

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

Voyage:	Spring 2018
Discipline:	English
Course Number and Title:	E 142 Reading Without Borders
Division:	Lower
Faculty Name:	Joonok Huh
Semester Credit Hours:	3

Prerequisites: None

### COURSE DESCRIPTION

The Semester at Sea experience is an excellent opportunity to interrogate the concept of borders and its intriguing antithesis, no borders. Reading Without Borders is about the lines that separate us. It examines the literature of otherness, us v. them, the demarcations that divide societies and nations. Our readings present the plurality of America and the world. American writers situate themselves outside America and examine what it means to be American through the eyes of the other, and international writers present their perception of similar dual identities. The writers represent a wide social scale: from an established American writer, to a Polish immigrant, to an Egyptian-American feminist. All our writers situate themselves outside their comfort zones; by personal displacement they help us to move “outside the border,” and to gain new perspectives about history, as well as individual and national identities. Thus, the challenge to be “outside the border” is both personal and political and also individual and communal. The books will demand reevaluating history, individual and national identities, and, in fact, any defined sociopolitical labels. Readings in general follow the SAS voyage in order to help students experience the unfamiliar, the other, with a better understanding—and to a certain extent—bravely and fearlessly.

### LEARNING OBJECTIVES

- To recognize the different ways in which we (or humans) have perceived our world.
- To deepen our understanding of how social, cultural, religious, historical, linguistic circumstances shape our environment.
- To enhance our appreciation of our environment.
- To explore fundamental questions of value, meaning, and modes of expression and creativity.
- To investigate the cultural character and literature of the human experience.
- To approach problems with greater awareness of our moral dimensions and ethical consequences.
- To appreciate the literature that reflects different ways of thinking and living.
- To become a better human being.

### REQUIRED TEXTBOOKS

#1

**AUTHOR:** Anzia Yeziarska  
**TITLE:** Bread Givers: A Struggle between a Father of the Old World  
and a Daughter of the New World  
**PUBLISHER:** Persea Books  
**ISBN #:** 0-89255-014-7  
**DATE/EDITION:** Any

#2

**AUTHOR:** Cathy Davidson  
**TITLE:** 36 Views of Mount Fuji: On Finding Myself in Japan  
**PUBLISHER:** Plume  
**ISBN #:** 0-452-27240-8 (paperback)  
**DATE/EDITION:** Any

#3

**AUTHOR:** Tim O'Brien  
**TITLE:** The Things They Carried  
**PUBLISHER:** Mariner  
**ISBN #:** 978-0-618-70641-9  
**DATE/EDITION:** Any

#4

**AUTHOR:** Michael Ondaatje  
**TITLE:** Running in the Family  
**PUBLISHER:** Vintage Books  
**ISBN #:** 0-679-74669-2  
**DATE/EDITION:** Any

#5

**AUTHOR:** Leila Ahmed  
**TITLE:** Border Passage  
**PUBLISHER:** Penguin  
**ISBN #:** 0-14-02-9183-0 (paperback)  
**DATE/EDITION:** Any

#6

**AUTHOR:** David Henry Hwang  
**TITLE:** M. Butterfly  
**PUBLISHER:** Plume  
**ISBN #:** 9780452264663  
**DATE/EDITION:** Any

## TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico — January 5

B1—January 8:

Introduction  
Adrienne Rich, “Diving into the Wreck”

B2—January 10:

Henry James, “Daisy Miller”

B3—January 13:

Anzia Yeziarska, Bread Givers

Honolulu, Hawaii — January 12

B4—January 15:

Anzia Yeziarska, Bread Givers

January 16—International Date Line crossing (Lost Day)

B5—January 18:

Anzia Yeziarska, Bread Givers

No Class — January 19

B6—January 21:

Cathy Davidson, 36 Views of Mount Fuji

B7—January 23:

Cathy Davidson, 36 Views of Mount Fuji

Kobe, Japan — January 24-28

B8—January 30:

Cathy Davidson, 36 Views of Mount Fuji

Shanghai, China — January 31 - February 1

In-Transit — February 2-3

Hong Kong, SAR — February 4-5

B9—February 7:

Cathy Davidson, 36 Views of Mount Fuji

Ho Chi Minh City, Vietnam – February 8-13

B10—February 15:

Tim O'Brien, The Things They Carried  
\*Field Project Presentations

No Class —February 16

B11—February 18:

Tim O'Brien, The Things They Carried  
\*Field Project Presentations

Yangon, Myanmar – February 19-23

B12—February 25:

Tim O'Brien, The Things They Carried

B13— February 27:

Tim O'Brien, The Things They Carried  
\*Field Project Paper Due

Cochin, India – February 28 - March 5

B14—March 8:

Michael Ondaatje, Running in the Family

No Class — March 7

B15—March 10:

Michael Ondaatje, Running in the Family

Port Louis, Mauritius – March 11

B16—March 13:

Michael Ondaatje, Running in the Family

B17—March 15:

Leila Ahmed, Border Passage

B18—March 17:

Leila Ahmed, Border Passage

Cape Town, South Africa – March 18-23

B19–March 25:

Leila Ahmed, Border Passage

B20–March 27:

Leila Ahmed, Border Passage

B21–March 29:

Poetry

Tema, Ghana – March 30 - April 1

Takoradi, Ghana – April 2-3

B22–April 5:

David Henry Hwang, M. Butterfly

B23–April 7:

David Henry Hwang, M. Butterfly

No Class – April 8

B24– April 10:

David Henry Hwang, M. Butterfly, film  
\*Final Paper Due

Casablanca, Morocco – April 11-14

B25–April 16:

Review and Final Thoughts  
\*Independent Field Assignment Due

Arrive Bremerhaven, Germany – April 19

\*Reading Response Assignments Due Dates: See Assignments

### **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 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.

The Field Class for this class will take place on **Tuesday, 13 February, in Ho Chi Minh City, Vietnam.**

Field Class Title: Cu Chi Tunnels and War Remnants Museum

Field Class Description:

The main thread of this class is to position ourselves outside familiarity and learn about others and learn about ourselves through them. Tim O'Brien's The Things They Carried presents one of the most powerful and at the same time intimate settings unfamiliar (although sounding familiar) to us—Vietnam vs. America during the Vietnam War (for Americans) and the American War (for Vietnamese).

