class and the textbooks.

All students should consider taking at least two of the following field trips in Turkey and Egypt. Students who do not want to develop an independent practicum should select three of the following:

SUGGESTED PRACTICA:

MOROCCO Casablanca City Orientation with Visit to Hassan II Mosque (FDP), Rabat (FDP)

Faculty Name: Carl Grindstaff
Department: Sociology
Course: SEMS 115-6, Special Topics - Sociology of Everyday Life

Prior to the beginning of each week's course assignment, I will provide a set of questions which will be used in the lecture/discussion to stimulate ideas. These questions can be employed as a part of your field work in the various ports. You are required to select a major topic from the course outline (for example stratification, gender, religion, education), and in each port we visit, you are required to write a one to two page (500 word) description/observation of the topic in the context of the society we are visiting (see the Topical Course Outline for due dates on these reports). You must incorporate the FDP's you have participated in into your discussion, as well as your own analysis of the observations you make. This is an opportunity to employ the "sociological imagination" we have been developing in class. It is important to examine your topic in the context of personal (your own evaluation) and cultural (the norms and values of the society we are visiting) frameworks in relation to the materials we have been reading in class. It is an opportunity to relate your academic experience in the classroom to the field trips you are taking and the people you are meeting. You are encouraged to talk with local people (especially other students you will undoubtedly meet in these various countries) about your specific topic. This is an opportunity for you to be creative as you explore the world on this voyage--take advantage and explore a topic you have a passion about. You are required to use the various FDP's and your textbook as reference material when writing up your reports. Of course, you may use additional information from other classes or the internet as references if you find that useful.

The field component is an important aspect of this voyage and is worth 30 percent of your overall grade. You are required to participate in a minimum of three Faculty Directed Practica (FDP's), field trips, or an independent practicum that you develop on your own after consultation with me. You may choose the three FDP's I have developed (1. Cairo: Community visit with a resident family, school and religious institution; 2. Chennai: HIV/AIDS program; 3. Honolulu: Chinese Immigration, Assimilation and Pluralism, or any other combination of FDP's or independent practicum. Often, city or school/university tours are good sources of sociological and demographic information. We will discuss these FDP's further in class.

SUGGESTED PRACTICA:

SOUTH AFRICA Desmond Tutu Peace Centre (FDP)
INDIA: HIV/AIDS program (FDP)
HAWAII: Chinatown in Honolulu (FDP)

Faculty Name: Carl Grindstaff
Department: Sociology
Course: SOC 201Z, Demography Sociology

Prior to the beginning of each week's course assignment, I will provide a set of questions which will be used in the lecture/discussion to stimulate ideas. These questions can be employed as a part of your field work in the various ports. Each student will select a major topic from the course outline (e.g. population history, the demographic transition, fertility, mortality, migration), and in each port we visit, you are required to write a one to two page (500 word) description/observation of the topic in the context of the society we are visiting (see the Topical Course Outline for due dates on these reports). You must incorporate the FDP's you have participated in into your discussion, as well as your own analysis of the observations you make. You may wish to compare and contrast the topic between the various ports, or compare each port with your home society. It is important to examine your topic in the context of personal (your own evaluation) as well as the cultural (the norms and values of the society we are visiting) frameworks in relation to the materials we have been reading in class. It is an opportunity to marry your academic experience in the classroom to the field trips you are taking and the people you are meeting. You are especially encouraged to talk with local people, and as a university student, you might have a special rapport with other students in these societies, and it would be instructive to sample some of the attitudes and behaviors relating to your particular topic. This is an excellent opportunity for you to be creative as you explore the world on this voyage--take advantage and choose a topic for which you have a major interest/passion. You are required to use the various FDP's and your textbook as reference material when writing up your reports. Of course, you may use additional information from other classes or the internet as references if you find that useful.

The field component is an important aspect of this voyage and is worth 30 percent of your overall grade in this demography course. You are required to participate in a minimum of three Faculty Directed Practica (FDP's), other field trips, or an independent practicum which you develop on your own after consultation with me. You may choose the three FDP's I have developed (1. Cairo: Community Visit with a resident family, school and religious institution; 2. Chennai: HIV/AIDS program; 3. Honolulu: Chinese Immigration, Assimilation and Pluralism), or any other combination of FDP's or independent practicum. School/university or city tours often provide excellent sociological insights. We will discuss these FDP's further in class.

