

**Semester at Sea**  
**Fall 2008 Final Course Listing**  
**July 11, 2008**

This listing represents the course offerings for the Fall 2008 voyage. Course numbers and final syllabi will be posted as we receive them from the respective departments at the University of Virginia.

- Each course is three credits except where noted.
- Lower division courses are designated with 100- and 200-level course numbers. Upper division courses are designated with 300- and 400-level course numbers.
- All students must register for one of the two Global Studies (or core) classes for the F08 voyage.
- Students are required to register for an additional 3 courses for a total of 12 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.

**THEME: China at the Center – Then and Now.**

**The format of our voyage, sailing between nine different countries rather than parking ourselves in one place for a semester, offers an excellent opportunity to reflect on how interactions between nations, societies, and cultures shape our world. During this Fall 2008 voyage, we will concentrate on the connections emanating from one of our stops: China. In what ways did China, in its earlier period at the Center of Asia, shape the world? And how is it reshaping the world today as it returns to its position of prominence?**

**In previous years, Semester at Sea has required all students to attend a single “Global Studies” lecture that met every day. This year, we have planned TWO core classes (meeting on alternate days) that address the theme of the voyage. The first focuses on the earlier, very long period in which China was the dominant political, religious, and cultural influence in Asia. The other focuses on the modern period in which China has rejoined the ranks of the Great Powers. We are asking all students to choose ONE of these two classes. Those with strong interests in both subjects are invited to enroll in both.**

**--Academic Dean, Leonard Schoppa**

**RELG 228Z: Core Course (A) - Religion, Politics and Society ([Syllabus](#))**

**Discipline: Global Studies/Religious Studies**

**Professor Paul Groner**

This course examines the "political" role of religion in societies around the world, across a long span of human history but with a particular focus on the societies we visit. We often think of religious ideology as being attractive for its promise of individual salvation, both during this life and after death. At the same time, religions frequently include rituals that promise this-worldly benefits for both the individual and society--such as peace, prosperity, fertility, rain, or high position. Rulers not only commissioned these rituals, they used symbols and ideology from the religious traditions for legitimation. Religions that spread widely across the globe, such as Buddhism, Confucianism, Hinduism, Islam, and Christianity, did so in part because specific leaders (or aspiring leaders) at specific points in time saw the political advantages they could gain by adopting or modifying the rituals, demeanor, and ethics of a religious ideal. Because much of the voyage is spent in Asia, a significant portion of our class time will be devoted to examining how Buddhism, Hinduism, and Confucianism spread in these ways, leaving behind temples and sacred sites in India, Malaysia, Vietnam, China, and Japan. Study of these religions and their roles in past and current Asian societies will prepare students to appreciate the religious sites they are able to visit in and near these ports. In the early part of the voyage, while introducing the general themes of the class, we will also examine how native, imported, and blended religions played similar "political" roles in Latin America and Africa.

**PLIR 100Z: Core Course (B) - The Rise of New Great Powers ([Syllabus](#))**

**Discipline: Global Studies/Politics/International Relations**

**Professor Len Schoppa**

Each time a new great power has risen up from among the collection of nations, the world has been transformed. The rise of European powers led to the colonization of vast parts of the world. The rise of Germany, Japan, and Russia led to World War and Cold War, both of which engulfed large parts of the world, forcing most nations to choose sides. The rise of the United States made the world safe for giant corporations and massive capital flows, leaving "third world" countries little choice but to go along for the ride. Now we are seeing the rise of a new great power, China, prompting important questions about how this nation's rise will remake the world. What patterns can we find in the earlier stories of the rise of great powers that can help us predict how the rise of China will remake the world? How exactly do great powers exercise power? How does their competition for power and security shape their own behavior and the choices available to other nations? Does the competition for power inevitably lead to a breakdown in cooperation and war? And how exactly is the rise of China remaking the world today, in places like Brazil, Southern Africa, India, and East Asia? We will reflect on these questions as we circle the globe, pausing at each destination to consider how it was and is being shaped by the clash of great powers.

**ANTH 101Z: Introduction to Anthropology ([Syllabus](#))****Discipline: Anthropology****Professor Tracy Bachrach Ehlers**

This course explores the rich variety of human life and culture while also illustrating the relevance of anthropological concepts and methods to our voyage and our own lives. Our goal is to appreciate how behavior and ideology are different from society to society, and why remarkable similarities exist as well. The class examines systems of food production, political organization, belief systems, marriages and the family, and culture change, preparing us for visits to many communities both urban and rural. We begin with a classic case study from Namibia of the !Kung San, an indigenous people from the Kalahari who for thousands of years had dynamically adapted to their world as hunter gatherers. But like other traditional cultures we will examine, the San have been severely impacted by global forces forcing them to strategize in a very different way just to stay alive. Case studies will be featured tailored to the countries we are visiting, and will provide a strong basis for careful cross-cultural comparison. The anthropological lens also focuses on the anthropologists themselves. Through application of anthropological concepts like ethnocentrism, culture shock, and enculturation, students will examine the role their own culture plays in creating a "we-they" dichotomy that may separate them from people they meet. They will be able to utilize the anthropological approach by addressing this "other" problem through mini-research projects in several of the ports.

**ANTH 326Z: Globalization and Development ([Syllabus](#))****Discipline: Anthropology****Professor Tracy Bachrach Ehlers**

This class presents an anthropological approach to some of the developing world's most pressing social problems, including overpopulation, hunger, the impact of tourism, the demise of ethnic minorities, the oppression of women, environmental degradation, and the HIV/AIDS epidemic. Issues and themes are closely tied to the countries we are visiting, providing opportunity for close comparison as we travel. In some ways the class is a dramatic departure from what anthropologists have normally studied. For many years cultural anthropologists considered their discipline peripheral to Third World issues of poverty, inequality, racism, etc. Even applied anthropologists were reticent change agents. Recently, however, many researchers working in developing countries have come to grips with the realities facing the people they study, thus forcing anthropology to make a more relevant contribution. This course is an example of the new, and still controversial, involvement of anthropologists in confronting, studying, and changing the nature of underdevelopment.

**ANTH 359Z: Fieldwork Methods in Social Research ([Syllabus](#))****Discipline: Anthropology****Professor Laura Yoder**

How do social researchers systematically gather, record, and analyze information on the contexts they study? In this course, students will gain experience in conducting anthropological fieldwork, focusing on tools and skills of ethnography as well as other methods commonly used in social research. Readings cover theory of fieldwork practice, and on ship and in ports students will have continuous opportunities to apply new skills of use in research projects: refining a research topic, observation, interviewing, focus group discussions, questionnaire design, taking and managing fieldnotes, coding, data analysis, and writing. Students are expected to further their understanding of these topics through practice and reflection in small groups throughout the journey. Requirements for evaluation include active participation in class discussions, a journal, analytical summaries of readings, short papers based on field experiences, and class presentations.

**ANTH 380Z: Anthropology of Tourism ([Syllabus](#))****Discipline: Anthropology****Professor Tracy Bachrach Ehlers**

This class utilizes an anthropological approach to understand the impact of tourism on cultures and societies of the Third World with particular emphasis on the countries we will be visiting on the voyage. The class is based upon the study of the newest social scientific literature on tourism, a wealth of case-specific data documenting the cultural, social, and environmental costs of hosting a tourist industry. We will examine the shifting cultural values and social relations that occur as host meets guest, and cultures become commodities to be offered for a price. To be sure, our approach is not entirely critical. In some cases tourism has caused assimilated indigenous cultures to revitalize their ancient traditions to meet the tourist market. Similarly, our discussion also includes analysis of the growing popularity of the eco-tourist industry as a model of sustainable Third World development. We take this topic a step farther as we examine the compatibility of "responsible tourism" with sustainable development goals. Semester at Sea will be a laboratory for the application of what we learn in this class. Assignments will focus on data gathering and analysis in destination countries and among other "tourists" aboard ship. Each student will design a tourist plan of action for a country of his/her choice. The project should analyze the development prospects, economic problems, and cultural pitfalls of tourism particular to that part of the world. At the same time, the plan should incorporate responsible tourism, if possible, and suggest how far that approach might go towards alleviating some of these obstacles.

