

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2018
Discipline:	International Education
Course Number and Title:	IE 300 Global Studies (Section 2)
Division:	Upper
Faculty Names:	Edward H. Huijbens, Global Studies Director Nan Sussman, Intercultural Communication Specialist
Instructional Coordinators:	Karen Rattenborg, Troy Heffron, John Kador, Julie Wang
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

Global studies deal with traditional and changing institutions, systems, values and identities in cultures and countries we will visit on this voyage. We will outline how these are perceived, portrayed, and experienced by us and our hosts and reflect on what it means to be a global citizen of our common home. Our unifying narrative is “connectedness” and thus how places, regions, nations and cultures emerge through constitutive connectedness through climate, geography, commodities, bitcoins or people.

The course has a two-pronged approach. Firstly, the course will introduce an understanding of globalization and provide the tools to grasp global interconnectedness and the ways in which our globalized world affects our personal lives, our families, communities, countries and continents. Secondly, the course will apply these tools on each of the port we visit. Thereby the course is an opportunity to prepare for and get the most out of each port visit, and also the place to put the pieces together – to go beyond isolated “snapshots” of places and cultures and to begin to think about the world and its places as constituted through global interconnectedness. This twofold core will be delivered in eight thematic sessions on global connectivity, 11 sessions (Port Discovery) prior to arrival in each port focusing on it and the cultural competences needed to navigate it, and six days of post-port reflection sessions where we break of into smaller groups to discuss your port experiences.

In the course we will provide students with a chance to learn from and interact with many of the excellent faculty members who have been selected for their specific areas of expertise. It will be useful to students during their field experiences, but more importantly it will provide a forum for discussion of the many cross-cultural questions and concerns that relate to both student experiences and regional/global issues. Through critical dialogue we will explore the multiple dimensions of our globalized world: the environmental, the aesthetic, the political and economic and the socio-cultural.

For each port we will look at the heritage: geographical, cultural and historical foundations of the society. We will explore the challenges of inclusion, equity and social justice. And we will look at the economic and environmental challenges for the future. An emphasis on intercultural communication and understanding will help prepare you for each port experience, and more importantly, for living and thriving in a multicultural world.

LEARNING OBJECTIVES

By the end of this course students should be able to:

- 1) Describe basic information about the physical and cultural geography, key historical events, and the current social, economic, and political situation of each country visited.
- 2) Understand regional and global issues which, in various ways, affect the countries on our itinerary. Examples include: population, poverty, ethnic/religious conflicts, technology, status of women, human rights, care for the environment (sustainability), and other aspects of globalization.
- 3) Appreciate the cultural/aesthetic contributions of peoples in the countries we will be visiting.
- 4) To emphasize the similarities and differences in the variety of human experiences and to assist students in developing the observational and analytical skills needed to draw cross-cultural comparisons.
- 5) Critically assess the forces of globalization in changing institutions, national and global systems, cultural values and identities, and the adaptations of local cultures to these forces and our opportunities and responsibilities in this globalized world.
- 6) To acquire basic intercultural skills designed to assist you in becoming more ethno-relative in your perspective and more effective in thinking and communicating with others.

Global Studies is the common academic experience for all participants on the voyage. Through lectures, debates, panel discussions, and a variety of other pedagogical activities, Global Studies will present information and give students a chance to learn from many of the excellent faculty members who have been selected for their specific areas of expertise. It will be useful to students during their field experiences, but more importantly it will provide a forum for discussion of the many cross-cultural questions and concerns that relate to both student experiences and regional/global issues. This interdisciplinary course focuses on the countries that we will visit and is tailored especially to meet the comparative approach of Semester at Sea.

I hope you will find the course exciting and useful as you travel around the world, but please remember it is a mandatory course for all students. Your participation is important as we form the academic community we will build together on the voyage. This is the only course we will

all share together. Through Global Studies we intend to build a culture of intellectual curiosity that will enhance your entire experience.

