

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2014

Discipline: History

SEMS 2500-503 and SEMS 2500-504: The West and the World

Division: Lower

Faculty Name: Joyce E. Salisbury

Pre-requisites: None

COURSE DESCRIPTION

From ancient times to our modern global village, people in the West and the world interacted and shared elements of their culture – from goods, to inventions, to abstract ideas. This course will focus on the itinerary of the voyage and explore the interactions between the West and the world that shaped the history and culture of the lands we will visit. The course will focus on two major global developments: 1) the history of ideas that were transformative (for better or worse), and 2) the environmental impacts that accompanied the movements of people and ideas.

As we cross the Pacific, we will begin with World War II, the moment when people in the West finally acknowledged they lived in a global world. From there, we move back in time as we study the roots of Marxism and its expression in China and the cold war leading to the VietNam War. We will look at imperialism, for example in Hong Kong, India and Africa, capitalism and its global implications in modern China, the sugar trade in lands like Mauritius, and the slave trade in Africa. Some transformative ideas originated in the world and moved west, and we will particularly study the force of pacifism from India to Cape Town to Myanmar.

The movement of people and ideas around the world had implications for many aspects of society beyond the abstract history of ideas. Therefore, we will also consider ecological implications from the Dodo bird to the nuclear age that led to Hiroshima and the recent Japanese nuclear accident at Fukushima. As people moved around the world, they changed the ecology in ways that continue to shape the world and people's lives.

The course will be organized in accordance with our itinerary, and include lectures, readings and discussion to give students a fuller understanding of both the world and the West.

COURSE OBJECTIVES

1. To learn the general history of the world with special emphasis on the countries we will visit.
2. To gain an understanding of the historical interactions between the West and the rest of the world.
3. To understand the major western ideas -- like Marxism, imperialism, colonialism -- that have affected the world.
4. To learn about the environmental impacts that accompanied the movements of people and ideas.

5. To develop critical thinking skills in reading and analyzing primary texts.
6. To improve written and oral communication skills.

REQUIRED TEXTBOOKS

AUTHOR: Joyce E. Salisbury
 TITLE: Global Lens: The West in the World
 PUBLISHER: McGraw-Hill
 ISBN #: 13: 9781121675674
 DATE/EDITION: 2013

*Primary Source articles available on the Intranet

TOPICAL OUTLINE OF COURSE

1. **Introduction, approach and at sea – latitude, longitude and time**
 Read: “Global Trends 2025: A Transformed World”
2. **The Pacific Rim – geography and environment**
 Read: “Revenge of Geography,”. “Troubled Waters” p. 170
- 3 **WWII in the Pacific & where did this begin?**
 Read: Sherman, Chapter 24, page 5.
 Port: Hilo
- 4 **Industrialization, its pitfalls**
 Read: Sherman, Chapter 17
- 5 **Imperialism and Colonialism and Nationalism**
 READ: Primary Source: *Kipling: “The White Man’s Burden” *Hobson: “Imperialism” Sherman: “Opium and West in China.” P. 119
- 6 **Japan and Hiroshima ends the Pacific War**
 Read: “Asia’s Rise and Fall”.
 Port: Yokohama
- 7 **Marxism and its establishment in China and Tienamen Square and compromise with capitalism**
 READ: Primary sources: *Engels ”At Marx’s Funeral” and *Mao Zedong, “Little Red Book”. Readings: “China’s Search for a Grand Strategy”
 Port: Yokohama - Kobe
- 8 **Cold War and Viet Nam war**
 Read: Sherman, Ch 25, p. 61.
- 9 **TEST 1**
 Viet Nam
- 10 **Global Decolonization**
 READ: Primary Source: *“U.N. Declaration on Granting Independence to Colonial Countries and Peoples, 1960.” Singapore Film.
 Port: Singapore
- 11 **Buddhism and Myanmar’s politics.**
 READ: Primary Source: *George Orwell, “Shooting an Elephant in Burma.” Aung