**ARTS 161Z: Introduction to Drawing I ([Syllabus](#))****Discipline: Studio Art****Professor Gustavo Fares**

This course serves as an introduction to drawing as an art form. It is designed for students with no previous background in art. Emphasis will be on personal vision and experimentation. Students will gain knowledge of drawing media and techniques in order to better express their idea. The course will consider form, value, composition, the object in space, and the picture plane. Precise 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 through drawing media. Subject matter will come from the ship, shipmates, sketching on site, and collected postcards, mementos, etc. Students will increase their visual perception of what they see and have a stronger aesthetic understanding of art.

**ARTH 103Z: Survey of Asian Art ([Syllabus](#))****Discipline: Art History****Professor Lawrence E. Butler**

This course will introduce students to the arts and monuments of India, Southeast Asia, China, Korea, Japan and the Pacific islands. The first part of the course will be preparatory, with introductions to the major religious and cultural traditions such as Buddhism, Hinduism, Confucianism, Daoism and Islam. Students will also learn basic technical aspects of arts such as textile, building and ceramics which can be studied in the earlier ports of the voyage. In the second part of the course, students will be introduced to the arts of India, Malaysia, Indonesia, Thailand, Vietnam, China, Korea and Japan through classroom and field study of major monuments. The course will include a look at the arts of the Pacific Islands, and end with student research presentations based upon fieldwork done in the Asian ports. Textbooks: John LaPlante, *Asian Art* (for India, China and Japan), Fiona Kerlogue, *Arts of Southeast Asia*, and supplementary readings including my own articles from *East-West Connections: Review of Asian Studies*. Fieldwork will include port study of monuments and museums chosen by the students in accordance with my guidelines. This course is introductory, with no prerequisites.

**ARTH 106Z: History of Architecture ([Syllabus](#))****Discipline: Art History****Professor Lawrence E. Butler**

This course will introduce students to the history of architecture worldwide, from prehistory through the present day. The course will organize material by period, region, type and building technology, taking best advantage of each port visit. In the early part of the course, major structural systems will be presented chronologically—alignments, post-and-lintel, vaulted systems, frame structures and so on—with appropriate field assignments. In the middle part of the course we will study the social dimensions of architecture—cultural background, use, patronage and urban planning—through selected examples and appropriate field assignments. In the final part of the course, students will present their research based on fieldwork, while lectures will concentrate on contemporary architecture worldwide. There will be a variety of assigned readings, including my article on “Mosques and Muslim Identity along China’s Trade Routes” (*East-West Connections: Review of Asian Studies*). This course is introductory, with no prerequisites.

**ARTH 202Z: Introduction to Museum Studies ([Syllabus](#))****Discipline: Art History****Professor Lawrence E. Butler**

This course will introduce advanced students to the history, aims, practices, ethics and architecture of museums worldwide. It will be based upon museums and World Heritage sites encountered in the course of the voyage which will serve as examples for broader issues in the management and interpretation of our worldwide cultural heritage. Some consideration will be given to careers in museum work. Fieldwork will be based on group visits to selected museums, and on students’ individual museum visits with set guidelines for journal entries. Students’ researched fieldwork presentations and the discussion they generate will be a major part of the classwork at sea. Textbook: *Exhibiting Cultures*, ed. Ivan Karp & Steven D. Lavine (Washington: Smithsonian, 1991). There will also be a selection of shorter readings, including my article on “Silk Road Buddhist Art in American Collections: Recovering the Context” (*East-West Connections: Review of Asian Studies*). This course is meant for advanced students with some background in history, art history or anthropology.

**SEMS 480-7: Plants and People – Explorations in Ethnobotany ([Syllabus](#))****Discipline: Biological Sciences/Anthropology****Professor Laura Yoder**

How do people in different places conceptualize and use plants for various purposes? This course explores the special linkages between people and plants in the diverse contexts on our world voyage through the interdisciplinary lens of ethnobotany. We will study different and unique forms of botanical knowledge and classification systems, alongside specific uses of plants for food, fuel, fiber, medicine, construction, tools, and ceremonies. Readings will examine how enduring aspects of identity can be centered around food plants, such as cultivating and consuming rice, root crops, or a particular array of spices. After discussing an array of approaches to accessing ethnobotanical knowledge, students will gain practice in field research in contexts ranging from urban markets and pharmacies to smallholder agricultural systems and ordinary family kitchens. Students will be required to take detailed ethnographic and botanical notes on a series of field visits. The major paper will be on a class of ethnobotanical use (e.g., dye plants, food wraps, medicinal herbs), an ethnobotanical treatment of a region of interest, or tracing uses and cultural values of a given species or plant type throughout the voyage. As keen interest in local practices provides the immediate entre into a new culture needed to fulfill course requirements, curiosity and an adventuresome approach to trying new foods are highly recommended for course participants.

**BIOL 155Z-1/BIOL 155Z-2: Plumpy'nut & Big Macs - World Nutrition and Health in Perspective**  
**Discipline: Biology/Interdisciplinary ([Syllabus](#))**  
**Professor Michael P. Timko**

This course examines the human quest to meet our basic nutritional and dietary requirements and the issues facing humankind as we try to meet the ongoing and future needs of the world's population. We will develop several major themes: the human diet and what limits the acquisition of nutrients and other compounds necessary in our food supply for proper growth and development and sustained human health; the social, economic and political factors that affect the stable provision of food and nutrition to individuals and populations locally, regionally, and globally; the nutrition situation worldwide and in selected countries and its relationship to health and disease; how globalization of the food industry impacts food quality, nutrition, and health; and how scientists are trying to understand and change the relationship between nutrition and human health through genomics and bioengineering and the social and scientific initiatives underway to deliver better nutrition to those in need. Each student will carry out a personal diet analysis project, write three short response papers based on a regional problem, and prepare a final essay and short oral presentation on an aspect of world nutrition from a multi-regional perspective. Student participation in class discussions is an essential component of the learning experience.

**BIOL 349Z: Agriculture in the Age of Biotechnology – Local Opportunities and Global Challenges**  
**Discipline: Biology/Interdisciplinary ([Syllabus](#))**  
**Professor Michael P. Timko**

The biotechnology revolution that began in the late 1970s held the promise to change the lives of virtually everyone on the earth by providing the scientific knowledge and economic incentive to create a stable and abundant supply of high quality, low cost food through bioengineering. However, public concerns and pressure on government regulatory agencies to properly evaluate the safety of bioengineered products stalled the development and use of bioengineered agricultural products and their promised impacts have yet to be fully realized. In this course we will examine the principles of bioengineering, their application to basic and applied agriculture, and the strategic goals (stabilized output, decreased cost, standardization of product) underlying their use. We will discuss the current status of agricultural bioengineering globally and in selected countries visited during our voyage and examine the scientific data, environmental and ethical concerns, and socio-economic considerations that influenced governmental decisions regarding national/regional investments in agricultural biotechnologies. We will explore how biotechnology has altered local and regional agricultural practices, influenced scientific and economic competitiveness within local, regional and global agricultural markets, and the societal impact investment in biotechnology has had on human health and environmental protection. Each student will write three short response papers based on a national/regional issue, and prepare a final essay and short oral presentation on an aspect of agricultural biotechnology from a multi-regional perspective. Student participation in class discussions is an essential component of the learning experience.

**COMM 384Z: Foundations of International Business ([Syllabus](#))****Discipline: Business/Commerce****Professor Michael Kaplan**

This introductory course is intended to give the student a general overview of international business. The purpose of the course is to introduce students to the challenges and opportunities of the global marketplace. We will cover both theoretical and practical topics including globalization, the challenges of doing business across cultures, the impact of political, economic and monetary policies on the international business environment, and competing in a global marketplace. The course will also provide a critical assessment of the objectives, strategies, and tactics of international business. Emphasis is placed on the cultural challenges of international business as well as on maintaining a global perspective in approaching business topics. Students should be able to integrate this course with their related international program of study. Prerequisites: none, this course is designed for entry level or non-business majors.

