

Semester at Sea
Summer 2009 Final Course Listing
Last updated on April 14, 2009

This listing represents the course offerings for the Summer 2009 voyage. Course numbers and final syllabi will be posted as we receive them from the respective departments at the University of Virginia.

Please note the following important points:

- Each course is three credits except where noted.
- All students must register for Global Studies for the Summer 2009 voyage.
- Lower division courses are designated with 100- and 200-level course numbers. Upper division courses are designated with 300- and 400-level course numbers.
- Students are required to register for a total of 9 credit hours.
- The SEMS mnemonic is assigned to courses that are approved by the University of Virginia (U.Va.) faculty to be offered for credit but for which there is not a simple fit with an existing department at U.Va. The courses offered are often interdisciplinary courses or are courses for which there is no home department at U.Va. The SEMS courses are listed under the heading that most closely describes their disciplinary focus. Interdisciplinary courses may appear under more than one heading.

SEMS 101: Global Studies ([Syllabus](#))
Discipline: Geography/Interdisciplinary
Professor Alex Nalbach

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.

ARTH 100Z-1: Introduction to Art in the Mediterranean (Section 1) ([Syllabus](#))
ARTH 100Z-2: Introduction to Art in the Mediterranean (Section 2) ([Syllabus](#))
Discipline: Art History
Professor Marc Vincent

This course will present the major works of art to be seen during our Mediterranean voyage, whether in archaeological sites, religious buildings, or in museums. From Byzantine icons to Baroque altarpieces, we will be exposed to broad variety of cultural artifacts and artistic movements. Through visual and stylistic analysis, coupled with an investigation of the social, historical, economic, and religious contexts in which the art was created, we will gain the necessary tools to critically discuss and appreciate works of art from the Atlantic coast of Spain to the Black Sea beaches of Bulgaria. We will also gain insight into various preservation efforts that have been put in place to safeguard these cultural artifacts.

ARTH 101Z: History of Art I: From Cadiz to Casablanca ([Syllabus](#))

Discipline: Art History

Professor Marc Vincent

This class will consider the stunning variety of buildings and cities to be encountered during our Mediterranean voyage. We will study major architectural monuments, such as the Parthenon in Athens, or the Sultan Ahmed Mosque (Blue Mosque) in Istanbul, investigating their function, meaning, history, and style. Furthermore, we will also discuss the growth and development of the built-environment, paying particular attention to how outside forces, such as the Ottoman conquest of Constantinople or the French presence in Casablanca, have influenced the plan and architecture of cities.

COMM 381: Business Ethics ([Syllabus](#))

Discipline: Business/Commerce

Professor Richard Castaldi

This foundation course on business ethics will be taught from a global and multi-disciplinary perspective as it will integrate philosophy with management, economics, strategy, law, and public policy. Topics to be covered will include ethical theory, globalization, marketing ethics, environmental responsibilities, diversity and discrimination, corporate governance, cross-cultural values, moral rights in the workplace, and corporate social responsibility. The course will include directed discussion of case studies and readings from business and non-business literature.

COMM 384: International Business ([Syllabus](#))

Discipline: Business/Commerce

Professor Bill Wilkerson

The course covers the major theories, concepts, and issues affecting global business today. Particular attention will be paid to current issues in each of the topics and to the impact of these developments on businesses. A variety of instructional methods will be used, but success hinges on careful daily preparation. Class attendance is required. Students should bring their textbooks and a simple calculator to class.

COMM 460: Strategic Management ([Syllabus](#))

Discipline: Business/Commerce

Professor Richard Castaldi

This course will introduce students to cutting-edge strategic management concepts, tools and techniques that are necessary if firms are to successfully compete in today's global marketplace. Emphasis will be placed on understanding both internal and external environments that organizations face in our rapidly changing competitive scenario. Students will learn how to analyze global economic, social, political and technological factors, as well as the organization's value chain. Topics include studying the role of the general manager, crafting and executing strategy, building a strong organization, corporate culture and leadership, competing in foreign markets, as well as ethics and social responsibility. Case studies will be used to enhance the learning process.

COMM 465: Business, Politics, and the Culture of the European Union ([Syllabus](#))

Discipline: Business/Commerce

Professor Bill Wilkerson

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. A variety of instructional methods will be used, but success depends on careful daily preparation. Class attendance is required.

DRAM 202Z: Acting I ([Syllabus](#))

Discipline: Drama

Professor Sybil St Claire

Acting I is a guided investigation of the basic principles and techniques of acting and the process of discovering and developing your craft from the inside out. We come to the theatre not to hide behind a mask but to reveal that which lies beneath it. Accordingly, much of your work here will involve self study, self reflection, and self evaluation. YOU will be at the center of this learning experience. If you are ready, willing and able to take risks, make mistakes and co-create a safe, honest, and nurturing environment in which to hone a craft and feed your creative spirit – welcome home. In addition to foundation work in voice production, physicalization, and character development, you will be exposed to a variety of techniques to include, Stanislavski, Meisner, Viewpoints, Devising, and Improvisation. The focus of this course will be on emotional honesty. Bring with you an open mind and the desire to learn and grow in an intimate community. No previous experience necessary.

