

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2019
<b>Discipline:</b>	International Studies
<b>Course Number and Title:</b>	INST 200 Interdisciplinary Approaches to Globalization
<b>Division:</b>	Lower
<b>Faculty Name:</b>	Seneca Vaught
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

### COURSE DESCRIPTION

This course uses interdisciplinary approaches to explore the issues, themes, and problems associated with globalization. We will use a problem-based approach to analyze social, economic, and cultural aspects of globalization. Through a series of case studies that challenge long-established ideas about borders, identities, and economics, we will engage theoretical and historical perspectives to examine how the experience of globalization varies amongst individuals, groups, and nations. A key emphasis of the course will focus on North-South relations and the impact of 'hard' and 'soft' power in the transformation of global societies and the role of culture. As the world has become smaller, we will consider the declining power of the state and the idea of global citizenship amongst a host of non-governmental actors. We will explore what these political and economic transformations have meant for international development and international cooperation. Upon completion of this course, students will better understand how globalization has helped but also harmed countries like Brazil, Costa Rica, and Panama and how local challenges are intertwined in unpredictable tides of global economic, social, and political change.

### LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Develop a personal understanding of globalization through firsthand experiences and encounters with people, culture, commodity chains, and multinational corporations.
2. Understand the role of globalization in contemporary affairs and its broader historical significance in the creation and transformation of the Atlantic World.
3. Compare and contrast the impact of globalization in various regional and cultural contexts using interdisciplinary methods and ways of knowing.
4. Assess the economic, geopolitical, and technological impacts of globalization on culture, environment, and commerce.

5. Critically evaluate the controversies of globalization and its relevance to ongoing debates about global issues and particularly the relationship between the global North and South.

## REQUIRED TEXTBOOKS

AUTHOR: Mark Juergensmeyer  
TITLE: *Thinking Globally: A Global Studies Reader*  
PUBLISHER: University of California Press  
ISBN #: 978-0520278448  
DATE/EDITION: 2014/1<sup>st</sup>

AUTHOR: Pietra Rivoli  
TITLE: *The Travels of a T-Shirt in the Global Economy*  
PUBLISHER: Wiley  
ISBN #: 978-1118950142  
DATE/EDITION: 2014/2<sup>nd</sup>

## TOPICAL OUTLINE OF COURSE

**Depart Amsterdam, The Netherlands – September 9**

### **A1–September 11:**

Introduction  
Orientation to Class and Approaches to Globalization  
📍 The Upside: Crash Course in World History #41  
Juergensmeyer and Rivoli: Overview and Discussion Questions

### **A2–September 13:**

Rivoli, Pt. I Discussion  
Juergensmeyer, Ch.1 – Thinking Globally

**Gdansk, Poland – September 15-20**

### **A3–September 21:**

Rivoli, Pt. II Discussion  
Juergensmeyer, Ch.2 – Globalization Over Time

### **A4–September 23:**

📍 Rivoli, Pt. III Discussion  
Juergensmeyer, Ch.2 – Globalization Over Time  
📍 *Globalization at a Crossroads*

**A5—September 25:**

★ Rivoli Pt. IV Discussion

Juergensmeyer, Ch.11 – The Erosion of the Nation State

📖 *The Unknown Known* (2013)

**Lisbon, Portugal – September 26-28**

**Cadiz, Spain – September 29 – October 1**

**A6—October 3:**

Juergensmeyer, Ch.14 – Transnational Economy and Global Labor

**A7—October 5:**

Juergensmeyer, Ch.8 – Europe and Russia: Nationalism and Transnationalism

**Dubrovnik, Croatia – October 6-10**

**A8—October 12:**

Juergensmeyer, Ch.18 – Media

The Power and Impossibility of World Music

**A9—October 14:**

Juergensmeyer, Ch.4 – The Middle East: Religious Politics and Antiglobalization

**Casablanca, Morocco – October 15-20**

**A10—October 22:**

★ Juergensmeyer, Ch.12 – Religious Politics and the New World Order

📖 *Bitter Lake*

**A11—October 25:**

Rivoli, Pt. IV

**A12—October 27:**

Juergensmeyer, Ch.3 – Africa: The Rise of Ethnic Politics in a Global World

**Tema, Ghana – October 28-30**

**Takoradi, Ghana – October 31 – November 1**

**A13—November 3:**

📖 *Pandora's Box: Black Power* (Ghana)

**A14—November 6:**

Juergensmeyer, Ch.9 – Global Forces in the New World Order

**A15—November 8:**

🌐 Juergensmeyer, Ch.15&16 – Women in the Global Economy  
👤 *Maquilapolis*

**Salvador, Brazil – November 10-15**

**A16—November 16:**

Juergensmeyer, Ch.17 – Health Crises

**A17—November 18:**

Choose One:

Juergensmeyer, Ch. 5, 6 or 7 – Asia: Global Labor and Economic Empires

👤 *Mardi Gras: Made in China*

**A18—November 20:**

🌐 **Field Class Assignment & Presentations Due**

**A19—November 23:**

Juergensmeyer, Ch.13 – Transnational Economy and Global Labor

👤 *Life and Debt*

**Port of Spain, Trinidad and Tobago – November 24**

**A20—November 26:**

Juergensmeyer, Ch.19 – Global Movement for Human Rights

👤 *Fatal Assistance*

**A21—November 28:**

🌐 👤 *The Corporation*

**A22—December 1:**

Juergensmeyer, Ch.10 – New World Order

🌐 👤 Harvest of Empire

**Guayaquil, Ecuador – November 24**

**A23—December 9:**

👤 30 Days: Immigration

**Puntarenas, Costa Rica – December 11-15**

**A24—December 16**

Juergensmeyer, Ch.20 – The Future

**A25—December 19: Final Exam**

🌐 **Globalization Scavenger Hunt Presentations**

**Arrive San Diego, California – December 23**

## **FIELD WORK**

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

### **Field Class & Assignment**

The field class for this course is on **Sunday, 10 November in Salvador, Brazil.**

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.**

Field Classes constitute at least 20% of the contact hours for each course and are developed and led by the instructor.

### **The Political Economy of Race and African Culture in Brazil – 30%**

In this field class, we will take a brief historical walking tour of Sao Salvador to discover the global role of the city in the Atlantic World and how the long historical process of globalization transformed Brazil for better and for worse. Specifically, we will explore the cultural aspects of globalization in Brazil to better understand the long-term economic, geopolitical, and technological impacts of global change on populations often neglected in the national and international narrative. We will hear from the winners and losers of globalization in the country and observe a capoeira roda to discuss the role of globalization in transforming culture and identity. You will participate in an “exchange program” with students and some faculty from the Federal University of Bahia (UFBA) and CEAO - Centro de Estudos Afro-Orientais to discuss the intersection of culture and economics in a roundtable.

**Objectives:** Students will understand the role of globalization in the transformation of culture, society, and people in Brazil.

**Academic Objectives:** Upon completion of this field class, in a team of three, answer one of the following assigned questions in a 1-2 page essay. Your group paper should include a hand-drawn, crowd-sourced map of the Sao Salvador and other points of interest that you encountered during this excursion. Then your team should transpose your essay into an Axé-styled meter inspired by one of the famous performers of the country. **Due November 20.**

1. How are the economic, geopolitical, environmental, and technological tensions of globalization evidenced in the culture of Brazil?
2. What makes the culture of Brazil distinct from its South American neighbors?
3. How has Brazil fared in a global economy compared to larger nations in Western Europe and the United States?

4. In what ways are the politics, economics, and culture of Brazil indicative of the short-term and long-term processes of globalization?
5. What is the role of music as a cultural resource in the global economy?
6. What are similarities and differences in the way that race is socially constructed in Brazil and another country you are familiar with? What role does globalization play in this process?

### **Independent Field Assignment: Globalization Scavenger Hunt – 20%**

Using what we have learned from our reading and discussion of Pietra Rivoli's *Travels of a T-Shirt in the Global Economy*, you will be responsible for tracking a material artifact of globalization and a multinational corporation that is closely associated with that item at every port we visit throughout this trip. Working in teams of 5-7 members, you will track one of the following items (some are commodities and others are manufactured goods) and corresponding multinational corporations throughout our trip: (a) sugar and Coca Cola, (b) beef and McDonalds, (c) coffee and Starbucks, (d) gasoline and Exxon Mobil, (e) chocolate and Nestle, (f) shoes and Nike, (g) cellphone and Samsung. During the trip, all of us will track the global popularity of a pop star decided upon by the class at each port we visit.

At each port, each member of the group will attempt to physically locate the items and/or evidence of the multinational corporation's presence and complete the following:

- a. create a hand-drawn map of the locale and/or geo-tag where you found it
- b. take a picture of the item/corporation
- c. identify the price of the staple item and the company's product in local currency and in U.S. dollars (e.g, a pound of sugar and a bottle of Coca Cola).
- d. What is the relationship between this particular item/corporation and the community you found it in?
- e. How are people in this particular community embracing or challenging globalization via their relationship to this artifact and/or corporation associated?
- f. What can we learn about globalization using this artifact/corporation in this particular locale (mention films and readings)?

Each student should independently keep the notes from this assignment in their journal. Notes on this independent field assignment will be factored into the grade.

On **December 19**, you will be asked to bring together your individual findings in a group presentation. You will present your field research to the class in a slideshow. Your group's eight-slide presentation should include:

- 1) a title slide with names of all group members
- 2) a collage of the pictures of all the group members
- 3) a collage of all the item pictures/corporation pictures taken by group members
- 4) a map that pinpoints locations of your finds
- 5) a table and a chart listing the prices and locations of your field research
- 6) a slide with a three-point summary of what your group learned about the cultural and political context of this item from all the locations that relates to the course readings
- 7) a slide with a three-point summary of what your group learned about how people are challenging or embracing this artifact/corporation globally

- 8) a concluding slide with a three-point summary of what your group learned about what tracking this particular artifact teaches us about globalization (draw points from the reading).

