Voyage: Spring 2020  
Discipline: International Education  
Course Number and Title: IE 300 Global Studies  
Division: Upper  
Faculty Name: Michael Maniates, Global Studies Director  
Susan Wildermuth, Intercultural Specialist  
Scott Denning, Oceans & Sustainability Specialist  
Instructional Coordinators: John Tomacsek (Head), Isobel Bartz, Colleen Burke, and Jen Johnson  
Semester Credit Hours: 3  

Prerequisites: None  

Meeting the team: Meet the team during office hours, every day while at sea, in the Academic Success Center, at a time to be determined. To schedule an appointment outside of these hours, or to contact the Global Studies team regarding course issues, email GlobalStudies@semesteratsea.org.

COURSE DESCRIPTION

As an established academic field, Global Studies explores transnational patterns of human experience across time and space, drawing on multiple disciplines and ways of knowing. Its aim is to better understand important global forces that structure our lives, shape the future, and demand our attention as we seek a better world.

As the common course for our voyage, Global Studies is the connective educational experience for the shipboard community. It is the place where we draw meaning from our time on the water, our varied cultural encounters, our explorations in port, and our inevitable conversations about obligations and opportunities as global citizens. The course provides a narrative for the voyage, and skills and knowledge useful after our travels. It does so by weaving together the following four components:

- **Global Citizenship**  
  “Global citizenship” is commonly invoked as a justification for and outcome of global studies courses. But what is it, how is it experienced and practiced, what are its alleged benefits and costs, and why might we care? We explore these questions, which infuse the entire SAS experience, with reference to challenges around consumption, overconsumption, and happiness; and through study of the Blue World.

- **The Blue World**  
  Oceans dominate our planet, and rapid global change across the
ocean will greatly influence life in the future. As we traverse multiple oceans we will learn about their global properties and processes, with implications for future sustainability. We will also reflect on the impact of oceans on some of the great human settlements of the globe, represented by our port cities and the countries within which they sit.

- **Port Country Discovery**
  Our ports are more than places to stretch our legs. They are laboratories within which we observe global forces (social and natural) in action, and where we develop skills for comparative thinking and serendipitous insight. Such skill development requires essential information about the geographies, cultures, histories, and current social issues of the places we visit, which the course provides. It also requires a capacity for intercultural connection and communication.

- **Intercultural Competencies**
  Our travels become an opportunity to hone personally valuable and professionally transferable skills of intercultural observation and communication. Each port poses its own intercultural challenges, which we will address. By the voyage’s end, we will be able to generalize across these varied challenges to better understand the fundamentals of intercultural connection and communication within increasingly globalized societies.

**LEARNING OBJECTIVES**

By the end of this course, you should be able to do the following:

1. Reflect on the implications of “global citizenship,” especially around challenges of under-consumption, overconsumption, human happiness, and planetary boundaries
2. Demonstrate a command of intercultural communication skills relevant to a variety of cultural and organizational settings
3. Identify key conditions and defining systems (e.g. cultural, technological, economic, environmental and/or political) of port countries in preparation for intercultural encounters
4. Apply observational and analytical skills for making cross-cultural and socio-political comparisons among the countries on our voyage
5. Summarize how oceans serve as the circulation system for the planet, and identify key biological and geochemical oceanic processes
6. Recognize how interactions within the ocean, and between the ocean and the atmosphere, connect to global climate change and, more generally, debates around environmental sustainability
7. Describe key aspects of and promising responses to marine-environment decline
8. Categorize and critique competing analyses of global consumer culture, the drivers of human happiness, and prospects for post-growth societies
9. Articulate essential patterns of human experience among the regions on our itinerary, in ways that allow for informed speculation about future global conditions
10. Identify and assess your own often-unconscious assumptions, beliefs and biases
REQUIRED TEXTBOOKS

A $40 downloadable Global Studies e-reader will be made available for purchase in advance of the voyage, scheduled to be available in December. The reader must be downloaded prior to embarking. Details will be sent to students in upon confirmation of availability.

ADDITIONAL REQUIREMENTS

Additional readings are available in the digital course folder for Global Studies accessible via the ship’s intranet.

