

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Spring 2019
<b>Discipline:</b>	International Education
<b>Course Number and Title:</b>	IE 300 Global Studies
<b>Division:</b>	Upper (300-499)
<b>Faculty Names:</b>	Andrea Duffy, Global Studies Director Ken Cushner, Intercultural Communication Specialist Laurie McConnico, Oceans & Sustainability Specialist
<b>Instructional Coordinators:</b>	Hyla Cushner, Charlie Braun, John Duffy
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

### COURSE DESCRIPTION

Welcome to Global Studies! This course represents a shared and unifying academic experience for our entire shipboard community. It includes three main elements critical to our voyage: port exploration, intercultural communication, and ocean discovery. The first element provides specific historical, political, and cultural context for each of our ports of call. It will help us to be informed travelers and to appreciate the places and cultures we visit. The intercultural communication component will enhance our capacity to interact and engage positively with the people we encounter as well as to reflect meaningfully on our global experiences. Finally, while at sea, we will deepen our understanding of oceans and the ocean environment. Throughout the course, we will draw on the overarching theme of globalization to provide context for these elements and weave them together. As we travel around the world, we will enrich our understanding of oceans, lands, cultures, and the connections among them through lectures, presentations, panels, discussions, assignments, and activities. This course aims to enrich our awareness of international and global issues and forge positive global relations. Through this shared experience, we seek to foster a community of conscious and conscientious global citizens.

### LEARNING OBJECTIVES

By the end of the semester, you should achieve the following competencies:

- **Global Studies:**
  - 1) Demonstrate observational and analytical skills needed to draw intercultural comparisons and to assess the similarities and differences in the variety of human experiences;

- 2) Recognize your responsibility and opportunities to act as a global citizen who intentionally seeks to improve the health and welfare of others and the sustainability of the Earth's systems; and
  - 3) Understand the social, technological, economic, environmental and political systems and conditions in port countries as preparation for high-value intercultural encounters.
- **Intercultural Competence:**
    - 1) Demonstrate enhanced self-awareness and cultural knowledge;
    - 2) Identify and explain multiple perspectives; and
    - 3) Demonstrate overall intercultural effectiveness.
  - **Ocean Stewardship & Sustainability:**
    - 1) Demonstrate knowledge of ocean systems and biodiversity;
    - 2) Recognize human uses and dependency on the sea, as well associated impacts on the marine environment; and
    - 3) Identify strategies for ocean conservation and exhibit the willingness and ability to engage in ocean stewardship.

## REQUIRED TEXTBOOKS / READINGS

A Global Studies e-reader will be made available for purchase. The reader must be downloaded prior to embarking the voyage.

Readings are listed below under the date on which they are due.

## TOPICAL OUTLINE OF COURSE

### Depart Ensenada, Mexico – January 5

#### Part I: Foundations and Perspectives

##### **A1–January 7:** Course Overview and Introductions

Lecture: General Narrative (GN), Intercultural Competency (ICC), and Oceans

Reading:

1. Robert G. Hanvey, “An Attainable Global Perspective”
2. McRae L., Freeman R., Shirchorshidi M., and Tresize E. 2015. “Chapter 1: The State of Our Blue Planet.” In *Living Blue Planet Report. Species, habitats and human well-being* (pp. 4-21).

##### **A2–January 9:** Hawaii, Ocean Basins and Tectonics

Lecture: Port Discovery (PD), Oceans

Reading:

1. William H. McNeill, “Globalization: Long Term Process or New Era in Human Affairs?,” *New Global Studies* 2.1 (2008): 1-9
2. Shulz, K. “The Really Big One.” *The New Yorker* (July 20, 2015).

### **A3—January 11: Coral Reefs**

Lecture: Oceans

Reading:

1. Thomas Friedman, *The World Is Flat*, “Chapter 1: While I Was Sleeping” (pp. 3-12).
2. Vijay Joshi, “America Seen from Abroad: Arrogant, Nice, Tech-savvy, Free,” *Associated Press* (August 4, 2016)

### **Honolulu, Hawaii — January 12**

#### **A4—January 14: Japan, Gyres and Plastics**

Lecture: PD and Oceans

Reading:

1. Jack A. Goldstone, “The New Population Bomb: The Four Megatrends That Will Change the World.” *Foreign Affairs* 89, no. 1 (2010): 31–43.

### **January 16—International Date Line crossing (Lost Day)**

#### **Part II. Globalization, Environment, & Health**

#### **A5—January 17: Globalization and Water, Fisheries**

Lecture: GN and Oceans

Reading:

1. Lester Brown, “The Real Threat to Our Future Is Peak Water,” *The Guardian* (July 6, 2013).
2. Hunt J. “Japan Copes with the Disappearing Eel,” *The New Yorker* (January 2, 2017).

### **Study Day (No Class) — January 19**

#### **A6—January 20: The Hofstede Model and Whales**

Lecture: ICC and Oceans

Reading:

1. Geert Hofstede, “Dimensionalizing Cultures: The Hofstede Model in Context,” *Online Readings in Psychology and Culture*, International Association for Cross-Cultural Psychology.
2. R. Wingfield-Hayes, “Japan and the Whale,” *BBC News* (February 8, 2016).