REQUIRED TEXTBOOK

AUTHORS: Erin H. Fouberg, Alexander B. Murphy, Harm J. de Blij
TITLE: Human Geography: People, Place, and Culture, 11th Edition
PUBLISHER: Wiley
ISBN #: 978-1-118-79314-5
DATE/EDITION: Jan 2015

RECOMMENDED TEXTBOOK

The following textbooks is recommended. Selected chapters from this text, as required readings, will be provided in electronic format:

AUTHORS: University of Minnesota Libraries Publishing
TITLE: World Regional Geography: People, Places and Globalization
PUBLISHER: University of Minnesota Libraries Publishing
ISBN #: 978-1-9461352-7-8
DATE/EDITION: 2016

TOPICAL OUTLINE OF COURSE

Depart Hamburg, Germany – September 9

B1–September 12:

In this session we will start by introducing the global studies team, the syllabus and the fixed points in it throughout our voyage as well as the conceptual underpinning for grappling the world we are about to experience.

“Geography – use it or lose it”

How to see the world? A unified globe, with numerous nations and ethnicities, yet crisscrossed with all kinds of connective circuitry. What is globalization in an interconnected world, and what do spaces and places mean? How do we define Global citizenship in an age of globalization, devolution and fragmentation.

Reading: Fouberg, Murphy and de Blij 2015: chapter 1

Web: <https://earthobservatory.nasa.gov/IOTD/>

B2–September 14:

Pre-port preparation for Spain. The geography, history and culture of Spain in brief and the introduction of key indexes for understanding the country’s rank amongst nations and its

global connectedness. Basic intercultural competences are introduced and key dos and don'ts.

Reading: University of Minnesota Libraries Publishing, 2016: chapter on Spain

Movie: Volver, 2006

Barcelona, Spain – September 15-16

Valencia, Spain – September 17-18

B3–September 20:

Intercultural day – merged with A3

Reading: Hanvey, 1982

Movie: Bye Bye Barcelona

B4–September 22:

In this session we will think through how people have travelled the globe from makeshift rafts to Airbus A380s

“Navigating the spaces of the world”

History of navigation, colonial conquest, filling in the blank spaces on the map, *res nullius* and *terra incognita*. Aviation waypoints in the sky and the final terrestrial frontier; Antarctica – or space?

Reading: Fouberg, Murphy and de Blij 2015: chapter 14

Movie: City in the sky, 2016 – three part documentary

Study Day–September 23: No Class-

B5–September 25:

In this session we explore the concepts of poverty and migration. What makes people leave their homestead. We will explore how the world, regions and individual countries divided by vast differences in living conditions and opportunities.

“Our divided home”

Who are the rich and who are the poor? Why is this the case and what are the reasons for poverty and inequality and how can these be challenged? How does poverty makes people move, where do they go and what do they seek? What are the barriers to migration and the pull factors? What are refugees and what dynamics man-made or natural make people flee their home and where do they go? What is the responsibility of the global citizen?

Reading: Fouberg, Murphy and de Blij 2015: chapter 3 and 10

Webs:

http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html

<https://www.gapminder.org/>

In class reading quiz, 5%

Tema, Ghana – September 27-28

Takoradi, Ghana – September 29-30

B6—October 1 – merged with A6 26 September:

Pre-port preparation for Ghana. The geography, history and culture of Ghana in brief and the introduction of key indexes for understanding the country's rank amongst nations and its global connectedness. Basic intercultural competences are introduced and key dos and don'ts.

Reading: University of Minnesota Libraries Publishing, 2016: chapter on Ghana

Movie: Heart of Gold, 2010

Community Programming—October 2: No Class

B7—October 4:

Intercultural day – merged with A7

Reading: Cushner and Brislin 1996

B8—October 6:

Pre-port preparation for S. Africa. The geography, history and culture of S. Africa in brief and the introduction of key indexes for understanding the country's rank amongst nations and its global connectedness. Basic intercultural competences are introduced and key dos and don'ts.