SUGGESTED PRACTICA:

SOUTH AFRICA Desmond Tutu Peace Centre (FDP)
INDIA: HIV/AIDS program (FDP)
HAWAII: Chinatown in Honolulu (FDP)

Faculty Name: Carl Grindstaff
Department: Sociology
Course: SOC 202Z, Migration Around the World

Prior to the beginning of each week's course assignment, I will provide a set of questions which will be used in the lecture/discussion to stimulate ideas. The field component of SAS is an opportunity for each student to choose a migration topic we are studying and to develop this topic in a sociological and demographic way. You are required to select a major issue from the course outline (for example government policy, ethnic diversity, economic standing, social acceptance and unrest) and in each port we visit, you are required to write a one to two page (500 word) description and observation of the topic in the context of the society we are visiting (see the Topical Course Outline for due dates on these reports). The major population variable of migration is the central focus of these reports, and you must incorporate the FDP's you have participated in into your discussion, as well as your own analysis of the observations you have made. You may wish to compare and contrast our findings between the various ports, or compare each port with your home society. As a university student, you will have a special rapport with other students, many of whom could be from other countries and who could provide you with personal insights as to the acceptance of immigrants in the society. It is important to examine your topic in the context of personal (your own evaluation) and cultural (the norms and values of the society we are visiting) frameworks in relation to the materials we are reading in our classroom work. Thus, it is an opportunity to relate your academic experience in the classroom to the field trips you are taking and the people you are meeting. On your FDP's and field trips, make special efforts to find out how local people view immigration into their country, or emigration to other places. This is a chance for you to be creative as you explore the world on this voyage--take advantage and explore a topic you have a passion about. While your personal experiences will be important for your reports, you are also required to use the various FDP's and your course readings as reference material when writing up these short papers. Of course, you may use additional information from other classes or the internet as references if you find that useful.

The field component is an important aspect of this voyage, and is worth 30 percent of your overall grade. You are required to participate in a minimum of three Faculty Directed Practica (FDP's), other field trips, or an independent practicum that you develop on your own after consultation with me. You may choose among the three FDP's I have developed for this voyage (1. Cairo: Community visit with a resident family, school and religious institution; 2. Chennai: HIV/AIDS program; 3. Honolulu: Chinese Immigration, Assimilation and Pluralism), or any other combination of FDP's or independent practicum. A city or school tour is an efficient way of developing some sociological knowledge about the country we are visiting. We will discuss these FDP's further in class.

SUGGESTED PRACTICA:

SOUTH AFRICA Desmond Tutu Peace Centre (FDP)
INDIA: HIV/AIDS program (FDP)
HAWAII: Chinatown in Honolulu (FDP)

Faculty Name: William Greenfield
Department: Sociology
Course: SEMS 480-4, Organizational Culture & Leadership Dynamics

The Field Component provides twenty percent of course work. Following each port visit, students will engage in discussions centered on the ways in which their observations support or fail to support ideas in the readings for the course. Of interest as well, will be examples of relevant leadership or organizational practices you observe but which are not addressed by the course readings.

- Each student is required to complete three practica, at least one of which is to be completed before the passage through the Suez Canal;
- At least one of the practica must be selected from among the FDP's listed below;
- Students may elect to design one Independent Practicum;
- Remaining practica are to be selected from among the options listed below, which include many regularly offered SAS trips;
- If an Independent Practicum is selected, the appended Independent Practicum Plan must be submitted and approved by the instructor before arriving in the relevant port-of-call. An Independent Practica may stand alone or as part of a regularly-offered SAS trip;
- Record Field Notes related to your on-shore interviews and observations (think of this as a personal record of key aspects of what you learned and experienced, and insights gained); and
- Everyone is to write a 2-4 page paper (double or single spaced) based on the practica undertaken. This paper will offer assertions relevant to specific course concepts, or more general observations about the countries, culture, and people visited. Aspects of each of these three papers will very likely be included as part of your final term project.

