Global Studies Syllabus  
Fall 2017  
Dr. Don Gogniat  

I. Introduction  

Global Studies is the common academic experience for all participants on the voyage. Through lectures, debates, panel discussions, and a variety of other pedagogical activities, Global Studies will present information and give students a chance to learn from many of the excellent faculty members who have been selected for their specific areas of expertise. It will be useful to students during their field experiences, but more importantly it will provide a forum for discussion of the many cross-cultural questions and concerns that relate to both student experiences and regional/global issues. This interdisciplinary course focuses on the countries that we will visit and is tailored especially to meet the comparative approach of Semester at Sea. The theme of the fall 2017 Global Studies course is “Migrations, Mutations, and Celebrations: Understanding the Cross Cultural Currents that are changing around the World.” Migrations refer to people, ideas, technology and many other aspects of our globalizing world; “Mutations” are the different ways various cultures accept or reject these influences; and “Celebrations” are the unique characteristics of the people we will be visiting.

The general objectives of the course are:

1) To provide basic information about the physical and cultural geography, key historical events, and the current social, economic, and political situation of each country visited.

2) To present regional and global issues which, in various ways, affect the countries on our itinerary. Examples include: population, poverty, ethnic/religious conflicts, technology, status of women, human rights, care for the environment (sustainability), and other aspects of globalization.

3) To gain an appreciation of the cultural/aesthetic contributions of cultures in the countries we will be visiting.

4) To emphasize the similarities and differences in the variety of human experiences and to assist students in developing the observational and analytical skills needed to draw cross-cultural comparisons.

5) To develop an understanding of your opportunities and responsibilities in this globalized world.
6) To acquire basic intercultural skills designed to assist you in becoming more ethno-relative in your perspective and more effective in your interactions with others.

I hope you will find the course exciting and useful as you travel around the world, but please remember it is a mandatory course for all students. Your participation is important as we form the academic community we will build together on the voyage. This is the only course we will all share together. Through Global Studies we intend to build a culture of intellectual curiosity that will enhance your entire experience. You will become “academic adventurers!”

In Global Studies, time will be devoted to making sure that you have a basic familiarity/understanding with all of the countries you will be exploring. In addition, we will cover issues relating to intercultural communication; globalization; ecology and the environment; artistic, humanistic, and religious expressions; economic systems; and human rights.

As you can imagine, this voyage is going to be a life changing experience. I can guarantee you that the more you interact with the people in the places we visit, the more you will feel rewarded by the encounter. In many ways this course is designed to get you ready for these interactions. “They” know something about you; I hope you will know something about them even before you meet. The more you know the richer and more respectful the experience will be for both of you.

II. Course Requirements and Evaluation

Required Textbooks:

Thinking Globally, A Global Studies Reader, Mark Juergensmeyer
University of California Press

Crossroads: Becoming a Geographer, Ten Joyful Travel Tips (that will change the way you see your world) Amazon eBook edition

Also:

World Population Data Sheet, 2017
Population Reference Bureau

Evaluation for students in the course consists of two examinations, a “pop quiz”, a final examination, a small group project, and participation in reflection sessions held after each port. The value of the first examination is 15% of the grade (a chance to get settled into the course): the second exam is valued at 20%; and the value of the final examination is also 20% of the grade. A “pop quiz” is worth 5%
and may come at any time during the voyage. The value of the small group project is 25% of the grade (details of the small group project follow in this syllabus). 15% of the grade will consist of participation in the reflection sessions after most ports. You will be required to participate and turn in all assignments for the reflection sessions to earn this 15% of your grade. The examinations will cover material primarily from the lectures and information obtained in the reflection sessions. Additionally, some questions will be taken from information obtained from the readings (text and articles), and the World Population Data Sheet, as well as the “25 fact sheets” prepared by students.

The Global Studies Director (myself), Dr. Cushner, and teaching assistants will meet with every student as we design and complete the small group projects that have been assigned/selected. I look forward to an exciting semester with an interesting end product – your small group project about global patterns, issues, and comparisons that relate to how things, ideas, and/or people migrate and change from place to place. It is hoped that these projects are a good place for students to learn new ways of communicating their appreciation and knowledge of the life-long memories that they will experience on our voyage.