Reading: University of Minnesota Libraries Publishing, 2016: chapter on S. Africa

Movie: Cry the Beloved Country, 1995

Cape Town, South Africa – October 7-12

B9—October 14:

Intercultural day – merged with A9

Reading: Hofstede, 2011

Study Day—October 16: No Class

B10—October 17:

In this session we will explore local cultures and tourism, and how tourism is possibly the greatest cultural confluence of our times.

“Tourism blessing or curse?”

How does tourism and our fleeting experiences of spaces and places frame them to our mind-set? Who can travel, where and how and how do we carry with us all kinds of baggage from home that set up the scene for our encounter with local cultures and identities.

Reading: Fouberg, Murphy and de Blij 2015: chapter 4

Port Louis, Mauritius – October 19

B11—October 20 – merged with A11 18 October:

Pre-port preparation for Mauritius. The geography, history and culture of Mauritius in brief and the introduction of key indexes for understanding the country's rank amongst nations and its global connectedness. Basic intercultural competences are introduced and key dos and don'ts.

Reading: University of Minnesota Libraries Publishing, 2016: chapter on Mauritius
Movie: Where is Flight MH370?, 2014
In class reading quiz, 5%

Study Day—October 21: No Class

A12—October 22:

Mid-term exam (Section 2 merged with Section 1 on A12 for mid-term exam, no class on B12)

Cochin, India — October 25-30

Reflection and Study—October 31: Global Studies Reflection

B13—November 1 – merged with A13 24 October

Pre-port preparation for India. The geography, history and culture of India in brief and the introduction of key indexes for understanding the country's rank amongst nations and its global connectedness. Basic intercultural competences are introduced and key dos and don'ts.

Reading: University of Minnesota Libraries Publishing, 2016: chapter on India

Movie: Slumdog Millionaire, 2008

B14—November 3:

Pre-port preparation for Myanmar. The geography, history and culture of Myanmar in brief and the introduction of key indexes for understanding the country's rank amongst nations and its global connectedness. Basic intercultural competences are introduced and key dos and don'ts.

Reading: University of Minnesota Libraries Publishing, 2016: chapter on Myanmar

Video: BCIM Car Rally 2013 Kolkata to Kunming 360p

Yangon, Myanmar — November 4-8

B15—November 10:

This session will discuss the interconnected supply-chain of global production and how our material goods and software is being assembled globally for our consumption.

“The global assembly line”

Where does our food come from, our clothes, cars, computer and everyday consumables?

How are they created, by whom and how do they get to us?

Reading: Fouberg, Murphy and de Blij 2015: chapter 12

Community Programming—November 11: No Class

B16—November 13:

Pre-port preparation for Vietnam. The geography, history and culture of Vietnam in brief and the introduction of key indexes for understanding the country's rank amongst nations and its global connectedness. Basic intercultural competences are introduced and key dos and don'ts.

Reading: University of Minnesota Libraries Publishing, 2016: chapter on Vietnam

Movie: Saigon, I love you, 2016

Ho Chi Minh City, Vietnam – November 14-18

B17–November 20:

This session will talk about urbanization and its driving forces and mega-cities and city corridors the size of countries and more populous are forming globally
“The global city”

What drives urbanization and people to live in propinquity in cities? Why do they sprawl at such a pace and how can infrastructure keep up, services and other means of sustaining a functioning city that does not tax its hinterlands or environs too heavily?

Reading: Fouberg, Murphy and de Blij 2015: chapter 9

Movie: Generation Earth – episode 1 (48 minutes)

Study Day–November 21: No Class

B18–November 23:

Pre-port preparation for China. The geography, history and culture of China in brief and the introduction of key indexes for understanding the country’s rank amongst nations and its global connectedness. Basic intercultural competences are introduced and key dos and don’ts.