Field Notes describe key aspects of your "on the ground" experiences related to the various practica you undertake. Consider these notes a "working document" – not a refined paper. They briefly describe the practica undertaken, and include "talking points" about what your "on the ground" experience added to your understanding of key course concepts.

For each practicum completed, pose two assertions (declaratory statements) about the relationship(s) between organizational culture, leadership dynamics, and/or environmental context. Your task in the three post-practicum class discussions (which will occur during the class session immediately following our departure from Alexandria, Chennai, and Yokohama) is to explain and defend these assertions to your classmates. Further instructions regarding how you might approach each practicum option and the recording of field notes will be given prior to arriving in port.

Each 2-4 page paper rooted in your field experiences is expected to include:

- A brief summary of key observations (not everything noted) based on your Field Notes;
 - Your understanding of the "connections" between the class readings and your "on the ground" observations (you might also pose course-relevant questions about things you've observed that seem puzzling to you);
 - Two assertions (declaratory statements) about the relationship(s) between organizational culture, leadership dynamics, and/or environmental context; and
 - A brief written defense of one of the assertions.
- One practicum paper is to be submitted for discussion during each of Class Sessions 7, 11, and 16.

PRACTICA OPTIONS: Complete at least one practicum option in the first half of the voyage. Elect at least one of the two listed FDP's and two other options (one of which can be a pre-approved Independent Practicum).

SUGGESTED PRACTICA:

SPAIN:	Cadiz City Orientation
SOUTH AFRICA	Wine Production and Management (FDP)
INDIA:	Chennai City Orientation; Working Women's Forum
THAILAND:	Leadership Dynamics at the Red Cross Rehabilitation Center, Thailand Service Visit: Pattaya Orphanage
VIETNAM:	Ben Thanh Market; City Orientation; Elementary School Visit
HONG KONG:	City Orientation; International Student Exchange: Chinese University
CHINA:	Suzhou
JAPAN:	Nara; Hiroshima

Faculty Name: William Greenfield
Department: Sociology
Course: SEMS 480-5, Qualitative Research in the Social Sciences

The Field Component provides twenty percent of course work. Following each port visit, students will engage in discussions centered on the ways in which their observations and interviews furthered their understanding of the problem being studied. Of interest as well, will be examples of data collection strategies that worked well (or poorly) for you, and examples of how the strategies and issues discussed in the text or in class were on target (or not).

- Each student is required to complete three practica, at least one of which is to be completed before passage through the Suez Canal;
- At least one of the practica must be selected from among the FDP's listed below;
- Students may elect to design one Independent Practicum;
- Remaining practica are to be selected from among the options listed below, which include many regularly offered SAS trips;
- If an Independent Practicum is selected, the appended Independent Practicum Plan must be submitted and approved by the instructor before arriving in the relevant port-of-call. An Independent Practica may stand alone or as part of a regularly-offered SAS trip;
- Record Field Notes related to your on-shore observations and interviews (think of this as a personal record of key aspects of what you learned and experienced, and insights gained); and
- Everyone is to write a 2-4 page paper (double or single spaced) based on the practica undertaken. This paper will offer assertions relevant to the problem you are studying, or more general observations about the countries, culture, and people visited. Aspects of each of these three papers will very likely be included as part of your final term project.

Field Notes describe key aspects of your "on the ground" experiences related to the various practica you undertake. These describe both what you "see" when observing those whom you are studying, as well as the feelings and "aha's" you might experience in the process.

Be as descriptively complete as is reasonably possible. Include time, date, and place each time you record data. Figure out a way to differentiate between your "recorded data" and your "reflections" on those data. Keep the two separate.

Consider your Field Notes a "working document" – not a refined paper. They briefly describe the practica undertaken, the various activities in which you engaged, and most importantly include different forms of "data" that inform the problem you are studying. Your reflections on the data will include "talking points" about what your "on the ground" experience added to your understanding of the problem being studied or the research methods being learned; how the data help you understand key aspects of the problem being studied; and, perhaps, new questions related to the problem. In fact, it is common that you may refine and refocus the problem being studied as a result of your analysis of the data collected initially.

