

**Semester at Sea**  
**Summer 2008 Final Course Listing**  
**May 14, 2008**

This is a listing of course offerings for the Summer 2008 voyage.

- Each course is three credits except where noted.
- Lower Division course numbers are 100s and 200s.
- Upper Division course numbers are 300s and 400s.
- **SEMS 101: Europe: East and West** is mandatory for all students.

**SEMS 101: Europe: East and West (Global Studies)**

**Discipline: Interdisciplinary**

**Professor Allen Lynch** ([Syllabus](#))

This interdisciplinary course focuses on the countries visited and is tailored especially to meet the global and comparative approach of Semester at Sea. In addition to providing basic information about the countries on the itinerary, Global Studies provides a meaningful framework by which to compare data, examine issues, and develop concepts. Participants learn how to understand cultural and social phenomena with which they are constantly coming into contact during the semester and to highlight both commonalities and differences from one society to another. The course includes the examination of various global issues (*e.g.* race relations, population, poverty, ethnic/religious conflicts, technology, status of women, human rights, environment) and the various ways these issues affect the countries on our itinerary. The theme for the Summer 2008 Global Studies course is “Europe: East and West.”

**ANTH 101Z: Introduction to Anthropology**

**Discipline: Anthropology**

**Professor Rachel Most** ([Syllabus](#))

This course is an introduction to the diversity of cultures around the world. Through assigned readings, films, lectures, and discussions students will come to an understanding of human physical and cultural variation, and will be able to put their own cultures into better perspective. A number of societies from around the world will be used to provide examples of different practices in regard to marriage, kinship, technological variation, religion, and political and social organization. Examples from prehistory will also be included and modern applications of anthropology to education, medicine and business will be discussed.

**ANTH 232Z: Ritual and Belief**

**Discipline: Anthropology**

**Professor Carolyn Heinz** ([Syllabus](#))

This course covers selected topics in the anthropology of religion, focusing upon themes relevant to the countries visited by Semester-at-Sea, but including references to ethnographies of the non-Western world. Key topics will include: problems in defining religion cross-culturally; the religious, the aesthetic, the scientific; religious evolution; the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; ritual practice and the work of the symbol; the problem of evil and ways of coping with it, including witchcraft; myth and ritual in legitimation of the state; the conflict of faith demands in multicultural society.

**ANTH 239Z: Women in Cross-Cultural Perspective (cross listed as SWAG 271Z)**

**Discipline: Women's Studies /Anthropology**

**Professor Carolyn Heinz ([Syllabus](#))**

The term 'woman' suggests that all women everywhere, as a result of inhabiting the same body type, are in some way the same. This course explores the ways in which gender is constructed and social arrangements make the lives of women very different from place to place. Three main themes will shape the varied data available to us in documenting the lives of women: 1) the evolution of women's status along with sociocultural evolution, from egalitarian foraging societies to the state; 2) the social preoccupation with the female body, including practices controlling menstruation, reproduction, sexuality, and extraordinary modifications of female visibility and appearance, and 3) social action by women to reproduce, manage, manipulate, contest, and resist these social structures. Specific topics and illustrations of these themes will be drawn from the cultures visited by Semester-at-Sea.

**ANTH 386Z: From Egalitarian to Empire**

**Discipline: Anthropology**

**Professor Rachel Most ([Syllabus](#))**

This course will focus on explanations of why and how prehistoric complex societies emerged, succeeded and collapsed. Emphasis will be placed on the sociopolitical, economic, and environmental processes surrounding the rise and fall of past societies. Popular case studies will be reviewed (e.g., Mesopotamia, Egypt, Mesoamerica, Inka and North America) with the final half of the class focusing on the Greek and Roman Empire. Topics to be discussed include definitions of the city and the state, problems with the concept of civilization, the beginnings of writing and warfare, trade and exchange networks, the origins of poverty and the ultimate collapse of prehistoric complex societies.

**ARTS 161Z: Introduction to Drawing I**

**Discipline: Studio Arts**

**Professor Darlene Campbell ([Syllabus](#))**

This course will focus on the fundamentals of drawing: elements of line, gesture, composition, proportion, spatial relationships, scale, value, and texture. It is intended for beginning students as an introduction of *how* to learn to draw. During the semester, students will develop a range of skills that will enable them to sharpen their observational sensibilities and then apply them to their work. We will explore the notion of visual perception and *how* to record what we see. Students will be introduced to the works of historical and contemporary masters for clarification of concepts, as well as for inspiration. A series of classroom exercises will initially focus on gaining a working knowledge of fundamental drawing skills and techniques. In port, students will sketch and draw, recording images that represent aspects of the countries and cultures encountered. Photographs may also be used as source material for drawing assignments. Each student will keep a drawing journal that is a record of shipboard life and port experiences.

