

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	International Education
Course Number and Title:	IE 272 World Interdependence - Current Global Issues (Focus: Trade and Prosperity)
Division:	Lower
Faculty Name:	Grant Madsen
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course will use historical episodes to provide context for evaluating a common claim heard from advocates of globalization: international trade leads to prosperity. Often, advocates suggest economic growth leads also to the spread of political rights, equality, and democracy. We will follow those claims in defining prosperity broadly in making our evaluation. Specifically, the course will investigate several key moments that tied the economies of Europe, Africa, and Latin America together. We will begin with early justifications for international trade; move to an investigation of the slave trade; consider the causes of European Empire as well as its collapse in the twentieth century; and turn to the growing role of international institutions (such as the International Monetary Fund) in shaping the global economy after World War II. As we travel the pathways of Atlantic trade, we will assess the consequences of this history today, linking the past to current debates about prosperity and global trade.

LEARNING OBJECTIVES

To use the history of Atlantic trade to evaluate the claim that economic globalization leads to prosperity (defined to include the spread of rights, equality, democracy, and other social goods along with economic growth).

REQUIRED TEXTBOOKS

All readings can be found in the course folder on the ship's Intranet.

TOPICAL OUTLINE OF COURSE

Depart Amsterdam, The Netherlands — September 9

A1—September 11: Selection from Albert Hirschman, *The Passions and the Interests* (Princeton, 1977)

A2—September 13: Otmar Issing, “Economic and Monetary Union in Europe: political priority versus economic integration?” European Central Bank
(<https://www.ecb.europa.eu/press/key/date/2001/html/sp010223.en.html>)

Gdansk, Poland — September 15-20

A3—September 21: Richard E. Baldwin, Philippe Martin, “Two Waves of Globalisation: Superficial Similarities, Fundamental Differences,” NBER Working Paper No. 6904

A4—September 23: Sangiovanni M. Eilstrup and Daniel Verdier, “European Integration as a Solution to War,” *European Journal of International Relations*, 11(2005) 1, 99-135

A5—September 25: David Northrup, “Commerce and Culture,” chap 3 of *Africa’s Discovery of Europe, 1450-1850* (Oxford, 2009)

Lisbon, Portugal — September 26-28

Cadiz, Spain — September 29 – October 1

A6—October 3: James H. Sweet, “The Iberian Roots of American Racist Thought,” *The William and Mary Quarterly*, Vol. 54, No. 1, Constructing Race (Jan., 1997), pp. 143-166

A7—October 5: Roberto Belloni, “European Integration and the Western Balkans: Lessons, Prospects, and Obstacles,” *Journal of Balkan and Near Eastern Studies* vol. 11 no. 3 (2009): 313-331

Dubrovnik, Croatia — October 6-10

A8—October 12: Walter Rodney “Colonialism as a System for Underdeveloping Africa,” chap 6 of *How Europe Underdeveloped Africa* (Howard University Press, 1974)

A9—October 14: Michael Maren, “Creating Dependency,” chap 9 of *The Road to Hell: The Ravaging Effects of Foreign Aid and International Charity* (Free Press, 1997)

Casablanca, Morocco — October 15-20

A10—October 22: Ali A. Mazrui, “Global Africa: From Abolitionists to Reparationists,” *African Studies Review* 37:3 (December 1994) 1-18.

A11—October 25: Todd J. Moss, “Regional Institutions and NEPAD,” chap 11 and “Africa and World Trade,” chap 12 of *African Development: Making Sense of the Issues and Actors* (Lynne Reiner, 2007)

A12—October 27: Denis M Tull, China's engagement in Africa: scope, significance and consequences, *The Journal of Modern African Studies*, Volume 44, Issue 3, September 2006, pp. 459-479

Tema, Ghana — October 28-30

Takoradi, Ghana — October 31 – November 1

A13—November 3: David Northrup, "Passages in Slavery," chap 6 of *Africa's Discovery of Europe, 1450-1850* (Oxford, 2009)

A14—November 5: Christopher Schmidt-Nowara, "Slavery and Iberian Colonization," in *Slavery, Freedom, and Abolition in Latin America and the Atlantic World* (Albuquerque: New Mexico University Press, 2011), pp. 9-47

A15—November 8: Cornel Ban, "Brazil's Liberal Neo-Developmentalism: New Paradigm or Edited Orthodoxy?" *Review of International Political Economy* 20 (2012) 2: 298-331.

