

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Spring 23
<b>Discipline:</b>	History
<b>Course Number and Title:</b>	HIST 171 World History, 1500 to Present
<b>Division:</b>	Lower
<b>Faculty Name:</b>	Michael C. Connolly
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

### COURSE DESCRIPTION

The so-called Columbian Age, ushered in by the explorations and conquests of Europeans such as Christopher Columbus and others from Portugal, Spain and northwestern Europe, is still heavily influencing global relations and affairs today. This course will begin with an examination of Portuguese and Spanish exploration, looking at the causes and consequences of each in their similarities and differences. It will move to an analysis of the Scientific Revolution and Enlightenment and how these served to create a wedge between Western Europe and most other global regions, leading to east-west as well as north-south tensions. The industrial revolution will be considered in terms of its causes and effects on peasants, workers, and specifically women. As the voyage progresses from east to west from East Asia, into the Indian Ocean, the Red Sea and through Suez into the Mediterranean and southern Europe, the course will identify major geographic and historical issues specific to these countries and regions. Colonial and anti-colonial movements will be explored as well as factors leading to the two devastating world wars of the early 20<sup>th</sup> century. This course will conclude by analyzing major developments in the second half of the 20<sup>th</sup> century, including the Cold War, and major threats and opportunities in the 21<sup>st</sup> century still in its early stages and featuring its own set of challenges.

### LEARNING OBJECTIVES

By the end of this class students will be able to:

- Demonstrate a familiarity with major historical trends over the past 500 years
- Interpret these trends as part of a larger historical narrative
- Analyze ways in which local and regional events fit into the larger historical picture
- Focus on one specific country through the Field Class and written assignment
- Identify comparative similarities and contrasts (CEP) between two different countries

## REQUIRED TEXTBOOKS

AUTHOR: Robert W. Strayer and Eric W. Nelson  
TITLE: *Ways of the World: A Brief Global History with Sources, Vol. 2, Since the 15th C.*  
PUBLISHER: Bedford/ St. Martins  
ISBN: 9781319331146  
DATE/EDITION: 2021/ 5<sup>th</sup> edition

AUTHOR: John Hersey  
TITLE: *Hiroshima*  
PUBLISHER: Vintage (or others)  
ISBN: 0-679-72103-7  
DATE/EDITION: 1989/ 1<sup>st</sup> (or others)

AUTHOR: Chinua Achebe  
TITLE: *Things Fall Apart*  
PUBLISHER: Anchor Books (or others)  
ISBN: 0-385-47454-7  
DATE/EDITION: 1994/ 1<sup>st</sup> (or others)

## TOPICAL OUTLINE OF COURSE

### Embarkation Day – January 5

1: Introduction to the Course and expectations for Field Work and Comparative Experiential Projects (CEPs). We will discuss expectations regarding class discussions.

The World before 1500 and the Age of Reason

Strayer, Prologue: Considering World History

2: Portuguese and Spanish Exploration and Conquest and Rise of Eurocentrism

Strayer, chap. 13, 553-572

3: Mohandas Gandhi and Indian Independence

Strayer, chap. 22, 982-987

Film: *Gandhi*

4: The Rise of Northwest Europe and the Atlantic Economy

Strayer, chap. 14, 601-620

5: Social Darwinism and European Colonialism

Strayer, chap. 18, 813-823

Achebe, *Things Fall Apart* (half)

6: Kwame Nkrumah: Ghana Inspires Sub-Saharan Independence

Strayer, chap. 27, 993-1000

Achebe, *Things Fall Apart* (half)