Reading: University of Minnesota Libraries Publishing, 2016: chapter on China

Movie: Empire of the Sun, 1987

In class reading quiz, 5%

Shanghai, China – November 24-29

B19–December 1:

Pre-port preparation for Japan. The geography, history and culture of Japan in brief and the introduction of key indexes for understanding the country’s rank amongst nations and its global connectedness. Basic intercultural competences are introduced and key dos and don’ts.

Reading: University of Minnesota Libraries Publishing, 2016: chapter on Japan

Movie: Lost in Translation, 2003

Kobe, Japan – December 2-6

B20–December 8:

Intercultural day – merged with A20

Reading: Bennett, 2017

B21–December 10:

In this session we will explore global health dynamics and opportunities for quality of life are not equally distributed in our globalized world.

“Health and happiness”

What is quality of life and how does that get translated in different ways in different places and cultures? How are infectious diseases carried and how can they be fought? What are

lifestyle and chronic diseases and how do they travel? How do pandemics manifest and migrate?

Reading: Happy Planet Index, see: <http://happyplanetindex.org/>

Movie: Mosquito, 2017

B22–December 12:

This session will focus on the state of our oceans and the level of pollution therein.

“Our plastic seas”

Where does ocean pollution stem from and what are the most prevalent pollutants. How can we read ocean and air current trajectories through pollutants in the sea and how do these migrate up the food chain?

Reading: Fouberg, Murphy and de Blij 2015: chapter 13

Movie: Before the Flood, 2015; A Plastic Ocean, 2016; and Blue Planet II, 2017

B23–December 14:

Intercultural day – re-entry

Summary of course contents and key take home messages

Reading: Sussman, 2002

Honolulu, Hawaii – December 16

B24–December 17 – merged with A24 15 December:

Pre-port preparation for US. The geography, history and culture of US in brief and the introduction of key indexes for understanding the country’s rank amongst nations and its global connectedness. Basic intercultural competences are introduced and key dos and don’ts.

Reading: University of Minnesota Libraries Publishing, 2016: chapter on US

Movie: Tsunami: Killer Wave, 2005

Study Day–December 18: No Class

B25–December 20: Final Exam

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. All of these will be brought to bear on global studies and will be looked for in your assignments, reflections and exams. The tools presented in global studies and the framing of individual ports visited through intercultural competences and basic geographies should become the frame of reference for students to build their own understanding of each port.

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. These have been selected according to a single criterion: meaningful interaction with local people and cultures. The cost of this field experience is covered by tuition.

A short, 1-page response will be required following this Program in addition to a presentation to a select group of peers as outlined further below.

Note that the Field Program for Global Studies differs from those of other courses in three important ways:

1. Your participation in this Field Program will count as 5% of your course grade (not 20%).
2. Global Studies Eligible Field Programs were not designed by, and may not be led by, Global Studies Faculty, though we are highly confident of their academic and intercultural value.

Field Program attendance is mandatory for all students enrolled in this course. Please book your Field Program as early as possible, and do not book individual travel plans or another Semester at Sea sponsored trip on the day of your field Program.

Intercultural Port Assignments

Semester at Sea **Field Programs and Classes** allow for an unparalleled opportunity to apply, “in-country,” the theories, skills, and tools you will learn in the Global Studies course. All in-port experiences should encourage you to move beyond the superficial, brief transaction of a touristic nature. There will be four Intercultural Port Assignments. Each is worth 5 points of your final grade for the course. Details regarding each assignment is on the GS course page. Please also see additional assignment descriptions at close of syllabus.

1. **Global Studies Field Class.** Some of the Field Programs have been designated as “Global Studies eligible.” The programs involves meaningful interaction with local people and cultures. You have already registered for one of these Field Programs. The cost of these programs is included in your tuition.
DUE: Two days after your participation in the GS eligible Field Program
2. **Using Proverbs as a Window into Culture: Ghana.** This assignment helps to attune you to how cultural values are transmitted through proverbs and adages. The enculturation process takes place in all countries through many direct and indirect methods. This is one example of internal culture learning.
DUE: Class A7/B7
3. **A Personal Critical Incident.** You will utilize the “Cultural General Framework” we have discussed in class by applying one of the “Five Emotional Responses” to an experience you have had in port or on the ship.
DUE: Class A16/B16
4. **“Hit Us with your Best Shot.”** Using one photo from the voyage, you will explain how it represents “your own story” becoming more complex.
DUE: Class A18/B18