DRAM 492Z: Theatre for Social Change ([Syllabus](#))

Discipline: Drama

Professor Sybil St Claire

Theatre for Social Change is a very broad term, incorporating a wide range of performance practices. The two features that essentially define it, however, are that it looks to the theatrical arts as a unique way of exploring and communicating ideas, and that it sets out with the specific intention of contributing to social or political change. Theatre for Social Change can be used as a teaching tool, a vehicle for self-study, a catalyst for human growth, a path to community building, and as a problem solving technique for individuals and groups. This course is primarily a hands-on exploration of the theatrical techniques inspired by the work of Augusto Boal (forum, rainbow of desire, legislative theatre), Michael Rohd (devising within community), and Playback Theatre (spontaneous re-enactments of personal experience honoring the dignity, drama, and universality of all our stories). Bring with you a desire to play, learn, and grow in an intimate, highly personal setting. No previous experience necessary.

EDLF 589-5: Global Access to Education ([Syllabus](#))

Discipline: Education/Teachers at Sea

Professor Jenny Lee

This course addresses theories and research on a variety of issues related to educational access and attainment. The course is organized into the following four aspects: (1) Overview and Contexts, (2) Theoretical Frameworks (3) Issues, and (4) Country Foci. The class will begin with an overview of the major global trends related to educational and social mobility. Theories and research that explain the multiple factors related to educational access and attainment will be discussed as a way to frame existing country patterns across each of the visited countries--- Spain, Italy, Croatia, Greece, Turkey, Bulgaria, Egypt, and Morocco. Specific issues within each of the visited countries, such as the role of culture, educational structures, national examinations, and technology will also be examined.

EDLF 589-6: Social Justice and Educational Theories ([Syllabus](#))

Discipline: Education/Teachers at Sea

Professor Jenny Lee

This course addresses educational and sociological theories and their relationship to educational success, social mobility, national development, and ultimately, social justice. Major theories that the class will cover will include human capital, social capital, cultural capital, college access, and critical pedagogy. The first part of the course will be devoted to understanding education as a global human right and mode towards social justice. Following this overview, the course will then cover theories that help explain educational success, with an emphasis on various forms of capital. The last part of the course will focus on pedagogical theories and approaches that promote or inhibit social justice. The course material will be used to stimulate class discussions on the relationship between current theories and practices and social justice goals. Educational and social inequities within each of the visited countries will also be addressed through field exercises and the final paper as a way to understand how national and cultural contexts vary.

ENGR 295: Engineering in Community Settings ([Syllabus](#))

Discipline: Engineering

Professor Richard Stamper

This course examines various engineering design methodologies and practices. We will consider different processes used to define customer needs, generate concepts to satisfy customer needs, select concepts for development, and define the final embodiment of a design. Additionally, we will explore how those processes vary across different cultures. Case studies of engineering successes and failures will be used to illustrate the benefits and dangers of various design methods. We will also investigate techniques to access risks associated with designs before they are produced and how a society's tolerance for risk impacts the design process.

STS 216: Intellectual Property, Engineering and Society ([Syllabus](#))

Discipline: Engineering

Professor Richard Stamper

This course examines how intellectual property law shapes the practice of engineering and the flow of new technologies to society. Various vehicles of intellectual property will be presented including patents, trademarks, copyrights and trade secrets. However, the focus of the course will be patents with discussions of how to read and understand a patent, the process for obtaining a patent, and the process of enforcing a patent. This understanding of patents is necessary in order for the practicing engineer to minimize the possibility of infringing the patent rights of others while being able to protect the intellectual property that he or she develops. Additionally, course participants will explore the patent systems of several different countries along with the attempts that have been made to coordinate and harmonize patent systems.

STS 395: Technology in Culture ([Syllabus](#))

Discipline: Engineering

Professor Rocky Rohwedder

From escalating oil prices to regional nuclear power disputes to planetary climate change, the global connections between energy choices and human well-being have never been more critical or evident. While projections for increasing energy consumption are often startling and sometimes bleak, emerging technologies and new ways of thinking about the role of energy in developed and developing countries offer hope for the future. With these issues in mind, this introductory course explores the pivotal role of energy supply, use, and technology in economic development, geopolitics, and environmental futures. We will draw upon insights from a variety of disciplines, including history, environmental science, ethics, physics, political science, and economics to investigate energy and technology issues in each of the countries on our itinerary. Methods of evaluation include a set of in-port investigations and written portfolio (20%), three exams (65%), and small group presentation. (15%).