**ARTS 162Z: Introduction to Drawing II****Discipline: Studio Arts****Professor Darlene Campbell ( [Syllabus](#) )**

This course is intended for students who have successfully completed a drawing class (either Introduction to Drawing or Introduction to Figure Drawing) at the college level or who have had prior drawing experience. Building on the principles of basic drawing, students will further investigate drawing from observation and creating the illusion of 3-dimensional form and space on a 2-dimensional surface. Students will study formal elements of composition, spatial relationships, line quality, gesture, value, contrast, and texture. Assignments will include tonal drawing and drawing from photographs and grids. Subject matter will include still life, landscape, and figure drawing. As the voyage progresses, students will document and incorporate visual information from their in-country experiences into their drawings. This will take the form of a drawing journal, notebook, or diary. Historical and contemporary artists who have documented and drawn inspiration from their own travels will be studied. Examples include Lockwood De Forest, Eugene Delacroix, Dan Eldon, David Hockney, Candy Jernigan, Sara Midda, and John Singer Sargent.

**ARTH 104Z: Survey of European Art****Discipline: Art History****Professor Larry Silver ( [Syllabus](#) )**

This introductory survey is especially designed for the Semester at Sea itinerary, to feature the art of countries to be visited. While fully equivalent to a conventional university introductory course in European art history, it will concentrate on artists and monuments that can be visited in the ports of call from Norway to Turkey. As a result, the chronological sequence of the course will be inverted, and the sequence will shift from 19<sup>th</sup>- and 20<sup>th</sup>-century masterworks in Munch's Norway and Lenin's Russia to the foundations of European sculpture and painting in ancient Greece and Rome. Through-out the class, one focus of attention will be the complex dialogue between Russia and Europe, as well as the complex roots of Russian visual culture in the Byzantine art of Constantinople. Strong consideration of the purposes and audiences for art works, including religion and politics, especially for public monuments.

**ARTH 105Z: Survey of European Architecture and Urbanism****Discipline: Art History****Professor Larry Silver ( [Syllabus](#) )**

This introductory survey is especially designed for the Semester at Sea itinerary, to feature the built environment of countries to be visited. While fully equivalent to a conventional university introductory course in European architectural history, it will concentrate on buildings and urban settings that can be visited in the ports of call from Norway to Turkey. As a result, the chronological sequence of the course will be inverted, and the sequence will shift from modern and contemporary masterpieces, featuring St. Petersburg, to the foundations of European building in ancient Greece and Rome. Throughout the class, one focus of attention will be the dialogue between Russia and Europe, as well as the complex roots of Russian metropolitan culture in the Byzantine imperial Christian architecture of Constantinople. This will include strong consideration of the purposes and audiences for buildings and principal sites, including art and politics, especially for public gatherings.

## **BIOL 157Z: Modern Evolutionary Theory: History, Nature and Implications**

**Discipline: Biology**

**Professor Iain Campbell ( [Syllabus](#) )**

Darwinian evolution – the origin of species by means of natural selection – is a central principle of modern biology. It is also a politically divisive issue in contemporary US society. (It is much less so in contemporary European society.) A pre-Darwinian form of evolutionary theory (Lamarckianism), forcibly advocated by Trofim Denisovich Lysenko, had a major influence on social policy in the late USSR. This course will explore the history of the notion of evolution and will review the evidence – evidence that was available to Charles Darwin in the mid-19<sup>th</sup> century and evidence of more recent origin – on which the modern theory is based. Necessary biological background will be provided as the course develops to permit a full comprehension of this evidence. The life-work of key European architects of modern evolutionary theory will be reviewed, and we will explore why this theory is so socially controversial today in the USA but not in Europe.

## **BIOL 158Z: Infectious Disease in Humans**

**Discipline: Biology/Public Health**

**Professor Iain Campbell ( [Syllabus](#) )**

Prior to the discovery of the ‘sulpha’ drugs, penicillin and streptomycin in the first half of the 20<sup>th</sup> century, infectious diseases killed huge numbers of human beings. Epidemics of bubonic plague, consumption, dysentery, influenza, and typhoid fever swept across Europe and Asia. In the last sixty years improved public health and the availability of anti-pathogenic drugs have greatly reduced this loss of human life. Poor husbandry of our arsenal of antibiotics, however, has resulted in the development of massive and wide-spread pathogen resistance. Humankind thus now faces a return to the pre-1930 state of affairs. In this course we will look at the microbiology, etiology, management, and social impact of seven major infectious diseases (influenza, HIV/AIDS, hepatitis, plague, cholera, tuberculosis, and malaria). Necessary biological background will be provided where appropriate; *e.g.*: the anatomy/physiology of the human respiratory, digestive, circulatory and immunological systems. We will also look at antibiotic discovery and mode-of-action, and explore why bacterial resistance to antibiotics arose so rapidly.

## **COMM 384: International Business**

**Discipline: Commerce/Business**

**Professor Bill Wilkerson ( [Syllabus](#) )**

The course provides a survey of the issues which a company must deal with when it enters markets or begins to operate outside its domestic market. As the world’s economies become more integrated, the issues of international business become more critical for a company’s success. Marketing, finance, operations, and human resources issues are each addressed. Attention is paid to recent controversies in international business. A wide variety of groups and organizations critical in international business are considered. The focus will be on international business in Europe. The course is composed of lectures, case discussions, and class exercises. No previous business class work is presumed.