METHODS OF EVALUATION

- Three (in class) reading quizzes (see Syllabus for dates), 5 points each = 15%
- Four attendance exercises on random dates, 5 points each = 25%; on five occasions throughout the semester students will be presented with specific tasks to be completed and submitted after class
- Cumulative mid-term and final exam = 20%+25%
- Intercultural Port Assignments = 20% (5 points per assignment) (See assignment details at end of syllabus.)
- Up to Two Extra Credit Film Quizzes, each 5%, possible total = 10%; students have the option of completing two written quizzes on the documentary and feature films that are shown in the two film series that accompany Global Studies this semester: one at 9pm each evening we are at sea; the other running on the overnight TV loop in your rooms. The quiz questions will be based on specific films or on groups of films shown in these series. An announcement will be made after we set off indicating which films are to be included in each of the quizzes, which will be circulated on the day the first film is to be shown. The questions on the film quizzes will require students to do their own research about the film(s) and the topic(s) or place(s) involved. All of the films will be available (as DVD's) in the SAS Library onboard.

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	

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 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

AUTHOR: Khanna, Parag
TITLE: Connectography. Mapping the global network revolution
PUBLISHER: Weidenfeld & Nicolson
ISBN #: 978-1-474-60425-3
DATE/EDITION: 2016

AUTHOR: Mowford, M. and Munt, I.
BOOK TITLE: Tourism and Sustainability: Development, globalisation and new Tourism in the Third World
PUBLISHER: Routledge
ISBN #: 978-0-415-41403-6
DATE: 2009

AUTHOR: Lovelock, B. and Lovelock, K.M.
BOOK TITLE: The Ethics of Tourism. Critical and Applied Perspectives
PUBLISHER: Routledge

ISBN #: 978-0-415-57558-4
DATE: 2013

FILM REQUEST

Title of Film: Bye Bye Barcelona
Distributor: see: <http://www.byebyebarcelona.com/>

Title of Film: Volver
Distributor: Sony Pictures Classics

Title of Film: Heart of Gold
Distributor: One Day Films

Title of Film: Cry, the Beloved Country
Distributor: Miramax Films

Title of Film: Where is Flight MH370?
Distributor: BBC

Title of Film: Slumdog Millionaire
Distributor: Warner Bros. Pictures

Title of Film: Saigon, I Love You
Distributor: Director: Minh Thang Ly

Title of Film: Empire of the Sun
Distributor: Warner Bros.

Title of Film: Lost in Translation
Distributor: Focus Features

Title of Film: Tsunami - Killer Wave
Distributor: National Geographic

Title of Film: City in the Sky – three parts
Distributor: PBS and BBC

Title of Film: Before the Flood
Distributor: National Geographic

Title of Film: A Plastic Ocean
Distributor: see: <https://plasticoceans.org/>

Title of Film: Mosquito
Distributor: Discovery Channel

Title of Film: BCIM Car Rally 2013 Kolkata to Kunming 360p
Distributor: see: <http://www.bcimcarrally.com/>

Title of Film: Generation Earth episode 1
Distributor: BBC

Title of Film: Blue Plant II
Distributor: BBC

Additional Films for Recommended Viewing (On the film loop):

Spain

Title: Antonio Gaudi
Distributor: Kino International

Title: El Cid
Distributor: Allied Artists

Title: Talk to Her
Distributor: Sony Pictures Classics

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

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

Mauritius

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

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

Myanmar

Title: The Burmese Harp
Distributor: Nikkatsu

Title: Into the Current
Distributor: Kanopy Streaming

Title: The Lady
Distributor: Entertainment Film Distributors

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

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

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.