ENAM 358Z: African American Women Writers ([Syllabus](#))

Discipline: English Literature

Professor Angela Davis

We will read several novels by African American women writers whose works represent the black woman's literary tradition. In particular we will examine how these novels fit within the tradition of black literature; yet through the unique voices of black women present a new perspective on women's writing that is both black and feminist. Through these novels we will explore the relationship between class, race, and gender as it affects the fabric of American culture. We will also discuss how the themes in these novels relate to other societies and the global community. The reading list is Zora Neale Hurston, *Their Eyes Were Watching God*; Alice Walker, *The Color Purple*; Toni Morrison, *Tar Baby*; Gloria Naylor, *The Women of Brewster Place*.

ENSP 365Z: A Comparative Literary Exploration of the Female Character ([Syllabus](#))

Discipline: English Literature

Professor Angela Davis

Reading a variety of genres (novel, drama, and short story) by both male and female authors, we will explore the authors' characterization of women as it relates to issues of gender, sexuality, race, culture, and women's roles within their respective communities. The reading list, which will include both American (U.S.) and European authors, will be used to focus class discussion on cross-cultural analysis of female identity and feminist politics. The reading list is: Miguel de Cervantes, *The Little Gypsy Girl*; Aristophanes, *Lysistrata*; Alice Walker, *In Love and Trouble*; Ntozake Shange, *For Colored Girls*.

ENWR 220Z: Forms of Nonfiction Writing ([Syllabus](#))

Discipline: English Writing

Professor Michael Pearson

This course will be a workshop in the forms of nonfiction. The class will examine three of the principal aspects of narrative nonfiction – memoir, essay, and reportage. The emphasis will be on how a writer can transform a factual story into a work of enduring narrative by employing the techniques available to the nonfiction writer – characterization, dialogue, scene shaping, reflection, and creative structures. Honesty and passion also require craft. If the mantra of the fiction writer is “show, don't tell,” ours will be “show **and** tell.” We will examine professional examples from Bill Roorbach's *The Art of Truth* to gain a firm understanding of the nature of the form and the differences within the genre. However, our main goal will be to use our SAS travel experience to create three different types of nonfiction narratives. Class workshops – with individual students required to provide drafts of stories and the class in general required to provide editorial critiques – will be the context within which we will work.

ENWR 301Z: Imagining Place through Literature and Travel ([Syllabus](#))

Discipline: English Writing

Professor Michael Pearson

This course is a hybrid, both a study of selected works of literature that pertain to given countries on the SAS itinerary and a workshop in which students will practice the craft of travel writing. We will examine the literature partly for its own value but mainly as an avenue into seeing and experiencing some of the countries we will visit. The literature will become a departure point for writing about experience in-country. Therefore, for example, we will read and discuss Orhan Pamuk's novel *Snow*, striving to discover what he has to say about modern Turkey and the crosscurrents of fundamentalism and western values, religious extremism and secularism, old and new, that create friction points on a daily basis. Our main emphasis will be on editorial workshops of student drafts, determining ways of incorporating literary narratives – by comparison or contrast – into the travel narratives the class will create.

ENWR 359Z-1: Telling My Story ([Syllabus](#))

Discipline: English

Professor David Swerdlow

Who has the authority to tell someone's story? What do we learn about a person and groups of people from the way their stories are told? How has the novel form contended with these questions? We will consider these and other concerns as we discuss postmodern novels by authors from some of the countries on our itinerary. In particular, we will focus on the struggles of individuals and groups as they narrate, explore, celebrate, claim, conquer, and/or create identities within complicated social and historical contexts. Issues of social justice and human rights permeate these texts and will be central to our discussions. We will, for example, consider the role that empire-building plays on the imaginative sensibilities of Marco Polo and Kublai Khan in Italo Calvino's experimental novel *Invisible Cities*. In our discussion of Tahar Ben Jelloun's *The Sacred Night*, we will consider the pressure that gender discrimination exerts on the female protagonist who narrates this postcolonial, Moroccan text. We will develop readings based not only on close analyses, but also on an increased understanding of the historical, political and cultural frames within which these works live. An important part of that understanding will come from our exploration and discussion of the places where these texts originate.

ENWR 359Z-2: Poetry of Witness ([Syllabus](#))

Discipline: English

Professor David Swerdlow

"Poetry cannot block a bullet or still a *sjambok*," writes Nelson Mandela, "but it can bear witness to brutality—thereby cultivating a flower in a graveyard." This course explores Mandela's assertion through a consideration of the horror and beauty provided by poetry written within the context of historical events that have shaped Mediterranean cultures. In addition to poetry written during the major world wars, we will analyze, discuss and compare poetic responses to the Armenian genocide, the Spanish Civil War, various dictatorships, and the ongoing conflicts in the Middle East. While the primary work of this course will come in the form of critical responses to what we read, we will also have the opportunity to write and share poetry that embodies what we witness in the countries that we visit.