**We will follow the Colorado State University Honor Code in relation to all aspects of academic integrity.** Academic integrity is the pursuit of scholarly activity free from fraud and deception, and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information of citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

It is the policy of Semester at Sea and the Colorado State University not to discriminate against qualified students with documented disabilities. If you have a disability related need for modifications in this course, please contact me during the first week of class. You may also want to contact the Academic Dean for assistance with testing accommodations that extend beyond the scope of Global Studies.

### III. Tentative Outline of Daily Sessions

(Subject to change; all readings are required unless otherwise noted; additional readings may be placed on the ship’s intranet) Unless specified, the readings are from the Global Studies texts.

**A1** Introduction of the Global Studies Team and Course Expectations; and American Cultural Traits (or a little bit about who we are)
In this session you will get to know the academic staff associated with Global Studies. We will provide details on the course expectations and the requirements for completing (and hopefully, doing very well) the course.

How do others view us as we visit their country? This session will give you an idea of how our culture has created a rather unique “world flavor.” We will discuss what factors have led to developing the culture with which you are most familiar, the “American culture.” Hopefully, you will be able to use this base as a way to observe other cultures and to think through what unique cultural traits other countries bring forward. It may also serve as a basis for conversations with people both on and especially off the ship.

Citizenship and National Identity, p. 170

**B1 The World in Rows and Columns**

You have all of the problems in the world summed up on your World Population Data sheets. For example, the words pain and anguish could be substituted for the numbers in some cases, “globalization” in another, and even “vodka” for yet another set of numbers. In this session we will look at the data sheets and consider what the rows and columns really mean. We will also add some columns you think are important for a better understanding of a just and sustainable world. We will also discuss the “25 fact sheet” you will prepare for each country that we visit.

Readings: World Population Data Sheet, 2017

**A2 Europe and its Future**

What are some of the reasons that this “peninsula of peninsulas” dominated the entire world for such a long period of time? How does Europe fit into this new century, and what baggage is it carrying?

The European Union is in a time of crisis. How was this largest trading block in the world established, and what are the issues it will need to overcome for continued success? This session will deal with these contemporary problems.

Readings: The role of Europe in creating the concept of the nation, p. 157
Movement and Patterns: Environments of Global History, p. 45
The 1850’s as Turning Point: The Birth of Globalization, p. 160
The Nation, p. 163
B2 The Legacy of the Iberian Peninsula

The importance of Spain (and Portugal) will be seen as we travel around the world. This session will look at some of the contributions of these two important countries. We will also focus on present day Spain and the challenges it faces.

A3 Intercultural Communications Lecture

Post-Spain. Understanding Ourselves in Cross-Cultural Perspective (post-Spain reflection). This session will provide an introduction of two frameworks that will be used as analytic tools for analyzing intercultural encounters. The 18-theme culture-general framework (Cushner and Brislin, 1996) is useful for understanding a range of concepts people are likely to encounter when they interact with others. Hofstede’s (2001) dimensions help us understand how cultures differ at the national level. Today’s focus will be on 5 themes that reflect emotional responses to our in-country encounters.

B3 A Look into the Issues of Globalization: Is it good for the World (or The United States)?

In this session we will develop a working definition of globalization and present some of the historical background information associated with the concept. Hopefully, a lively debate about the benefits or problems of globalization will focus on corporate and cultural activities around the world.

Readings: Globalization: A Contested Concept, p. 7
The World is Ten years Old, p. 11
Approaches to Globalization, p. 18
Globalization: Long Term Process or New Era in Human Affairs
p. 32

A4 Africa: How Little We Really Know

Africa, a continent with so much history, upheaval, potential, hope and despair, - which direction will it choose? In terms of technology, infrastructure, energy use, and many other variables, Africa shrinks to practically nothing when compared to other regions of the world. Why has this continent become so “invisible” to many in the west when there is so much human misery from war, poverty, health concerns, sustainability issues, etc. This session will present a general overview of the regions of the continent.