** Analyze the data as you go. Do not wait to begin to analyze your data. Collect a little and analyze it (reflect on it); collect a little more, and reflect on both sets; etc. Keep this cycle going. Frequently, what seems important initially may become less significant as more data are collected. Equally, what didn't seem important in the early stages of your study might take on more importance as you collect additional data. This is why one is always concurrently collecting and analyzing data.

For each practicum completed, pose two assertions (declaratory statements) about the problem you are studying. Your task in the three post-practicum class discussions (which will occur during the class session immediately following our departure from Alexandria, Chennai, and Yokohama) is to explain and defend these assertions to your classmates. Further instructions regarding how you might approach each practicum option and the recording of field notes will be given prior to arriving in port.

Each 2-4 page paper rooted in your field experiences is expected to include:

- A brief summary of key observations (not everything noted) based on your Field Notes;
 - Your understanding of the “connections” between your “on the ground” observations and your emerging understanding of the problem being studied (you might also pose course-relevant questions about things you’ve observed that seem puzzling to you);
 - Two assertions (declaratory statements) relevant to the problem you are studying, or more general observations about the countries, culture, and people visited; and
 - A brief written defense of one of the assertions.
- One practicum paper is to be submitted for discussion during each of Class Sessions 7, 11, and 16.

PRACTICA OPTIONS: Complete at least one practicum option before we enter the Suez Canal. Elect at least one of the two listed FDP’s and two other options (one of which can be a pre-approved Independent Practicum).

SUGGESTED PRACTICA:

SPAIN:	Cadiz City Orientation
SOUTH AFRICA	Wine Production and Management (FDP)
INDIA:	Chennai City Orientation; Working Women’s Forum
THAILAND:	Leadership Dynamics at the Red Cross Rehabilitation Center, Thailand Service Visit: Pattaya Orphanage
VIETNAM:	Ben Thanh Market; City Orientation; Elementary School Visit
HONG KONG:	City Orientation; International Student Exchange: Chinese University
CHINA:	Suzhou
JAPAN:	Nara; Hiroshima

Faculty Name: Jodi Cohen
Department: Speech Communications
Course: SEMS 115-4, Public Speaking about Global Issues, sec. 1
SEMS 115-5, Public Speaking about Global Issues, sec. 2

You are required to complete 3 of the following field assignments for 25% of your grade: Select one of the first three assignments; one of the second two assignments; and one of either. In-class discussion of field assignments will be ongoing. For many of the assignments I have suggested field trips that I will be attending. I encourage you to select these trips; however, the assignments are appropriate to many, if not most of the excursions planned by SAS and faculty. *Most of the assignments are designed to provide you with information useful to developing excellent speeches.

1. Field Assignment “Audience Analysis”: Attend a local public event that draws an audience of non-tourists (concert, speech, sporting event, religious sermon *even if you do not understand the language). Write approximately 2 double-spaced pages a) describing the event; b) identifying a minimum of 7 of the audience’s psychographics that are relevant to the event; and in each case explaining why have inferred the psychographic. Please review class notes and class readings pertaining to audience analysis and adaptation before completing the assignment. *Therefore you must attend a public event in Spain, Italy, Turkey, or Egypt. Due week #6/Wed. 2-25

2. Field Assignment “Informal Research”: Once your policy question has been approved, dedicate several hours in two or more ports doing what we have defined as “non library or informal research” on your topic. We will discuss the many forms of informal research in class and they are discussed in your textbook as well. Write 2-3 pages a) identifying the information sources (authority, conversation, museum, electronic media, experiential, observation), b) under each source identify the information you have acquired; c) noting the type of supporting material (example, definition, testimony, statement of fact, statistics). Due Week #9/Wed. 3-13

3. Field Assignment “Naked Facts”: This assignment asks you to look for 5 statements of fact presented to you. The facts should all be from different sources, ranging from guide books, tour guides, museums, or historical sites. For each fact, write 1-2 paragraphs discussing the extent to which the fact is likely influenced by human subjectivities. (total 2-3 pages) In your discussion you must draw from class lecture and discussion on the differences between facts/values; objective/subjective; and information/persuasion. Suggested Field Trips: Cadiz City Orientation (FDP); Naples City Orientation (FDP); Pompeii; Kapali Carsi Bazaar (FDP); Islamic Cairo and the City of the Dead. Due Week #7/ Mon 3-2