- San Suu Kyi “Freedom from Fear.” *”Buddhist mobs attack Muslims”
Burma**
- 12 India – early history and the Raj**
READ: Primary Source: *Macaulay, “On Empire and Education.” *Dadabhai Naoroji, “The Benefits and Detriments of British Rule,”
- 13 India – Independence and nonviolence – Paper #1 Due**
READ: *Gandhi “On Independence”
- Port: Cochin**
- 14 Islam and the split of India and Pakistan. Failure of nationalism?**
READ: Primary Source: *Gandhi, “On Muslims and Separation”
- 15 Island history and economy. The example of Mauritius and the Dodo Bird.**
Read: “Climate Change” p. 158. “ The Other Climate Changers,” p. 161.and “The Big Melt” p. 166.
- Port: Mauritius**
- 16 European Colonization of Africa**
READ: Sherman Ch 20, p. 97; with primary source: “Economics and Imperialism in Africa” p. 112.
- 17 TEST 2**
- 18 Apartheid and liberation of S. Africa. Non-violence with the Truth and Reconciliation Commission.**
READ: Primary Source: Mandela: “Long Walk to Freedom.” *Tutu: “Forward to the TRC Report”.
- Port: Cape Town**
- 19 Atlantic discoveries and Columbian exchange**
READ: Sherman Ch 12., p. 125.
- 20 The Slave Trade – then and now.**
READ: *”Slave Trafficking,”; “Deliver us from Evil” p. 199
- Port: Ghana**
- 21 Muslim North Africa to the Arab Spring**
Read: “Demystifying the Arab Spring” p. 196. “War in the Fifth Domain” p. 203.
- 22 Changing Values in a Global World.**
READ: “Visible Man, Ethics in a World Without Secrets,” p. 214. “The End of Men” p. 221.
- Lab Report paper Due
- 23 Reflecting on World Conflict. Review.**
READ: “A Himalayan Rivalry,” p. 183. “Living with a Nuclear Iran,” p. 187 and “Humanity’s Common Values” p. 208.
- 24 FINAL EXAM**
- Port: Casablanca**
- 25 Summary and Discussion:**
What is the greatest impact of the West on the World? In the Past? In the Future?

FIELD WORK

FIELD ASSIGNMENTS

The field component of the course accounts for 20% of your final grade. Students will participate in field trips and write a reaction paper describing some component of the interaction between Western Civilization and the world. Topics of observation might include everything from foods available in the markets, architecture, art, churches, urban design, technology, etc., but students will be encouraged to select one topic of observation and compare across ports. The reaction papers will serve to demonstrate both students' understandings of western culture from class, the descriptions from the primary sources, as well as observation of local cultures. There will be two reaction papers based on independent travel or on field experiences guided by other faculty.

Students must also participate in the Field Lab, which will constitute 10% of their grade. They will have to write a reaction paper on the Field Lab experience, and engage in the discussions on site.

FIELD LABS:

Based on their enrollment in SEMS 2500-503 or SEMS 2500-504, students will participate in one of the following Field Labs.

SEMS 2500-503: Ho Chi Minh City: "Memories and Museums in Ho Chi Minh city." We will use art and artifacts as primary sources to explore the points of view of the war between the US and Vietnam. We will begin with a discussion on the functions of museums and memorials in preserving cultural memories. Then we will go the War Remnants Museum and tour the exhibits, focusing on the way they show the nature of the war. After lunch we will go to the Ho Chi Minh City Fine Arts Museum and tour that facility that shows the heritage of the French occupation as well as the American war.

SEMS 2500-504: Singapore: "World War II shapes the city of Singapore." We will meet with a professor from the University of Singapore who will describe the history of Singapore as a British colony. Then we will have a walking tour through the city to talk about the war experience and how it shaped the city. Finally, we will gather with some Singapore students to discuss various views of the interaction between the West and Singapore.

METHODS OF EVALUATION

Two objective/ short answer tests - @ 20% each	40%
Reaction Paper about 500 words – independent travel	10%
Field Lab participation and paper about 1,000 words	10%
Final comprehensive essay exam	30%

METHODS OF EVALUATION / GRADING RUBRIC

Reaction papers must contain the following to receive an "A."

- Demonstrated observations on the interaction between the West and the World.
- Well stated thesis statement and conclusion.
- Evidence from observations and readings.
- Proper grammar and writing conventions.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."