**COMM 451Z: International Marketing ([Syllabus](#))****Discipline: Business/Commerce****Professor Michael Kaplan**

In an increasingly interconnected global economy, understanding the challenges facing the cross-cultural business environment is vitally important. This course approaches international marketing from a theoretical and managerial perspective. The purpose of this course is to introduce students to the global characteristics and interdependencies, as well as the objectives, strategies, and tactics, of marketing approaches in various countries and across cultures. Emphasis is placed on maintaining a global perspective, and avoiding cultural imperialism, when approaching marketing topics. We will examine the tools available to aid international marketers and the class concludes with team marketing projects and presentations. This course is designed to provide practical, 'real-life' applications of the course concepts. Prerequisites: An introductory marketing course is suggested but not mandatory. This course may not be taken concurrently with international management.

**COMM 469Z: International Management ([Syllabus](#))****Discipline: Business/Commerce****Professor Michael Kaplan**

This course is designed to provide a broad overview of business management in an international context. This includes an understanding of myriad international business, legal, economic, social, cultural, and business issues. Students also gain a theoretical understanding of how the different functions of management are affected by the global environment. Learning is facilitated by lectures, textbook readings, videos, articles, cases, field studies, and discussions of current issues in international management. Prerequisites: prior business courses are preferable but not mandatory. This course may not be taken concurrently with international marketing.

**COMM 470Z: Topics in Finance ([Syllabus](#))****Discipline: Business/Finance****Professor Frank Warnock**

This case-based course will analyze investing in currencies and international bonds, equities, and derivatives. We will take a macro-finance perspective, focusing on countries rather than individual securities. A macro-finance approach to international investment requires knowledge of international macroeconomics, so we will begin the course by covering macro models that will allow you to make informed global investment decisions. A workhorse framework will be Mundell's Unholy Trinity. Every country must grapple with the Trinity, and assessing which leg of the Trinity will give way—and one must—will prove very useful in a macro approach to international investments. Over the course of the semester, we will use case studies to analyze the Trinity when assessing potential investments in the debt, equity, and currency markets of Brazil, South Africa, India, Malaysia, China, and Japan.

**COMM 472Z: International Finance ([Syllabus](#))****Discipline: Business/Finance****Professor Frank Warnock**

The course applies the ideas and methodologies of economics to the analysis of the business environment in which firms operate and managers make decisions. International Finance expands students' knowledge of global economies and markets in three dimensions. First, it delivers insights and tools for analyzing markets in the global economy by building rigorous economic theories and frameworks. Second, it provides tools and concepts for analyzing the performance of national economies by focusing on the economic and political forces that shape production, trade flows, capital flows, interest rates, exchange rates and other variables that define the global economic landscape. Third, it applies the tools of international trade and finance to broaden students' perspectives on how globalization affects the performance and strategies of nations and firms. This case-based course is intended to be thought-provoking and managerially relevant; it is not designed as one predominantly focused on modeling mechanics or the memorization of economic principles. I will challenge you, as future managers, to think about the implications of alternative national economic policies and their impact on business decisions and various business stakeholders. As a part of the course, we will also bring to the discussion current events and emerging trends in the business environment. Upon completion, you should have a working knowledge of essential economic concepts and models and be able to *apply* that knowledge to understand the complex global business environment.

**SEMS 115-4: Communication Across Race and Culture****Discipline: Communication****Professor Robbie Engelmann ([Syllabus](#))**

Students will explore how various aspects of our diversity influence the way we communicate with one another. We will learn about our own biases and cultural conditioning, and everyone will be challenged to experience the diverse cultures we will visit as openly as possible. This class will be very experiential and students will work closely with one another. We will learn how certain groups of people were treated historically (i.e. the internment of Japanese-Americans during World War II, the treatment of Chinese immigrant laborers in 19th-century America, the long slavery of African-Americans and apartheid in South Africa) through films and selected first hand stories. This increased awareness will help support students in communicating more effectively and in learning to become skilled small group facilitators in leading dialogue groups with diverse participants. Students of every color, size, shape, religion, class and sexual orientation are welcomed and it is hoped the class will be as diverse as possible.

**SEMS 115-5/SEMS 115-9: Digital Storytelling – Creating Global Cultures (2 sections) ([Syllabus](#))**

**Discipline: Communication**

**Professor Erika Paterson**

In this course we will be exploring techniques for digital story telling (creating narrative, story-boarding, film editing). You will learn how to work collaboratively to compose and produce digital stories and web spaces that work to create community and communicate across cultural boundaries. We will study story-telling across the different cultures we encounter: creation myths and sea lore. Stories open a door for students to understand how different cultures have different ways of coming to knowledge, and through story-telling we will begin to understand how culture is performed. We will look deeper into how we make meaning and create community through cultural performances with an ethnographic eye on ‘social dramas,’ rituals, celebrations, and festivity. We’ll observe the connectedness between what we believe and how we believe, and we will learn to see how different ‘cultural performances’ create different ways of knowing ourselves. Against this background we’ll traverse across disciplines and read a range of contemporary ideas and theories about computer mediated communication (CMC) and emerging global cultures. We will experiment with the potential of digital story-telling as a new medium for communicating across cultures. The Field Components of this course will include photography, filming, interviewing and data collecting. Students will need a digital camera and lap top computer with photo-shop and an editing application (i-movie or windows media are fine).

**DRAM 292Z: Asian Theatre History ([Syllabus](#))**

**Discipline: Drama**

**Professor Cheri Vasek**

The Asian theatrical heritage is unique and rich in variety, and its influence on historical and contemporary Euro-centric theatre is significant. This historical survey examines the structure and form of traditional Asian theatre, viewed within the religious, sociological and aesthetic contexts of culture. Theatre, dance, puppetry and mask performances of South, Southeast and East Asia are investigated. India, Indonesia, China, Vietnam and Japan form the core of our examination. In the Asian theatre tradition, culture, text and performance are wedded into a powerful and evocative whole. A study of the literature, separate from the performance context, compromises the vitality of these extraordinary theatrical forms. Therefore, our exploration in this course will address many elements. We will study the common literary foundations, as well as representative dramatic texts from each of the major regions. We will also explore historical antecedents, visual elements (masks, costumes, scenery), acting style, music, configuration of stage space and the evolution of aesthetic sensibility within each form. Historical background will be traced in order to provide the proper religious, cultural, sociological and aesthetic framework for the study of these traditional theatrical forms. We will look at the great religious and philosophical movements, their migration across Asia, and their influence on theatrical expression.

**DRAM 492Z: Global Theatre Literature ([Syllabus](#))**

**Discipline: Drama**

**Professor Cheri Vasek**

Working with a core reading list of 6 to 8 plays representing the most respected international theatre literature, we will consider the interrelationship of theme, visual metaphor and performance approaches in the theatrical heritage of Africa, Asia and the Caribbean. Teams of students will produce staged readings of scenes from the plays we study. Through this experiential rubric, we will investigate movement and vocal characteristics practiced in various traditional and contemporary theatrical forms from the countries we visit. Associated with this course are a series of guided theatre experiences in many of our ports of call throughout the semester.

**DRAM 498Z: Global Costume - Textiles, Clothing and Personal Adornment ([Syllabus](#))****Discipline: Drama****Professor Cheri Vasek**

How do we perceive clothing? How does it place us within our community and larger culture? What does dress communicate about the sociopolitical and religious aspects of culture? How does dress relate to contemporary technologies and to larger societal concerns? How does international trade impact regional clothing and textiles? We will begin with a brief examination of Eurocentric clothing history, investigating the relationship of essential geometry to body, within a cultural context. This Eurocentric vision of self within society, as expressed by dress, will serve as a point of comparison for our study of the clothing and textile traditions of the countries we visit. Using key destinations on our voyage to focus our study, we will investigate the components of material culture as expressions of individual, community and society. Students will complete several textile embellishment projects as a portion of this course.

