

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	Political Science
Course Number and Title:	POLS 462 Globalization, Sustainability, and Justice
Division:	Upper
Faculty Name:	Donna LeFebvre
Semester Credit Hours:	3

Prerequisites: One (1) international relations course OR one (1) comparative government and politics course OR by permission of Instructor

COURSE DESCRIPTION

This course is an introduction to issues that arise when pressures of globalization collide with principles of equitable treatment and environmental and social sustainability. Globalization has resulted in growth in developing countries and lowered prices in richer countries, but the environmental, human rights, and social costs to developing countries can be high: factories, mining, large-scale agricultural production, the desire to develop scarce resources—minerals for laptops and cell phones, land to produce beef, palm oil, or paper — may easily take priority over equitable treatment and sustainability. For example—we eat chocolate made from cacao, grown on deforested plantations in West Africa, perhaps harvested by child slaves who have never tasted chocolate: justice and sustainability here have little importance.

Topics include the roles of the UN, other global political governance organizations, NGOs, and populist movements; pressure on international corporations regarding human rights, sustainable practices, transparency, and ethical international supply chains; physical, economic, and social damage from climate change; corruption; xenophobia, gender, ethnic, class, religious, and racial discrimination; labor exploitation, slavery, and human trafficking; land ownership and poverty; globalization-created conflict zones; global justice/human rights principles; and relevant national, customary, and international norms and law. We also will look at programs and policies that respect rights and promote sustainability. This course will rely on case studies from port countries.

LEARNING OBJECTIVES

1. Introduce students to the global ethical, legal, and environmental issues that emerge when the interests of sustainability, justice, and globalization conflict with each other and with economic gain, local and international pressures, corporate and government economic interests, and national and international laws, practices, guidelines, interests, and policies.

2. Examine ways that the competing interests and issues raised can be accommodated successfully
3. Identify and analyze the most serious problems globally and in port countries, with regard to globalization, sustainability, and justice, and identify the similarities and differences among port countries with regard to these issues
4. Examine strategies, solutions, projects, and programs that promote and protect justice, sustainability, and economic growth and discourage destructive use of resources and labor abuses
5. Create innovative strategies, programs, regulations and remedies that YOU would put into place: What are they; how would they work; and how would you implement them, provide oversight, and evaluate success?
6. Connect, through in-country field classes and other experiential learning, your classroom learning to your experiences and observations in port countries.

REQUIRED TEXTBOOKS

AUTHOR: Jeffrey Sachs
TITLE: *The Age of Sustainable Development*
PUBLISHER: Columbia University Press
ISBN #: 0231173156
DATE/EDITION: 2015 (Paperback)

AUTHOR: Kevin Bales
TITLE: *Blood and Earth: Modern Slavery, Ecocide, and the Secret to Saving the World*
PUBLISHER: Spiegel and Grau
ISBN #: 0812995767
DATE/EDITION: 2016

AUTHOR: Fred Wilcox
TITLE: *Congo's Environmental Paradox: Potential and Predation in the Land of Plenty*
PUBLISHER: Zed Books
ISBN #: 0745337686
DATE/EDITION: 2016 (paperback)

AUTHOR: David Zierler
TITLE: *The Invention of Ecocide: Agent Orange, Vietnam, and the Scientists Who Changed the Way We Think About the Environment*
PUBLISHER: University of Georgia Press
ISBN #: 1 0820338273
DATE/EDITION: 2011

AUTHOR: Greg Campbell
TITLE: *Blood Diamonds*
PUBLISHER: Basic Books
ISBN #: 0465029914
DATE/EDITION: 2012/2nd Ed.

TITLE: **COURSE READER for POLS 462** Globalization, Sustainability, and Justice; provided by the instructor (located on the ship's Intranet)

TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico — January 5

B1 January 8 Course Introduction

Topics: Globalization, Sustainability, and Justice: Definitions; Background; Goals; Application and Importance of International Treaties/Accords, Standards, Other Documents, and Models

1. How do we define globalization, sustainability, and justice?
2. What do we want globally and locally with regard to globalization, sustainability, and justice? Some interests we have:
 - a. fair working standards
 - b. mitigating climate change
 - c. protecting and preserving natural resources
 - d. increasing global, national, and local economic prosperity and reducing poverty
 - e. Other goals?
3. Why do we want these? How do we get them? What do we have already? What do we need? International, national, and local pressure; publicity, social movement campaigns
4. International agreements
5. Fair Trade
6. Corporate codes and self-policing
7. Supply chain transparency, accountability, and monitoring—laws in import countries prohibiting import of slave-made goods, conflict-goods, and conflict- extractive minerals; dumping or turning back these imports at borders; issues of oversight and enforcement; corporate ethics and codes