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

ELECTRONIC COURSE MATERIALS

AUTHOR: Massey, D.
ARTICLE TITLE: Geography on the agenda
JOURNAL TITLE: Progress in Human Geography
VOLUME: 25(1)
DATE: 2001
PAGES: 5-17

AUTHOR: Massey, D.
ARTICLE TITLE: Places and their past
JOURNAL TITLE: History Workshop Journal
VOLUME: 39
DATE: 1995
PAGES: 182-192

ADDITIONAL RESOURCES

All manners of Atlases would be good to have on stock for the library on-board.

These websites should be linked and accessible to students if possible:

https://www.gapminder.org/tools/#_chart-type=bubbles

<https://www.gapminder.org/>

<http://worldmap.harvard.edu/maps/connectography>

<https://data.worldbank.org/>

<https://www.cia.gov/library/publications/the-world-factbook/>

<http://happyplanetindex.org/>

http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html

<https://earthobservatory.nasa.gov/IOTD/>

<https://plasticoceans.org/>

Global Studies Intercultural Assignment #1 GSCE FIELD PROGRAM EXPERIENCE

Field Programs have been designated “credit-eligible” for Global Studies based on one criterion: “**meaningful interaction with people or cultures.**” These experiences should be both culturally informative and culturally transformative, deepening your knowledge about a culture on at least three levels: observing its defining features, identifying its underlying dynamics, and analyzing the forces that shape it. As you participate in your FP, consider the following:

1. **OBSERVE people, places, and objects during your cross-cultural interaction!**

- Social Interactions:** Initiation, Forms of Greeting/Address, Attitude/Treatment, In/direct Speech, etc.
- Nonverbals:** Personal Space, Physical Contact, Gestures, Postures, Rituals, Gift-giving, etc.
- Materiality of Place/Artifact:** Style/forms, Size/scale, Layout/arrangement, Access/restriction, etc.

2. **RELATE your observations to dimensions of culture!** Are these features more typical of:

- Individualism or collectivism?*
- Feminine or masculine cultures?*
- Indulgent or restrained cultures?*
- High or low power differentials?*
- Short- or long-term orientations?*
- Low-context or high-context cultures?*

3. **ANALYZE the circumstantial, ideological, and historical forces shaping this cross-cultural moment!**

- Context:** The purpose or function of the interaction or artifact
- Setting:** Geography, Climate, Season, Occasion
- Ideas:** Religion, Philosophy, Mythology, Folklore, Cultural Heroes as Behavioral Models, etc.
- Internal Dynamics:** Socioeconomic or Power Relationships/Expectations within a Culture
- Development:** Wealth, education, health, civil rights in a society relative to others
- Globalization:** Relations between a culture and external groups or influences

YOUR RESPONSE:

To process your Field Experience, choose one or two particularly relevant moments from it, and (on the next page) write a short one-page response to the following prompt:

*To what extent did your Field Program **confirm, complicate, or challenge** the “dimensions of culture” and other analyses or observations about cultures from Global Studies lectures and readings? Was this culture as described, or was it more complex, or was it not at all as you were led to expect? (In short, apply what we’ve learned in class to what you experienced in the field!) Use one or two specific examples from your Field Experience to make your point.*

NOTE: In your response, please analyze the *intended focus* of the Field Program (that is, the cross-cultural interaction), and not logistical trivialities like the uncomfortableness of the bus, or the quality of the food—if you have comments to make about these more technical aspects of the program, please share them with the Field Office! Thanks!

Each of you will complete this assignment at a different point in the voyage depending on which GSCE Field Program you select. Please bring this response to the next GS class following the program and give to Karen. You might also share your observations and analysis in your Reflections Group. (Submitting this paper is worth 5% of your course grade).

WHICH FIELD PROGRAM DID YOU PARTICIPATE IN?

Number:

Title:

TYPE YOUR RESPONSE HERE

Global Studies Intercultural Component: IC Assignment #2
Using Proverbs as a Window into Culture

Assigned 19 September. Turn in by Class A7/B7. Be sure to include your name and your Global Studies section (A or B).