Readings: The Hidden Story of a Journey, p. 56
African Diaspora Religions, p. 63
**B4  African Art, Music, and Culture: It takes a Village and Ubuntu**

African roots can be found in music around the world. Art and the cultural legacies of its displaced people also have had an impact that many have not thoroughly appreciated. This session will look into these “treasures of Africa”.

Readings: Crossroads, Religion on the Landscape, p. 143

**A5  A Closer Look at Sub-Sahara Africa**

There is no doubt that Africa can be divided into regions that make some sense. Sub-Sahara Africa is such a place. Although there are similarities, there are also great differences in many of the “newly” formed countries. By luck, your life would be very different depending on where you were born in the region. This session will provide an overview of the region and deal with some of the major activities that have taken place in the past.

Readings: Slavery, p. 60
           The Cycle of “State-Ethnicity-State, p.70

**B5  Is There Anything Good about Colonialism?**

Because of foreign adventures by Europe and the United States, much of the world we will visit has been subject to a colonial past. This session will explore what that has meant to billions of people around the globe. (panel discussion)

Readings: Imperial Trajectories, p. 36
           Revolt, the Modern State, and Colonized Subjects  p. 108

**A6  Why Obama Picked Ghana**

In 2009 President Obama made his first trip to sub-Sahara Africa and decided on Ghana as the country he would visit. What was so compelling about this place for him to pick it over his “Kenyan” roots? This session will try and answer the questions concerning politics and economic development in Ghana.

**B6  Reflections Session**
A7  Feeling Included: A Panel Discussion about Thoughts on Ghana

Setting foot on Ghana (Africa, the “Motherland”) undoubtedly has had a tremendous impact on all of us. Ghana was our first taste of a truly different culture on this voyage. This session will deal with the experiences that have been generated by your interactions with the people of Africa.

B7  First Examination

Value = 15% of your total Grade

A8  The Gifts of Grace, A Magical Moment in the 20th Century: Apartheid and Reconciliation

Nelson Mandela, Desmond Tutu, Amy Beihl, and forgiveness - possibly one of the greatest stories of the 20th century. This session will examine if the magic of the past can continue today.

Readings:  Crossroads, Why “Joyful” Travel Tips, p. 137
The 21st Century as God’s Century, p. 237
Religion in the New Global Order, p. 239
Al Qaeda and the New Terrorists, p. 244
Religion and Humane Governance, p.249

B8  What We Should Know about South Africa

It’s complicated. From Robben Island to the Nobel Peace Prize, South Africa has had and continues to have an interesting relationship with the rest of the world. This session will explore the history and recent changes that have made South Africa the powerhouse of Sub-Saharan Africa.

A9  Reflection Session

B9  Climate Change and its Repercussions

Quite possibly we will sail very close to the Maldives. Take a good look, because they might not be there for long. Many ramifications of climate change are affecting the places we visit. This session will be an overview of the repercussions of this global phenomenon.

Readings:  Climate Change, p. 339

A10  A Little Bit about the Water: Appreciating and Understanding Some of the Issues of the Sea - Pirates, Policies, Possessions
Since 62 of the days on this voyage are spent at sea, this session will be concerned with issues associated with almost 4/5ths of our planet, the oceans. (Robert Smith)

Readings: Turning the Tide, p. 345

**B10 Understanding the Religions of the East**

As we move into Asia, the religions we encounter need to be better understood. We will discuss how these religions have influenced the landscape and people of the area.

Readings: Thinking Globally about Islam, p. 79
          Hinduism, p. 105
          The Early Mongols, p. 103
          Religions of the Silk Road, p. 102

**B11 Intercultural Communications Lesson**

Understanding the Culture of Others. The focus of this session will be on concepts that operate as people interact across cultures with emphasis on the 8 themes that reflect Knowledge Areas (aspects of culture that people learn that are appropriate for their particular group and 5 themes that reflect what has been termed the Bases of Cultural Difference (ways people learn to process information that may differ from across cultures).