B2 – January 10: Hawaii

Readings: Course Reader, Introduction and articles on Hawaii, on intranet; from *Blood and Earth: Modern Slavery, Ecocide, and the Secret to Saving the World*; from *The Age of Sustainable Development*; *Globalization, Environment, and Social Justice: Perspectives, Issues, and Concerns* (on reserve)

Topics

Sugar: History of Hawaii as a sugar colony: The power of sugar planters, 50,000 Chinese and 200,000 Japanese workers, environmental destruction and deforestation, and extreme globalization

1. Indigenous Hawaiians, stolen land, and the sovereignty movement
2. Climate and sustainability: concerns, interests, and consequences
3. Labor Trafficking
4. Economic prosperity and growth: The Gini Index, Transparency Index, and other indices

5. Globalization in Hawaii and US; What else needs to happen in Hawaii with regard GSJ? What are 4 things that YOU would do with regard to these issues in Hawaii?
6. GSJ generally in Japan
7. Exports, globalization and Japan: Goods/materials internationally exported; role and interests of international corporations, local and national governments, and international organizations
8. Imports to Japan—what countries? What are the GSJ issues in those countries?
9. Sustainability in Japan: Concerns, interests, and consequences
 - a. Deforestation and consequences
 - b. Oceans: Over-harvesting; pollution of seas
 - c. Other pollution and mitigation: fresh water, land, air
 - d. Climate: climate change mitigation: progress; international treaties and accords
 - e. Other threats to sustainability: Over-crowding; natural disasters: tsunamis, earthquakes, nuclear power stations; consumerism
 - f. Corruption of corporations, public officials; organized crime
 - g. Successes and solutions: Local, national and international organizations and NGOs: pressure, treaties, oversight, publicity, monitoring; enforcing codes and laws

Honolulu, Hawaii — January 12

B3—January 13: Japan

Readings: From *The Age of Sustainable Development*; from *Globalization, Environment, and Social Justice: Perspectives, Issues, and Concerns* (on reserve)

Topics:

1. Labor Concerns and Justice
 - a. Exploitation of workers; treatment of immigrants
 - b. Protection of employees in international supply chains; absence of labor unions; international and local NGOs; and labor activists
 - c. Fair Trade movement- Is it supported in Japan?
 - d. Poverty
 - e. Land and treatment of indigenous groups in Japan: the Ainu and Yamato
2. Successes and solutions
 - a. Laws and policies in Japan
 - b. Import regulations to insure clean supply chains
3. Armed Conflict: Impact of weapons and atomic bombs on globalization, sustainability, and justice
 - a. Destruction of people, land, dwellings, other structures, livelihoods, plants, animals, food and water supply, and the environment and ecosystems
 - b. Increase in poverty, hunger, disease, deaths, refugee camps, migration

B4—January 1B: Japan and China

Readings: Course Reader on China; *The Age of Sustainable Development*; from *Globalization, Environment, and Social Justice: Perspectives, Issues, and Concerns* (on reserve)

Topics

1. What else needs to happen in Japan? What are 4 things that YOU would do with regard to overcoming obstacles to GSJ in Japan?
2. Film on Hiroshima, tsunamis, earthquakes, and impact of nuclear power plant “malfunction”

January 16-International Date Line Crossing (Lost Day)

B5—January 18: China

Readings: from Course Reader-China; from *Fair Trade and Social Justice* (on reserve)

Topics

1. Globalization in China
2. Generally: Overview
3. Prosperity and growth: The Gini Index, Transparency Index, and other indices
4. Exports: Goods/materials internationally exported; consumerism; role and interests of international corporations, local and national governments, international organizations, and foreign governments
5. Imports to China—What? Which countries? What issues?
6. Corruption: corporate and government

January 19 – Study Day (No Class)

B6—January 21: China (*continued*)

Readings: from Course Reader on China; from Course Reader-China; from *Human Rights in China Today*

Topics:

Sustainability in China: Concerns, dangers, consequences

1. Extreme air pollution-why?: Beijing, etc; efforts re: pollution mitigation
2. Oceans: Over-harvesting; pollution of seas
3. Pollution of fresh water, land
4. Impact of mining and extractive industries
5. Deforestation and consequences
6. Over-population
7. Climate change and mitigation; international treaties and accords
8. Other threats to sustainability: Over-population, over-crowding; natural and human-created disasters; abandoned one-child population and dystopic future concerns with regard to more men than women
9. Punishment and impunity of environmental law violators
10. Successes and solutions: Local, national and international organizations and NGOS: pressure, treaties, oversight, publicity, monitoring; enforcing codes and laws
11. Persecution and discrimination based on religion, ethnicity, minority status, and beliefs
12. Conflict with and persecution of Uyghurs

B7—January 23: China

Readings: Review Japan readings in Course Reader; readings on China from Course Reader;

Topics

1. Japan review

2. China: Justice
 - a. Factories and other industries and Workers: Impact of high production requirements; living and working in a factory complex; wages; benefits, etc.; the lives of male and female workers
 - b. Exploitation of workers
 - c. Protection of workers when there is no protection from unions, NGOs, etc.: Protection of supply chain workers by other governments or international corporations, other agreements, or oversight
 - d. Suicide of male workers: why?
 - e. Labor trafficking and slavery
 - f. Persecution of Uyghurs on the basis of religion, speech, press
 - g. Respect for civil liberties and rule of law
 - h. Impunity and punishment labor standards violators
3. China--GSJ Solutions and Successes
 - a. International and market pressures
 - b. International agreements
 - c. Corporate codes containing environmental and worker protections

January 24-28 – Kobe, Japan

B8–January 30: China

Readings: Review China Readings in Course Reader; *The Invention of Ecocide: Agent Orange, Vietnam, and the Scientists Who Changed the Way We Think About the Environment*

Topics:

1. What else needs to happen in China? In Hong Kong? What are 4 things that YOU would do with regard to overcoming obstacles to with regard to sustainability and justice in China? Explain and justify.
2. **Oral Presentation** on China

January 31 - February 1– Shanghai, China

February 2-3 – In Transit

February 4-5 – Hong Kong, SAR

B9–February 7: Vietnam

Readings: All Vietnam readings-Course Reader; finish *The Invention of Ecocide: Agent Orange, Vietnam, and the Scientists Who Changed the Way We Think About the Environment*

Topics

1. Globalization in Vietnam Overview
 - a. Prosperity and growth: The Gini Index, Transparency Index, and other indices
 - b. Exports: Goods/materials internationally exported; consumerism; role and interests of international corporations, local and national governments, international organizations, and foreign governments
 - c. Imports to Vietnam—What? Which countries?
 - d. Corruption
2. Sustainability: Concerns, dangers, and consequences

- a. The continued harmful impact of Vietnam War Agent Orange and other dioxins on water, land, animals, and people in Vietnam (and U.S veterans); clean-up of land and water around Agent Orange storage facilities, recent U.S. assistance to Vietnam
 - b. Pollution and over-harvesting of oceans, rivers, other water sources; pollution of land, air; pollution mitigation'
 - c. Deforestation and consequences
 - d. Climate change and mitigation; international treaties and accords
 - e. Extractive industries
 - f. Human-created disasters
 - g. Punishment and impunity of environmental law violators
 - h. Persecution and discrimination based on religion, ethnicity, minority status, and beliefs
 - i. Persecution of minority groups
 - j. Respect for civil liberties and rule of law
 - k. Other threats to sustainability
 - l. Successes and solutions: Local, national and international organizations and NGOs: pressure, treaties, oversight, publicity, monitoring; enforcing codes and laws
2. Justice
- a. "Micro factories", other factories, large international factories and other industries and workers: Impact of high production requirements; wages; benefits, etc.; the lives of male and female workers; exploitation of workers
 - b. Protection of workers when there is no protection from unions, activist NGOs, etc.: Protection of international supply chain workers by social media activism, other governments, international corporations, activists in other countries, or by other agreements or oversight
 - c. Fair Trade
 - d. Labor trafficking and slavery
 - e. Persecution on the basis of religion, speech, press
 - f. Impunity and punishment of labor standards violators
3. Successes and solutions

February 8-13 – Ho Chi Minh City, Vietnam

B10—February 15: Myanmar

Readings: Course Reader-Myanmar; from *Blood and Earth: Modern Slavery, Ecocide, and the Secret to Saving the World*