**ECON 321Z: Development Economics and Policy ([Syllabus](#))****Discipline: Economics****Professor Veronica Cacadac Warnock.**

Poverty, inequality, stagnation, urban pressures, environmental degradation, epidemics, violence, distress and economic instability are persistent and widespread. Large numbers of people in many of the countries on our voyage are beset by these socioeconomic problems. At the same time, the quality of life of millions is improving. What explains the failures and successes in development? This course addresses this by introducing key concepts, theories and methods in development economics, exploring commonalities and differences across developing countries, and discussing the role of government and international institutions in effecting prosperity and equity. This course also aims to raise awareness and help students develop critical and broader perspectives on development problems, policies, strategies, successes and failures, as they travel around the world and experience diverse environments and cultures. Pre-requisite: Principles of Economics

**ECON 322Z: Urban Environmental Economics ([Syllabus](#))****Discipline: Economics****Professor Veronica Cacadac Warnock**

The year 2008 marks a turning point in the history of the world; more than half of its population now live in urban areas. Over the next fifteen years, today's developing countries are expected to become less rural and have sizeable metropolitan areas. While cities are regarded as centers of innovation, learning and production, they are also home to socioeconomic and environmental problems. The transformation taking place all over the world requires effective planning and management to bring about positive outcomes for all urban dwellers. This course aims to enhance students' understanding of the economic approach as a means to study urban issues and to inform and evaluate public policy, to deepen their knowledge of the economic underpinnings of the sustainability principle, and to expose them to practices and challenges in cities outside the United States. We will consider case studies on cities in many countries we will visit as we explore different aspects of urban development including population dynamics, economic growth, public health, environment, services and infrastructure, sustainable designs, urban environmental planning and governance. Pre-requisite: Principles of Economics

**ECON 225Z: Economic Development ([Syllabus](#))****Discipline: Economics****Professor Veronica Cacadac Warnock**

Half a century of development economics has presented us with a range of theories, strategies and experiences. But problems—and debates about how to solve them—remain. This course will trace how development has evolved in theory and practice, how institutions and programs have influenced history's successes and failures, and how globalization has taken place. It will also explore the current debates about how economic development should proceed—debates that are being stirred by Sachs, Bhagwati, Easterly, and the Nobel Laureates Sen and Stiglitz, economists who influence leaders all over the world. Books by these five authors will be supplemented by country analysis of Brazil, South Africa, India, Malaysia, Vietnam and China as well as students' experiences in these countries to complete a rich setting in which we will discuss development trends, issues and philosophies. This course assumes that students are well-versed in concepts and tools taught in their principles of economics classes and familiar with current events and socioeconomic issues around the world. **PLEASE NOTE: This course is an advanced seminar class for students already having a background in the economics of development.**

**SEMS 115-3: Introduction to Science Education****Discipline: Education****Professor Edwin Sobey ([Syllabus](#))**

This class will engage future teachers in the best practices for teaching science at all levels. With some lecture and discussion, the class will focus on learning through doing and reflecting on the process and outcomes. Students will use inquiry methods and creative approaches to learning science. Physical sciences will be stressed, but some chemistry and biology will be included. Students will design, build, test, and improve hands-on models that meet specified criteria. Using the models, they will conduct experiments, collect and analyze data and report both what they learned and how the process worked. They will work in small teams and will create best practices class activities that they present. Students will have improved self confidence, experience, and motivation after taking this course.

**EDLF 589: Education around the Globe (Undergraduate Course)****Discipline: Education****Professor Rita O'Sullivan ([Syllabus](#))**

Educational systems vary greatly within and across national boundaries. Developing an understanding and appreciation for different educational models allows us to critically assess our educational choices and better understand events and people. Further knowledge of other educational systems also enriches the choices we make as teachers and learners. This course will cover the educational systems of the countries visited by Semester at Sea, focusing on political, social, economic, and cultural contexts. During the semester, students will identify both common and unique purposes of education. They also will be asked to consider student characteristics and predispositions that contribute to differential success in the various educational systems studied. Similarly, teacher characteristics and predispositions will be examined for their contribution to the education process. Students will be asked to compile a portfolio during the semester that demonstrates critical reflection of the course content with personal education experiences as compared to those of the education systems of Brazil, Namibia, South Africa, India, Malaysia, Viet Nam, China, Japan, and Costa Rica. Field assignments will include observations and interviews in at least three ports. **Note: This is an upper division, undergraduate course.**

**ENSP 255Z: The Nobels ([Syllabus](#))**

**Discipline: English Literature**

**Professor Gustavo Fares**

This course will examine selected works of the Nobel Prize for Literature awardees from the regions we will visit. From the Caribbean we will examine the works of V.S. Naipaul; from the Americas we will read Miguel Angel Asturias, Gabriela Mistral and Gabriel Garcia Marquez. We will then follow our itinerary and in Africa, we will study works by Wole Soyinka, from Nigeria, and by Nadine Gordimer and J.M. Coetzee, from South Africa. Rabindranath Tagore will be our choice from India, and Gao Xingjian from China. We will then study the works of two Japanese laureates, Yasunari Kawabata and Kenzaburo Oe. In Malaysia and Vietnam we will read selections from contemporary relevant authors. In all of these cases we will work with a variety of genres, including short stories, poetry, and novels, and will explore the ways in which the literary traditions of the regions we visit are present in the writers' works. This course is introductory, with no prerequisites.

**ENSP 361Z: Space as Literature – Travelers, Dreamers, Natives.**

**Discipline: English Literature**

**Professor Gustavo Fares ([Syllabus](#))**

This course is an introduction to the study of space and borders as presented in three types of texts from or about the regions we will visit. We will examine travel literature authored by Europeans who visited other areas of the world, including Columbus' entries in his diary about the Antilles, Cortez's letters about Tenochtitlan, and Marco Polo's writings on China, among others. We will study descriptions of space from writers who never traveled to the places they discuss, such as Montesquieu to Persia, Thomas More to Utopia, and Borges to China or to Tlön. Finally, students will analyze the role of space in contemporary literature by native authors who write about the regions we will visit. Throughout the course, students will give presentations based on their fieldwork done in the ports, relating the literary and visual spaces we discuss to their impressions of the spaces we visit. The course will include relevant examples of spatial representations both in the visual arts and in films.

**ENMC 360Z-1/ENMC 360Z-2: World Literature (2 sections)**

**English Literature**

**Professor David C. Miller ([Syllabus](#))**

This course serves as an introduction to the Anglophone literatures of the Caribbean, Africa and India. Students will develop an appreciation for literary form and expressiveness within a broad historical and interdisciplinary framework, focused on the themes of post-colonialism, including the tensions between oral-aural and chirographic culture, the syncretism of cultures, resistance to empire and its after-effects, strategies of native writers for appropriating or abrogating the dominant linguistic model provided by formal English, issues of gender, debates over nationalism and the persistence of indigenous folkways in the process of modernization. Reading, discussing and writing about a range of works will be informed by readings in ethnography and the notion of "writing culture" as well as by post-colonial scholarship and theory.

**SEMS 480-9: Literature of the Sea – Voyages ([Syllabus](#))****Discipline: English Literature****Professor Erika Paterson**

In this class we will study classical literature that captures major themes of the sea as a source of the unknown, of mysticism, and of self-knowledge. We'll read stories of hope for salvation through conquest and follow the spirit of colonialism that haunts shipboard tales and the shipwrecked. Against this classical literature, we'll read the chronicles and ship's logs of the early navigators, conquerors and pirates. We will read the stories of single-handed sailors; the first and the swiftest. We will explore our readings from both a literary perspective concerned with imagining and experiencing the sea and a cultural studies context that works to situate the literary in histories of slavery, colonialism, migrations by sea and maritime cultures (boat building, fishing and trade). In this weaving together of the imagined and the experienced we will work to explore how sea going voyages shape history, cultures -- and ourselves. The Field Component of this course will include exploring the 'culture of sea ports' and researching local maritime culture.