**COMM 460X: Special Topics in Management: Family Business****Discipline: Commerce/Business****Professor Reginald Litz ( [Syllabus](#) )**

This course seeks to offer students the opportunity to develop an enlightened appreciation for the nature and distinctive managerial challenges associated with the family firm. The course begins by considering the core actors and their respective issue sets including the founder (and the issue of firm relinquishment), the spouse (the issue of institutional coexistence), the inheritor (the issue of individuation), the in-law (the issue of quasi-inclusion), the non-family employee (the issue of institutional exclusion). Next, the course considers the key inter-actor interactions including intra-senior-generation interaction (i.e., founder-spouse), intra-gender inter-generational interaction (father/son, mother/daughter), inter-gender inter-generational interaction (father/daughter, mother/son), intra-generational interaction (siblings), extended inter-generational interaction (uncles/aunts, nieces/nephews) and inter-institutional interaction (family/non-family). The course then considers the core firm-level tasks faced by the stakeholders of the family firm including the tasks of determining whether to continue the firm, the task of biological generativity (and procreational optimization), succession planning, governance planning, estate planning, and finally, organizational renewal through intergenerational entrepreneurial creativity. The course concludes with consideration of the unique career- and life-related challenges faced by next generational actors in the family firm including vulnerability to influenza, mis-definition of personal responsibility, the inheriting of intergenerational unethicity, and the enduring challenge of balancing family, firm and self. Methods of evaluation may include short pre-class preparatory essays, selection of colored name cards, short post-class integrative essays, class participation, interviews with different family firm stakeholders, biographical study, and a final report on in-port observations. Suggested pre-requisites: Introductory courses in business administration, sociology, and/or psychology will be helpful, but are not essential.

**COMM 465: Business, Politics, and the Culture of the European Union****Discipline: Commerce/Business****Professor Bill Wilkerson ( [Syllabus](#) )**

Regional trading groups have become much more important to the world's economy, and the European Union is among the most successful. The historical context of the European Union, its organizing principles, and major current issues are among the topics considered in this class. Since the voyage will be stopping in European ports, there will be ample opportunities to analyze the complex and different attitudes toward the EU and European integration. The course is composed of lectures, case discussions, and class exercises. Although prior coursework in politics, business, psychology, or anthropology is useful, no specific course work is presumed.

**COMM 468X: Entrepreneurship**  
**Discipline: Commerce/Business**  
**Professor Reginald Litz ( [Syllabus](#) )**

This course seeks to facilitate the study and experience of creative and entrepreneurial behavior. Beginning with Csikszentmihalyi's *Creativity: Flow and the Psychology of Discovery and Invention* (1996), the course begins with study of the nature of creativity and the creative process. Next, it explores the similarities, and key differences, between creativity and entrepreneurship centering on classic readings on the entrepreneurial process. The course may also utilize an assortment of in-depth case studies including such creative exemplars as Igor Stravinsky, Pablo Picasso, and Martha Graham (as documented in Gardner's 1993 book *Creating Minds*) and such entrepreneurial exemplars as Thomas Edison, Steve Jobs, as well as the counter-example of the four entrepreneurs who launched the 1969 Woodstock Festival (as retold in Rosenman, Roberts and Pilpel's *Young Men With Unlimited Capital*). Methods of evaluation may include short pre-class preparatory essays, selection of colored name cards, short post-class integrative essays, class participation, interviews with creative and/or entrepreneurial individuals, biographical study, one or more simulation exercises and a final report on in-port observations. Suggested pre-requisites: Introductory courses in business administration, marketing, and/or psychology will be helpful, but are not essential.

**SEMS 480-4: Communication in Conflict Management (formerly Language and Behavior)**  
**Discipline: Communication**  
**Professor Amy Bippus ( [Syllabus](#) )**

Students will study conflict from a communication perspective. This course examines forces that generate conflict and techniques that can be used to manage those forces. Drawing on intercultural and international examples, this course will examine the discursive and rhetorical strategies of disputants. At the end of the course, an individual will be able to more effectively analyze conflict situations and to manage them as they develop. Students will understand and use principles of conflict management to evaluate situations and make recommendations for increased individual and group effectiveness.

**SEMS 480-5: Intercultural Communication**  
**Discipline: Communication**  
**Professor Amy Bippus ( [Syllabus](#) )**

This course focuses on the relationship between culture and communication, reviewing current theory and research in intercultural communication. We will examine the way that our cultural experiences shape our everyday lives, and how communication influences, and is influenced by, culture. We will analyze how our communication on the interpersonal, group, organizational, and national levels shapes and reinforces our views of ourselves and others in the world. We will also emphasize skill-building to develop students' self-efficacy in intercultural interactions.

