

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2018
Discipline:	IE
Course Number and Title:	IE 300 Global Studies
Division:	Upper (300-499)
Faculty Names:	Alex Nalbach, Global Studies Director Julia Khrebtan-Hoerhager, Intercultural Communication Specialist
Instructional Coordinators:	Kiley Miller, Adam Walsh, Joyce Ellyne, Philip Horhager
Semester Credit Hours:	3
Prerequisites:	None

COURSE LEARNING OBJECTIVES AND DESCRIPTION

Welcome to Global Studies! As our entire shipboard community works through our course together, we'll pursue three main goals. First, we'll get ready for ports: learning as much as we can about the geographies, histories, cultures, and current events of these fascinating places will help us identify what to see, do, and taste (as well as what to avoid!), deepen our understanding of the things we experience, improve our intercultural communication skills, and meet new friends in foreign countries at least halfway. Second, we'll transform our diverse ports of call into a thinkable, coherent voyage by highlighting connections and comparisons between them, examining global issues such as the environment, the world economy, dimensions of culture, and human rights. Finally, we'll become better global citizens, evaluating the roles we play in the world we live in, and considering strategies for a more respectful, fair, safe and sustainable future. This voyage is certain to open our eyes to the world in whole new ways, and we are thrilled to share that experience with you!

*Alex Nalbach, Global Studies Director
Julia Khrebtan-Hoerhager, Intercultural Communication Specialist*

Our course has four principal mechanics:

- 1. TO INTRODUCE PORTS OF CALL**, our Global Studies Director (Alex) will present the geography and traditions, history and current events of each port of call. These lectures also connect up diverse ports into a coherent voyage of discovery, by examining comparative and connective topics like cultural diffusion, causes of conflict, legacies of colonialism, mechanisms of globalization, and challenges of human development.
- 2. TO DEVELOP OUR INTERCULTURAL COMPETENCE**, our Intercultural Communication Specialist (Julia) will introduce dimensions of culture. As we explore world cultures, we'll encounter diverse ways of dealing with various anthropological problem areas, such as inequality, uncertainty, gender roles, the relationship of individuals to groups, and modes of preserving social harmony. To analyze different approaches to challenges, social scientists have developed a half dozen "dimensions of culture," which locate various cultures on a series of scales or axes. Our lectures on intercultural competence will:

- a. define these dimensions of culture, then
- b. position our own cultures and those we will visit along each one, through analyses of local habits, behaviors, attitudes, and material cultures, and finally
- c. share practical suggestions for the best behaviors and attitudes to adopt, in order to communicate and interact successfully in cultures with particular features, to expand the horizons of our own identities by adopting local habits of thought and speech and action, and to cope with potential challenges or frustrations that can arise from cross-cultural differences

All lectures are delivered in the first two time slots of “A-Day” (0800-0920, 0930-1050), and are called “**GS-Fore.**” Attendance is mandatory, and retention is assessed by 2 exams, based on key terms from lecture guides that are available in our Course Folder.

3. **TO APPLY OUR SKILLS AND KNOWLEDGE TO FIELD EXPERIENCES**, each of us will participate in one Field Program eligible for course credit, whose cost is offset by a stipend. We’ll process our experiences in short 1-page reflective responses.
4. **TO REFLECT ON COURSE TOPICS AND PORT EXPERIENCES**, we will gather five times over the semester in 18 small groups of about 30 voyagers, for discussions about who we are, where we have been, and where we are headed. These meetings (referred to as “**GS-Aft**”) will take place in the afternoon on B-Days, and are mentored by either the Global Studies Director or one of our four Instructional Coordinators (ICs). We will also use these meetings to discuss readings, prepare for exams, and peer review our 2 papers. In each paper, we will analyze two “**critical encounters**” (culturally significant interactions or observations made while in port) by incorporating Alex’s background information, Julia’s dimensions of culture, and two or more assigned readings. (Two of our “GS-Fore” lecture sessions will also opened up for paper workshops with your instructor before the final draft is due.)

REQUIRED TEXTBOOKS

There are no texts to purchase. Our article-length course readings will be available electronically and at no cost through an Electronic Course Folder on the intranet of the ship.