#### **A7—January 22: Port Discovery – Japan**

Lecture: PD

Reading:

1. Franck Guarnieri, “Fukushima Seven Years Later: Case Closed?” *The Conversation* (March 19, 2018).
2. James Watson, “McDonald’s in Hong Kong: Consumerism, Dietary Change, and the Rise of a Children’s Culture,” in *Golden Arches East: McDonald’s in East Asia* (Stanford University Press, 1997).

### **Kobe, Japan — January 24-28**

#### **A8—January 29: Globalization in China and Reflection**

Lecture: PD and ICC

Reading:

1. Robinson Meyer, "How Climate Change Covered China in Smog," *The Atlantic* (March 21, 2017).
2. James Fallows, "China Makes, the World Takes," *The Atlantic* (July/August 2007).

**Shanghai, China – January 31 - February 1**

**In-Transit – February 2-3**

**Hong Kong, SAR – February 4-5**

**A9–February 6:** Vietnam, Deltas & Mangroves

Lecture: PD and Oceans

Reading:

1. Friess, D.A. "Ecosystem Services and Disservices of Mangrove Forests: Insights from Historical Colonial Observations," *Forests* 7 (2016).
2. Mandelman, A. Deltas and Human History. *Physical Geographies*. (May 13, 2012).

**Ho Chi Minh City, Vietnam – February 8-13**

**A10–February 14:** ICC Reflection Day

Lecture: ICC

Reading:

1. K. Cushner, "A Culture-General Framework for Understanding Intercultural Interactions." From: Cushner, K. and Brislin, R. (1996). *Intercultural Interactions: A Practical Guide*, 2nd ed. Sage Publications

**Study Day (No Class) – February 16**

**A11–February 17:** Myanmar and Monsoons

Lecture: PD and Oceans

Reading:

1. Daniel Pepper, "Aftermath of a Revolt: Myanmar's Lost Year," *The New York Times* (October 4, 2008).

**A12–February 24:** Sand and Reflection

Lecture: Oceans and ICC

Reading:

1. Romig, R. "How to Steal a River," *The New York Times Magazine*. March 1, 2017.
2. ICC – Reflection

**A13– February 26:** Port Discovery – India

ICC Reflection #1 Due

Lecture: PD

Reading:

1. Lisa Friedman, "How Will Climate Refugees Impact National Security?" *Scientific American* (March 23, 2009).

2. Ellen Barry, “No, Google’s Not a Bird: Bringing the Internet to Rural India,” *The New York Times* (May 21, 2017).

### **Cochin, India – February 28 – March 5**

**A14–March 6:** PD and Review

**A15–March 9:** ICC Reflection Day

Lecture: ICC

Reading:

1. ICC Content and Reflection

### **Evening of A15: Midterm**

### **Port Louis, Mauritius – March 11: Day of the Ocean**

All field programs offered in Mauritius will focus on Ocean knowledge, conservation and sustainability.

### **Part III: Human Interactions & Impacts**

**A16–March 12:** Oceans and Climate Change

Lecture: Oceans and Climate Change Panel

Reading:

1. Shankman S, and Horn, P. “The Most Powerful Evidence Climate Scientists Have of Global Warming,” *Inside Climate News* (October 3, 2017).
2. McRae L., Freeman R., Shirkhorshidi M., and Tresize E. 2015. Living Blue Planet Report. Species, habitats and human well-being. “Chapter 2: Our Ocean Under Pressure” (pp. 33-34).

**A17–March 14:** Global Inequality and Biodiversity & Dead Zones

Lecture: GN and Oceans

Reading:

1. Arie M. Kacowicz, “Globalization, Poverty, and the North-South Divide,” *International Studies Review* 9.4 (2007): 565–80.
2. Breitburg et al. 2018. Declining oxygen in the global ocean and coastal waters. *Science*: 359, eaam7240.

**A18–March 16:** Port Discovery – South Africa

Lecture: PD

Reading:

1. Richard Poplak, “What’s Actually Behind Cape Town’s Water Crisis,” *The Atlantic* (February 15, 2018).
2. Joseph Stiglitz, *Globalization and Its Discontents*, Ch. 1 (pp. 3-22).

### **Cape Town, South Africa – March 18-23**

**A19–March 24:** ICC Reflection Day

Lecture: ICC

Reading:

1. Bennett, M. J. (2004). Becoming interculturally competent. In J.S. Wurzel (Ed.) *Toward Multiculturalism: A reader in multicultural education*. Newton, MA: Intercultural Resource Corporation.

**A20—March 26:** Alternative Globalization and Ocean Ownership

Lecture: GN and Oceans

Reading:

1. Leahy, S. “The UN Starts a Conservation Treaty for the High Seas,” *National Geographic* (December 24, 2017).
2. McRae L., Freeman R., Shirkhorshidi M., and Tresize E. 2015. *Living Blue Planet Report. Species, habitats and human well-being*. “Chapter 3: Why we should care” (pp. 41-48).