**A11 Mauritius: Multiculturalism in Practice**

This session will provide one hour of basic information about this unique space in the Indian Ocean. Although we are only here for a very short period, its beauty and people will undoubtedly provide lifetime memories.

Readings: Crossroads, A Walk through Port Louis, Mauritius, p.42

**A12 Asia: Big, Bold, and Bumpy; Bombs, Neighbors, and Culture: A Tough Neighborhood**

Over half of the world’s population lives in Asia. Political instability, warfare, and terrorist activities have been frequent in the region. We will examine the causes and what should be the American response to this somewhat volatile part of the world?

**B12 India and Its Regions: The Indian Family Through 5000 Years, How has it Really Changed?**

How far is Bangalore from the Dalit village? Even with rapid modernization India remains a conservative, traditional country. We will examine India today in relation to past traditional practices at the local, familial level
A13  How to travel in India

If your mouth opens in an exclamation, then you will know that you are in India. For many reasons it is an astonishing place. No place lends itself to the “Ten Travel Tips” more than India. What to expect will be impossible to describe, but we will attempt to get you ready for the experience.

Readings: Crossroads, Appreciating the Place in the Moment, p.31
Crossroads, Ten Travel Tips, p. 207

B13  Halfway around the World: a Time to Stop and Think about what we are doing (to be announced)

A14  Second Examination

Value = 20 % of the total grade

B14  A Look at Myanmar

This session will be a short introduction to the long history and culture of this very foreign place. Additionally, we will try and hypothesize some of the future paths that this new “democracy” may take.

A15  Reflection Session

B15  The Southeast Asian Cultural Stew

Vietnam, Singapore, Malaysia, Indonesia, Thailand, Cambodia, Laos, Myanmar – oh the humanity! What an array of cultures and political systems. This session will focus on the region of Southeast Asia and the problems they face.

Readings: The Indianized States of Southeast Asia, p. 136
Imagined Communities, p. 138

A16  Vietnam War Panel and the Domino Theory

First hand accounts and reflections of the Vietnam War by those who lived it. Also answers as to why we were there - maybe.

B16  Vietnam: Then and Now

Most Americans only know it as a war we lost. We killed millions of people and ravished the landscape. And yet they have bounced back to
“capitalism under communism” and keep their culture in the face of intense global pressures. Who are these resilient people? This will be a quick look at Vietnam, then and now.

A17 Reflection Session

B17 The Middle Kingdom: What it Means and How it Came to be.

Although China’s might is now being felt around the world, this may not seem like a new phenomenon for Chinese scholars. China’s rich history and cultural development surpassed all countries in Europe during the Middle Ages and perhaps even the Renaissance period. A look at this truly glorious past is essential to understanding China today.

Readings: The Great Divergence: China, Europe, and the making of the Modern World Economy, p. 117

A18 Chinese Gifts to the World; the Culture, Art, and Philosophy of the East; is there a Relationship to Our Lives in the West?

Even though Levi’s are popular throughout Asia (and so is “JZ”), we are very different in many ways. For example growing old in Asia is not a “crime” – Botox injections are not high profile medical procedures. We will examine how the art, culture, and philosophy of the East create lifestyles that are unique to the region.

Readings:

B18 One and a Half Billion: China since Mao, What do they Want?

Communism and capitalism mixed together creating a yearly economic growth rate at times surpassing 10% in the recent past. What do the Chinese see as their future? We will discuss this topic from several demographic perspectives (i.e. students, the average city dweller, rural farmers, etc.).

Readings: Economic Growth in Asia, p. 125
Is the Rise of China Sustainable?, p. 129
Media Capital in Chinese film and Television, p.360

A19 Reflection Session

B19 Japan and its Contradictions
There is actually a town in Japan that has positioned mannequins around public areas just so it doesn’t seem so empty and lonely. Demographics, work ethic, tradition, and aesthetics blend together to make a modern Japan. In one session we will attempt to get you ready for this ancient land. Good luck.

A20 Reflection Session

B20 The Asian Century: Is It really Inevitable?