Topics:

- 1. Globalization in Myanmar: Overview
 - a. Prosperity and growth: The Gini Index, Transparency Index, and other indices
 - b. Exports and imports
 - c. Role and interests of international corporations, local and national governments, international organizations, and foreign governments
 - d. Corruption; human rights generally; respect for civil liberties and rule of law; ethnic and religious discrimination
- 2. Impact of Armed Conflict on globalization, sustainability, and justice:

- a. The Rohingya: Murders, rapes, “ethnic cleansing” by government, militia; and other armed groups: atrocities against Rohingya villagers, including extrajudicial killings, disappearances, mass rape and gang rape, torture, arbitrary arrest, and burning of tens of thousands of homes and some religious structures and other buildings”: Is this genocide?
 - b. Destruction of people, land, dwellings, other structures, livelihoods, plants, animals, food and water supply, the environment, and ecosystems
 - c. Increase in poverty, hunger, disease, deaths, refugee camps, migration
 - d. Refugees and IDPs (internally displaced person) crisis; camps in Bangladesh and impact on Bangladesh and on 900,000 Rohingya refugees
3. Sustainability: Concerns, dangers, and consequences
 - a. Armed conflict
 - b. Pollution and over-harvesting of oceans, rivers, other water sources; pollution of land, air; pollution mitigation’
 - c. Deforestation and consequences
 - d. Climate change and mitigation; international treaties and accords
 - e. Human-created disasters
 - f. Punishment and impunity of environmental law violators
 - g. Persecution and discrimination based on religion, ethnicity, minority status, and political beliefs
 - h. Other threats to sustainability
 - i. Successes and solutions: Local, national and international organizations and NGOs: pressure, treaties, oversight, publicity, monitoring; enforcing codes and laws
4. Justice
 - a. Respect for civil liberties and rule of law
 - b. Labor trafficking; forced labor by military; child soldiers
 - c. Short documentary films on Rohingya crisis

February 16– Community Programming (No Class)

B11–February 18: Myanmar (*continued*)

Readings: Course Reader, finish Myanmar readings; *from Globalization, Environment, and Social Justice: Perspectives, Issues, and Concerns* (on reserve)

Topics:

1. Some solutions: What are international institutions and organizations, NGOs, others doing to address some of the GSJ problems in Myanmar?
2. What else needs to happen in Myanmar? What are 4 things that YOU would do with regard to overcoming obstacles in Myanmar?
3. Oral Presentation on Myanmar

February 19-23 – Yangon, Myanmar

B12–February 25: MIDTERM EXAM

B13— February 27: India

Readings: Course Reader-India; from *Ground Down by Growth: Tribe, Caste, and Inequality in Twenty-First Century India*; from *Blood and Earth: Modern Slavery, Ecocide, and the Secret to Saving the World*

Topics

1. Globalization in India: Overview
 - a. Prosperity and growth: The Gini Index, Transparency Index, and other indices
 - b. Exports: Goods/materials internationally exported; consumerism; role and interests of international corporations, international supply chain workers and monitoring, local and national governments, international organizations, and foreign governments
 - c. Imports to India—What? Which countries?
 - d. Corruption
2. Sustainability: Concerns, dangers, and consequences
 - e. Pollution: oceans, rivers, other water sources; land, air; pollution mitigation'
 - f. Deforestation and consequences
 - g. Climate change and mitigation; international treaties and accords
 - h. Extractive industries
 - i. Human-created disasters; poverty
 - j. Punishment and impunity of environmental law violators
 - k. Persecution and discrimination based on caste, class, religion, ethnicity, gender, minority status, and beliefs
 - l. Skewed gender ratios and shortage of women leading to dystopian results
 - m. Other threats to sustainability
 - n. Successes and solutions: Local, national and international organizations and NGOs: pressure, treaties, oversight, publicity, monitoring; enforcing codes and laws
3. Justice
4. Poverty
 - a. small and micro-factories and workers: Impact of high production requirements; wages; benefits, etc.; the lives of male and female workers; exploitation of workers
 - b. Fair Trade
 - c. Child labor and slavery; other labor trafficking and slavery
 - d. Large international factories and other industries: Protection of workers when there is no protection from unions, activist NGOs, etc: Protection of supply chain workers by social media activism, other governments, international corporations, activists in other countries, or by other agreements or oversight
 - e. The Bhopal disaster and Union Carbide: Corporate human rights violators, impunity, punishment of labor standards corporate violators, ethical responsibilities of corporations
 - f. Consumerism
 - g. Successes and solutions