We will visit the Cu Chi Tunnels and War Remnants Museum to witness a piece of history about the Vietnam War and to experience their perspective, their experience as opposed to our perspective about the War that occurred in their land. Perhaps this visit will help us understand others and, by extension, ourselves. As Tim O'Brien indicates: we were all victims of the war. It is not them we fight against, but it is war, or any ideology or institutional differences, that divides us.

Field Class Learning Objectives:

- What did you find most striking about this experience?
- Did it add anything to what you already knew about the war?
- Is the war the American War or the Vietnam War?
- Did this visit help you understand O'Brien's book better? If so, in what sense does it help?
- Relate one moment/learning from your visit to an episode in the book and analyze the episode linking to your museum experience.
- Feel free to add your own questions.

\*This field class will be evaluated in two ways, a brief presentation and a two-page paper.

Independent Field Assignments:

You will write about your experience in each port/country about the theme of this course—being simultaneously within and outside borders—and learning about others and about yourself. In each port, get engaged in conversations with local members, take pictures or film videos, share common interests. After you return to the ship, write a one-page summary/report. After the final port, Casablanca, you will read all reports and write an analysis of your experience throughout the entire voyage, two pages.

- From all the reports, has anything emerged? If so, what is it?
- What is your most memorable experience and why?
- What have you learned about “the other”? Has this journey changed your perspective of “the other”?
- Has this helped you understand who you are or who we are in America? If so, how?

## **METHODS OF EVALUATION / GRADING SCALE**

### **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%
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

### **Assignments:**

Your grade will be averaged for the following assignments:

1. Two Reading Response Papers (2-3 pages): 20% (10% each)

I encourage you to think and write about the concept of borders and to connect your thinking to our texts. Find something compelling—a singularity, a notion, or, as T.S. Eliot suggested once, some compelling image or event that causes you to focus your feelings and ideas about the text(s). The response paper should be well-focused and developed, almost a “mini-paper.” A mediocre response paper will merely parrot back our reading and discussion; a good response paper will be more inquisitive, perhaps raise questions and answer them; an excellent paper might introduce something we've overlooked in class discussion, and perhaps begin to frame your own theory of borders.

Choose two books from the semester. The response paper is due on the last class-discussion day assigned to the book you chose. For instance, if you decide to write a response paper on Border Passage, it is due on Mar 27.

2. Final Paper (6-7 pages): 30%

The purpose of the course, and the SAS mission, is to promote critical thinking about our world and its inhabitants. “Borders” explore location, difference, identity, gender, and cultural formation. For your final paper, you will be asked to

write about borders based on a text or texts from the semester. A specific paper topic will be given.

3. Field Project Presentation: 10%

A five-minute presentation on personal observations and insights from the field trip.

4. Field Project Paper: 10% (See Field Project Assignments)

5. Independent Field Assignment: 10% (See Independent Field Assignments)

6. Class Attendance and Participation: 20%

### **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 REQUEST:

Title of Film: *M. Butterfly*  
Distributor: Warner Brothers

### ELECTRONIC COURSE MATERIALS

AUTHOR: Henry James  
ARTICLE/CHAPTER TITLE: "Daisy Miller" (short story)  
JOURNAL/BOOK TITLE: The New York Edition of Henry James  
VOLUME: 18  
DATE: 1971  
PAGES: 3-94

<https://www.scribd.com/document/323988382/henry-james-daisy-miller-pdf>

<https://www.google.com/search?q=henry+james%2C+daisy+miller&oq=hen&aqs=chrome.0.69i59j69i57j69i60j0i3.1717j0j9&sourceid=chrome&ie=UTF-8>

<https://webcache.googleusercontent.com/search?q=cache:ZdbWJ80QakkJ:https://www.scribd.com/document/323988382/henry-james-daisy-miller-pdf+&cd=4&hl=en&ct=clnk&gl=us>

AURHOR: Adrienne Rich

POEM: "Diving into the Wreck"

[www.library.yale.edu/~nkuhl/lit100b/Adrienne%20Rich.pdf](http://www.library.yale.edu/~nkuhl/lit100b/Adrienne%20Rich.pdf)

<https://www.google.com/search?q=adrienne+rich+diving+into+the+wreck&oq=adrienne+rich%2C+&aqs=chrome.3.69i57j0i5.5335j0j4&sourceid=chrome&ie=UTF-8>

[http://webcache.googleusercontent.com/search?q=cache:aL85\\_Ym2djkJ:www.library.yale.edu/~nkuhl/lit100b/Adrienne+Rich.pdf+&cd=6&hl=en&ct=clnk&gl=us](http://webcache.googleusercontent.com/search?q=cache:aL85_Ym2djkJ:www.library.yale.edu/~nkuhl/lit100b/Adrienne+Rich.pdf+&cd=6&hl=en&ct=clnk&gl=us)

### ADDITIONAL RESOURCES

None