TOPICAL OUTLINE OF COURSE

All participants in Global Studies will be expected to attend all classes in two formats:

- 25 large lectures on the morning of A-Days (**Global Studies “Fore”**), for which you are not expected to have prepared any readings or writing
- 5 smaller meetings of about 30 students at other times over the course of the term (**Global Studies “Aft”**), for which you will be expected to have completed certain reading or writing assignments as described in study guides and rubrics in our Course Folder

The outlines for these two formats have been listed separately below.

GLOBAL STUDIES “FORE”:

Depart Ensenada, Mexico – January 5

A1—January 7: Course Introduction: Global Studies Fore, Aft, and In Port (Alex and Julia)

A2—January 9: Intercultural Competence and Identity (Julia)

A3—January 11: Will Hawaii Match our Expectations? (Alex)

Honolulu, Hawaii – January 12

A4—January 14: Bearings: Asian Geography and Traditions (Alex)

January 16—International Date Line crossing (Lost Day)

A5—January 17: Dimensions of Culture: East Asia (Julia)

No Class – January 19

A6—January 20: Bearings: Asia in the Age of Imperialism (Alex)

A7—January 22: What are the Challenges of Japanese Security?

Kobe, Japan – January 24-28

A8—January 29: Could the Rise of China Pose Challenges to Other Nations? (Alex)

Shanghai, China – January 31 - February 1

In-Transit – February 2-3

Hong Kong, SAR – February 4-5

A9—February 6: Why Have So Many Powers Taken Interest in Vietnam? (Alex)

Ho Chi Minh City, Vietnam – February 8-13

A10—February 14: Dimensions of Culture: South Asia (Julia)

No Class –February 16

A11—February 17: What is the future of democracy in Myanmar/Burma? (Alex)

Yangon, Myanmar — February 19-23

A12—February 24: Why is India so Crowded? (Alex)

A13— February 26: First Exam (Hawaii, Japan, China, Vietnam)

Cochin, India — February 28 – March 5

A14—March 6: How does Mauritius Handle Diversity? (Alex)
Bearings: African Geography and Traditions (Alex)

No Class — March 7

A15—March 9: Dimensions of Culture: Sub-Saharan Africa (Julia)

Port Louis, Mauritius — March 11

A16—March 12: Paper Workshop (Alex and ICs): Bring your paper to work with your instructor!

A17—March 14: Bearings: Africa in the Age of Imperialism (Alex)

A18—March 16: Why did apartheid develop in South Africa? (Alex)

Cape Town, South Africa — March 18-23

A19—March 24: Why is West Africa so Poor, Part I: The Slave Trade (Alex)

A20—March 26: Why is West Africa so Poor, Part II: Colonialism and Independence (Alex)

A21—March 28: Second Exam (Burma, India, Mauritius, South Africa, Ghana)

Tema, Ghana — March 30 - April 1

Takoradi, Ghana — April 2-3

A22—April 4: Dimensions of Culture: Islamic World (Julia)

A23—April 6: Paper Workshop (Alex and ICs): Bring your paper to work with your instructor!

Study Day — April 8

A24— April 9: What does the future hold for Morocco? (Alex)

Casablanca, Morocco — April 11-14

A25—April 15: You and the World (Alex and Julia)

Arrive Bremerhaven, Germany — April 19

GLOBAL STUDIES “AFT” SECTIONS:

You will be automatically enrolled in one of 18 sections of Global Studies Aft, which will meet with an Instructional Coordinator or the Global Studies Director five times over the course of the semester, on the afternoon of (approximately) every third B-Day, starting on B5:

TIME	ROOM	SEC	1st B Day	SEC	2nd B Day	SEC	3rd B Day
1530-1650	Kaisersaal Port	1	Kiley	7	Kiley	13	Kiley
	Kaisersaal Stbd	2	Adam	8	Adam	14	Adam
	Lido Terrace	3	Joyce	9	Joyce	15	Alex
1700-1820	Kaisersaal Port	4	Kiley	10	Kiley	16	Alex
	Kaisersaal Stbd	5	Adam	11	Adam	17	Phil
	Lido Terrace	6	Joyce	12	Phil	18	Joyce

GS-AFT ACTIVITIES:

“**Preflection**” is a conversation that helps us **look ahead toward a set of culturally related ports**, in which we contemplate the opportunities for personal growth as well as potential challenges and frustrations that may present themselves as we navigate a culture different from our own. What are we expecting? What are we looking forward to? What are we anxious about? What attitudes, behaviors, and coping mechanisms can we come up with to be successful? Everyone must try to participate in these discussions, and the quality of our participation will be evaluated by the instructor (high, middle, or low/none).