February 28 – March 5 – Cochin, India

Community Programming (No Class) – March 7

B14—March 8 India (*continued*)

Readings: India, in Course Reader; finish readings from *Ground down by Growth: Tribe, Class, and Caste in Twenty-First Century India*; readings from *Fair Trade and Social Justice*

Topics:

1. What else needs to happen in India? What are 4 things that YOU would do with regard to GSJ in India?
2. Oral Presentation on India

B15—March 10: Mauritius

Readings: Course Reader articles on Mauritius; *Blood Diamonds*; *Congo's Environmental Paradox: Potential and Predation in the Land of Plenty*

Topics:

1. The Sugar Plantation Legacy: Indentured servitude and extreme globalization
2. Labor Trafficking
3. Globalization Generally; Sustainability and Justice: Climate Change, Islands, and Sea Level Rise
4. What are the government, NGOS, and local communities doing with regard to sustainability and justice? What else needs to happen?

March 11 – Port Louis, Mauritius**B16—March 13: Oral Presentation on India (continued from B15)****B17—March 15: South Africa**

Readings: Course Reader-South Africa; *Blood Diamonds*; *Globalization, Environment, and Social Justice: Perspectives, Issues, and Concerns* (on reserve)

Topics:

1. Globalization in South Africa: Overview
 - a. Prosperity and growth: The Gini Index, Transparency Index, and other indices
 - b. Exports: Goods/materials internationally exported; consumerism; role and interests of international corporations, local and national governments, international organizations, and foreign governments
 - c. Imports to South Africa—What? Which countries?
 - d. Corruption
2. Sustainability: Concerns, dangers, and consequences
 - a. Pollution: oceans, rivers, other water sources; land, air; pollution mitigation'
 - b. Extractive industries: gold, diamonds, other mining
 - c. Deforestation and consequences; the wine industry
 - d. Climate change and mitigation; international treaties and accords
 - e. Human-created disasters; poverty
 - f. Punishment and impunity of environmental law violators
 - g. Persecution and discrimination based on race, class, religion, ethnicity, migrant status/xenophobia
 - h. Other threats to sustainability

- i. Successes and solutions: Local, national and international organizations and NGOs: pressure, treaties, oversight, publicity, monitoring; enforcing codes and laws
- 3. Justice
 - a. Post-apartheid racial discrimination and exclusion
 - b. Poverty and townships; high unemployment
 - c. Landless movement and race
 - d. Labor trafficking and slavery
 - e. Fair Trade
 - f. Large international factories and other industries: Protection of workers by from unions, activist NGOs, etc.: Protection of supply chain workers by social media activism, other governments, international corporations, activists in other countries, or by other agreements or oversight
 - g. Successes and solutions

B18—March 17: South Africa (*continued*)

Readings: Articles on South Africa in Course Reader; finish *Blood Diamonds*; readings from *Congo's Environmental Paradox: Potential and Predation in the Land of Plenty*

Topics:

1. What are international institutions and organizations, NGOs, others doing to assist human rights? What else needs to happen in South Africa? What are 4 things that YOU would do with regard to human rights in South Africa?
2. Short documentary films on townships and District 6

March 18-23—Cape Town, South Africa

B19—March 25: Ghana

Readings: Ghana-Course Reader; from *Congo's Environmental Paradox: Potential and Predation in the Land of Plenty*;

Topics: Oral Presentation on South Africa

A20—March 27: Ghana (*continued*)

Readings: Articles on Ghana-Course Reader; finish *Congo's Environmental Paradox: Potential and Predation in the Land of Plenty*; from *Modern Slavery, Ecocide, and the Secret to Saving the World*; readings from *Fair Trade and Social Justice*

Topics:

1. Globalization in Ghana: Overview
 - a. Prosperity and growth: The Gini Index, Transparency Index, and other indices
 - b. Exports: Goods/materials internationally exported; role and interests of international corporations, local and national governments, international organizations, and foreign governments
 - c. Imports to Ghana—What? Which countries?
 - d. Corruption
2. Sustainability: Concerns, Dangers, and Consequences
 - a. Pollution: oceans, rivers, other water sources; land, air; pollution mitigation'
 - b. Extractive industries
 - c. Deforestation and consequences; plantations