1. Field Assignment at the “ War Remnants Museum”: Attend the field trip to the War Remnants Museum in Ho-Chi-Min City Vietnam (entry fee is approximately \$2USD) and then a) meet up with 2-3 other classmates who also visited the museum to discuss the ways the museum uses logos, pathos, and ethos to present the facts in a persuasive manner. b) After your discussion, collaborate on a 3-4 page outline (one for the group) evaluating the effectiveness of the museum in persuading an American visitor to a Vietnamese view of the “American war.” Support your thesis in the museum’s specific appeals to character, emotion, and reasoning. Due week#11/Thurs 4-2 Please review class lectures and relevant chapters in your textbook before completing.

2. Field Assignment “Global Relevance”: Select one issue within your policy question and identify its specific impact on peoples’ daily lives in three different countries visited. Your conclusions must be based your observations and experiences. The end product is 3-4 page paper in which you a) identify the issue and briefly summarize arguments on the issue; b) Detail the very specific ways the issue’s outcome will change how the people live now (for instance, where they live, or what they eat, how they work, travel, engage in public life, etc. The “details” are your observations and experiences; c) In each case note date/time/place of your observation/experience. Suggested Field Trips: Cadiz City Orientation (FDP); Naples City Orientation (FDP); Kapali Carsi Bazaar (FDP); Islamic Cairo and the City of the Dead; Food Markets of India; Tasting the Everyday life of the Shanghai Culture (FDP). Due week #14/Tues 4-21

SUGGESTED PRACTICA:

SPAIN:	Cadiz City Orientation (FDP)
INDIA:	Food Markets of India
HONG KONG:	Hong Kong Architectural Walking Tour
CHINA:	Tasting the everyday life of the Shanghai culture (FDP)
VIET NAM:	UPI Photographer and Museum of War Remnants (FDP)

Faculty Name: Jodi Cohen
Department: Speech Communication
Course: SEMS 480-6, Space and Place in World Rhetoric

Each student should complete 3 field assignments for 30% of your grade: Select one of the first three assignments; one of the second four assignments; and one of either. In-class discussion of field assignments will be ongoing. For many of the assignments I have suggested field trips that I will be attending. I encourage you to select these trips; however, the assignments are appropriate to many, if not most of the excursions planned by SAS and faculty. *In addition to these field assignments, your final project for the course (the symbolic construction of a national, natural or a public place) should be informed by the field trips you select.*

1. Field Assignment on Cafes and Public Space: After reading the Gumpert and Drucker essay on cafes, public space and civil discourse, spend at least an hour in three different coffee shops in either Naples or Istanbul. Observe the use of public space using Gumpert and Drucker's comparative analysis as your guide. Then add 2-3 pages to the article appropriately entitled "Coffee shops in Naples" OR "Coffee shops in Istanbul." The essay should be consistent with the style and content of Gumpert and Drucker's essay. Suggested Field Trips: Naples City Orientation (FDP); Kapali Carsi Bazaar (FDP). Due week #4/Sun 2-8 or #5/Sun 2-15 depending on whether you write on Naples or Istanbul.

2. Field Assignment on Public Spaces and Places #1: After considering the two essays written by Gumpert and Drucker, join a field trip on a city tour and/or market tour. Write a 2-3 page personal essay briefly describing how the structural and symbolic use of public space shapes (regulates?) the social beliefs, values, and behaviors of the community. Include plenty of specific examples from one or more field trips. Suggested Field Trips: Cadiz City Orientation (FDP); Naples City Orientation (FDP); Pompeii; Kapali Carsi Bazaar (FDP); Islamic Cairo and the City of the Dead. Due week #6/Mon 2-23.

3. Field Assignment on-Deck: Conduct an ethnographic study of the rhetoric of place and space during our 10 days at sea. Observe if and how people are using space in ways that are different from how they use space when at sea for only a day or two. For instance, have public spaces become private or vice-versa? Consider whether our ways about speaking about this place and space (the boat, being at sea) may be changing. Write about either or both of these topics in the form a 2-3 page essay, creative or academic in format; or write a song, make a short video, or photo essay. Be sure to read de Certeau on the subject of trains as incarceration because he may inspire you if he doesn't make you crazy. Try to enjoy the essay as literature rather than comprehending every detail. Of course review your notes and class readings as they will all provide you will some considerations. Due week #7/Wed 3-4 *We do not have class but get me the completed assignment before you step off the boat in Chennai.