Complete the required readings and/or film viewings before class. Watch films on your cabin television via the ship’s internal video system (“the Loop”). Check the course folder for viewing guides and study questions prior to viewing.

For lectures, SD = Scott Denning, MM = Michael Maniates, SW = Sue Wildermuth. All readings are available in the e-reader unless otherwise noted.

TOPICAL OUTLINE OF THE COURSE

Orientation – January 5: The Danger of the Single Story (SW)

A1 – January 6: Global Studies: Three Stories Within a Story (SD, MM, SW)
Reading:

Reading:

A2 – January 8: Deep Dive # 2: Climate Change, Oceans, and Sustainability (SD)
Reading:
Reading:

A3 – January 10: Oceans and the Great Acceleration (SD and MM)
Reading:

Reading:

Honolulu, Hawaii – January 12

→ Complete the pre-session assignment (Reflection # 1) beforehand, as described elsewhere in this syllabus

A4 – January 14: Davy Jones Locker!
Reading:

A4 – January 14: “Unpacking Your Cultural Baggage” paper due by 11:59 p.m.
Late papers will be penalized 10% per 12 hours of tardiness
**B4 – January 15:** The Rise and Reach of Global Consumer Culture (MM)
Reading:

**Lost Day (International Dateline) – January 16**

**A5 – January 17:** Culture, Psychology, and Human Behavior: Sojourning and Consuming Part I (SW and MM)
Reading:

**B5 – January 18:** Culture, Psychology, and Human Behavior: Sojourning and Consuming Part II (SW and MM)
Reading:

**Study Day – January 19:** No Class

**A6 – January 20:** It’s Alive! The Breathing of the Oceans (SD)
Reading:

**B6 – January 21:** When Warm Meets Cold: Fisheries, Japanese Food Culture, and the Most Valuable Animal in the World (SD and MM)
Reading:

**A7 – January 22:** Open-notes “mini exam” becomes available on Moodle
The exam closes on A8 (January 23) at 11:59 p.m.

**A7 – January 22:** Port Discovery – Japan: Lost Decades ☑ or Post-Growth ☑? (MM)
Reading:

**B7 – January 23:** Country & Culture Insight: Japan

![Map of Japan](image)

Kobe, Japan – January 24 - 28

**A8 – January 29:** Small Group Reflection # 2. On Being a Sojourner (SW and Group Facilitators)

→ Complete the pre-session assignment (Reflection # 2) beforehand, as described elsewhere in this syllabus

**B8 – January 30:** Port Discovery – China: Plastics, Power, and National Development (MM)

Reading:
2. Watch on the Loop: Plastic China (2016). See viewing guide and study questions in the course folder.
A9 – **February 6:** Cultural Taxonomies: Ways of Understanding and Organizing Cultures (SW)  
Reading:  

B9 – **February 7:** “Happiness,” Human Flourishing, and Cultural Taxonomies (MM)  
Reading:  

A10 – **February 8:** Port Discovery – Vietnam: An Exemplar? (MM)  
Reading:  

B10 – **February 9:** Country & Culture Insight: Vietnam
A11 – February 16: Small Group Reflection #3: Comparisons of Cultural Taxonomies in Japan, China, and Vietnam (SW and Group Leaders)

→ Complete the pre-session assignment (Reflection #3) beforehand, as described elsewhere in this syllabus

Community Programming (No class) – February 17

B11 – January 30: Port Discovery – Malaysia: Palm Oil and Politics (MM)
Reading:

A12 – February 25: Cultural Artifacts: The Products and Outcome of Culture (SW)
Reading:

B12 – February 26: Monsoons and Culture (SD)
Reading:
2. Watch on your laptop or pad: What is a Monsoon?, UK Met Office. Downloadable from course folder.

A13 – February 27: Port Discovery – India: Growth, Inequality, and “The Billionaire Raj” (MM)

Reading:

A13 – February 27: FIRST BIG EXAM

B13 – February 28: Country & Culture Insight: India

Cochin, India – February 29 - March 5

A14 – March 6: India on Our Minds: Live Simply So That Others May Simply Live?