- d. Climate change and mitigation; international treaties and accords
 - e. Human-created disasters; poverty
 - f. Punishment and impunity of environmental law violators
 - g. Other threats to sustainability
 - h. Successes and solutions: Local, national and international organizations and NGOs: pressure, treaties, oversight, publicity, monitoring; enforcing codes and laws
3. Justice
- a. Labor trafficking and slavery, including child slavery: Internal and international trafficking, slavery, and sale of children; child labor and the cocoa industry
 - b. Poverty
 - c. The mining industry: workers' rights and environmental abuses
 - d. Protection of workers on international agricultural plantations and other industries: Protection of supply chain workers by social media activism, other governments, international corporations, activists in other countries, or by other agreements or oversight
 - e. Fair Trade policies
 - f. Refugees and migration
 - g. Successes and solutions

B21—March 29: Ghana and West Africa

Readings: Finish: Course Reader articles on Ghana Articles on Ghana in Course Reader; *A Path Appears: Transforming Lives, Creating Opportunity*; and *Disposable People: New Slavery in the Global Economy*

Topics

1. What are international institutions and organizations, NGOs, others doing? What else needs to happen in Ghana? What are 4 things that YOU would do with regard to GSJ in Ghana?
2. Ghana Oral Presentation

March 30-April 1 – Takoradi, Ghana

April 2-3 – Tema, Ghana

B22—April 5: Morocco

Readings: Course Reader, all articles, Morocco; from *The Age of Sustainable Development*; from *Globalization, Environment, and Social Justice: Perspectives, Issues, and Concerns* (on reserve)

Topics:

1. Globalization in Morocco: Overview
 - a. Prosperity and growth: The Gini Index, Transparency Index, and other indices
 - b. Exports: Goods/materials internationally exported; role and interests of international corporations, local and national governments, international organizations, and foreign governments
 - c. Imports to Morocco—What? Which countries?
 - d. Corruption
2. Sustainability: Concerns, Dangers, and Consequences

- a. Pollution: oceans, rivers, other water sources; land, air; pollution mitigation'
- b. Over-harvesting in fisheries
- c. Extractive industries
- d. Deforestation and consequences
- e. Climate change and mitigation; international treaties and accords
- f. Human-created disasters
- g. Poverty
- h. Punishment and impunity of environmental law violators
- i. Religious, minority group, and gender discrimination
- j. Other threats to sustainability
- k. Successes and solutions: Local, national and international organizations and NGOs: pressure, treaties, oversight, publicity, monitoring; enforcing codes and laws

3. Justice

- a. Labor trafficking and slavery
- b. Poverty
- c. Workers' rights and environmental abuses
- d. Respect for civil liberties and rule of law
- e. Protection of workers, including international supply chain workers, by social media activism, government, other governments, international corporations, activists in other countries, or by other agreements or oversight
- f. Moroccan government: respect for civil liberties and rule of law
- g. Fair Trade policies
- h. Refugees and migration
- i. Successes and solutions

B23—April 7: Oral Presentations on Experiential Learning in All Ports

Students' Field Experiences on Globalization, Sustainability, and Justice, Revisited and Compared: Overview of Port Countries and Regions:

In this class, students in each of the original presentation groups will report back to the class on what you learned about globalization, sustainability, and justice, specifically with regard to your Country Oral Presentation Topic, while traveling, attending field trips, participating in other field classes, visiting museums and other cultural sites, and talking with people in **all** the port countries. You will base this presentation on your Field Notebook, on the records and notes you have made and kept of your experiences, conversations, interviews, and observations relevant to GSJ.

April 8 – Study Day (No Class)

B24— April 10: Oral Presentations on Experiential Learning in All Ports

Students' Field Experiences on Globalization, Sustainability, and Justice, Revisited and Compared: Overview of Port Countries and Regions:

In this class, students in each of the original presentation groups will report back to the class on what you learned about globalization, sustainability, and justice, specifically with regard to your Country Oral Presentation Topic, while traveling, attending field trips, participating in other field classes, visiting museums and other cultural sites, and talking with people in **all** the port countries. You will base this presentation on your Field Notebook,

on the records and notes you have made and kept of your experiences, conversations, interviews, and observations relevant to GSJ

April 11-15–Casablanca, Morocco

Study Day (No Class) – April 16

B25–April 18: Final Exam

April 21 – Arrive Amsterdam, The Netherlands

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 & Assignment

The Field Class for this course is on **Tuesday, February 13, all day, in Ho Chi Minh City, Vietnam**. 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 and are developed and led by the instructor.

