

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2014

Discipline: History

SEMS 2500-503 and SEMS 2500-504: The West and the World

Division: Lower

Faculty Name: Joyce E. Salisbury

Pre-requisites: None.

COURSE DESCRIPTION

From ancient times to our modern global village, people in the West and the world interacted and shared elements of their culture – from goods, to inventions, to abstract ideas. This course will focus on the itinerary of the voyage and explore the interactions between the West and the world that shaped the history and culture of the lands we will visit. The course will focus on two major global developments: 1) the history of ideas that were transformative (for better or worse), and 2) the environmental impacts that accompanied the movements of people and ideas.

As we cross the Pacific, we will begin with World War II, the moment when people in the West finally acknowledged they lived in a global world. From there, we move back in time as we study the roots of Marxism and its expression in China and the cold war leading to the VietNam War. We will look at imperialism, for example in Hong Kong, India and Africa, capitalism and its global implications in modern China, the sugar trade in lands like Mauritius, and the slave trade in Africa. Some transformative ideas originated in the world and moved west, and we will particularly study the force of pacifism from India to Cape Town to Myanmar.

The movement of people and ideas around the world had implications for many aspects of society beyond the abstract history of ideas. Therefore, we will also consider ecological implications from the Dodo bird to the nuclear age that led to Hiroshima and the recent Japanese nuclear accident at Fukushima. As people moved around the world, they changed the ecology in ways that continue to shape the world and people's lives.

The course will be organized in accordance with our itinerary, and include lectures, readings and discussion to give students a fuller understanding of both the world and the West.

COURSE OBJECTIVES

1. To learn the general history of the world with special emphasis on the countries we will visit.
2. To gain an understanding of the historical interactions between the West and the rest of the world.
3. To understand the major western ideas -- like Marxism, imperialism, colonialism -- that have affected the world.
4. To learn about the environmental impacts that accompanied the movements of people and ideas.

5. To develop critical thinking skills in reading and analyzing primary texts.
6. To improve written and oral communication skills.

REQUIRED TEXTBOOKS

AUTHOR: Joyce E. Salisbury
 TITLE: Global Lens: The West in the World
 PUBLISHER: McGraw-Hill
 ISBN #: 13: 9781121675674
 DATE/EDITION: 2013

*Primary Source articles available on the Intranet

TOPICAL OUTLINE OF COURSE

1. **Introduction, approach and at sea – latitude, longitude and time**
 Read: “Global Trends 2025: A Transformed World”
2. **The Pacific Rim – geography and environment**
 Read: “Revenge of Geography,”. “Troubled Waters” p. 170
- 3 **WWII in the Pacific & where did this begin?**
 Read: Sherman, Chapter 24, page 5.
 Port: Hilo
- 4 **Industrialization, its pitfalls**
 Read: Sherman, Chapter 17
- 5 **Imperialism and Colonialism and Nationalism**
 READ: Primary Source: *Kipling: “The White Man’s Burden” *Hobson: “Imperialism” Sherman: “Opium and West in China.” P. 119
- 6 **Japan and Hiroshima ends the Pacific War**
 Read: “Asia’s Rise and Fall”.
 Port: Yokohama
- 7 **Marxism and its establishment in China and Tienamen Square and compromise with capitalism**
 READ: Primary sources: *Engels ”At Marx’s Funeral” and *Mao Zedong, “Little Red Book”. Readings: “China’s Search for a Grand Strategy”
 Port: Yokohama - Kobe
- 8 **Cold War and Viet Nam war**
 Read: Sherman, Ch 25, p. 61.
- 9 **TEST 1**
 Viet Nam
- 10 **Global Decolonization**
 READ: Primary Source: *”U.N. Declaration on Granting Independence to Colonial Countries and Peoples, 1960.” Singapore Film.
 Port: Singapore
- 11 **Buddhism and Myanmar’s politics.**
 READ: Primary Source: *George Orwell, “Shooting an Elephant in Burma.” Aung