Much has been said about the decline of the United States as the dominant world power in the 21st century. Is this really going to be the “Asian Century”? How true are these prognostications? A panel of experts will present their opinions on the question.

Readings: The 21st Century will be Asian, p. 122

A21 Inter cultural Communications Lesson

Understanding our Changed Cultural Self. The focus of this session will be understanding how we may have changed as cultural beings, with special emphasis on the process of re-entry and returning home.

B21 Globalization Revisited (A Debate)

What do you think now after seeing the world? We will not stop the world from becoming ever more interdependent. That is probably a good thing. We will address how globalization is working well and what changes need to be made for this process to work even better.

Readings: Two Critiques of Globalization, p. 270
Toward Globalization with a Human Face, p. 276
Who is us, p. 267
The Transnational State, p. 229
Outsourcing, p. 258
Walmart: Template for 21st Century Capitalism, p. 263

A22 The Power of Youth in Setting the Tone of a Nation: A look back at Vietnam, China, and Japan

From the super hip techno “Little Bo Peep” youth in Japan, to student protests and the tank standoff at Tiananmen Square, to the power of education, to the kindness of the young Vietnamese, the demography of the countries and the spirit of their youth have been a constant reminder of the expectations of the region. This session examines differences between college age students in the countries we have visited with American college students.
B22  The Changing Role of Women in Maintaining a Sustainable World

More and more development experts have determined that meaningful economic and social progress will not occur in developing countries unless more women are empowered to initiate local and national policy changes. This session will highlight successful gender based programs and the implications for local, national and global cultures.

Readings:
- Social Change and Development, p. 302
- Women in Poverty: A new Social Class, p. 305
- From the Edges of Development, p. 313
- The New Slavery, p. 328
- Nannies, Maids, and Sex Workers in the Global Economy, p. 331
- The Global Movement for Human rights, p. 372
- Globalization and its Impact, p. 375
- HIV/AIDS, p. 347

A23  What really are the Global Issues?

You have now seen parts of Europe, Africa, and Asia. What do you think are the most pressing global issues that you will need to solve? This will be a student/faculty panel discussion.

Readings:
- Global Communications and the New Media, p. 352
- Global Culture and Media, p. 356
- The World Wide Global Divide, p. 366
- Transnational Threats and Opportunities, p. 377
- Changing Forms of Global Order, p. 385

B23  Student Video Presentations

Although we expect all projects will be great, you will get a chance to see three of the best as voted by the teaching assistants and other members of the critique team. The student teams will also comment on aspects of the documentaries they produced.

A24  More than a Beach: The Other “Northeast,” Is it Time for a Pacific Rim Orientation?
How does Hawaii fit into this new century? More than a remnant of imperialism and colonialism, Hawaii is in the heart of a new Pacific Rim orientation. We will discuss this shift to the “west” and away from European dominance. It’s a long way from Ellis Island, but it is now at the crossroads of current economic and political issues (and a close target for North Korea).

Still it is an island a long way from any other place. What are the significant aspects of this physical isolation, with particular emphasis on what this means to the local population.

Readings:

**B24 Our Investment in You: A Summation**

You have worked hard to understand and appreciate other cultures. Your adventure skills are well honed. Now what will you do with this great new set of skills. We will ask a number of the people on the ship board community this question. We will also discuss how you can leverage this experience and really make a difference at school, in your job, and in personal relations.

Readings: Being Other- Wise: The Cosmopolitan Challenge, p. 398
Making Conversation, p. 404

**Final Examination**

Value = 20% of the final grade

**IV Information about the Small Group Projects**

**The Project**

Each of the students on the fall voyage of Semester at Sea will be asked to work in a group of no more than 7 people and choose a topic that can be researched and documented in at least 5 or 6 countries on the voyage. They will prepare a “documentary” on the topic selected. The videos from each of the chosen countries will look at how the topic has “migrated” and/or “mutated” from its place of origin. For example a group may choose “searching for cross-cultural patterns in hip-hop music.”

Very general themes for the projects come from issues related to:

People (migration patterns,)
Ideas (democracy, capitalism, education, etc.)
Culture (art, music, dance, language, etc.)
Things (food, clothing, transportation, architecture, cemeteries, gardens, etc.)