**DRAM 208Z: The Circus: An Historical Overview****Discipline: Drama****Professor LaVahn Hoh ( [Syllabus](#) )**

The American circus has a unique and often overlooked importance in American history. The first American circuses began shortly after the country was founded, and as the country's population grew, moved West, went through the Industrial Revolution, and opened its gates to the world, the circus followed. Indeed, in many cases the circus provided people's first view of new inventions, exotic animals and peoples, and popular entertainments. The history of the circus is in many ways a microcosm of the history of America. As a form of popular entertainment, the importance of the circus in nineteenth and twentieth century America cannot be understated. The circus was a primary form of entertainment and information for nineteenth century Americans, especially for those outside the larger metropolitan areas. It gave audiences opportunities to experience natural wonders from exotic and unexplored lands and witness marvels of technology, such as the automobile and the airplane. The demand was such that by the beginning of the twentieth century, there were more than one hundred circuses traveling the country and routinely entertaining as many as 12,000 spectators at each show. The course will look at historical precedents throughout the world that have shaped the American circus. The course will also focus on the growth, decline, and cultural influences of the circus on America

**DRAM 492Z: European Theatres through History****Disciplines: Drama/History of Art and Architecture****Professor LaVahn Hoh ( [Syllabus](#) )**

After World II, many of the great theatres of Europe were either destroyed or badly damaged. Many were rebuilt bringing them back to their early grandeur using current materials, methods and staging techniques. The theatres of Europe take on different architectural styles than those in America. Many of the theatres demand the real beauty and the most careful blending of architecture; sculpture and painting, while all of the practical requirements of the auditorium and the stage are met. The audience comes to the theatre to see and hear a production and requiring comfort, minimum of distraction and complete safety. The audience also demands the highest standard of taste and opulence in the physical structure of many European theatres. This course will look at development of theatre structures such as court theatres, national and government theatres, municipal theatres, subscription Theatres and private theatres. We will also study the scenes and machines that make many of these theatres so popular allowing them to create special effects, movement of scenery with simple devices, lighting instruments, traps, elevators and flying of people and scenery. We will visit several theatres.

**SEMS 121: Special Topics: Russian Economic History in a European Perspective**  
**Discipline: Economics/History/Interdisciplinary**  
**Professor Colin White ( [Syllabus](#) )**

This course relates the main events relevant to the economic history of Russia, in the context of differing interpretations of that history. It commences with a geographical definition of Russia as both European and Asian, noting the different influences on the interacting political and economic development of Muscovy and later Russia. Next the course reviews the nature of the mature Tsarist economy – the influence of the autocracy, the role of a rapidly expanding frontier, the late emergence of serfdom and a continuing tendency to impose industrialization from above, notably under Peter the Great and Witte. It places the Russian experience in a general European context, one of a gradient of declining levels of economic development from west to east. It analyses the economic and social factors which underpinned the revolutions of 1905 and 1917. The course considers the impact of the revolution from the particular perspective of continuities and discontinuities in policies and structures. It traces through the changing strategy of economic development, from War Communism to NEP to the Great Turn of 1929 and ultimately back to a market system. It stresses the economic underpinnings of the Soviet Union as a great power and its shortcomings. The course concludes by considering the attempts to reform the Soviet economic system and the reasons for its ultimate failure. It considers the problems of the transition from a planned to a market system and the nature of the new political economy.

**SEMS 480-1: Special Topics: Russia and the Problem of Economic Development**  
**Discipline: Economics/Interdisciplinary**  
**Professor Colin White ( [Syllabus](#) )**

This course focuses on the experience of Russia (including the Soviet Union) as a developing economy. It begins by defining what is meant by a lack of economic development and introduces the different strategies for achieving such development. It introduces the two alternative strategies pursued in Russia, one imposed from above, the other more spontaneous. It traces the specific history and pattern of economic development in Russia and the Soviet Union. The main focus is on the strategy of economic development pursued in the Soviet Union after the Great Turn of 1929. The course considers the origins, the nature and the influence of this strategy, focusing in particular on the debates of the 1920s within the USSR. The implications of a strategy of rapid industrialization are analyzed and the role of planning and the collectivization of agriculture in this strategy explored. Variants of the strategy pursued in other economies are used as comparisons, particularly those in Eastern Europe and China. There is a review of the degree of success of the economic development strategy and also its role in the dissolution of the Soviet Union, and an exploration of the problems of the transition from a centrally planned economy to a market system, viewed in a comparative context, including the experience of Croatia.

**EDIS 589: Globalizing the Curriculum ([Syllabus](#))**

**Discipline: Education**

**Professor Donald Gogniat**

**This course will be required for Teachers at Sea participants, but is also open to undergraduate students.** This course is designed to provide ways for teachers to better understand the processes of globalization and to integrate related materials into their courses, classrooms, and across the curriculum of their home schools. A portion of the course will deal with establishing an understanding of the multifaceted nature of the processes fueling globalization. During this section we will look at the impact of culture, economics, political and trade issues, regional development, labor and migration, women and child labor in the workplace, multinational organizations, and resource distribution as components that affect globalizing efforts. We will discuss “pro and con” arguments concerning globalization in relation to these preceding components. Developing resources for teaching globalization will be the second portion of the course. For this effort, teachers will be asked to work in teams, select a relevant issue and develop a sequential approach (possibly K-12 depending on the makeup of the class) that would integrate material into their curriculums at their home schools. Sample lessons will be developed and presented to the class by each team. Additionally, teachers will be asked to visit schools in the countries along our itinerary and report back how these institutions are dealing with the issues of globalization in their schools and country. Methods of evaluation include participation in class discussions, field work for a paper analyzing methods of teaching globalization in countries visited, and presentation of a final group project. No prerequisites are required.