PLAN 551: Sustainable Communities ([Syllabus](#))

Discipline: Environmental Studies

Professor Rocky Rohwedder

This course investigates the emerging principles of sustainable development – environmental quality, economic health, and social equity – as reflected in dwellings, villages, towns, and cities throughout the world. We'll exam how communities impact, monitor and improve basic environmental quality variables such as air and water, food supply, energy sources and uses. In addition, we will explore innovative efforts at sustainable urban design, land use (including parks and open space), zoning, transportation, solid waste management, green buildings, economic development, equity planning, and ecological restoration. Through case studies from countries on our voyage and around the world, we'll develop an understanding of how various communities strive to achieve the objectives of sustainable development through planning, design, public policy and education. We'll also learn about common assessment frameworks, such as "ecological footprints", that can serve as tools for determining the impact of various projects, programs and policies as well as what we can do to lower our community footprint. Methods of evaluation include a set of in-port investigations and written portfolio (20%), three exams (55%), comparative analysis paper (15%), and small group presentation. (10%). **Pre-requisites:** Introduction to Environmental Studies or Introduction to Planning, and junior-level standing; or permission of instructor.

SEMS 115-2: The Dynamic Earth ([Syllabus](#))

Discipline: Geology

Professor Daniel Horns

An introductory-level geology class that investigates dynamic earth processes, how geologists study those processes, and how those processes affect human societies. Topics covered include plate tectonics, origins of ocean basins, formation of rocks and minerals, growth of mountain, causes of earthquakes and volcanoes and their impacts on societies, coastal processes, and energy and water resources. The course will highlight geology of the Mediterranean region, such as the origin and evolution of the Mediterranean Sea, geologic hazards that impact the region, and the sources of geologic products used in art and architecture by Mediterranean cultures. After completing the course, students will have an even greater appreciation of earth's natural wonders thanks to understanding how those wonders developed.

SEMS 480-6: Physical Oceanography ([Syllabus](#))

Discipline: Geology

Professor Daniel Horns

This course explores the geological, physical, and chemical processes at work in Earth's oceans. It covers the origins of the ocean basins, basics of ocean water chemistry, circulation of ocean water, behavior of waves, shoreline processes and how those processes affect communities along the shores, how air/sea interactions control Earth's climate, and basics of ocean ecosystems. The course will pay particular attention to oceanic features of importance in the Mediterranean region, such as the chemistry of a nearly-enclosed sea, the origin and evolution of the Venice Lagoon and Nile Delta, and shoreline processes at work in the areas we visit.

SEMS 115-1: Women in the Contemporary World ([Syllabus](#))

Discipline: History

Professor Malia McAndrew

This course examines twentieth-century women's history from a transnational perspective. This means that instead of studying the female experience from the perspective of any particular nation, we will trace the movement of women, their ideas, the institutions they created, and the social reform efforts they led across national boundaries. We will begin by mapping out the major waves of twentieth-century feminist activity in the United States and continue to trace these reform efforts as they operated in the Mediterranean world. Although our course will proceed chronologically, three overarching themes will inform our discussion of women's lives throughout space and time. These include the significance of gender, the body, and sexuality to the experience of womanhood; women's political activism and involvement in social movements; and the influence of ethnicity and race upon women's lives. Students in this course will gather information on and analyze the experiences of contemporary women living in the countries we visit during the 2009 Semester at Sea voyage.

SEMS 480-3: Race, Class, and Gender in Recent United States History ([Syllabus](#))

Discipline: History

Professor Malia McAndrew

A diverse range of historical actors have steered the course of United States History. This is especially true of the recent American past, an era when formerly marginalized citizens –ethnic and sexual minorities, women, and workers – pushed to have their voices heard within the American mainstream. Using race, class, and gender as our primary categories of analysis, this course will examine major themes in U.S history from the end of World War II to the dawn of the 21st century. In particular, students will study labor–management relations during the Cold War, the Black Freedom Struggle, the Women's Liberation Movement, and the conservative backlash to identity politics and multiculturalism. Students in this course will use their understanding of how race, class, and gender have functioned in the American past in order to deconstruct power relationships in the many countries we visit during the 2009 Semester at Sea voyage.

SEMS 115-6: Special Topics: Orient and Occident: Medieval Perceptions ([Syllabus](#))

Discipline: Literature

Professor Elizabeth Erickson

The Occident and the Orient have too often come to define each other as very different, if not opposing, cultures. But when and how did all this start? We will trace the foundation of these two identities in medieval literature, of both European and Arabic origins. We will look at how certain texts create the notion of otherness and national identity. How do they fuel certain political movements and ideals, such as the Crusades? We will also pay attention to cultural influence and exchange. Do we see any overlapping of ideals, or valorization of foreign culture? How does it appear in the texts? Are particular customs exaggerated, or rendered more exotic? In discussing these questions, we will discover how these texts resonate with our contemporary understanding of the relationship between these two worlds. No prerequisites, participation in class discussion will be strongly emphasized.