1. Field Trip/ Assignment at The War Remnants Museum: Participate in the field trip to the War Remnants Museum in Ho-Chi-Min City Vietnam) and then a) meet up with 2-3 other classmates who also visited the museum to discuss the ways the museum uses place and space to say something about this place. Consider place and space within communication forms such as photographs, written and spoken information; as well as place and space as communication. Your group may choose to turn in one written outline (2-3 pages for the group) of the ways the museum using place and space or present the ways to the class in an informal but prepared 6-8 minute panel discussion. Due week #10/Wed 3-25

2. Field Assignment on Public Spaces and Places #2 After considering the two essays written by Gumpert and Drucker, join a field trip on a city tour and/or market tour. Write a 2-3 page personal essay briefly describing how the structural and symbolic use of public space shapes (regulates?) the social beliefs, values, and behaviors of the community. Include plenty of specific examples from one or more field trips. Suggested Field Trips: Food Markets of India, Hong Kong Architectural Walking Tour, Tasting the Everyday life of the Shanghai Culture (FDP). Due week #13 Wed 4-15 ** You may not choose this option if you chose it on the first part of the trip.

3. Field Assignment on Tourist Places: Systematically collect observe/record and describe one countries (or city's) symbolic appeals to the tourists/traveler, including flyers, pamphlets, government materials, travel businesses, tours, museums. Either write 3-4 pages or arrange to give a 6-8 minute presentation to the class on the rhetorical construction of the nation/state as a place OR the rhetorical construction of a natural place. Use plenty of examples from the field materials and at least one theoretical concept from the class lectures/readings, such *semiotics *terministic screens * narrative *reasoning to guide your analysis. Due Week #14/Thurs 4-23

4. Field Assignment on Universal Principles of Symbolic Behavior: Find as many examples of each of the 6 principles of symbolic inducement (presented in class) as you can in 3 different cultures (national, ethnic, or religious cultures). Write a) a list of your examples (a minimum of 2 each), noting specifically where each was observed b) followed by a 1-2 page essay on whether you believe these to be universal principles, why or why not. Suggested Field Trips: Food Markets of India, Hong Kong Architectural Walking Tour, Tasting the Everyday life of the Shanghai Culture (FDP). Due week #15/Mon 4-26

SUGGESTED PRACTICA:

SPAIN:	Cadiz City Orientation (FDP)
INDIA:	Food Markets of India
HONG KONG:	Hong Kong Architectural Walking Tour
CHINA:	Tasting the everyday life of the Shanghai culture (FDP)
VIET NAM:	UPI Photographer and Museum of War Remnants (FDP)

Faculty Name: Faye Serio
Department: Studio Art
Course: ARTS 161Z, Introduction to Drawing I

The Field Component provides twenty percent of course work. Students will keep an on-sight diary from each port that will include drawings, paintings, or mixed media entries. Accompanying these visual observations will be written observations detailing additional information describing location, history, time of day, weather conditions, and personal feeling. Direct observation is recommended; students should spend approximately 1-1 1/2 hours drawing on sight in museums, in parks, or in marketplaces and create @ 5-8 image/diary entries per country. Continuity in theme or topic is recommended but personal exploration and experimentation is also encouraged. Prior to arrival at each port, class time will set aside to discuss goals, techniques, materials, and ideas. Critiques and evaluations will occur after most ports.

Topics could include but are not limited to:

- Variations in the style of dress
- Predominant colors and patterns in fabrics, papers and posters
- Landscape/waterscape/cityscape
- Contemporary, colonial, and ancient architecture and architectural detail
- Similarities and difference in public gardens and private gardens
- Marketplaces to show fruits, vegetables, fish, fabrics,
- Treatment of the female and male figure in architectural details, painting, ceramics, etc.
- Comparing and contrasting ornamental design— details in tiles, calligraphy, hieroglyphs

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

Students are expected to participate in at least 2 faculty directed practica.