**ENGR 495: Engineering in a Global Context: New Perspectives on the Human-Built World**

**Discipline: Engineering**

**Professor Dana M. Elzey ([Syllabus](#))**

This course is intended to provide students with a practical understanding of the process used in industrial countries to conceive, develop and implement new technologies. The education, training, and professional practice of the engineer and the role of engineering in society are central to this understanding, and are therefore emphasized. However, technologies often have profound and unanticipated consequences for the society in which they are implemented. This course therefore also seeks to explore the implications of technology for that society and its quality of life, and to explore how society’s values, perceptions and beliefs are reflected in the development and use of technology. The course’s focus on the role of engineers and the engineering design process they use in the creation and implementation of new technology helps students understand society’s frequent failure to wield this power wisely. The unique Semester at Sea experience supports these objectives by enabling students to research, identify and compare the development and use of technology in the varied contexts of the geographic locations visited. Students will learn about and explore technology processes and society-technology interaction through assigned readings, team design projects, in-class discussion, field research and site visits. In addition to the practical understanding of the role and process of engineering, students will take away a unique and multi-dimensional perspective on the human-built world and our varied and evolving response to it.

**MSE 491: Materials and Manufacturing: Our Material World and How It's Made****Discipline: Engineering/Materials Science****Professor Dana M. Elzey ( [Syllabus](#) )**

This course is intended to provide students with a practical introduction to the science and engineering of materials and the means by which raw materials are transformed into useful artifacts. Emphasis will be on practical understanding (science) and applications (engineering and technology). The five fundamental classes of materials (metallic, ceramic, polymeric, glass and composite) will be described in terms of inner structure (atomistic, micro-and macro-scales), properties, manufacturing processes and applications. Materials from each class will be highlighted through case study examples, such as a lawn mower blade, prosthetic hip joint, styrofoam cup, CD case, and tennis racket. The unique Semester at Sea experience supports these objectives by enabling students to combine direct experience and observation of principles and practice discussed in the classroom with site visits to manufacturing facilities, examples of architectural and engineering achievements, museums, and laboratories/facilities for research and testing.

**ENSP 358Z: Classic European Comparative Literature****Discipline: English Literature****Professor Gordon Braden ( [Syllabus](#) )**

This course is a Comparative Literature survey, but with readings tied to the specific countries which we will be visiting. The works read will be established classics of the various national literatures, in most cases from the 16th to the 19th centuries. Such literature is in general a much stronger presence in the cultural life of modern European countries than literature in English from the same period is for Americans, and one aim of the course will be to introduce students to that sense of historical depth. Works will be read in English translation, but with repeated reference to the original languages; most will be narratives (prose or verse), though there will be some dramas and lyric poems. Possible selections include Pushkin's *Eugene Onegin* and *The Bronze Horseman* (in connection with St. Petersburg), Ariosto's *Orlando Furioso* (the second greatest poem in Italian, after *The Divine Comedy*), and—going back in this case to classical antiquity—Aeschylus's *The Persians* (dealing with the aftermath of a battle fought almost within sight of Pireaeus). Students will be expected to participate vigorously in class discussion, do background historical research on the authors in question, and complete several writing assignments.

**ENSP 357Z: European Horrors****Discipline: English Literature****Professor Gordon Braden ( [Syllabus](#) )**

All national literatures have a tradition of ghost and horror stories, and almost all of the national cinemas have an established genre of films designed specifically to scare the audience. We will be reading stories and watching films of this sort from the various nations of our ports of call, and comparing them with our experience of American literature and film. Foreign works of this sort—especially films—have certain obvious resemblances to their American counterparts, but they are also different in important ways. We will try to identify these differences and understand the reasons for them within a larger sense of the differences between European and American cultures. Wherever possible, selections will involve significant cross-references to one another: for instance, we may read Gogol's *Viy*, and watch the late 20th-century Russian film of that story, as well as Mario Bava's *La maschera del demonio* (aka *Black Sunday*), the first important Italian horror film, loosely based on the same story. Students will be expected to participate vigorously in class discussion and complete several writing assignments.

**RUTR 393Z: Masterpieces of Russian Literature****Discipline: Russian Literature/English****Professor Julian Connolly ( [Syllabus](#) )**

This course will examine important works by many of Russia's greatest writers, including Pushkin, Dostoevsky, Turgenev, and Tolstoy. While wrestling with the most profound questions of life, these writers used a range of techniques, from sharp satire to poignant lyricism. We shall look at several gems of the short fiction form (such as Alexander Pushkin's "Queen of Spades" and Nikolai Gogol's "Nevsky Prospect"), but we shall also read a masterpiece of the novel form, Fyodor Dostoevsky's *Crime and Punishment*, which is set in one of the destinations for this semester's voyage—St. Petersburg, Russia. Students will have the unique opportunity to walk the very streets featured in the tales they read for the course. Other works to be read include short fiction by Turgenev, Tolstoy, Chekhov, Olesha, and Nabokov, and poetry by Anna Akhmatova and Osip Mandelstam. All readings will be in English.