You will be graded on your attentiveness and active engagement in the Field Class. You will also be graded on your Field Class Paper, which must include both of the following: 1. what you learned in the Field Class through your own observations and questions and 2. how that Field Class related to your course readings. This paper is due within 48 hours of departure from the Field Class port country. Your Field Class Participation and Field Class Paper together count as 20% of your grade.

You will be graded on your attentiveness and active engagement in the Field Class. You will also be graded on your Field Class Paper, which must include both of the following: 1. what you learned in the Field Class through your own observations and questions and 2. how that Field Class related to your course readings. This paper is due within 48 hours of departure from the Field Class port country. Your Field Class Participation and Field Class Paper together count as 20% of your grade.

Visit to the Adidas Shoe Factory in Vietnam

(Ho Chi Minh City, Viet Nam – DAY 6 (LAST DAY)- Tuesday, 13 February)

The class will begin the day by visiting with Adidas executives at their Vietnam headquarters. We will learn about the globalization and sustainability strategies associated with marketing and producing shoes sent all over the world by a large factory. We will have

the opportunity to ask about workers' employment, benefits, and upward mobility opportunities for men and women. Next, we will visit the Pou Yuen Vietnam factory. Pou Yuen and its parent company is the largest shoe manufacturer in the world. Here we will gain a behind-the-scenes view of workers' jobs, the international supply chain, manufacturing, and production processes required to make Adidas shoes.

Learning Objectives:

1. Learn how a large global company creates and executes its marketing strategy, while also addressing the important needs for sustainability and fair working conditions
2. Gain a deeper understanding of the behind the scenes processes (product design, materials sourcing, manufacturing) required to bring products to a global market
3. Learn more about workers' jobs at a large shoe factory,
4. Learn more about local and national economic development goals, sustainability, and
5. the economic and other impacts of a large factory on the local region and on Vietnam

Independent Field Assignments

In addition to the Field Class, above, students are also expected to complete field assignments on their own by closely observing the reality of globalization, sustainability, and justice in all port countries/cities and writing about the information you learn in a Field Notebook. You should make observations about globalization, sustainability, and justice in **all** port cities/countries. However, with regard to 2-3 port countries, you also need to record those observations by **answering all the following questions** on GJS in your Field Notebook. I strongly urge you to talk to people you meet or come into contact in all countries—engage them— but you particularly need to do this in the countries that are the subject of your Field Notebook and Field Observations Paper. You will use your Field Notebook as the basis for your Field Observations Paper due in late March. Your Field Observations Paper counts as 10% of your grade. ***IMPORTANT NOTE: You will rely primarily on your observations in Vietnam, Myanmar, and China: Remember that it is not safe—for you, or for them— to directly ask people in those countries about most of the topics below.**

1. Do you see many people who appear to be unemployed? If so, describe gender, age, etc.
2. Do police appear to respect the rights of citizens?
3. Are there any media advertising warnings (billboards, signs in train stations, etc.) or helplines about labor trafficking or about traffickers? Are people aware of slave labor and children's labor in this country? Was there anywhere you went where you wondered if the people working there were doing so willingly, without any coercion?
4. Do people practice dowry? Why? What is the impact of paying dowry?
5. In restaurants, stalls in the market, and in stores: what gender, race, color, and ethnicity are the workers, managers, waiters, clerks, etc.? Are there any differences in these with regard to workers you observe? Are some ethnicities, colors, genders, etc., over-represented or under-represented in some stores or businesses? Why?
6. Did you go to any very small "micro-factories" where, for example, candy, flatbread, or other commodities are produced by just a few workers? If so, were the workers

paid by the number of items produced, or by the hour? What gender/ethnicity were the workers? What were the conditions in the work-space? Describe the workers and workplace.