SEMS 480-1: Critical Approaches to Advertising in Society ([Syllabus](#))

Discipline: Media Studies/Communication

Professor Peggy Kreshel

This course moves the study of marketing away from an explicitly professional, industry-oriented paradigm into an institutional, analytical, critical one. Here, critical does not mean criticism, but instead a thoughtful, reflective, considered evaluation of marketing philosophies, processes, practices, possibilities, and outcomes within their social context. The foundation of the course will be the U.S. experience—marketing in an image-based consumer culture, a capitalist economy, an increasingly concentrated media system, a democratic political system. That experience will provide the lens through which we will examine similarities and variations in the ways in which some of the nations we will be visiting facilitate exchange between buyers and sellers. The goal in adopting this approach is to invite a more nuanced, less ethnocentric understanding of marketing, that is, to “denaturalize” a way of going about marketing that is so familiar to us we rarely pause to consider is as anything other than normative.

SEMS 480-2: Media Culture and Diversity ([Syllabus](#))

Discipline: Media Studies/Communication

Professor Peggy Kreshel

In this era of globalization, a remarkable variety of media systems (e.g. developmental, grassroots, authoritarian, democratic) exist around the world, and interact in sometimes surprising ways with American media exports. This course explores this variety and these interactions through a comparative study of national media in the countries of our voyage. We’ll focus in particular on the forces that shape and constrain the production and export of mass media content, and on the ways in which mass media influence culture and politics, drawing on both theoretical study and direct field observation. We will also explore and debate important legal and ethical issues (sometimes tied to American media exports) surrounding the media of some of the countries we visit. Suggested Prerequisites: Introduction to Mass Media, Introduction to Mass Communications or similar.

MUSI 107Z: Global Music ([Syllabus](#))

Discipline: Music

Professor Daniel Jones

This course will introduce students to the topic of music using global and cultural perspectives. In addition to studying music as patterned sound, we will look at various ways music is used culturally (e.g., dance, ritual, identity formation, politics), as well as influential circumstances and forces (e.g., migration, capitalism, globalization) which affect the creation and understanding of music. Skills, knowledge and ideas from these areas of study will also be applied to the ports of call for this voyage as we encounter them.

MUSI 307Z: Worlds of Music – An Introduction to Ethnomusicology ([Syllabus](#))

Discipline: Music

Professor Daniel Jones

Ethnomusicology, a term coined in the mid-20th century, is the study of music “in” or “as” culture—the anthropology of music. Based on the concept that a culture’s music reflects its larger perspectives and beliefs—its own identity, how it structures itself and operates, how it relates to entities beyond itself—the ethnomusicologist attempts to gain broader understanding of a culture by studying its music. And by “studying its music,” we mean not only the objectified sounds (characteristic melodies, rhythms, etc.), but also how music is “lived” (conceived, practiced, and utilized). This introductory course studies the tools, techniques, and methodologies of the ethnomusicologist and then applies them to musics of the countries on our itinerary. Our primary text focuses on one area of our study: how various peoples “think musically.” Ancillary readings pertain to the specific cultures we will visit, as well as issues that ethnomusicologists must grapple with.

PHIL 152Z: The Examined Life ([Syllabus](#))

Discipline: Philosophy

Professor Talbot Brewer

This introductory philosophy course will focus on an array of perennial philosophical questions surrounding the nature and point of human life. We will read and discuss a selection of classic and contemporary writings on such topics as pleasure, happiness, love, friendship, work, consumption, leisure and death.

PHIL 251Z: Greek Ethics ([Syllabus](#))

Discipline: Philosophy

Professor Talbot Brewer

The ethical and political thought of the Greeks, and in particular of Plato and Aristotle, has exercised an enormous influence over the past two millennia, both in the West and in the Islamic World. This course will focus on key texts of Plato and Aristotle, with some attention to their influence on subsequent works.

PLIR 331Z: Ethics and Human Rights in World Affairs ([Syllabus](#))

Discipline: Political Science

Professor Michael Smith

How do issues of ethical choice and human rights operate in the world of states? Has the end of the Cold War meant that cosmopolitan ideals now hold greater sway among states than traditional ideas of national interests? Or have terrorism, the "war on terror," and continuing civil and ethnic conflicts undermined the (fragile) global network of legal and normative restraints? How should we define human rights in the 21st century? How should environmental concerns be treated by states and international institutions? The course considers ideas of philosophers like Thucydides and Kant in addition to concrete cases and dilemmas taken from contemporary international relations, with special emphasis on issues relevant to our summer itinerary.