**SLTR 393Z: Fiction into Film****Discipline: Literature/Communications/Media Studies****Professor Julian Connolly ( [Syllabus](#) )**

This course will study the ways that literary texts have been transformed into cinematic works, focusing on European and American versions of Russian and East European works. Students will read a literary text, such as play by Anton Chekhov or a tale by Fyodor Dostoevsky, and will investigate how a film director refashions that text into a new cinematic vision. Features to be considered will be the difference between literary language and cinematic language, the treatment of point of view, setting, style, costumes, and so on. The films that will be screened range from relatively close adaptations of the original material to free interpretations, with results that sometimes vary widely from the original. Issues of cultural identity and identification also come into play when the film maker is from a different country than the writer of the source text.

**RUTR 246Z: Russian Culture and Civilization ( [Syllabus](#) )****Discipline: Russian Culture/Literature****Professor John Lyles**

This course will provide an overview of Russian culture and civilization from Kievan Rus to the Soviet Union. Using a combination of historical texts, literature, and film, this course will touch on many of the major issues and events of Russian history, including Eastern Orthodoxy, the relationship with the West, the peasant question, Slavophiles and Westernizers, the revolution, and Stalin's purges. Beginning with the Primary Chronicle, as well as Nicholas Riasanovsky's *A History of Russia*, we will trace the development of Kievan Rus and the formation of the empire under the Romanovs. Moving on to Peter the Great, we will look at the founding of St. Petersburg, the second city on our trip, and Peter's desire to westernize the country. Next, we will move into the 19<sup>th</sup> century and cover such topics as the War of 1812 and its effects on the culture of Russia, as well as the emancipation of the serfs in 1861. In the 20<sup>th</sup> century, we will discuss the Revolution and the early decades of the Soviet Union, focusing on Stalin's reign in particular. We will finish the course with a look at Russia's contemporary relationship with the West, including the United States. Along the way, we will use literary texts, ranging from Pushkin to the Modernists, from hagiography to the theater, to enrich our understanding of the issues at hand. We will be discussing many of Russia's greatest writers, including Dostoevsky, Gogol, Tolstoy, and Turgenev. We will also discuss the Russian filmmaker Sergei Eisenstein and watch his masterpiece, "October 1917, Ten Days That Shook the World."

**RUTR 391Z: Russian Literature and Society-Creating a Perfect World ([Syllabus](#))**  
**Discipline: Russian Literature**  
**Professor John Lyles**

This course will examine the role Russian literature has played in society, focusing specifically on the idea of utopia. In the process we will be reading works by some of the most famous 19<sup>th</sup>-century Russian writers, such as Dostoevsky and Turgenev, as well as important works by 20<sup>th</sup>-century writers. We will be discussing literary movements ranging from the Natural School to Socialist Realism. Beginning with the 1840s, we will look at the role given to Russian writers to help shape and improve society. We will be reading Gogol's "The Overcoat" and Dostoevsky's "Poor Folk." Moving on to the 1860s, we will see how this idea evolved and eventually was rejected by the radicals of that day. We will be reading Turgenev's "Fathers and Sons", an excerpt from Chernyshevsky's *What Is to Be Done?*, and Dostoevsky's existential masterpiece, *Notes From the Underground*. Next, we will look closely at the philosophical Symbolists and the revolutionary Futurists of the early 20<sup>th</sup> century. Through close readings of selected poetry, we will see how their view of the writer's role in shaping society differs from their predecessors. After the Futurists, we will discuss Socialist Realism, the only accepted form of literature during the Soviet Union. We will end the course with three dystopias: Andrei Platonov's *The Foundation Pit*, Evgeny Zamyatin's *We*, and Vladimir Voinovich's *Moscow 2042*.

**ENWR 230Z: Poetry Workshop**  
**Discipline: English Writing**  
**Professor John T. Casteen, IV ([Syllabus](#))**

This course will encourage and develop students' own writing, and will support their work with a focus on the history of modern and contemporary poetry. Readings will begin with English Romanticism and its origins and continue through the present; particular units of the course will cover poetic forms and modes, political poetry, Modernism, and the narrative and lyric traditions. Field excursions will cover Vladimir Mayakovsky and Lili Brik (St. Petersburg), C.P. Cavafy and Yannis Ritsos (Greece), and Nazim Hikmet (Istanbul). Roughly half of each class period will be devoted to discussion of assigned readings, and half to peer review of student poems.