“**Readings**” further inform our Preflections, by offering more detail and insight into the cultures toward which we are headed. Four required article-length readings for each meeting are available in our **Course Folder**. A **reading guide** with key terms and comprehension questions is also in the Course Folder. Take notes on these terms, and be ready to discuss the questions. To ensure everyone is ready for discussion, a short, **open-note, 5-question** matching and T/F quiz based on the key terms and questions takes place during the first few minutes of a GS-Aft Meeting. Further recommended readings that may be useful for our papers are listed in our Lecture Guide and available in our Course Folder (alas, no reading guides for these!), but “recommended” readings will not be required for our discussions.

“**Postflection**” is a conversation about our **experiences in previous ports**, in which we discuss the ways in which our actual encounters and engagements in a foreign culture confirmed, complicated, or challenged what we had expected based on our readings and lectures. We’ll also process the ways in which our own attitudes, behaviors, and coping mechanisms were helpful, and try to develop a handy list of “best practices” as intercultural communicators.

“**Practice Test**” is a short, **12-question, closed-note test** that models the format of an upcoming exam, so that you know the kinds of questions to expect. We’ll take these during the last few minutes of a GS-Aft Meeting. These practice tests do count for a small number of points, so come to class having looked over your notes from lecture, readings, and discussion up to that date.

“**Peer Review**” is a twenty-minute period at the end of a GS-Aft Meeting during which we exchange drafts of our upcoming papers for **comments and suggestions by our peers**. (There will also be a full session of GS-Fore devoted to paper workshops before each paper is due.) Our papers will be evaluated according to a **rubric** in our Course Folder: look this over carefully as you draft your paper. For Peer Review, come to class with a **completed draft of your paper** to earn credit, and be ready to offer constructive help to fellow voyagers with their work.

SCHEDULE OF READINGS AND ACTIVITIES FOR GS-AFT

B5/6/7–Jan. 18/21/23: Preflection on Identity and East Asia

Readings (take notes for Quiz on key terms and disc. Questions on Reading Guide, 10 points):

1. **Rosenblum, K.E. and Travis, T.-M.C. “Constructing Categories of Difference,”** In: *The Meaning of Difference: Sex and Gender, Social Class, and Sexual Orientation in Contemporary America*, 5th ed. (2008) McGraw Hill Higher Education, Inc. pp. 16-36.
2. **Lustig, M.W. and J. Koester, J. “Cultural Patterns and Communication: Taxonomies,”** In: *Intercultural Competence: Interpersonal Communication Across Cultures*, 6th ed. 2010. Pearson, pp. 110-138.
3. **Miike, Y. “Harmony without Uniformity: An Asiacentric Worldview and Its Communicative Implications”** In: *Intercultural Communication: A Global Reader* Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel & Carolyn S. Roy, eds. 2015. Boston, Massachusetts: Cengage Learning, pp. 27-41.
4. **Li, X. “‘Asian Values’ and the Universality of Human Rights,”** *Report from the Institute for Philosophy and Public Policy* 1996 Spring; 16(2), pp. 18-23.

Introductions and Icebreakers will take place before our first quiz today

Preflection on Identity and East Asian Cultures (Participation, 25 points)

B10/11/12–Feb. 15/18/25: Postflection East Asia, Preflection South Asia, Practice Test

Readings (take notes for Quiz on key terms and disc. Questions on Reading Guide, 10 points):

1. **Jain, N.C. and Kussman, E.D., “Dominant Cultural Patterns of Hindus in India,”** In: *Intercultural Communication: A Global Reader*. Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel & Carolyn S. Roy, eds. 7th ed. 2012. Boston, Massachusetts: Cengage Learning, pp. 89-97.
2. **Overgaard, L., “An Analysis of Indian Culture in an Era of Globalisation,”** Thesis, Language and Business Communication, Aarhus University, 2010.
3. **Nishimura, S., Nevgi, A. and Tella, S. “Communication Style and Cultural Features in High/Low Context Communication Cultures: A Case Study of Finland, Japan, and India,”** (2008). Proceedings of a subject-didactic symposium in Helsinki.
4. **Chuang, R. and Chen, G. M. “Buddhist Perspectives and Human Communication.”** *Intercultural Communication Studies*, 12(4), (2003), 65-80.