**A21—March 28:** Port Discovery – Ghana

Lecture: PD

Reading:

1. Timothy D. Taylor, “Strategic Inauthenticity,” in *Global Pop: World Music, World Markets* (Routledge, 1997).

**Takoradi, Ghana – March 30 - April 1**

**Tema, Ghana – April 2-3**

**A22—April 4:** ICC Reflection Day

Lecture: ICC Content and Reflection (Re-entry)

Reading:

1. Nan M. Sussman, “Sojourners To Another Country: The Psychological Roller-Coaster Of Cultural Transitions,” *Online Readings in Psychology and Culture*, International Association for Cross-Cultural Psychology.

**A23—April 6:** Global Citizenship and Marine Stewardship & Hope for the future

Final Project Due

Lecture: GN and Oceans

Reading:

1. Ahmed Samatar, “Musings on Global Citizenship” *Macalester Civic Forum 1.1* (2007).
2. Grorud-Colvert, K and Lubchenco, J. Momentum grows for ocean preserves. How well do they work? *The Conversation*. January 3, 2017.
3. McRae L., Freeman R., Shirkhorshidi M., and Tresize E. 2015. *Living Blue Planet Report. Species, habitats and human well-being*. “Chapter 4: Turning the tide” (pp. 49-59).

**Study Day (No Class) – April 8**

**A24— April 9:** Port Discovery – Morocco

ICC Reflection #2 Due

Lecture: PD

Reading:

1. Kishwar Rizvi, “What’s Missing in the Teaching of Islam,” *The Conversation* (January 10, 2017).

**Casablanca, Morocco – April 11-14**

**Final Exam – April 16**

**Arrive Amsterdam – April 21**

## **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.

### **Global Studies Field Program & Assignment**

**Attendance and engagement in your one Global Studies Field Program is mandatory for all students enrolled in this course.**

For Global Studies, you will be required to participate in one of the many “Global Studies Eligible” Field Programs listed in the Field Program catalog. Please visit the [website](#) for a complete listing of these programs. The cost of this field experience is covered by tuition.

### **Mauritius: Day of the Ocean**

In addition to the one Global Studies Field Program mentioned above, all students are encouraged to register in one of the Mauritius Field Programs focused on ocean knowledge, conservation, and sustainability. All Mauritius Field Programs have been designed to connect to the Ocean portion of Global Studies.

### **Assignment: Reflection Paper**

All students will be required to compose a paper of at least two full pages in length describing and reflecting on their Global Studies Field Program experience and connecting it to IE 300 course themes. Additional details will be given in class.

## **OTHER ASSIGNMENTS**

### **Participation / Discussion**

Your participation grade in this class is based on your performance in three areas:

- 1) Attendance: Attendance at all class sessions is mandatory.
- 2) Intercultural Reflection Sessions: You will be assigned to an Intercultural Reflection Session led by a member of the Faculty that will meet 6 times during the semester. On these reflection days, groups will meet during half of the class period to reflect upon the intersection of their intercultural experiences in port, within the shipboard community, and the content of the course. All students are expected to participate regularly, actively, and meaningfully in these Intercultural Reflection Sessions, and to arrive prepared, having completed assigned readings and other assignments, as applicable.

- 3) Online Discussions: Your involvement in your assigned discussion group also requires that you post regularly and meaningfully to the online discussion board for your group. Full credit on this assignment requires at least five quality posts during the course of the semester. Quality posts address the prompt, reference assigned readings, engage with other students, and are at least 200 words long.

### ICC Reflection Papers

During the course of the semester, you will compose two reflection papers on specified course-related prompts.

- 1) Reflection #1: Recall an incident you have experienced thus far on the voyage that reflects one of the Emotional themes or Hofstede's dimensions presented in class. In one page, identify the theme, describe your experience, and explain how you have come to better understand it. Due on A13.
  
- 2) Reflection #2: Choose one photo you have taken during your onshore excursions and explain how it demonstrates one of the following categories (approx. 200-300 words, single-spaced). Submit your photo and reflection in one document.
  - a. Increased understanding of an international and/or cultural issue
  - b. Increased flexibility and social resilience
  - c. Increased open-mindedness and curiosity
  - d. Enhanced critical skills

### METHODS OF EVALUATION

Attendance: 5%  
Participation / Discussion: 10%  
Field Program and Reflection: 15%  
Intercultural Reflection Papers: 20%  
Midterm: 25%  
Final Exam: 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 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 Global Studies Field Program, 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 REQUESTS** (Supplemental 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

### **Myanmar**

Title: The Burmese Harp  
Distributor: Nikkatsu

Title: Into the Current  
Distributor: Kanopy Streaming

Title: The Lady  
Distributor: Entertainment Film Distributors

### **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

### **General**

Title: First Contact (1982)

### **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  
The Island and the Whales

### **ELECTRONIC COURSE MATERIALS**

None

## ADDITIONAL RESOURCES

None