

**Semester at Sea Course Syllabus**  
**Colorado State University, Academic Partner**

**Voyage:** Fall 2017  
**Discipline:** Journalism and Media Communication  
**Course Number and Title:** JTC 361 Writing for Specialized Magazines  
**Division:** Lower  
**Faculty Name:** P.F. Kluge  
**Semester Credit Hours:** 3

**Meeting:** B Day 1230-1350, Kaisersaal Port  
**Prerequisite:** One (1) lower-division writing course

### **COURSE DESCRIPTION**

Journalism 361 will consider how magazine stories are made: the conception of the story, the strategies of reporting, writing and revision. We will begin with short pieces based on early weeks of the voyage: shipboard life, port visits, etc. These will involve first impressions. Later on there will be longer pieces, which will be more thematic, concentrating on such issues as the character of tourism and travel, the role of guides, the contrast between group travel and solitary adventure, first impressions versus second thoughts. We'll invite thoughtful evaluation of discoveries, surprises, embarrassments and unexpected insights. The goal is to produce something that goes beyond journal –keeping, blogging, diary entries and that creates a record that will interest others, friends and strangers.

### **LEARNING OBJECTIVES**

- to develop reporting skills in connection with visits to foreign lands.
- to enable students to acknowledge all aspects of travel—positive or problematic and address the ups and downs of personal experience.
- to recognize and capture story elements such as landscape, conversations, sights and smells; the idea is to offer not only the look of a place but the feeling of it.
- to generate and defend opinions about wise and unwise travel; lessons learned from experience.

### **REQUIRED TEXTBOOKS**

There are no required textbooks. But we will be making good use of Paul Fussell's Norton Book of Travel, more than 800 pages of travel writing of various kinds. This will be especially helpful in discussing the development of travel writing, its beginning, its golden age, and its changing position in an era of mass tourism. Four copies of Fussell's book will be placed on reserve. In addition, I will bring along copies of travel writing I produced for National Geographic Traveler, the sort of magazine to which young travel writers might aspire.

### **TOPICAL OUTLINE OF COURSE**

What follows is a list of the sort of topics I might ask students to address. It's subject to change and open to suggestion, especially in the latter stages of the voyage.

Depart Bremerhaven, Germany — September 9

**B1—September 12: Introduction. Course requirements. Begin discussing history of travel writing**

**B2—September 14: Continue with travel writing history, with reference to the Norton Book of Travel. Suggested topic for next class: departure, embarkation, coming aboard. Expectations... and, maybe, misgiving...**

Barcelona and Valencia, Spain — September 15-18

**B3—September 20: suggestion for next class: the ship. Not only the look of it, the feeling of it, in various places—the dining room, outer deck, cabin, bar, pool, etc.—at different times of day**

**B4—September 22: Suggestion for next class: conversations with strangers... in Barcelona. Dialogue exercise**

No Class — September 23

**B5—September 25: for next class: the ocean... its behavior, its moods, the thoughts it generates.**

**B6—October 1: next class: what's best: studying up on a place or flying blind?**

Tema and Takoradi, Ghana — September 27-30

**B7—October 4: next class: the five sense in Ghana: sight sound, smell, touch, taste—**

**B8—October 6:**

Cape Town, South Africa — October 7-12

**B9—October 14: next class: expectations and surprises**

**B10—October 17: next class: landscape**

No Class — October 16

**B11—October 20: next class: the mood of the voyage, ups and downs**

Port Louis, Mauritius — October 19

**B12—October 23: expectations of India**

No Class — October 22

**B13—November 1: next class: India and the five senses**

Cochin, India — October 25-30

No Class — October 31

**B14—November 3: next class: discuss long papers**

Yangon, Myanmar — November 4-8

**B15—November 10: discoveries in an unknown place**

**B16—November 13: next class: What evidence of the American past in today's Saigon**

Ho Chi Minh City, Vietnam — November 14-18

**B17—November 20: next class: further discussion of long paper**

No Class — November 21

**B18—November 23: next class: on describing a city**

Shanghai, China — November 24-29

**B19—December 1: next class: long trip papers are due. Discuss Shanghai**

Kobe, Japan — December 2-6

**B20—December 7: field trip papers due. Next class: a one page valedictory**

**B21—December 9: next class: on further travels**

**B22—December 12 next: how travel writing looks now...**

**B23—December 14: next class: part two: how travel writing looks now**

**B24—December 15:**

Honolulu, Hawaii — December 16

Study Day — December 19

**B25—December 20: All Day Finals. No formal exam. Students are welcome to submit revised versions of their work.**

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.

**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.

### Field Class and Assignment

The Field Class for this course will take place on Thursday, 19 October, in Port Louis, Mauritius.

Class Title: One Day in Paradise

When I first saw Mauritius in 2011, I was a faculty member on Semester at Sea. The visit was brief—way too brief—and tantalizing. I remember passing a long row of hard-used Chinese fishing boats as we came into shore. It was Sunday but the markets were busy...and untouristic, except for knickknacks related to the islands extinct dodo birds, as in “dead as a dodo.” I ate well, I liked the manners of the own. People seemed pleased to see visitors. I returned to the ship, wishing I had more time there. And now I propose to go a bit further. In addition to exploring Port Saint Louis and visiting Fort Adelaide which hovers above it, I’m drawn to the spectacular Pamplmousses Botanical Gardens, to a pair of dazzling colonial style homes, Eureka House and Chateau de Labourdonnais. And as much as time permits, I’d like to see something of the island’s coastline and mountainous interior.

### Learning Objectives:

1. To present and challenge writing students with an unfamiliar place.
2. To test their abilities to report perceptively.
3. To write persuasive, straightforward prose.

### Independent Field

### METHODS OF EVALUATION / GRADING SCALE

Course grade will be determined by field trip performance (20%), early (short) papers (20%), classroom participation (30%), final paper (30%).

### 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.

Excellent	Good	Satisfactory/Poor	Failing
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 ACCOMODATIONS**

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 memo from the student's home institution verifying the accommodations received on their home campus 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 AND FILMS FOR THE LIBRARY**

#### **FOUR COPIES ON RESERVE AT LIBRARY**

AUTHOR: Paul Fussell  
 TITLE: Norton Book of Travel  
 PUBLISHER: WW Norton  
 ISBN #: 0-393-02481-4  
 DATE/EDITION: 1987

### **ELECTRONIC COURSE MATERIALS**

None

**ADDITIONAL RESOURCES**

None