- 7: The Atlantic Slave Trade  
Strayer, chap. 14, 620-630
- 8: The Scientific Revolution  
Strayer, chap. 15, 664-670
- 9: The Enlightenment  
Strayer, chap. 15, 701-708
- 10: The American Revolution in a Global Context and the French Revolution  
Strayer, chap. 16, 701-708
- 11: The Industrial Revolution and its Consequences  
Strayer, chap. 17, 737-760
- 12: The Suez Crisis: Western Powers in Disarray  
Strayer, chap. 18, 825-831
- 13: Midterm Exam (including Achebe)
- 14: World War I  
Strayer, chap. 20, 882-891
- 15: CEP in-class presentations (half of class)
- 16: 20<sup>th</sup> Century China and Dr. Sun Yat-sen  
Strayer, chap. 19, 833-844, 863-871
- 17: World War II: From the Spanish Civil War to Hiroshima  
Strayer, chap. 20, 895-916, chap. 22, 1005-1010  
John Hersey, Hiroshima
- 18: Modern China since Mao: Adaptations and Challenges  
Strayer, chap. 21, 936-947, 958-961, 967-973, chap. 22, 1001-1005,
- 19: The Cold War and the Truman Doctrine  
Strayer chap. 21, 947-958
- 20: French Indochina - The American Intervention and Iconic Images  
Strayer, chap. 18, 787-813  
Film: *Hearts and Minds*  
Film: Vietnam: A History
- 21: CEP in-class presentations (half of class)
- 22: The Threat of Global Terror  
Strayer, chap. 23, 1012-1021, 1051-1055  
Lawrence Wright, "The Man Behind bin Laden"

- 23: Modern Global Challenges and Hopeful Solutions  
Strayer, chap. 23, 1055-1062  
Martin Luther King, chap. 6 “The World House”  
Film: Biko: Breaking the Silence
- 24: Final Exam (including Hersey)

25—FINAL CLASS: Reflections on Global History and our Journey  
“What did I observe about world history during my journey?”

## Disembarkation Day – April 20

### 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 a Comparative Experiential Project that spans multiple countries.

#### Field Class & Assignment

**STUDENTS: Field Class proposals listed below are not finalized.** Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

**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 20% of the contact hours for each course.

Field Class Title: The Developing World and its Challenges

#### Outcomes:

1. To understand how specific historical influences, including culture, race, or religion, can aid or inhibit a developing country’s progress.
2. To be able to identify the major sources of social or economic conflict and inequality within a country.
3. To examine the relationship between the developed world and the developing world/emerging markets.

#### Activities:

1. To visit a community-centered program or activity focused on economic or cultural development.
2. To meet with local history students (undergraduate or graduate) to explore their thoughts on the relationship between their country and the developed world

#### Assessment:

25% % of the grade in the form of a 3-5 page typed paper answering 3-4 significant questions posed by the instructor in the syllabus. The assignment would be due within two classes of the Field Class.

## Comparative Experiential Project

The CEP is the required comparative assignment that spans multiple countries. The Comparative Experiential Project will constitute 25% of the grade for this course.

From the very start of the voyage the student should be thinking comparatively as we venture from port to port and as they capture images from each country you should be thinking of which two countries and which two images you would like to use for the CEP.

The CEP for this course will be graded primarily on the basis of a 3-4 page typed essay attempting to answer the following question: **“How do these two images demonstrate comparatively how the two countries have dealt with the challenges of modernization while trying to maintain a healthy grasp on their own unique cultural identity and heritage?”** Additionally each student will present their two images to the class along with a brief explanation of how the images reveal the answer to the question posed. Half of the class will present on Class 15 and the other half on Class 21 (based on a sign-up sheet). The paper will be the major source of the grade, but the images and oral presentation may add between 1-3 points to the overall grade on the basis of originality of thinking and analysis.

## METHODS OF EVALUATION

CEP Papers and class presentations	Classes 15 & 21	25%
Midterm Exam (including Achebe)	Class 13	25%
Field Class/Paper	Class TBD	25%
Final Exam (including Hersey)	Class 24	25%

## 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 academic 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.

## CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

## 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 their Student

Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal 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<sup>®</sup> 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**

TITLE OF FILM: *Biko: Breaking the Silence*

TITLE OF FILM: *Gandhi*

TITLE OF FILM: *Vietnam: A History (Stanley Karnow)*

TITLE OF FILM: *Hearts and Minds*

## **ELECTRONIC COURSE MATERIALS**

AUTHOR: Lawrence Wright

ARTICLE/CHAPTER TITLE: "The Man Behind bin Laden"

JOURNAL/BOOK TITLE: *The New Yorker*

DATE: September 16, 2002

PAGES: 56-85

AUTHOR: Martin Luther King Jr.

ARTICLE/CHAPTER TITLE: Chapter 6, "The World House"

JOURNAL/BOOK TITLE: *Where Do We Go From Here: Chaos or Community?*

DATE: 2010