Salvador, Brazil — November 10-15

A16—November 16: Martin Wolf, "Markets, Democracy, and Peace," chap 3 of *Why Globalization Works* (Yale University Press, 2005)

A17—November 18: Sara B. Hobolt, "The Brexit vote: a divided nation, a divided continent," *Journal of European Public Policy* vol 23 (2016) no 9, p.1259-1277

A18—November 20: Woodruff D. Smith, "Complications of the Commonplace: Tea, Sugar, and Imperialism," *The Journal of Interdisciplinary History*, Vol. 23, No. 2 (Autumn, 1992), pp. 259-278

A19—November 23: Amartya Sen, "How to Judge Globalism," *The Globalization Reader* (Blackwell Publishing, 2004).

Port of Spain, Trinidad and Tobago — November 24

A20—November 26: Joshua Cohen and Charles F. Sabel, "Global Democracy?" *NYU Journal of International Law and Politics*, Vol. 37 (4), 2005, 763-797.

A21—November 28: Carol Wise, "China and Latin America's Emerging Economies," *Latin American Policy*, vol. 7, no. 1 (2016): 26-51

A22—December 1: Shawn Miller, "Developing Environmentalism," chap 7 of *An Environmental History of Latin America* (Cambridge, 2007)

Guayaquil, Ecuador — December 2-7

A23—December 9: Agnes Kiss "Is community-based ecotourism a good use of biodiversity conservation funds?" *TRENDS in Ecology and Evolution* Vol.19 No.5 May 2004

Puntarenas, Costa Rica – December 11-15

A24–December 16: Dierdre McCloskey, "Measured, Unmeasured, Mismeasured, and Unjustified Pessimism: A Review Essay of Thomas Piketty's *Capital in the Twenty-First Century*." *Erasmus Journal for Philosophy and Economics*, Vol. 7, Issue 2, Autumn 2014

A25–December 19: Final Project

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 **Thursday, December 12, 2019** in Puntarenas, Costa Rica.

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.

Field Class Description

Title: In the Jungle, the Mighty Jungle

Destination: The Tarcoles River in the Carara National Park

Environmentalists and naturalists have argued that Ecotourism offers a means for sustainable development; it provides a viable alternative to agricultural development that also protects indigenous ecosystems. We will investigate this claim in Costa Rica, a nation that sees itself on the cutting edge of Ecotourism (having set aside more than a quarter of its land to national parks, wildlife reserves and protected lands). We will take a cruise up the Tarcoles River (known as the home for American crocodiles) into the Carara National Park (home for many bird species, white-tailed deer, Panamanian white-faced capuchin monkeys, mantled howler monkeys, Hoffmann's two-toed sloths and more). There we will enjoy our guided tour, take in the scenery, and ask ourselves whether Ecotourism can compete with farming as a profitable way for people in developing countries to use the land.

Independent Field Assignments

Your final will involve either a video journal or a written journal edited into a coherent whole. As you visit ports, be sure to record your experiences in one of these two formats.

METHODS OF EVALUATION

Reading Questions (10%)

Prior to class, send me an email (about a paragraph long) of questions or thoughts you had about the reading. I will use these to get a sense of what you understood, what parts of the reading need clarification, and how to start the class discussion. Each email counts for half a percent of your grade, and you can miss up to five emails and still get full credit.

Field Report (20%)

Write a short paper on your field class experience. The paper should answer the following questions:

1. What were the main themes or topics associated with your field experience?
2. What readings seemed most relevant to it?
3. How did the field experience compare or contrast with what you have seen in different ports?
4. What issues did the experience raise that you had not expected?

Top grades will go to those reports that do the best job of connecting the readings to the field work, make good comparisons and contrasts with other port experiences, and express themselves in clear and concise language.

Midterm (20%)

The midterm is “take home” and will involve several short-answer essays about the readings and class discussion.

Capstone Assignment (20%)

You have a choice of producing either a 10-minute video or a 10-page paper based on your port experiences.

Final Project (30%)

The final is conducted in class. It will be cumulative, but weighted toward readings and class discussion subsequent to the midterm.

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 students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

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 REQUEST

None

ELECTRONIC COURSE MATERIALS

See the readings as listed in the “Topical Course Outline of the Course” section.

ADDITIONAL RESOURCES

None