PLPT 101Z: Introduction to Political Theory ([Syllabus](#))

Discipline: Political Science

Professor Melvin Rogers

This course introduces us to some of the most important sources of Western political thought, with specific emphasis on Greek and Roman sources, and seeks to develop skills to critically assess these sources and the place they occupy in our imagination and practices. Some of the main ideas we will consider include the following: freedom and autonomy, the social contract, human nature, morality, political friendship, obligation and consent, sovereignty, and slavery and domination. We will also consider some larger historical questions such as the changing conceptions of individual identity, the importance of religion to political society, the possibility for moral truth, and the problem of inequality in society. Although this course will include some of the standard texts of political theory, it will also include literature and film.

PLPT 403Z: Democracy and its Critics ([Syllabus](#))

Discipline: Political Science

Professor Melvin Rogers

Democracy is a term that is often invoked. Yet there is little agreement on its meaning in modern times. This course examines several theoretical interpretations of democracy. In this course, we will mostly focus on the normative (that is, ideal standard or model) of democracy and will attempt to tease out its limitations and possibilities. As such, special attention will be given to the conceptual accounts of democracy offered by the various thinkers we read as well as the conflicts and tensions that are contained therein once placed alongside issues relating to identity, equality, and institution stability. Themes that are central to this course include the meaning of democracy's intrinsic worth, the role of deliberation, the epistemic and moral virtues needed to sustain democracy, the problems and possibilities of pluralism, and the role of dissent and revolution.

SEMS 290: The Practice of Human Rights Protection ([Syllabus](#))

Discipline: Political Science

Professor M. Joel Voss

This seminar will concentrate on the practice of human rights in the world with particular focus on issues affecting Mediterranean states. This seminar will tackle basic problems affecting human rights everywhere, such as development, ethnic conflict, and diplomacy. Simultaneously, this seminar will analyze the role of both legal and non-legal protections, including but not limited to, the International Criminal Court, the United Nations, the European Union, and domestic grassroots practices. By focusing on both the sources of human rights problems and potential remedies of human rights troubles facing the world today, students should be able to holistically understand the limitations of current practices as well as figure out ways to improve best practices. We will address questions like these: What are countries actually doing, both right and wrong? What kind of work are organizations practicing? How do states try to circumvent rights protections? How are international institutions protecting rights in the world today? Is there a basic toolkit for solving human rights problems in the world? What are the major causes of human rights abuses?

EDHS 289-1: Etiology and Physiology of Stress and Stress Management ([Syllabus](#))**Discipline: Psychology/Education (Human Services)****Professor Scott Ferrell**

Students will explore a) the biopsychosocial factors related to stress, b) the physiology of stress, c) maladaptive coping (or “reacting”), and d) adaptive coping (or “responding”) with an emphasis on mindfulness-based stress reduction. This course is experiential and will involve practical applications of stress reduction techniques. To facilitate a better understanding of the class material and to integrate the material into the theme for the semester of “Human Rights and Social Justice in the Mediterranean World,” there will be a field component in which the students learn about the stressors, stress response and coping/stress management styles of the diverse cultures experienced during the semester along with any cross-cultural similarities and differences.

EDHS 289-2: Beliefs, Perceptions, and Behaviors ([Syllabus](#))**Discipline: Psychology/Education (Human Services)****Professor Scott Ferrell**

Students will explore (a) the nature and formation of beliefs as an aspect of consciousness, (b) the relationship between feelings, emotions, and beliefs (c) the biology of beliefs, (d) limiting beliefs and how to change them, and (e) how an individual's beliefs shape their relationships with others and the individual's actions in the world. A fundamental principle of this course is that the better individuals understand themselves, the better they can understand other people and the various cultures of the world. This course is experiential and therefore, students will explore their individual beliefs, the origins of their beliefs and how their beliefs affect their choices and subsequent behaviors. From a better understanding of their own beliefs, students will develop a deeper comprehension of how personal intrapsychic dynamics and issues affect such global concerns as human rights and social justice. To facilitate this learning, there will be a field component whereby students have several direct opportunities to explore their own and other people's underlying beliefs, perceptions and subsequent behaviors through observing their own as well as their peers' interactions and through interacting with local residents in port. This course will involve readings from various authors in several disciplines and deep intrapersonal exploration.

SEMS 480-4: Abnormal Psychology ([Syllabus](#))**Discipline: Psychology****Professor Marcus Tye**

This course provides an overview of the field of abnormal behavior. The course introduces the prevailing system for classifying mental disorders published by the American Psychiatric Association, and covers the etiology and treatment of the majority of these disorders from the perspectives of cognitive behavioral psychotherapy and biological psychology, with some reference to psychodynamic theory. Attention is paid to understanding how cultural and environmental factors influence individual psychological distress, and to examining the interrelations that exist between biology, personality, self and society, placing human distress in a sociopolitical context.