Reading:
2. Two versions of the same thing (with some interesting differences) – do one or both:
   a. Read the essay: Jensen, Derrick, 2009. “Forget Shorter Showers.” Orion Magazine, July/August and/or
   b. Watch the video on your laptop or pad: Forget Shorter Showers, 2015, Jordan Brown. Downloadable from course folder.
Community Programming (No class) – March 7

B14 – March 8: Small Group Reflection #4: Taking Stock of the Journey (SW and Group Leaders)

→ Complete the pre-session assignment (Reflection # 4) beforehand, as described elsewhere in this syllabus

A15 – March 9: Acidic Oceans and Dying Coral: The Other CO2 Problem (SD)
Reading:

B15 – March 10: Port Discovery – Mauritius: Small-Island Paths to Prosperity (MM)
Reading:

Port Louis, Mauritius – March 11

A16 – March 12: “Degrowth”? (MM)
Reading:

B16 – March 13: The Dark Side of Cultural Interaction (SW and SD)
Reading:

A17 – March 14: Pushing Back on the Dark Side (SW and MM)
Reading:

B17 – March 15: Throw it Away? There is No Away! (SD)
Reading:

A18 – March 16: Port Discovery – South Africa: Day Zero (MM)
Reading:

B18 – March 17: Country & Culture Insight: South Africa

| Cape Town, South Africa – March 18 - 23 |

A19 – March 24: The Water Will Come: Rising Seas, Refugees, and Growing Disparities (SD)
1. Watch on the Loop: Anote’s Ark, 2018. EyeSteelFilm. See viewing guide/study questions in the course folder.

B19 – March 25: Small Group Reflection #5: Perceptions of South Africa (SW and Group Leaders)
→ Complete the pre-session assignment (Reflection # 5) beforehand, as described elsewhere in this syllabus

Study Day – March 26: No Class

A20 – March 27: Hi-Ho, Hi-Ho, It’s Off To Work We Go (MM)
Reading:

**B20 – March 28:** Port Discovery – Ghana: “Year of Return” (MM)
Reading:

**A21 – March 29:** Country & Culture Insight: Ghana

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**Tema and Takoradi, Ghana – March 30 - April 3**

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**B21 – April 4:** Expectations, Assumptions, and Perceptions: Cultural Re-Entry (SW)
Reading:

**A22 – April 5:** Small Group Reflection #6: Reflections and Take-Aways (SW and Group Leaders)

→ *Complete the pre-session assignment (Reflection # 6) beforehand, as described elsewhere in this syllabus*

**B22 – April 6:** Necessary But Not Sufficient: Ocean Treaties and Preserves (SD)
Readings:

**B22 – April 6:** “Your Best Shot” photo and artist’s statement due by 11:59 p.m.
Late submissions will be penalized 10% per 12 hours of tardiness

**A23 – April 7:** Is It Too Late? Global Citizenship and Social Innovation (MM)
Reading:

**B23 – April 8:** Port Discovery – Morocco: Tolerance and Dissent (MM)
Reading:

**A24 – April 9:** Country & Culture Insight: Morocco

**B24 - April 10:** The Last Class (SW, SD, MM)
Reading:
1. See course folder

**Casablanca, Morocco – April 11-14**

**Study Day – April 15: SECOND BIG EXAM**

**METHODS OF EVALUATION**

a. This course is structured around the following eight activities:

1. Lectures. Attend all lectures, and complete periodic and unannounced in-class writing exercises. Attend only the section (0830 - 0930 or 1000 - 1100) in which you are enrolled.
2. In-Lecture Writing: Respond, during some lectures, to questions posed by the instructor on 3x5 cards. Submit your cards as you exit lecture or when requested to do so. Responses are graded as pass/fail, they must be submitted in the section within which you are enrolled, and they cannot be made up.
3. Six Country & Culture Insight Sessions. Attend six insight sessions that periodically supplant regular global-studies lectures. These are required sessions and ‘fair game’ for 3x5 cards. The specific content presented in these sessions will not, however, be covered or included in the two major exams for the course.
4. Six Intercultural Reflection Sessions. Attend six smaller-group reflection sessions that periodically supplant regular global-studies lectures. Complete the required assignment for each beforehand. These assignments are listed immediately below.

5. Reading/Viewing. Carefully read assigned articles and essays, and thoroughly view assigned films, prior to the lecture for which these materials are assigned.