Postflection on East Asia, Preflection on South Asia (Participation, 25 points)

Practice Test: (closed note, 12 points) Review key terms for all lectures and readings to date.

B15/16/17—Mar. 10/13/15: Postflection South Asia, Preflection Africa, Peer Review

Readings (take notes for an open-note Quiz on key terms and disc. questions, 10 points):

1. **Harding, S. "Other 'Others' and Fractured Identities: Issues for Epistemologists,"** Ch. 7 in *The Science Question in Feminism*, 1986. Ithaca, NY: Cornell University Press, pp. 163-197.
(Note: This reading starts off sounding VERY challenging: please stick with it, it gets easier! Also, our scan is missing pp. 190-197: don't worry about them!)
2. **Hailey, J. "Ubuntu: A Literature Review,"** Paper Prepared for the Tutu Foundation, London (2008).
3. **Ntuli, C.D. "Intercultural Misunderstanding in South Africa: An Analysis of Nonverbal Communication Behaviour in Context,"** *Intercultural Communication Studies* 2012, 21(2), pp. 20-31.
4. **Nagel, M. "Promises of Ubuntu in the New South Africa."** Institute for African Development, Cornell University, March 9, 2006 (keynote). Also presented at New York State African Studies Association, SUNY New Paltz, April, 2006.

Postflection on South Asia, Preflection on South Africa (Participation, 25 points)

Peer Review: Bring a full draft of your first paper to class, in print or on laptop (20 points)

A final draft is due on the B-Day following your Peer Review (see rubric in Course Folder).

B19/20/21—Mar. 25/27/29: Postflection South Africa, Preflection West Africa, Practice Test

Readings (take notes for Quiz on key terms and disc. Questions on Reading Guide, 10 points):

1. **Naaeke Y. A. "Dagaaba Culture of Ghana Explored through Rhetorical Analysis"** In: *Inter/Cultural Communication*. Anastacia Kurylo, ed. 2013. Thousand Oaks, California: Sage Publications, pp. 369-378.
2. **Wiredu, K. "An Akan Perspective on Human Rights"** In: *Human Rights in Africa: Cross-Cultural Perspectives*. Abdullahi Ahmed An-Na'im and Francis Deng, eds. 1990. Washington, D.C.: The Brookings Institution, pp. 243-260.
3. **Appiah, K. "Cosmopolitan Contamination,"** Ch.7 In: *Cosmopolitanism: Ethics in a World of Strangers* 2010. W. W. Norton & Company, pp. 101-114.
4. **Searcey, D. and Richtel, M. "When KFC Came to Ghana."** *New York Times*, October 2, 2017.

Postflection on South Africa, Preflection on West Africa (Participation, 25 points)

Practice Test: (closed note, 12 points) Review key terms for all lectures and readings to date.

B22/23/24—Apr. 5/7/10: Postflection West Africa, Preflection Islam, Peer Review

Readings (take notes for Quiz on key terms and disc. Questions on Reading Guide, 10 points):

1. **Jandt, F. “Comparative Cultural Patterns: Arab Culture”** Ch. 9 in: *An Introduction to Intercultural Communication*, 7th ed. 2013. Thousand Oaks, CA: SAGE Publications, Inc. pp. 224-231, 238-247.
2. **Lazreg, M. “Introduction” and “Letter Three: Cultural Identity”** In: *Questioning the Veil: open Letters to Muslim Women*. 2009. Princeton, New Jersey: Princeton University Press, and Oaks, California: Sage Publications, pp. 1-14; 53-65.
3. **Kristof, N.D. and WuDunn, S. “Is Islam Misogynistic?”** In: *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. 2010. New York: Vintage Books, pp. 149-160.
4. **Hassan, R. “Are Human Rights Compatible with Islam? The Issue of the Rights of Women in Muslim Communities,”** 1996. <http://www.religiousconsultation.org/hassan2.htm>

Postflection on West Africa, Preflection on the Islamic World (Participation, 25 points)

Peer Review: Bring a full draft of your first paper to class, in print or on laptop (20 points)

A final draft is due on the B-Day following your Peer Review (see rubric in Course Folder).

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.