### **2 x Film Fishbowl Essay and Discussion – 30%**

At the beginning of the semester, each student will select **two** dates to take the lead in analyzing a film and reading during in a fishbowl discussion (🗳️). In this style of discussion, a group of students seated inside the “fishbowl” actively participate in a discussion by asking questions and sharing their perspectives based on the reading of the course texts and the film, while students outside listen carefully to the ideas presented and take notes. Students inside and outside the “fishbowl” take turns in these roles, so that they practice being both contributors and listeners in a group discussion. I will periodically ask students to join and leave the circle throughout the period.

All fishbowls will discuss how a particular film or document addresses one of the following course questions:

1. What is the role of globalization in contemporary affairs and its broader historical significance in the creation and transformation of the Atlantic World?
2. Compare and contrast the impact of globalization in various regional and cultural contexts using interdisciplinary methods and ways of knowing. What does the past impact of globalization tell us about the future?
3. Assess the economic, geopolitical, and technological impacts of globalization on culture, environment, and commerce. Is globalization a creative force or a destructive force?
4. Critically evaluate the controversies of globalization and its relevance to ongoing debates about global issues and particularly the relationship between the global North and South. What role has globalization played in the relationships between developed, developing, and less developed countries?

To prepare for these discussions, you will write a 1-2 page essay that address one of the selected course questions using course texts using the following forms of evidence:

- a clip from the selected film or source the discussion is based on (on reserve)
- a reference to the course texts
- a musical selection or other material document (e.g., Coke can, t-shirt, etc.)

Prior to the fishbowl beginning, each student in the group leading the discussion will (a) submit one question and a one-page response to the question that they would like to discuss about the film based on course readings and goals and (b) have identified short clip ready from the film (less than 2 minutes; use the minute markers) that illustrates the question. Each of the films are available in reserve or in the course folder in Canvas. The preparation and participation notes for all the fishbowl discussions should be included in each member’s journal notebook.

### **In-Class Participation (Notes, Journal, and Daily Challenges) – 20%**

I require you to take detailed notes on class activities, films, readings, and lectures in your journal composition notebook. I also expect you to assist in documenting our excursions, guest speakers, field trips, activities, and other “noteworthy” activities taking place during the semester using camera and video and by taking detailed notes in your journals. You should think of this notebook also as a scrapbook that you can use to collect various paper items and memorabilia related to the course that you encounter throughout the trip.

I will collect your notebooks periodically to grade your progress and participation. **I will take the top five participation grades and drop the remaining scores.** However, remember that missed participation activities **cannot be made-up** under any circumstance. The grading program will automatically drop all of your participation grades until you have taken the minimum number and then it will begin to reassign ‘dropped’ status to the lowest scores. I suggest attempting all activities as a preventative measure for the unexpected.

I will review your participation in the class discussions and determine a grade based on your overall contributions. I am particularly interested in your demonstration of the ability to think critically about the readings, engaging parallels in the present, paradoxes, and popular misconceptions. I am interested in seeing how you are able to improve over the semester. All the course activities are designed to evaluate how well you understand the major questions and learning outcomes of the course as listed in the syllabus and the final exam guide.

## METHODS OF EVALUATION

Field Class & Assignment (30%)

Globalization Scavenger Hunt (20%)

2 Fishbowl Discussions (30%)

5 Participation Grades (Based on Notes, Journal, and Daily Challenges) (20%)

## GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## **LEARNING ACCOMMODATIONS**

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## **STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## **RESERVE BOOKS FOR THE LIBRARY**

None

## **FILM RESERVE FOR THE LIBRARY**

I will keep the following films from my personal collection on reserve for your use at the library:

Title of Film: *Globalization at a Crossroads*  
Distributor: WTTW

Title of Film: *The Unknown Known*  
Distributor: Moxie Pictures

Title of Film: *Bitter Lake*  
Distributor: BBC

Title of Film: *Maquilapolis*  
Distributor: California Newsreel

Title of Film: *Mardi Gras: Made in China*  
Distributor: Carnavalesque Films

Title of Film: *Life and Debt*  
Distributor: New Yorker Films

Title of Film: *Fatal Assistance*  
Distributor: Velvet Film

Title of Film: *The Corporation*  
Distributor: Mongrel Media

Title of Film: *30 Days: Immigration Episode*  
Distributor: Virgil Films

Title of Film: *Harvest of Empire*  
Distributor: PBS

Title of Film: *Wasteland*  
Distributor: Almega

Title of Film: *City of God*  
Distributor: O2 Filmes

Title of Film: *City of God Ten Years Later*  
Distributor: Berny Films

## **ELECTRONIC COURSE MATERIALS**

None

## **ADDITIONAL RESOURCES**

None