In some cases students may want to interview people in each country by asking a set of questions. The following sample questions are merely examples of what student’s may want to ask:

- What do you think is the best thing that (example: Ghana) should export to the rest of the world?
- What is the best thing to come to this country from another place?
- What is the worst thing to come to this country from another place?
- What is the biggest problem your country must overcome?
- Is this problem internal or external to your country?
- Who has had more influence on you, Europe, Africa, North America, Asia or Latin America?
- What is the most important thing that has “moved” into this country?
- What is the most important thing that has “moved” out of this country?
- What’s hip?
- What has been “imported” that you have “made your own”?
- What is totally “South African” (add any country we visit)?
- What one thing do you want Americans to know about you?
  - Why is this important to you?
  - Do you have a hero (local, international)?

Of course you will want to design specific questions concerning the topic you have chosen (for example, as cited before, questions about hip-hop music). The questions, however, should be the same for each country to allow for comparisons.

Every group will meet with me and the teaching assistants to discuss the topic you have chosen prior to arriving in Ghana. At this initial meeting we will clarify any questions you may have concerning the project and we will sign a “contract” for participation by your group. We will also meet throughout the voyage to talk over the progress of the project and to discuss any issues that may have surfaced.

Each group will be evaluated by: (1) the clarity of the information presented, (2) the usefulness of the material for educating a public audience, (3) the accuracy and depth of the information on the topic/issue chosen, and (4) the creativity of the production. Your team must share evenly in the responsibilities for completing the final production. Assuming equal participation by all group members, the score determined will be added to your Global Studies grade. Near the end of the semester your team/group will present its project and a point value will be assigned. I will be working with other faculty, staff or adult passengers to form a small panel for critiquing the presentations. 25% of your Global Studies grade will depend on how well you and your group have completed the project.
A Little Information Concerning the Grant that will be awarded

A grant has been obtained that will be used to package the videos together into a final presentation/exhibition. The result of the grant will be an exhibition entitled: “Cross-Currents: Continents of Blended Cultures.”

If the team can say that they have done hard, good work (and all on the team has contributed fairly and equally), then their videos will be considered for part of the “final presentation/exhibition.” These students will be allowed to say that they have contributed to the following grant and resulting exhibition – a nice resume builder.

This final product will be available on YouTube to any student from the voyage who would like to use it in their hometown or university. The exhibition is intended for international studies programs, local cable TV stations, libraries, multimedia art galleries, etc. Finally, a web-site will be established for viewing the videos of any student who would like to post their team project, and of course the final exhibition.

Additional Thoughts Concerning the Project

Here are a few reasons why you have been asked to do this project:

- Some students have a hard time taking tests. This project gives them an opportunity to excel in a different format.
- I have absolute confidence that many of these projects will be useful for presentations in public schools, museums, public libraries, and cultural centers, and with other educators, and your work will have lasting impact.
- Working in groups is part of any good college experience and an essential skill in the work world.
- In short periods of sailing time between some countries, this project keeps you “necessarily focused” on our theme of the movement of ideas and people.
- The grants provide an opportunity to be academically rewarded for excellent work – as mentioned, a great resume builder and personal satisfaction.
- Because of the necessity for ongoing discussions of the topic with your team, you will become an “expert” in this specific aspect of the topic you choose.

Topics you may want to consider:

This list is just to get you thinking:

Music (all kinds)    Women’s rights
Language             Films
Religions (all kinds) Unions
Finally, migration of people, things and ideas is a broad field and much latitude will be given as you select the topic that **interests you.** Be creative, but be practical too. I don't think I have to remind you that there just may be other on-shore activities that will help to create lifetime memories from this fantastic opportunity to sail around four continents.

### IV. Welcome Aboard

Through Global Studies, we will all commit to working hard, playing hard, and being respectful citizens within this fantastic shared academic adventure. It will be a pleasure to travel around much of the world together. I hope you learn a great deal, and create adventures that serve you well, now and for the future. How lucky we are!