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 which we apply our knowledge of one taxonomy of culture to our own observations or experiences during a Global-Studies-Credit-Eligible Field Program. We can use these response papers as aide-memoires in our Postflection conversations during GS-AFT.

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

Independent Field Assignment

Each of our 2 **papers** for Global Studies ask us to critically analyze 2 “**critical encounters**”– culturally significant interactions or observations made while in port—by incorporating Alex's background information, Julia's dimensions of culture, and two or more assigned readings. (The rubric detailing the requirements of this assignment is in our Course Folder.)

We've tried to develop lectures and readings that can be applied to a wide range of in-port experiences, encounters, and observations. It's now up to you to go out there and have them!

Think about **a topic or issue that you would like to observe or investigate consistently across our diverse ports**. The choice of this topic is up to you: religious spaces, families and children, attitudes toward the elderly, you name it. As you travel, seek out opportunities to deepen your understanding and engagement with this topic, making time to visit relevant spaces, to have conversations with local people, and to observe local practices related to your subject.

Note that this assignment (and indeed our whole course, and the whole Semester at Sea program!) should encourage you to *move beyond superficial, brief transactions of a touristic nature* (such as shopping, ordering in restaurants, taking taxis, guided tours, etc.). Usually, the local people engaged in transactions of these kinds are tailoring their behavior to expectations about global tourists rather than expressing local values: these interactions are thus more about *you* than they are about *the local*. (Plus, *everyone* will have these kinds of exchanges, so they're not very interesting to read about!). So, for our papers, these touristy topics are off limit!

This doesn't mean you can't have good conversations with people in service industries about your topic—indeed, we should treat people in the service sector as human beings with interesting values, beliefs, and insights! Nor should you feel discouraged from visiting historic or cultural sites as part of a tour: by all means you should! But, don't limit your focus to the tourist infrastructure (like, “the bus was late, this means people here don't value time like I do,” etc.): concentrate on the more *meaningful* aspects of these experiences.

What *other* kinds of interaction would *you* like to have while traveling that go beyond, behind, or beneath the touristic exchange? Set some goals, get out and achieve them, and process them in our discussions and papers!

METHODS OF EVALUATION / GRADING SCALE

The table below outlines the percentages for each graded portion of the course:

Type	Description	Rationale	Points Each	Per Term	Total Points	% of 1000
Lectures: Attendance	Attendance is mandatory, and taken on sign-in rosters posted at entrances to the Kaisersaal. Each absence costs 10 points, up to a max of 50 points.	Preparation for ports, discussion/roleplay, and other courses			50	5%
Field Experience, 1-p response	Participate in one "Global-Studies-Eligible" Field Program in port (4 hours), and write up short 1-page short response paper to share in group discussion	Application of intercultural competency	50	1	50	5%
Quizzes: Reading Prep	5-minute Open-Note Matching or T/F quiz on article-length readings, based on terms and questions from "reading guide" for each reading	Readiness for discussion of readings	10	5	50	5%
Participation: Discussion	Thoughtful answers to questions about readings, upcoming cultures, and in-port experiences	Quality analyses based on course & fieldwork	25	5	125	12.5%
Tests: Unit Review	10 minute closed-note matching or T/F Test on Lectures and Readings	Preparation for Midterm/Final	12/13	2	25	2.5%
Peer Review of Papers	Attend with draft of paper below, Assist others in developing their ideas	Stronger analysis and written work	20	2	40	4%
Papers: 5-Pages each	Analyze 2 "critical encounters" with introductory lectures, dimensions of culture, and readings	Analytic synthesis of course materials	200	2	400	40%
Midterm and Final Exams	Closed-note matching and T/F exam on terms and questions from Lectures, Readings, and Evidence	Retention of key terms, data, and ideas	150	2	300	30%
				TOTAL:	1040	104%

The above points add up to **104%**, but your final grade will be calculated as a fraction of only 100% (1000 points). The additional possible points you can earn are an allowance to cover days in which you may be underperforming for any medical or personal reason: there will be no additional opportunities for extra credit. If you feel you are falling behind in the course, please speak to the Global Studies Director or your Instructional Coordinator as soon as possible.

The following Grading Scale is used 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: None.

FILM REQUEST: None.

ELECTRONIC COURSE MATERIALS

Our electronic course folder on the ship's intranet will store all course readings, as well as lecture guides, reading guides, and writing assignment rubrics.

ADDITIONAL RESOURCES: None.