- San Suu Kyi “Freedom from Fear.” *”Buddhist mobs attack Muslims”
Burma**
- 12 India – early history and the Raj**
READ: Primary Source: *Macaulay, “On Empire and Education.” *Dadabhai Naoroji, “The Benefits and Detriments of British Rule,”
- 13 India – Independence and nonviolence – Paper #1 Due**
READ: *Gandhi “On Independence”
- Port: Cochin**
- 14 Islam and the split of India and Pakistan. Failure of nationalism?**
READ: Primary Source: *Gandhi, “On Muslims and Separation”
- 15 Island history and economy. The example of Mauritius and the Dodo Bird.**
Read: “Climate Change” p. 158. “ The Other Climate Changers,” p. 161.and “The Big Melt” p. 166.
- Port: Mauritius**
- 16 European Colonization of Africa**
READ: Sherman Ch 20, p. 97; with primary source: “Economics and Imperialism in Africa” p. 112.
- 17 TEST 2**
- 18 Apartheid and liberation of S. Africa. Non-violence with the Truth and Reconciliation Commission.**
READ: Primary Source: Mandela: “Long Walk to Freedom.” *Tutu: “Forward to the TRC Report”.
- Port: Cape Town**
- 19 Atlantic discoveries and Columbian exchange**
READ: Sherman Ch 12., p. 125.
- 20 The Slave Trade – then and now.**
READ: *”Slave Trafficking,”; “Deliver us from Evil” p. 199
- Port: Ghana**
- 21 Muslim North Africa to the Arab Spring**
Read: “Demystifying the Arab Spring” p. 196. “War in the Fifth Domain” p. 203.
- 22 Changing Values in a Global World.**
READ: “Visible Man, Ethics in a World Without Secrets,” p. 214. “The End of Men” p. 221.
- Lab Report paper Due
- 23 Reflecting on World Conflict**
READ: “A Himalayan Rivalry,” p. 183. “Living with a Nuclear Iran,” p. 187 and “Humanity’s Common Values” p. 208.
- 24 Summary, discussion and Review**
What is the greatest impact of the West on the World? In the Past? In the Future?
- Port: Casablanca**
- 25 FINAL**

FIELD WORK

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

- Singapore. In Spring 2013, Professor Malcolm Murfett at the University of Singapore gave students a lecture then a tour of Singapore talking about the impact of WWII. I'd like to recreate this Field Lab.
- Kobe. Explore the combination of the West and the World in the perfect exhibit at the Kobe City Museum. The museum shows 18th and 19th century paintings that reveal the interaction between east and west from the Japanese point of view. Students are to use the paintings as primary visual sources for the impact of the west on Japan. For example, Japanese women in kimonos looking through a western spyglass. After lunch, we will go to the Earthquake museum and park that memorializes the 1995 earthquake. This will demonstrate the ecological problems of the Pacific Rim. Include a talk by someone from University of Kobe.
- Elmina Castle, Ghana. This is the largest location of the export of slaves during the slave trade. We will take a guided tour. Before going to the castle, we will have discussed the slave trade from the theoretical perspectives of global capitalism and imperialism. The castle visit will add the human dimension – the experience of the slaves and the traders. This will also serve as a catalyst for discussions of the reading of modern slave trade.
- Ho Chi Minh City. Two museums emphasize the interaction between the West and the world in two different ways, so we will tour both and engage in a discussion of the objectivity of the displays, and what they reveal about the past. The first is the War Remnants Museum that shows the American War from the Vietnamese perspective. The second is the Ho Chi Minh City Fine Arts Museum, that show the Vietnamese adoption of western oil painting techniques, and the portrayal of the war in more personal, poignant ways.

FIELD ASSIGNMENTS

The field component of the course accounts for 20% of your final grade. Students will participate in field trips and write a reaction paper 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., but students will be encouraged to select one topic of observation and compare across ports. 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 based on independent travel or on field experiences guided by other faculty.

Students must also participate in the Field Lab, which will constitute 10% of their grade. They will have to write a reaction paper on the Field Lab experience, and engage in the discussions on site.

METHODS OF EVALUATION

Two objective/ short answer tests - @ 20% each	40%
Reaction Paper about 500 words – independent travel	10%
Field Lab participation and paper about 1,000 words	10%
Final comprehensive essay exam	30%

METHODS OF EVALUATION / GRADING RUBRIC

Reaction papers must contain the following to receive an “A.”

- Demonstrated observations on the interaction between the West and the World.
- Well stated thesis statement and conclusion.
- Evidence from observations and readings.
- Proper grammar and writing conventions.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”