**ENWR 240Z: Essay Workshop**  
**Discipline: English Writing**  
**Professor John T. Casteen, IV ([Syllabus](#))**

The essay (from "assay," or attempt) exists for the purpose its name implies: to allow the writer to work out her most difficult and complicated questions, based in real experience but leading to feats of the imagination that help navigate that experience. This course will study the purpose and history of the essay, beginning with a refresher on prose style, then moving through examples of good writing and ambitious nonfiction. Selected readings: Malcolm Gladwell, "Blowing Up;" Bill Bryson, *Mother Tongue*; James Baldwin, "Notes of a Native Son." Field excursions will involve students in the processes of observation, reportage, and memoir. Roughly half of each class period will be devoted to discussion of assigned readings, and half to peer review of student poems.

**SEMS 121-2: Women in Eastern Europe, Russia, and the U.S.**

**Discipline: History**

**Professor Stepanka Korytova-Magstadt ([Syllabus](#))**

This history course is of women's history in Eastern Europe, Russia and the United States. We will examine, compare, and contrast the legal status of women by looking at property rights, and family law, involving childhood, marriage, divorce and widowhood. Students will also examine prostitution and abortion. We shall compare the patriarchal aspects and the struggle for universal suffrage. Rural and urban settings will be contrasted. Key individuals and groups, such as Catherine the Great, Maria Theresa, Alexandra Kollontai, the American women abolitionists and suffragists are included. The course will also examine the lives of women scientists, educators, artists, revolutionaries and feminists. Finally, by looking at social policies, in particular, child care, maternity leave, etc., the course examines social and political changes in Eastern Europe and Russia post 1989 and the impact on women.

**SEMS 121-3: Imperial Russia**

**Discipline: History**

**Professor Gerry Bowler ([Syllabus](#))**

This course will examine the history of Russia under the Czars, from the foundation of the Empire to its fall in the Russian Revolution of 1917. It will chart the development of the Russian state, its expansion as an imperial power, the role played by the Orthodox Church and the changing lives of ordinary Russians. We will look at rulers named the Great, the Terrible and the Liberator, at rebels, Cossacks, reformers, terrorists, mad monks, mystics and invaders.

**SEMS 480-3: Emigration from Europe to the United States**

**Discipline: History**

**Professor Stepanka Korytova-Magstadt ([Syllabus](#))**

The course looks at the reasons for emigration from Europe to the U.S. in the 19th, 20th and 21<sup>st</sup> centuries. We will look at individual countries, with particular attention to the motivating forces of emigration in the countries visited on this voyage, and compare them. We will examine migration from each country, family or individual, permanent or temporary. Special attention will be given to countries where women migrants predominated; women's role in the migration story will be explored in depth. We will also study the reactions of the mother country to outmigration. During the transatlantic voyage, we will discuss the main ports for emigration, the technological development in the ship-building industry, i.e. the introduction of steam power, and different companies and agents involved in the enterprise. Finally, we will explore the patterns of settlement and the types of employment of different European ethnic.

**SEMS 480-6: Twentieth-Century Europe**

**Discipline: History**

**Professor Gerry Bowler ([Syllabus](#))**

Few times in history can have been as dreadful to live through as the European experience of the 1900s. This is the era of ethnic cleansing, the Holocaust, the GULAG, civil wars, world wars, the Cold War, the Great Depression, the Great Burning, the Great Purge and great cities reduced to rubble and ash. This course will examine the turbulent history of this century with special attention paid to the struggle of liberal democracy against the challenges of nationalism, fascism and communism and to the evolution of the continent toward economic and political integration.

**MUSI 211Z: Introduction to World Music****Discipline: Music****Professor Michael G. Kaloyanides ( [Syllabus](#) )**

Ethnomusicology has been defined as the study of music in culture. Some scholars consider it the study of music “as” culture. The ethnomusicologist attempts to gain a deeper understanding of a society by studying its musical expression in the belief that a culture’s music is a reflection of the culture and its worldview. He or she investigates how music is conceived, organized, and performed; and ponders what it tells us about its parent society. This introductory course studies the music of the countries on our itinerary using the tools, techniques, and methodologies of the ethnomusicologist. Faculty and students will listen to, evaluate, and perform music and dance; observe, document and participate in musical events during field experiences; and keep a research journal documenting their field work, thoughts, observations, and conclusions.

**MUSI 305Z: Music in the 20<sup>th</sup> Century****Discipline: Music****Professor Michael G. Kaloyanides ( [Syllabus](#) )**

This course will investigate the role of music in the exploration, definition, and expression of individual and communal identity and worldview in the cultures of Norway, Russia, Denmark, Belgium, Italy, Turkey, Greece, and Croatia. In examining these societies and their musics, faculty and students will consider such topics as: purity vs. contamination in musical culture, syncretism and synthesis, the individual and the community, culture vs. sub-culture, music of the “Other”, music as conservation, and music as revolution. We will discuss how the struggle to make sense of who, what, and why we are, individually and collectively, is reflected in the music we make. Faculty and students will listen to, evaluate, and perform music and dance; observe, document and participate in musical events during field experience; and keep a research journal documenting their field work, thoughts, observations, and conclusions. Method of evaluation based on exams, research journal, participant observations, and class and field participation. Suggested Pre-requisites: None.