6. Exams. Take three exams, which will be primarily multiple-choice with one or more short essays. The first exam, conducted prior to Japan, is a ‘mini-me’ version of the two more comprehensive exams to follow (prior to India and Amsterdam). The pre-Japan mini-exam is open-book and open-notes, but timed, and will familiarize you with the structure of the later, more ambitious closed-notes exams. Each exam will cover lecture material, and essential information and arguments from required readings and films.

7. Paper. Submit, prior to Japan, a paper of 850 - 1100 words on “unpacking your cultural baggage.” You will write about your assumptions about the voyage, your expectations of the SAS experience, and your own cultural identity. Clear instructions and an evaluative rubric will be provided.

8. “Best Shot” Photo and Artist’s Statement. Submit, immediately after Ghana, a photo that you’ve taken during the voyage that effectively communicates an essential element of your Semester-at-Sea experience. Include an ‘artist’s statement’ – typically a brief paragraph – that explains and contextualizes your photo. Evaluative criteria and best practices for the photo and the artist’s statement will be provided at the beginning of the voyage and updated during the semester.

b. You prepare for each intercultural reflection session by doing the following:

Reflection One, Study Day: January 13: The Self as a Cultural Being – What Cultural Baggage Did You Bring?
Come to class with an item you packed that tells us a bit of your personal or cultural story. Maybe you have a necklace from your mom that you brought for luck, a stuffed animal that you’ve had since you were five, a favorite book, or the like. This is an opportunity to reflect about your personal story(ies), world view, and values, and to begin to understand the variety of stories across our shipboard community.

Reflection Two, A8: January 29: Sojourning and Culture Shock – After Japan
Bring three words that best describe how you felt or what you thought when you stepped back on the ship after leaving Japan. For some of you this may have been your third visit to Japan. For others, perhaps, it was your first time in Asia but your twelfth time abroad, and for others this may have been the first time stepping outside the United States. We will capture these thoughts and feelings to create a word cloud that shares the emotions and experiences of the SAS community at this point in the journey.

Reflection Three, A11 - February 16: Japanese Wish Tree
Tanabata, also known as the Star Festival, is a Japanese festival celebrating the meeting of the deities Orihime and Hikoboshi. According to legend, the Milky Way separates these lovers, and they are only allowed to meet once a year on Tanabata. In present-day Japan, one way that people celebrate this day is by writing wishes, in the form of poetry, on tanzaku (small pieces of paper) and hanging them on a wishing tree. For this reflection, think collectively about your wishes for the future of the world. What do you wish for the world you are inheriting? Bring your tanzaku wish to class.

Reflection Four, B14 - March 7: Taking Stock – The Journey Thus Far

Come to class with a thought, poem, or an idea for artwork to share on post-it notes that will be provided. The journey is at a point where many of us may be feeling overwhelmed. The pace has been frantic. The immersion experiences, while wonderful, have been physically, emotionally, and intellectually intense. Many of us may begin to feel sad, homesick, and even isolated. As a collective, we will reflect and relate, and create a post-it note art wall for the shipboard community.

Reflection Five, B19: March 25: Stereotypes, Prejudices, Discrimination – Perception and Africa

Come to this class with an item you acquired that captures an important part of your learning experience while on the African continent. It may be a photo, an object, a reading from a class, or a souvenir. Be ready to tell the story and significance of the item, and to speculate on how it might usefully guide your future reflections about Africa.

Reflection Six, A22: April 5: Expectations, Assumptions, Perceptions – Going Home, Going Forward

Write a letter to a student at your home institution who is contemplating sailing on a future voyage. What advice, support, or reflection might you offer? What would you have liked to have known going into the experience? Tell the truth as you experienced it. Bring these letters to the reflection session and, after our voyage ends, consider asking the study-away office at your home institution to pass your letter to a future voyager from your school. Your experience is not over: it will have a lasting impact on you, and on those who travel after you.
c. The allocation of points across these assignments is as follows:

- 6% Six ICC Reflections. Due at the beginning of each ICC reflection session, as described immediately above.
- 12% “Unpacking Your Cultural Baggage” paper. Due on A4 (January 14) by 11:59 p.m. Late papers will be penalized 10% per 12 hours of tardiness.
- 10% Open book “mini-exam:” Multiple-choice and one short-essay question. The exam becomes available on Moodle on A7 (January 22) and closes at 11:59 p.m. on A8 (January 23).
- 25% First “big” exam (closed book): Multiple-choice, with short-essay questions: A13 (February 27) in the evening
- 10% “Best shot” photo and short essay. Due on B22 (April 6) by 11:59 p.m. Late submissions will be penalized 10% per 12 hours of tardiness.
- 25% Second “big” exam (closed book): Multiple-choice and short-essay questions on the second half of the course (not cumulative): April 15 – Study Day.
- 12% In-class writing on 3x5 cards, throughout the semester, each graded as pass/fail. These exercises cannot be made up, but the single lowest grade (typically a “fail” because of absence) will be dropped.

GRADING SCALE

The following 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:

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

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes 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

FILMS

Happy (2011)

Does money make you happy? Kids and family? Your work? Do you live in a world that values and promotes happiness and well-being? Are we in the midst of a happiness revolution? Roko Belic, director of Genghis Blues now brings us Happy, a film that sets out to answer these questions and more. Taking us from the bayous of Louisiana to the deserts of Namibia, from the beaches of Brazil to the villages of Okinawa, Happy explores the secrets
behind our most valued emotion. Runtime: 75 minutes. Studio: Wadi Rum Films

The Islands and the Whales
http://www.theislandsandthewhales.com
A film about descendants of Norse settlers living on the Faroe Islands who have eked out a living for over a thousand years. Mercury contamination now threatens their livelihood. This beautifully shot and moving documentary explores how pollution affects the far reaches of the planet.

Chasing Coral
http://www.chasingcoral.com/
Coral reefs around the world are vanishing at an unprecedented rate. A team of divers, photographers and scientists set out on a thrilling ocean adventure to discover why and to reveal the underwater mystery to the world.

NOVA: Lethal Seas
A deadly recipe is brewing that threatens the survival of countless creatures throughout Earth’s oceans. For years, we’ve known that the oceans absorb about a quarter of the carbon dioxide in our atmosphere. But with high carbon emissions worldwide, this silent killer is entering our seas at a staggering rate, raising the ocean’s acidity.

Plastic China
https://www.plasticchina.org/
Through the eyes of those who handle its waste, this delicate but moving film is a deep dive into global consumption and culture. We follow the story of a young girl by the name of Yi-Jie, working in a recycling facility and dreaming of attending school.

Anote’s Ark:
The Pacific Island nation of Kiribati (population: 100,000) is one of the most remote places on the planet, seemingly far-removed from the pressures of modern life. Yet it is one of the first countries that must confront the main existential dilemma of our time: imminent annihilation from sea-level rise. While Kiribati’s President Anote Tong races to find a way to protect his nation’s people and maintain their dignity, many Kiribati are already seeking safe harbour overseas. Set against the backdrop of international climate and human rights negotiations, Anote’s struggle to save his nation is intertwined with the extraordinary fate of Sermay, a young mother of six, who fights to migrate her family to New Zealand. At stake is the survival of Sermay’s family, the Kiribati people, and 4,000 years of Kiribati culture.

The Future of Energy: Lateral Power to the People (Joanna Macy)
The film asks how we can achieve a clean-energy society in a dubious era. Muster the mettle of all social movements, eco-philosopher Joanna Masey fires back on that question with the age-old rejoinder “Just keep going. There is so much happening on the grassroots level.” This documentary aims to inspire the widescale adoption of renewable power. Note: It is also, alas, currently hard to track down but worth it if you can find it.

SUPPLEMENTAL FILMS (Additional viewing on the film loop)
Hawaii, USA
Title: Deep Sea
Distributor: Warner Bros.

Title: From Here to Eternity
Distributor: Columbia Pictures
Title: Hawaii
Distributor: United Artists

Title: Kumu Hula Keepers of a Culture
Distributor: WinStar Home Entertainment

Title: Princess Kaiulani
Distributor: Roadside Attractions

Title: Turning the Canoe: Navigating a Sustainable Future for Maui and the World
Distributor: Sustainable Living Institute of Maui

Title: Lava Flows and Lava Tubes, Kilauea: Close-up of an Active Volcano
Distributor: Volcano Video Productions

Title: Nature Kilauea: Mountain of Fire
Distributor: PBS

Japan
Title: Babies
Distributor: Focus Features

Title: Grave of the Fireflies
Distributor: Toho Co, Ltd.