SEMS 480-5: Cross-Cultural Psychology ([Syllabus](#))

Discipline: Psychology

Professor Marcus Tye

This course provides an overview of the field of cross-cultural psychology. Different theoretical approaches to the study of culture and psychology are reviewed, including evolutionary psychology, indigenous psychology, and multicultural psychology. Research in cognition, intelligence, emotion and motivation are covered, with a greater emphasis on behavior, development, socialization, social cognition and interaction. Students participate in individual and small group projects that explore our individual understanding of culture, and apply the findings of cross-cultural psychology to well being, workplace interactions, and international relations.

RELG 200Z: Faith and Doubt ([Syllabus](#))

Discipline: Religious Studies

Professor M. Jamie Ferreira

Is belief in God based on wishful thinking? Is it a neurotic response to life? How are fear and guilt related to religion? Is religion a primitive stage in human intellectual development? Is it inherently immoral? Can one be rational and a believer at the same time? In this course we will consider questions like these by looking at historically important examples of such criticisms. We will study both the 'faith' that inspired these critiques and the implications of such critiques for believers.

RELG 400Z: God Has Many Names ([Syllabus](#))

Discipline: Religious Studies

Professor M. Jamie Ferreira

On almost every religious issue, seemingly sincere and knowledgeable people differ significantly. This course will explore philosophical, conceptual, and moral issues raised by the fact of religious diversity. We will look at examples of religious/theological claims made by the world's religious traditions; at the same time we will consider questions about the status of religious truth claims, the meaning of religious language, and the possibility of incompatible claims. We will analyze different positions one can take--e.g., kinds of exclusivism/inclusivism and kinds of pluralism—and explore the philosophical and moral implications of each.

RUTR 351Z: Russian Masterpieces of the 20th Century ([Syllabus](#))

Discipline: Russian Literature

Professor Jill Martiniuk

In this course, students will explore the Russian literary works that contributed to the Silver Age of Russian literature. The course will look at why the themes of magic, murder and madness were so popular in 20th Century Russian literature, and what these themes say about Russian society during this time. Students will also study and discuss questions such as: What is madness? What purpose does magic serve? What creates a murderer? The course will look at how Russian writers deal with these themes throughout the following works: Chekov's *The Seagull*, Sologub's *Petty Demon*, Akhmatova's *Requiem*, Bulgakov's *The Master & Margarita*, Nabokov's *Lolita* and Akunin's *The Winter Queen*. Smaller texts will include Chekhov's *Ward 6*; Zoshchenko's *The Aristocrat*; Sinyavsky's *Pkhents*; Nabokov's *The Wood Sprite*, *The Visit to the Museum*; and the film version of Bulgakov's *Heart of a Dog*.

SEMS 115-3: Comparative Human Sexuality ([Syllabus](#))

Discipline: Sociology

Professor Andrea Parrot

Students will explore human sexuality from a cross-cultural perspective. Particular emphasis will be placed on the countries we will be visiting as well as the US, although discussion of sexual approaches in other parts of the world will also be discussed. Topics to be covered include: policies, laws, religion & sexuality, human rights issues, rites of passage, marriage practices, sexual violence, family structure, anatomy, physiology, sexual health care, sexual orientation, sexual response, intimate relationships, abortion & contraceptive availability, and sexual practices of specific sub-populations. Methods of evaluation consist of three tests; one oral report of a course related field experience and one paper comparing how two different countries address some aspect of human sexuality; class participation and attendance. Suggested pre-requisite: an introductory course in sociology.

SEMS 115-4: Special Topics: Social Work in the Global World ([Syllabus](#))

Discipline: Sociology

Professor Kathy McCarrell

This course is designed to introduce students to international social work and the theories and perspectives that underpin current thinking and the practice of social work in both the US and abroad. Students will explore how historical, environmental, cultural, religious, political and economic factors impact social welfare policies and the delivery of human services in different regions of the world. Students will engage in critical thinking and analysis of global social welfare issues including poverty, child welfare, health care, population, social inequity and issues particular to women and children. Students will be evaluated by tests, class participation, a comparative paper of two different countries' social welfare practices, participation in three field experiences and the presentation of an oral report. Port assignments involving visits to orphanages will allow students to experience international child welfare practices first hand. No prerequisites.

SPAN 106Z: Elementary Spanish (4 credits) ([Syllabus](#))

Discipline: Spanish

Professor David Francis

This is an accelerated introductory level course for beginners with some experience in the Spanish language. It continues the systematic presentation of the basic structures of the Spanish language begun in Spanish 101, and it is designed to provide a thorough foundation in all the language skills: listening, speaking, reading, and writing. As the course's primary emphasis is on the sustained acquisition of communicative skills in Spanish, you will learn current, everyday Spanish that will enable you to express yourself in most common situations. In addition, attention is given to Hispanic cultures, with a focus on Spain, through authentic texts, cinema, and music. Students will be required to keep a daily travelogue, in Spanish, on their experiences throughout the voyage. Students will also be expected to participate in in-country field assignments. It must be well understood that learning a foreign language is a cumulative process that requires your active involvement. Class is conducted in Spanish, and you are encouraged and expected to participate in Spanish.