**PSYC 300M-1: Evolutionary Personality****Discipline: Psychology****Professor Joseph Lowman ( [Syllabus](#) )**

Evolutionary personality assumes that the basic questions about basic human nature as studied in a traditional personality course can be usefully viewed as the product of ancient adaptations among pre-agricultural people. The focus is on common features seen in humans across varying cultures as reflections of our common evolutionary heritage. Specific topics will deal with altruism and ethical values, social reciprocity, mate selection, and personality typologies. The countries to be visited by the SAS voyage will offer rich settings in which to apply these ideas while students are in port.

**PSYC 341Z: Abnormal Psychology**  
**Discipline: Psychology**  
**Professor Joseph Lowman ( [Syllabus](#) )**

People in every culture in the world show behavior and report experiences that interfere with a successful adaptation to life's demands and cause distress in the affected individuals and those around them. This course presents an overview of the major forms of psychopathology viewed as disorders within the traditional medical model, e.g.: anxiety disorders, depression, or schizophrenia. The common symptoms of these disorders, what research shows about their origins, and the current methods of successful treatment will be covered. In addition, these kinds of behaviors and experiences will be viewed comparatively from a cross-cultural perspective based on the various countries to be visited and contrasted with the more common medical model.

**SEMS 480-2: Cross-Cultural Psychology**  
**Discipline: Psychology**  
**Professor Robert C. Weigl ( [Syllabus](#) )**

This course covers the concepts at the heart of the growing field of cross-cultural psychology, but aims specifically at helping students to transfer this knowledge to culturally novel or diverse field settings. We also will consider contributions from anthropology and intercultural communications, so that, combining the best of what is known, we have an adequate framework of ideas for capturing culture unfolding in front us. Students will learn how culture, even if unnoticed, profoundly shapes our psychology, and how a new focus on culture is influencing psychology as a field of study. A distinctive emphasis of this course is guiding students in a very disciplined study of their own cultural make-up, a valuable prelude sensitizing them to cultural realities at play in the lives of others. The professor will accompany students into in port situations to assist them in careful description and analysis of cultural patterns, later to be written up into field reports. We will explore how overlap in independent field observation provides a rapid way to identify core features of an unfamiliar culture. Students will spend the latter part of the course designing either cross-cultural research or intercultural interventions, with an emphasis on problems they are likely to encounter in future lives at work, in home communities, and during sojourns overseas. We will consider the relevance of course material for addressing various "hot" issues such as interethnic violence, the residual impact of colonialism, business practices abroad, and the design of culturally appropriate health and education services.

**RELG 253Z: Comparative Religious Ethics – Judaism, Christianity, Islam**  
**Discipline: Religious Studies**  
**Professor Donald Heinz ( [Syllabus](#) )**

This course defines what is distinctive about *religious* ethics, in comparison with ethics grounded in philosophical traditions; examines how differing religious worldviews ground diverse approaches to the moral life; and considers the always difficult question of how ancient sacred texts can be mined for ethical insight and direction in modern times. Then a number of case studies are taken up, to see what comparative religious ethics looks like in real-life situations: the relation of religious values to family and culture, the claims of the state, capitalism and globalization, war and terrorism.

**RELG 382Z: Europe After Christendom**

**Discipline: Religious Studies**

**Professor Donald Heinz ([Syllabus](#))**

Early Christianity spread rapidly westward across the Mediterranean Sea to Rome, then northward in its Catholic form across western Europe and in its Orthodox form across Byzantium, the Balkans, and Russia. During the early centuries of the second millennium one could speak of *Christendom*, meaning a synthesis of Christianity and culture and social and political life. But then came the Renaissance which evoked a pre-Christian Hellenic humanism, then the Protestant Reformation which split Western Christendom in two, then the Enlightenment that favored reason over mystery and dogma, then movements of modernism, secularism, atheism, and Marxism which struck independent and critical postures over against the Church, then the holocaust which posed a radical theological problem for Christianity over against Judaism, and most recently significant incursions of Islam across Europe. Today's European Union defines itself purely in secular or post-Christian terms. What roles remain for Christianity, Islam, and Judaism today? As distinct from America and many third world societies and resurgent Islam, does one see in Europe the complete triumph of secularism, or does religion survive in alternative forms?

**SWAG 271Z: Women in Cross-Cultural Perspective (cross listed as ANTH 239Z)**

**Discipline: Women's Studies /Anthropology**

**Professor Carolyn Heinz ([Syllabus](#))**

The term 'woman' suggests that all women everywhere, as a result of inhabiting the same body type, are in some way the same. This course explores the ways in which gender is constructed and social arrangements make the lives of women very different from place to place. Three main themes will shape the varied data available to us in documenting the lives of women: 1) the evolution of women's status along with sociocultural evolution, from egalitarian foraging societies to the state; 2) the social preoccupation with the female body, including practices controlling menstruation, reproduction, sexuality, and extraordinary modifications of female visibility and appearance, and 3) social action by women to reproduce, manage, manipulate, contest, and resist these social structures. Specific topics and illustrations of these themes will be drawn from the cultures visited by Semester-at-Sea.