SUGGESTED PRACTICA:

SPAIN: Women in Cádiz Through History (FDP)
MAURITIUS Flora and Fauna (FDP)
HONG KONG: Architecture Walking Tour (FDP)

Faculty Name: Faye Serio
Department: Studio Art
Course: ARTS 222Z, Introduction to Digital Art I

The field component is an extremely integral component for this course since the majority of the projects will be based upon photos shot in ports. Students will be expected to carry their camera in each country and to shoot a grouping of imagery with specific themes or topics to show continuity among or differences between cultures. In addition, students will also keep a written log which records location, historical data, time of day, weather conditions, and personal feelings and observations. Two portfolios will be based upon and created from these original images. One portfolio will be comprised of the strongest straight digital images plus text, captions, and descriptions. Prior to arrival at each port, class time will set aside to discuss goals and ideas. Critiques and evaluations will occur after most ports.

Topics could include but are not limited to:

- Variations in the style of dress
- Predominant colors and patterns in fabrics, papers and posters
- Landscape/waterscape/cityscape
- Contemporary, colonial, and ancient architecture and architectural detail
- Similarities and difference in public gardens and private gardens
- Marketplaces to show fruits, vegetables, fish, fabrics,
- Treatment of the female and male figure in architectural details, painting, ceramics, etc.
- Comparing and contrasting ornamental design— details in tiles, calligraphy, hieroglyphs

Students should also shoot macro (close-ups) of mementos, coins, paper money, ticket stubs, informational flyers, labels, etc. that can be incorporated into projects while at sea.

Students are expected to participate in at least 2 faculty directed practica.

SUGGESTED PRACTICA:

- SPAIN: Women in Cádiz Through History (FDP)
- MAURITIUS Flora and Fauna (FDP)
- HONG KONG: Architecture Walking Tour (FDP)

Faculty Name: Faye Serio
Department: Studio Art
Course: ARTS 271Z, Introduction to Painting I

The Field Component provides twenty percent of course work. Students will keep an on-sight diary from each port that will include drawings, paintings, or mixed media entries. Accompanying these visual observations will be written observations detailing additional information describing location, history, time of day, weather conditions, and personal feeling. Direct observation is recommended; students should spend approximately 1-1 ½ hours drawing and painting on sight in museums, in parks, or in marketplaces and create @ 5-8 image/diary entries per country. Continuity in theme or topic is recommended but personal exploration and experimentation is also encouraged. Prior to arrival at each port, class time will set aside to discuss goals, techniques, materials, and ideas. Critiques and evaluations will occur after most ports.

Topics could include but are not limited to:

- Variations in the style of dress
- Predominant colors and patterns in fabrics, papers and posters
- Landscape/waterscape/cityscape
- Contemporary, colonial, and ancient architecture and architectural detail
- Similarities and difference in public gardens and private gardens
- Marketplaces to show fruits, vegetables, fish, fabrics,
- Treatment of the female and male figure in architectural details, painting, ceramics, etc.
- Comparing and contrasting ornamental design— details in tiles, calligraphy, hieroglyphs

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

Students are expected to participate in at least 2 faculty directed practica and may chose from the list below:

SUGGESTED PRACTICA:

- SPAIN: Women in Cádiz Through History (FDP)
- MAURITIUS Flora and Fauna (FDP)
- HONG KONG: Architecture Walking Tour (FDP)

Faculty Name: Aniseh Burtner
Department: World Dance/ Performing Arts
Course: SEMS 115-3, A World of Dance – An Interactive Study of National Dances

Concert Review

In each of our ports of call, there will be opportunities for students to attend live dance performances. These will be arranged in advance, to give all students ample opportunities to see world dance performed in their native environments. Students are expected to attend at least one performance and to write a 2-3 page review of the performance.

SUGGESTED PRACTICA:

SPAIN: Flamenco
INDIA: Any dance in India
THAILAND: Any dance in Thailand
VIET NAM: Any dance in Viet Nam
HONG KONG: Any dance in Hong Kong
JAPAN: Japanese Noh Theater
HAWAII: Hawaiian Luau
GUATEMLA: Any Guatemalan performance.