SPAN 201Z: Intermediate Spanish ([Syllabus](#))

Discipline: Spanish

Professor David Francis

This is an intermediate level course for students with foundational experience in the Spanish language. The goal of this course is to bridge the gap between elementary and advanced levels in the further development of listening, speaking, reading, and writing skills. Attention is given to Hispanic cultures, with a focus on Spain, through authentic texts, cinema, and music. Students will be required to keep a daily travelogue, in Spanish, on their experiences throughout the voyage. Near the end of the trip, students will be expected to prepare a brief cultural presentation, which takes into account comparisons between what they learn in-port in Cadiz and in one other location on the itinerary. Students will also be expected to participate in in-country field assignments. It must be well understood that learning a foreign language is a cumulative process that requires your active involvement. Class is conducted in Spanish, and you are encouraged and expected to participate in Spanish.

ARTS 161Z: Introduction to Drawing I ([Syllabus](#))

Discipline: Studio Art

Professor Patricia Healy McMeans

This course serves as an introduction to drawing as an expanded art form. Emphasis will be on personal vision and experimentation. Students will gain knowledge of drawing media and techniques in order to better express their ideas. The course will consider design principles such as line, plane, form, value, and composition, while also emphasizing ideation and process. Observation as well as imaginative and conceptual approaches will be used to help students broaden their imagination and develop a visual language. Students should expect to gain skill in conveying their vision, develop a vocabulary which can be used to describe and articulate visual information, and cultivate a critical dialogue with their peers. Subject matter will come from the ship, personal artifact, and other shipmates, as well as in-country observations and found objects. Students will increase their visual perception, identify how it effects their operation in the world, and have a stronger aesthetic understanding of art.

ARTS 262Z: Introduction to Drawing II ([Syllabus](#))

Discipline: Studio Art

Professor Patricia Healy McMeans

This course is intended for students who have successfully completed an introductory art class at the college level or who have had prior drawing or art experience. Building on the principles of operational drawing as an expanded art form, students will further investigate technique and concept which include systematic drawing, reductive and additive approaches, relational aesthetics, and drawing from observation. Emphasis will be given to ideation and process, with a strong concentration on journal or sketchbook which incorporates their in-country experiences. Students will study expanded formal elements of composition, spatial relationships, value, texture, and form. Assignments include drawing from photographs, collage, and non-traditional approaches. Students will be encouraged to experiment with solutions to spatial problems and continuously re-frame their own assumptions and habitus.

SEMS 115-5: Introduction to Women and Law ([Syllabus](#))

Discipline: Women's Studies/Law

Professor Doron Samuel-Siegel

This course will explore the relationship between women and the law in the countries along our journey. We will begin by gathering introductions to selected sources of law, lawmaking apparatus, and law enforcement and judicial systems, then explore conceptions of gender and the status of women within each such system. Students will consider the roles that women play in the making and application of law, analyze the ways in which cultural gender roles are reflected in law, and investigate the state of the law in realms such as domestic relations, reproductive rights, employment, and property rights. Students will explore these and other questions through readings, class discussions, and a comparative research project and class presentation.

SEMS 480-7: International Women's Health ([Syllabus](#))

Discipline: Women's Studies/Sociology

Professor Andrea Parrot

This course will deal with women's health care issues around the world, emphasizing the specific countries we will be visiting. General topics to be covered include the history of women's health care, how other countries differ from the US approach to treatments for women, different types of health systems and health care providers around the world, ethical, human rights, religious and political issues impacting women's health, ethnically sensitive health care for women, reproductive issues, medical problems specific to women, violence against women, health policies, mental health, routine screening recommendations, and wellness. Students will be evaluated by tests, class participation, writing a comparative paper on two different countries' handling of a women's health issue, involvement in two field experiences, and presentation of an oral report on one of those experiences. Suggested prerequisites: a women's studies course, anthropology, and or health care course.

SEMS 480-8: Gender and the Courtroom in Comparative Perspective ([Syllabus](#))

Discipline: Women's Studies/Law

Professor Doron Samuel-Siegel

A common standard of legal practices asks "What would a reasonable man do?" This course will survey the dispute resolution systems of some of the countries on our itinerary and consider the ways in which experiences of litigants and other participants differ depending on gender. Students will learn about the adversarial system, the inquisitorial system, and other dispute resolution procedures, and consider the intentions and capabilities of each system to facilitate justice that is "gender blind." How do these procedures account for and respond to historic or cultural gender-based power inequities? Are these systems equipped to accommodate variations in gender-identified communication styles, methods of navigating conflict, and empathic behavior? What lessons can litigants and practitioners in the United States derive from the practices of other court systems? We will explore these and other questions through reading, class discussion, and student research projects.