7. Did you see any large factories, mining operations, other industries, or people busy with farm-agriculture/related work, fishing, or any similar work? Describe what you saw and the tools, implements, being used, etc., and the people engaged in this work.
8. If you went to a market, describe the kind of items for sale, who made or produced them, and who is selling them. Did you see these same items elsewhere in this country, or in other countries, or in the US?
9. Are there large expanses of land cleared for cattle or international agriculture operations? If you went to a product cooperative, a similar NGO or business, or a microfinance business, describe what you saw: the workers; working conditions; and ask about sources of funding. Are their products marketed globally? Describe their marketing and export methods.
10. Do people believe their rivers and/or seas/lakes/waterways, etc., are polluted? From what? What is the solution?
11. If you were on a river, lake, waterway, etc., did you see or smell evidence of pollution? What kind? Did you see efforts to remedy this problem?
12. Are people aware of climate change and the impact it may have on their country?
13. What is the economic and environmental impact of tourism on this port and country?
14. How extensive is poverty here? What markers do you see that indicate wealth or poverty?
15. Are there sustainable industries or operations or businesses present here? In what way are they sustainable?
16. Did you see any examples of religious, caste, race, ethnic, gender, or other exclusion or discrimination? Is there religious conflict? Why?
17. Are there sharp class, race, gender, ethnic differences, discrimination and discord? What kinds of differences, i.e., in housing, government services, education, jobs, other resources? Why?
18. Is there dislike for immigrants? Why?
19. Are women and girls considered and treated equal to men and boys?
20. From what you've seen in this country, how does it compare regard to all these issues, above, to the other countries you've seen? How are the countries different and the same?
21. Was there anything else you noticed related to this course?

Course Requirements

You will write 2 papers; make 2 formal, oral presentations; keep a Field Notebook; attend and participate in all classes, including the Field Class; and take a midterm and final exam.

Field Class Paper: See information for this, above, under Field Class Assignment

Field Observations Paper: See information, above, under Independent Field Assignments; the Field Notebook requirements are set out in this same section.

First Oral Presentation on a Port-Country Globalization, Sustainability, or Justice Issue: Each student will use the course readings, other research, field research, and field observation to explore selected GSJ issues in this course. This presentation should be interactive, informative, and should reflect not only what you learned in your readings and research, but should also connect and explore, in depth, what you saw as you experienced this country or countries. Details about the presentation will be provided in class. Before your presentation, all members of your group must meet with me to discuss what you plan to do at your presentation and give me a detailed outline, to get my feedback and approval. Important: Time should be split up so that each member has an equal amount of presentation time.

Second Oral Presentation at End-of-Semester: Re-Connecting Your Field Experience: At the end of the semester, you will re-visit your topic, above, by reporting back to the class on what you learned in the field about your presentation topic while traveling in, attending field trips, doing service, visiting museum and other sites, and participating in all your other field classes in **all** countries. In this second presentation, you will compare, with regard to your topic, countries to each other and to the country you focused your presentation on in class. Therefore, in order to prepare for this second presentation, it's very important throughout the voyage that, in each country, you ask lots of questions (**as appropriate**), talk to people, observe carefully, take notes, and make a very good records in your Field Notebook, in order to learn all that you can on the ground about GSJ issues in every country.

METHODS OF EVALUATION

1. Oral Presentation on Globalization, Sustainability, or Justice Issue: 20% of grade
2. Field Class Participation: 10%
3. Field Class Paper: 10%
4. End-of-Semester Oral Presentation on Reconnecting Experiential Learning to the Classroom: 10% of grade
5. Field Paper on 2-3 Ports: 10% of grade
6. Midterm Exam: 20%
7. Final Exam: 20%

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 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: Mark Moberg

TITLE: *Fair Trade and Social Justice*

PUBLISHER: NYU Press
ISBN #: 0814796214
DATE/EDITION: 2010

AUTHOR: Alpa Shaw, et al.
TITLE: *Ground Down by Growth: Tribe, Caste, and Inequality in Twenty-First Century India*
PUBLISHER: Seven Stories Press
ISBN #: 1609801385
DATE/EDITION: 2011

AUTHOR: Manish Verna, ed.
TITLE: *Globalization, Environment, and Social Justice: Perspectives, Issues, and Concerns*
PUBLISHER: Routledge Press
ISBN #: 9780815368878
DATE/EDITION: July 2018/1st Ed.

FILM REQUEST

Title of Film: *District 9*
Distributor: Sony Entertainment

OTHER FILMS: I own several BBC, AJ, and IRIN/UN documentaries, as well as commercial films I will use for this course

ELECTRONIC COURSE MATERIALS

POLS 462: 462 Globalization, Sustainability, and Justice Course Reader

ADDITIONAL RESOURCES

None