**ENSP 287Z: Questions of Travel: World Literature and Film ([Syllabus](#))****Discipline: English Literature****Professor Joe Chapman**

Over the past century, the Western study of literature have changed from a Euro-centric discipline to a culturally diverse one. And on Semester at Sea, our own Western perspectives, as college students and professors, will broaden. However, as the course title suggests, I want us to focus on a few "Questions of Travel": Do we create cities of the imagination when we travel? Do different settings, for example the desert or jungle, become metaphor rather than the thing itself? With Elizabeth Bishop and Paul Bowles as ends of the spectrum, the course will attempt to answer the following question: What happens when a foreign city becomes the Imagined City? Can the author prevent—or does she want to prevent—such a transformation? Do we perform the same transformation in our own travels? You will write two very short but focused papers in the class; you will also take Midterm and Final exams. Lively classroom discussion will play a key role. By the end of the class, I want you to have examined the beauty and risks of authorial travel.

**ENWR 220Z: Writing about Travel ([Syllabus](#))****Discipline: English Writing****Professor David C. Miller**

This course will be run primarily as a writing workshop in which drafts of student essays undergo critique and peer-review. Students will focus on writing about landscape, cityscape and art, society and culture, with special emphasis on seeing cross-cultural interactions within geographic, political, economic and historical perspectives. Readings will stress the richness of representation and symbolic action within various cultural settings encountered on the voyage, informed by the knowledge and understanding students are gaining in their classes. Analysis of the work of professional travel writers and ethnographers will provide guidance for how to make the most of telling details, blend observation and inference and develop a distinctive authorial point of view that respects the values, interests and perspectives of people from other cultures. Workshops will address mechanical and stylistic issues, including effective paragraphing and punctuation.

## **ENWR 240Z-1/ENWR 240Z-2: Toward the Interior – Writing Poetry and Short Fiction**

**Discipline: English Writing**

**Professor Joe Chapman ([Syllabus](#))**

This is a creative class. Meaning, you will need to approach the readings of the class and the classroom discussion a little differently. Instead of asking ourselves, “What might the author intend to say here?” we will ask, “What technique has the author mastered? Which technique can I imitate?” We, of course, want to be changed by the readings, and to know what, in the simplest terms, the books are *about*. But we also cannot stop there: We need to know not only what the author says but *how* she says it. We will read a selection of World fiction and poetry; and hopefully, our readings will match our port stays. You will write a journal, and tons of original poetry and prose. You will revise and collect your original writings twice during the semester for the Midterm and Final portfolios. We want to travel “toward the interior”: a place, perhaps not deeper inside ourselves, but deeper in our writing.

## **SEMS 115-1/SEMS 115-2: Oceanography (2 sections)**

**Discipline: Environmental Sciences**

**Professor Edwin Sobey ([Syllabus](#))**

The vast majority of students enrolled in introductory classes in oceanography spend more time buried in textbooks than observing and thinking about the ocean. Semester at Sea provides a unique opportunity for students to learn through first-hand experiences as well as the more traditional approaches. This class will take students through the physical and chemical environments of the ocean to its ecosystems and life processes. It will focus on what students can learn through the unique experience of being both at sea and in port on diverse near-shore environments. Topics covered will include geography and geology of the oceans, physical processes (tides, waves, currents, ocean-atmospheric interaction, and world climate), chemical processes, and biological systems (shore environments, coral reefs, polar seas, pelagic, etc.). Environmental issues (oil spills, climate change, over-fishing) will also be discussed. The goal will be to engage students in thinking about the processes and dynamics of the seas and to have them learn to satisfy their curiosity thus stimulated.

## **SEMS 480-8: Societies and Environments – Human Factors in Ecological Change ([Syllabus](#))**

**Discipline: Anthropology/Environmental Sciences**

**Professor Laura Yoder**

How does society on global and local levels impact and modify forests, land, and sea? This course examines the ecological effects of human-environment interactions at the landscape scale, in both historical and modern contexts. Using case studies from regions visited on the voyage, we will focus on ecological changes caused by a confluence of political, social, and economic factors. Readings focus on phenomena including trade, migration, resource-intensive livelihoods, conflict, urbanization, pollution, territorialism, botanical exploration, and colonialism. The course also discusses a range of research methods for tracing environmental change through time. Students will write two regional environmental histories which include primary or secondary data (e.g., photos, interviews, measurements, maps, government publications) gathered from sites visited, as well as an essay exploring a phenomenon of environmental change on a global scale. All students should productively contribute to class discussions as presenters and commentators on other students' work.

**SEMS 480-1: History of the Relationship between Population & Food Supply (Section 1) ([Syllabus](#))**  
**SEMS 480-2: History of the Relationship between Population & Food Supply (Section 2)**

**Discipline: Geography**  
**Professor Martha Works**

This class is an historical overview of the relationship between population growth and our ability to produce food. After an introduction to population dynamics we examine the history of population growth and of scientific and technological changes that have allowed food production to keep pace. Growth in both population and food production has come at a high environmental cost and we will look at the environmental impacts on water resources, soil erosion, biodiversity, and global climate that can be traced to agricultural intensification. We will also consider causes of dramatic population increases after 1950, the significant changes to agriculture represented by the Green Revolution and genetic modification, and how of global trade and food aid affect our current ability to keep up with global demand for food. Case studies of the conflict between conservation and agriculture in the Atlantic Rain Forest (Brazil), tropical export-oriented agriculture (Malaysia), rice cultivation in the Mekong Delta, and the challenges faced by India and China as they meet the food needs of over 2 billion people provide opportunity for field study and research into how humans have transformed landscapes in an effort to meet their basic need for food, and the role of population growth and agricultural development in global environmental change.

**SEMS 480-3: Global Cities ([Syllabus](#))**

**Discipline: Geography/History**  
**Professor Martha Works**

This course examines the relationship between globalization and urban growth and change from historical and geographical perspectives. The course begins with an overview of urbanization and how networks of interaction (trade, migration, communication) have shaped urban places; how cities function within their regions; and how physical environment, cultural history and economic processes affect urban form, structure, and sense of place. We will use cities along the route as case studies to analyze how symbols of globalization are present in the landscape of regional centers in Brazil and Southern Africa (Namibia and South Africa), and how cities with similar populations (Chennai, Ho Chi Minh City, Hong Kong), but very different historical backgrounds, serve different functions in national and international contexts. Finally, we investigate the concept of a “global city” and the social, political, and economic forces that result in major world centers of trade, finance, culture, and telecommunication such as Hong Kong and Shanghai.

**HIST 100Z: The Study of History/Historiography ([Syllabus](#))**

**Discipline: History**  
**Professor Patricia O’Neill**

This course will focus on the study of history - the nature of historical sources, the written, oral and visual presentation of historical information, and comparative historical research. The course will introduce key elements of historical thinking: historical analysis, historical context, historical interpretation as well as historical change and continuity, and, finally, multiple causality in history. Through examination of both primary and secondary historical documents, the use of quantitative [statistical] evidence, discussions, films, and field trips, we will sharpen our analytical and interpretive skills of history which will provide an essential context for evaluating the cultures, politics and institutions of many of the regions we will be visiting. The course will be designed so that the topics we focus on will align as closely as possible with the ports we will be visiting. For example, during the first several weeks, we will look at the African Diaspora, the creation of the African-American cultural traditions, their enduring features, the impact this historical event had both on the Americas and on Africa.