Purpose: To examine proverbs as a reflection of culture.

Instructions: Cultural values are the most deeply held beliefs that are shared by a cultural community, reflecting what ought to be, not necessarily what is. Identifying proverbs people are exposed to throughout their life is an excellent way to explore underlying cultural values that may guide their behavior. We can look at the influence of cultural values on people's behavior using the following as an example:

Proverb: The early bird catches the worm

Underlying Value: Initiative

Influence on People's Behavior: A person holding this value might more readily take advantage of educational opportunities provided to him or her. Or, a corporation that supports this value might work hard to be the first to exploit an environmental resource.

Assignment:

1. Be observant throughout your time in Ghana. Review the Ghanaian proverbs identified below. Identify the value you think it is attempting to teach, and look for evidence of how you see it being expressed. In one page:

- (a) State the proverb you are analyzing. Is there a similar proverb that you grew up hearing in your own culture?
- (b) Identify the underlying value you believe the proverb is trying to instill.
- (c) How have you observed this during your time in Ghana (e.g., behavior you observed, children's book or other publication seen, local television, conversation with a local)?

Example Ghanaian Proverbs

(from: Ghana: The Essential Guide to Customs and Culture. London: Culture Smart)

The human being is more valuable than gold.
If two people carry a log it does not press hard on their heads.
A person is not a palm tree that he should be self-sufficient.
You cannot tie a knot without using your thumb.
There is no wealth where there are no children.
Absence does not bring up a child.
Just as someone looked after you when you were growing your teeth, so should you look

after them when they are losing theirs'.
When an elder is in bed, his feet are still outside the room.
Instead of doing the wrong thing by pacifying people with money, do the right thing and save your money to look after your children.
It is good feathers that make a bird beautiful.
The decline and fall of a nation begins in its homes.
If one person eats all the honey he is sure to get a stomach ache.
If you don't allow your neighbor to count to nine, you will never be able to count to ten.
Money is like a servant. If you abuse it, it will run away.
The person who goes to fetch water does not drink mud.
Knowledge is like a baobab tree; no one can encompass it with their hands.
Do not follow the path. Go where there is no path to begin a trail.
When you are sitting in your own house, you don't learn anything. You must get out of your house to learn.
It is the child who has never traveled who says that only his mother prepares tasty meals.

Global Studies Intercultural Component: IC Assignment #3

A Personal Critical Incident

Turn in by Class A16/B16. Be sure to include your name and Global Studies section (A or B).

You should have read “A Culture General Framework for Understanding Intercultural Interactions” and by now have probably experienced most of the 5 Emotional Response themes (Anxiety, Ambiguity, Belonging, Disconfirmed Expectations and Confronting Prejudice) either in port interacting with locals and/or while on the ship. Recall an incident you have experienced thus far on the voyage that reflects one of these themes. In one page, identify the theme, describe your experience, and explain how you have come to better understand it.

Global Studies Intercultural Component: IC Assignment #4

Assigned November 22. Turn in by Class A18/B18. Be sure to include your name and your Global Studies section (A or B).

“HIT US WITH YOUR BEST SHOT”

Reflect back on the past few months and how your own story has become more complex as you have become more interculturally aware and engaged. Choose one photo you have taken during your onshore excursions and explain how it demonstrates one of the following categories (approx. 2-300 words, single-spaced). Submit your photo and reflection on one page.

- a. **Increased understanding of an international and/or cultural issue:** In what way(s) do you have a better understanding of the country and culture you visited?

- b. **Increased flexibility and social resilience:** How have you have become more flexible, tolerant, or have otherwise gained a positive attitude in adapting to differences?

- c. **Increased open-mindedness and curiosity:** In what way(s) have your values been tested or changed; what did you learn about yourself or another’s values?

- d. **Enhanced critical skills:** What new skills have you developed? In what way(s) have you developed a sense of accomplishment or an ability to be self-reliant?