Title: Hula Girls
Distributor: Fortissimo Films

Title: Princess Mononoke
Distributor: Miramax

Title: Silence
Distributor: Paramount

Title: Spirited Away
Distributor: Toho Co., Ltd.

Title: Big Bird in Japan

China
Title: China’s Convenience Store War  
Distributor: Films for the Humanities and Sciences

Title: China’s Lost Girls  
Distributor: National Geographic

Title: China Blue  
Distributor: PBS

Title: Crouching Tiger, Hidden Dragon  
Distributor: Columbia Pictures

Title: The Last Emperor  
Distributor: Columbia Pictures

Title: Last Train Home  
Distributor: Zeitgeist Films

Title: Raise the Red Lantern  
Distributor: Orion Classics

Title: Red Obsession  
Distributor: Area 23a

Title: The Road Home  
Distributor: Sony Pictures Classics

Title: Three Gorges. The Biggest Dam in the World  
Distributor: PBS

Title: To Live  
Distributor: The Samuel Goldwyn Company

Title: Two Million Minutes (comparison of high school experiences in China/India/USA)

Vietnam
Title: Apocalypse Now  
Distributor: United Artists

Title: Journey from the Fall  
Distributor: ImaginAsian

Title: Owl and the Sparrow  
Distributor: Wave Releasing

Title: The Quiet American  
Distributor: Miramax
Title: Rivers of Destiny
Distributor: Video Education Australasia

Title: The Scent of Green Papaya
Distributor: First Look

**India**
Title: Breaking the Caste
Distributor: Alexander Street, A ProQuest Company

Title: Fire
Distributor: Zeitgeist Films

Title: Gandhi
Distributor: Columbia Pictures

Title: Larger Than Life
Distributor: Virus Films

Title: The Lunchbox
Distributor: Walt Disney Studios

Title: Outsourced
Distributor: Shadow Catcher Entertainment

**Mauritius**
Title: The Children of Troumaron
Distributor: Cine Qua Non Ltd

**South Africa**

Title: Amandla! A Revolution in Four Part Harmony
Distributor: Artisan Entertainment

Title: Breaker Morant
Distributor: New World Pictures

Title: Cry Freedom
Distributor: United International Pictures

Title: A Dry White Season
Distributor: MGM

Title: Facing the Truth
Distributor: Nordisk Film
Title: Invictus
Distributor: Warner Brothers

Title: Mandela: A Long Walk to Freedom
Distributor: The Weinstein Company

Title: The Power of One
Distributor: Warner Brothers

Title: Shaka Zulu
Distributor: Harmony Gold

Title: Tsotsi

Title: Searching for Sugarman

**Ghana**
Title: Families of Ghana
Distributor: PBS

Title: Healers of Ghana
Distributor: Films Media Group

Title: Living the HipLife
Distributor: Third World Newsreel

Title: Say No to Bushmeat
Distributor: Conservation International

Title: Witches in Exile
Distributor: Soda Pictures

**Morocco**
Title: I Love Hip Hop in Morocco
Distributor: Rizz Productions

Title: Dreaming in Morocco
Distributor:

Title: Outposts in Morocco
Distributor: Miracle Pictures

Title: Some Women of Marrakesh
Distributor: Films for the Humanities and Sciences

Title: Paul Bowles in Morocco
Distributor: Mystic Fire Video
Title: Ali Zaoua
Distributor: Film Movement

Title: Babel
Distributor: Paramount Home Entertainment

**Ocean-themed Films**
Albatross
Chasing Coral
Drain the Ocean
Jiro Dreams of Sushi
Mission Blue
Plastic Ocean
Plastic Paradise
Sand Wars
Smog of the Sea
Sonic Sea
Sushi: The Global Catch
The Blue Planet: A Natural History of the Oceans
The Cove
The End of the Line

**ADDITIONAL RESOURCES**

Free access to selected websites, TBD