## **HIST 200Z: The Age of Discoveries ([Syllabus](#))**

**Discipline: History**

**Professor Patricia O'Neill**

This course will focus on the encounter of Europe and Europeans with the “new worlds” in the time period known as the Age of Discoveries [1400s-1600s] and on the process known as the Columbian Exchange. The outward global expansion of Europeans resulted in many things: new patterns of cultural, religious and economic diffusion, and also the interaction of different ecological systems [including flora, fauna and micro-organisms/diseases]. This phenomenon will be examined from the perspective of three themes: people’s perceptions of the natural world, the impact "discoveries" and explorations had on Europe and on the “new worlds” and the impact that the European concepts of race and gender, and "the other" had on the radical reshaping of the culture and economy of what was to them the “new worlds”. The course will be organized geographically and topically to take advantage of the unique opportunities provided by Semester at Sea. Concepts such as “ecological imperialism: the overseas migration of Western Europeans as a biological phenomenon” will emphasize the impact of the Columbian exchange on the areas we will be visiting. Through readings, discussions, lectures, films, and field trips, we will question our assumptions about “nature” in order to conceptualize environments as dynamic places shaped by both biological and cultural processes. Finally, we will take advantage of the fact that we will be sailing some of the routes taken by people, diseases, food products and technologies during the Age of Discoveries to highlight the themes and concepts of the course.

## **HIST 202Z: 20<sup>th</sup> Century World History ([Syllabus](#))**

**Discipline: History**

**Professor Patricia O'Neill**

This course will examine World History from the 1<sup>st</sup> First World War to the end of the 20<sup>th</sup> century. We will selectively examine historical developments of various regions of the world within that period. The main themes will include increased expansion and contact among world cultures, as well as continuity and change in these regions. We will look at the beginnings of global revolution and resistance in Russia, Mexico, China, and India; the failure to achieve a lasting peace and international organization in 1918-19; Japanese modernization and imperialism in Asia; the global economic crisis of the 1930s and its political-economic impact; and social and cultural changes including increased rights for women, the emergence of mass culture and mass consumption, and rise of new global political and economic orders. Our approach will be chronological and thematic, taking advantage of the unique opportunities provided by the Semester at Sea voyage. Students will critically assess global historical developments, individuals and events of the twentieth century to gain a better understanding of the factors which have shaped our increasingly interconnected world.

**SEMS 480-4: Local Religious & Food Systems in World History (Section 1) ([Syllabus](#))**

**SEMS 480-5: Local Religious & Food Systems in World History (Section 2)**

**Discipline: History/Religious Studies**

**Professor John O'Sullivan**

This course will focus on the way in which local systems have engaged themselves and responded to the historically increasingly connected world system. These responses can be seen through multiple lenses: religion, culture resistance, revolution, advocacy, education, engagement, entrepreneurship, withdrawal and rejection. We will track the story chronologically with special reference to religious resistance and food systems in locations on our trip. We will explore major threads of the local/ global tension. We will track the historical experiences of development of local food systems and heritages of resistance as local leaders and local representatives of the large system make political and economic decisions. We will explore the role of religious sites, farmers markets, museums and historical sites in the interplay of the local and the global world of today. Because of our travel we will have the opportunity to consider the connection of religions, food systems and cultural centers as roots of local identity. We will explore the role of religions in agriculture and the environment, family and culture along the route we will be traveling. We can see examples of these interactions in Brazil, Namibia and South Africa though we will use examples from elsewhere in Africa and Latin America as well. From the blended religious expressions of Brazil, to justifications for empire and oppression, to proposed solutions for some of the excesses of modern consumerism, religion and local systems are critical to the language of human existence.

**SEMS 480-6: North and South – From Extraction to Globalization ([Syllabus](#))**

**Discipline: History**

**Professor John M. O'Sullivan**

This course will examine the way that European Empires developed as they spread across the world and how this history has influenced the trend toward the modern system of globalization. Developments in Africa and the Americas will be the primary focus of this course focused on what is sometimes referred to as the “North/South” system. The “North”-Spain, Portugal, Great Britain, Holland and then France and Germany all made concerted efforts to create empires, with profound implications for the rest of the world. Trade and access to resources fueled the drive for empire and the growth of the less industrially developed “South”- Latin America, Africa and much of Asia. That drive occurred in several waves, from the push against Islam in the late 15<sup>th</sup> and early 16<sup>th</sup> c to the Berlin Conference and the end of formal empires during the last half of the 20<sup>th</sup> c. Initial connections were largely for metals and exotic products but soon developed several models for production of important cash crops such as sugar, coffee, rubber and cotton. What has emerged is a “South” facing continuing issues of huge population shifts, agricultural expansion and environmental problems embedded in world trade systems. These developments will be studied, taking advantage of the unique opportunities provided by the Semester at Sea voyage for particular focus on Central America, Brazil and Africa as well as empire connections to Asia and the Pacific. Students will become acquainted with historical economic, cultural and political trends that shape the present global scene.

**SEMS 115-7/SEMS 115-8: Language and Society ([Syllabus](#))**

**Discipline: Linguistics**

**Professor Deborah Dubiner**

This course examines how social factors influence language and the role that language plays in reflecting social categories such as status, ethnicity and gender. We will investigate how society affects the linguistic landscape, language use, language status, ethnic identity, language attitudes, interethnic relations, language planning, the politics of language, and language attitudes. Students will also study changes in language status over time, language contact, language maintenance, and the globalization of English. We will focus on different speech communities on our itinerary and in other parts of the world.

**SEMS 115-6: Second Language Acquisition and Multilingualism ([Syllabus](#))**

**Discipline: Linguistics**

**Professor Deborah Dubiner**

What is bilingualism? Are most people in the world monolingual, bilingual, or multilingual? What are the causes and effects of multilingualism? In this introductory course we will focus on issues central to the phenomenon of bilingualism, multilingualism and the acquisition of additional languages. We will explore cognitive, social, and educational aspects of multilingualism. Students will learn to evaluate educational, sociological and psychological claims about the bi- and multilingual experience, and appreciate the implications of these claims on the social perception of bilinguals in different societies. Much of the material covered will be drawn from the regions and societies we will visit during the semester.

**MUSI 101Z: Survey of World Music ([Syllabus](#))**

**Discipline: Music**

**Professor Laxmi G. Tewari**

This class examines the world's musical cultures with an emphasis on musical repertoires of various regions of the world and how they relate to the social, cultural, and religious context in which they developed. It focuses in particular on the classical (royal), folk, and popular traditions in the Middle East, South Asia, Central Asia, Southeast Asia, China, Korea, and Japan. Videos of performances are used to illustrate the various traditions that are discussed. Students are encouraged to show their musical talents and participate in learning a few melodies and rhythms.

**MUSI 307Z: Music and Dance in the World's Religions ([Syllabus](#))**

**Discipline: Music**

**Professor Laxmi G. Tewari**

This seminar introduces students to the music and dance in the world's major religions as well as in the traditional religions of Africa, and the Native Americans. The religious traditions covered include Shamanism, Animism, Sufism, Medicine person (Healers), the concept of trance (the oral traditions). All these oral traditions rely on chanting (singing), drumming and dancing.

**MUEN 363Z-1: Indian Singing Ensemble (Section 1) ([Syllabus](#))**

**MUEN 363Z-2: Indian Singing Ensemble (Section 2)**

**Discipline: Music (*1-credit performance course*)**

**Professor Laxmi G. Tewari**

This class gives students a chance to practice and perform 5-6 Indian ragas while at the same time learning about the relationship between this singing tradition and Indian philosophy and spirituality. It provides some background on the role of story-telling in Indian tradition and introduces students to the mythological world that is the subject of classical Indian compositions. But the main focus will be on providing students with practical skills such as sight-singing, dictation, oral tradition, transcription, repertory building, score-reading, rhythm training, and sight-reading of various periods, cultures and styles.

**MUSI 363Z-1: Non-Western Instruments-Gamelan Angklung (Section 1) ([Syllabus](#))**

**MUSI 363Z-2: Non-Western Instruments-Gamelan Angklung (Section 2)**

**Discipline:** Music (*1-credit performance course*)

**Professor Cindy Groner**

Percussion and gong chime orchestras constitute an important part of Southeast Asian and Indonesian music. Unlike European orchestras, layered gongs and xylophones constitute the core of this communal musical activity. Gamelan Angklung is a four-toned village ensemble of Bali, consisting mostly of various four-keyed metallophones. The Indonesian gamelan orchestra offers a strikingly different sight and sound experience for the Western senses. This hands-on introductory course introduces students to the instruments of the Balinese gamelan angklung ensemble and its basic performance practice. From there, students will be challenged to create new music for the ensemble. Class activity is enhanced through discussion of selected readings, video presentations, and opportunity for original projects.

**PHIL 125Z-1/PHIL 125Z-2: Philosophy of Love, Sex, and Friendship (2 sections)**

**Discipline:** Philosophy

**Professor Scott Stewart ([Syllabus](#))**

Philosophy literally means ‘lover of wisdom’ and from the beginning of western philosophy in the work of Socrates and Plato, love has been a focus of philosophical analysis. Hence, it is an ideal place to get introduced to the subject, and to consider a host of questions. What are the relationships between sex, love and friendship? Can we have it all or, as Plato seems to suggest, must physical eroticism (and sex) be abandoned in favor of a transcendent love of idealized Forms if we are to achieve tranquility and knowledge in this world? Are our very identities changed by love? Can divorce tell us anything about the nature of love? What do ‘we’ look for in sex, in love, and in friendship? Is adultery immoral? What of promiscuity or homosexuality? Is there a difference between pornography and eroticism? Should either (or both) be censored? Should the government ban prostitution? What is ‘real’ friendship, and in what ways is it important in our lives? Can our lover actually be our best friend? Do the answers to our questions hold across all cultures or are they culturally relative?

**PHIL 126Z: Biomedical Ethics**

**Discipline:** Philosophy

**Professor Scott Stewart ([Syllabus](#))**

This course is designed to introduce students to many of the pressing ethical issues facing us in health care, both in the developed and in the developing world. After a discussion of ethical theory and the ways it can be used to investigate health care, topics to be examined include the following: death, dying, and euthanasia; research ethics; the role played by ‘Big Pharma’ in contemporary health care; the use and allotment of scarce medical resources; the ‘right’ to health care; cosmetic vs. restorative medicine; cloning and stem cell research; and medical ethics during war. Given our setting, we shall explore these issues from a global perspective. For example: Are transnational pharmaceutical companies exploiting or helping people in developing countries by conducting research trials there? Are certain diseases – e.g., depression and body dysmorphic disorder – culturally relative? Is it appropriate to talk of a “global obesity epidemic” when many in the world are starving? Do physicians have a different relationship with their patients in different parts of the world? Ought they? Does medical ethics change during war?

**PLCP 363Z: Politics in India and Pakistan ([Syllabus](#))**

**Discipline: Political Science**

**Professor Armin Rosencranz**

This course will explore parallel activities in politics, economic development and security in India and Pakistan since 1947, with special focus on this decade. We'll cover nationalism, democracy, militarism, religion, energy, environment, and ethnic and regional issues. Finally, we'll examine the competition between India and Pakistan over nuclear arms and Kashmir, its destabilizing effects and possible outcomes. Using online materials and knowledge gained through field trips and lectures in India, class members will prepare team presentations on self-chosen topics, such as Kashmir, the role of women, economic and energy development, and the role in the region of the US and China.

**PLCP 300Z: Science and Politics of Climate Change ([Syllabus](#))**

**Discipline: Political Science/Environmental Studies**

**Professor Armin Rosencranz**

Climate change is a worldwide environmental, social and economic challenge. This course provides students with the scientific background knowledge needed to understand the debates going on within nations and among them about how to respond. Human use of the atmosphere as an unpriced dumping space has led to the buildup of gases and particles that can alter the radiant energy exchange between the earth's surface and space. Carbon dioxide, methane and water vapor are the principal heat-trapping greenhouse gases. Carbon is the underpinning of most fuels used in transportation and power production. It also makes up about half the dry weight of most vegetation. Human modification of the carbon cycle has far-reaching implications for human welfare and the health of the biosphere. In order to stop further movement in this direction and reverse course, human societies will need to modify policies and practices in a wide range of areas, including the way we handle pollution and waste, land use, transportation, energy, industry, and economic development. Given the short term planning horizon of most political and economic institutions, climate change presents major policy challenges. This course is designed to clarify the primary issues embedded in those challenges and examine the ways in which societies around the world have begun to take on these challenges. Field trips will explore national technological and policy developments to mitigate and adapt to climate change.

**PLIR 300Z: Global Environmental Policy ([Syllabus](#))**

**Discipline: Political Science/Environmental Studies**

**Professor Armin Rosencranz**

This course is designed to acquaint students with the international management of regional and global environmental issues. The focus is not only on the issues themselves, but on the international institutions and agreements that have been created to manage them. The course will begin with an overview of facts and root causes of global environmental problems; international environmental law sources and norms; and how such norms are implemented. Next, we will seek to develop a sense of what works in international environmental management and what does not. Specific topics to be addressed include transboundary air and water pollution, ozone depletion, global climate change, biological diversity and endangered species, global forest protection, freshwater resources, the export and dumping of hazardous wastes, international trade and the environment, human rights and the environment, and North/South issues and the role of the World Bank. Field trips will emphasize local responses to these international environmental problems.

**PSYC 300M-1: Mental Illness Across Cultures ([Syllabus](#))****Discipline: Psychology****Professor Kima Cargill**

This class explores the role of culture in the definition, taxonomy, and treatment of “mental illness”. We will be exploring what our culture and various cultures of the world have to say about mental health, mental illness, and the scientific and folk remedies for such illness. Specifically, we will explore contemporary and historical notions of “self” and how that concept mediates our understanding of pathology. We will be addressing questions like the following: --What is a mental illness? Do different cultures define it differently? Are there different kinds of mental illness in different cultures of the world? --Does depression look different in China than it does here? --Does Schizophrenia occur all over the world? --How do different cultures approach the healing of mental illness? Please Note: Students will need pocket-sized notebooks for recording observations and impressions in the field. (The waterproof kind are ideal, but not essential.) A pocket-size recording device would also be useful (e.g. the digital ones that do not require cassettes).

**PSYC 300M-2: The Psychology of Food and Culture ([Syllabus](#))****Discipline: Psychology****Professor Kima Cargill**

This course integrates research and theory from psychology, sociology, anthropology, economics, and neurobiology in an effort to systematically understand the complex social, personal, and political forces that influence the production and consumption of food worldwide. We will be looking at the role of food in the construction of self and identity, including gender, social class, ethnicity, and national identity. We will also examine the role of food rituals and prohibitions in religion and rites of passage. We will be addressing questions such as – How do food preferences and practices follow lines of nationalism and ethnic boundaries? How does food create a psychological link among family members? What causes us to experience some foods as disgusting while other cultures view them as delicacies? Please Note: Students will need pocket-sized notebooks for recording observations and impressions in the field. (The waterproof kind are ideal, but not essential.) A pocket-size recording device would also be useful (e.g. the digital ones that do not require cassettes).

**PSYC 341Z: Abnormal Psychology ([Syllabus](#))****Discipline: Psychology****Professor Kima Cargill**

This course is a comprehensive overview of the classification and understanding of mental illnesses. Along with exploring the complex causes, manifestations, and treatment of common behavior disorders, this course introduces abnormal behavior in the context of psychological well-being to show these behaviors along a continuum from functional to dysfunctional. Historical and contemporary conceptions of abnormal behavior are explored as well as controversies within the field regarding the classification, assessment, and treatment of psychological disorders. Please Note: Students will need pocket-sized notebooks for recording observations and impressions in the field. (The waterproof kind are ideal, but not essential.) A pocket-size recording device would also be useful (e.g. the digital ones that do not require cassettes).

**PSYC 260Z: Social Psychology ([Syllabus](#))**

**Discipline: Psychology**

**Professor John Zelenski**

Social psychology examines the ways people are influenced by others. This includes how we perceive ourselves and others, interpersonal attraction, altruism, groups, stereotypes, aggression, conformity, persuasion, etc. Across these topics, we will examine how personal and social processes manifest as thoughts, feelings and behavior. Exploring the diversity of worldviews and social identities (including cross cultural similarities and differences) will form a recurring theme, as will discussion of intergroup conflicts and strategies for their resolution.

**PSYC 300M-3/PSYC 300M-4: Positive Psychology (2 sections) ([Syllabus](#))**

**Discipline: Psychology**

**Professor John Zelenski**

This course explores the emerging field of positive psychology, or the scientific study of optimal human functioning. Topics will include how scientists define and measure happiness, personal characteristics and circumstances that promote happiness, and cultural similarities and differences in the ways happiness is pursued and experienced. In addition to considering scholarly works, students will undertake experiential exercises and reflection that will promote productive approaches to personal well-being.

**RELB 245Z: Zen ([Syllabus](#))**

**Discipline: Religious Studies**

**Professor Paul Groner**

This course is a study of the development and history of the thought, practices, goals, and institutions of Zen Buddhism as it has evolved in India, China, Japan, and America. Among the topics discussed are meditation, enlightenment, the role of Zen in the arts, life in a Zen monastery, and the rhetoric used in Zen. The course focuses on following these topics as the Buddhist tradition responds to various traditions. Developments in other forms of Buddhism are also considered and contrasted with Zen.

**SOC 100T: Introduction to Sociology**

**Discipline: Sociology**

**Professor Christine Wernet ([Syllabus](#))**

This course is designed to give you a new perspective on the world. Instead of focusing on the individual level, which is so common in our culture, we will use a much more broad and holistic approach to viewing society and individuals. As we circumnavigate the globe, we will look at how the social situation in each nation impacts individual behavior. This course will cover a general introduction to the field of sociology including sociological theories and concepts such as culture, race, social structure, deviance, population, urbanization, social institutions (such as religion, family, and education), social change and social inequality in the United States and in countries we visit around the world. The “sociological imagination” will be used to apply these theories and ideas to everyday life in the countries we visit.

## **SOC 200T-1: Development and Globalization**

**Discipline: Sociology**

**Professor Christine Wernet ([Syllabus](#))**

As we sail around the world you will notice that the countries that we visit are in various stages of development. In order to better understand these countries we will study the development of human societies, focusing on the 5 different types of human societies, which include hunting and gathering, horticultural, agricultural, industrialized, and post industrial societies. The theories of the classical sociologists will be used to illuminate the global social issues that we experience first hand as we sail around the world. Specifically, we will look how bureaucracies, modernization, global imperialism and multinational corporations impact people in various countries. Suggested Prerequisites: This is an upper level sociology class. Successful completion of an introductory course in Sociology or permission of instructor is required.

## **SOC 200T-2: Comparative Social Stratification**

**Discipline: Sociology**

**Professor Christine Wernet ([Syllabus](#))**

Have you ever wondered why some people and some nations are rich and others are poor? This course will look at social stratification in a global perspective and answer the question, “Who gets what, and why?” This course we will look at the history of global inequality using the theoretical perspectives of Karl Marx, Max Weber, and World Systems Theory, as well as others. The social class structure will be examined, locating the power and wealth of the upper class and illuminating the despair and poverty of the poor as we look at the lifestyles of different social classes. Additionally, gender and racial inequalities will be studied in a comparative perspective. We will explore how the world became stratified, and what global stratification looks like today. As we visit each port we will discuss the country’s basic social demographics and history, focusing on issues of stratification. Japan and Germany provide examples of ways that societies can deal with social inequality that result in a more humane society. We will focus will on global inequality, and why some of the world’s nations remain poor while others have been able to develop. Suggested Pre-requisites: This is an upper level sociology class. Successful completion of an introductory course or permission of instructor is required.

## **SOC 200Z-1/SOC 200Z-2: Race and Ethnicity (2 sections) ([Syllabus](#))**

**Discipline: Sociology**

**Professor Kesho Y. Scott**

What does it mean to be “raced? Is it the same thing, as *What is your color?* in popular terms. Is everyone who is “raced” also part of an ethnic group? How do ethnic groups form, historically and in contemporary terms, and operate in a global world? What is the “cultural capital” of both and in what ways does the idea that human beings come naturally partitioned into races and ethnic groups take hold in different parts of the world in different ways, and with different consequences for those considered to be members of such groups? This course will examine these questions from comparative global perspectives. We will do so by using multiple disciplines and area studies: Sociology, Anthropology, American Studies, feminism, popular culture, film and using five intersecting core theories: acculturation, assimilation, oppression, privilege and resistance. A central objective of the course is to encourage students to think critically about the historical and contemporary meaning of race throughout the world, in other words, look beyond the white/black paradigm or transcend the subjective evaluation of ethnic hierarchies. Finally, students will be challenged to examine how race and ethnicity, for example, might be framed Post 9/11 in the United States; Post Apartheid in South Africa; Post colonialism in Namibia and Hong Kong; Post the fall of Saigon (Viet Nam), and Post-Communist China. And in all cases, explore the impact communication technologies have on the cultural and political meanings of both concepts across transnational space as well as explore how the practices of international racism inform ethnicity and ethnicity trumps race discourse.

## **SOC 200Z-3: Global Social Movements ([Syllabus](#))**

**Discipline: Sociology**

**Professor Kesho Y. Scott**

What is a social movement? What is a global social movement? What is collective behavior and collective action? And how do all of these play themselves out in a global world? The central objective of this course is to answer these questions, through case studies within the countries we visit. This course will use Ian Robinson's framework of social movements to critically analyze and test its applicability in the 21<sup>st</sup> century where contested political issues will be fought in the transnational political space. It will also explore the origins, leadership and organizational formations, transnational politics, and the possibilities and impulses of reform and revolution of contemporary social movements in each case. Two main theoretical approaches to the study of these questions will be used: *the Globalization Approach and the International Relations Approach*. However, other competing and central paradigms within the contexts of race, class, ethnicity, gender, sexuality, and nationality will also be introduced. The challenge for each student is to learn both sides of the "transnational arguments" as well as appreciate the "taste" of what is to come in their lives regarding the "big questions" in social movement studies and international relations. For example, how are corporate icons, such as Michael Jordan or Nike's "Swoosh", as examples of the "soft power" to influence commercial and political life received and interpreted in Brazil, South Africa, India, Malaysia, and China, etc? And in reverse, how do religious fundamentalism, ethnic conflicts and national civil wars impact Western democracies? To what extent do these icons and movements influence and change transnational activism? Do they change the actors and the politics of coalition at the local and national levels? Do we all have to be global citizens and operate in a global culture in order to make social change in our respective countries? And, how do these new dimensions of social movements affect our inherited beliefs of the autonomy of nations, nationalities and international politics? *Suggested Pre-requisite: This is an upper level sociology course. Successful completion of an introductory course or permission of the instructor is required.*

## **SWAG 270Z: Global Feminisms ([Syllabus](#))**

**Discipline: Women's Studies**

**Professor Patricia Duncan**

What constitutes global feminism(s)? How do women in various parts of the world understand and articulate their relationships to feminism and feminist organizing? How do women in specific cultural contexts resist multiple forms of oppression and transform understandings of gender and nation? In this discussion-oriented interdisciplinary course, students will be introduced to various themes and theoretical principles of global feminisms, with special emphasis placed on Third World feminist movements. Examining the ways in which third world women and feminist movements have been imagined, constructed, regulated, and represented in various discourses, students will be asked to contextualize such bodies and movements and to locate connections between and among various politics and global projects. We will explore themes of colonialism, globalization, nationalism and nation-building, representation, global economies, war and militarism, human rights, and politics of gender, race, class, sexuality, and nation. As we do so, we will attempt to develop a framework for analyzing experience through location. Many of our course topics will focus on feminist movements in the countries we are visiting, and will be linked to site visits within those countries.

**SWAG 370Z: Women's Sexualities in a Global Context ([Syllabus](#))**

**Discipline: Women's Studies**

**Professor Patricia Duncan**

Many scholars have argued that an understanding of sexuality is central to any analysis of feminist and/or national liberation struggles. Rather than being secondary or irrelevant, it has been suggested that sexuality plays a vital role in everything from culturally constructed expressions of masculinity and femininity, to local and global economic policies and relations, to war and conflict. In this course, students will be introduced to key themes and questions regarding women's sexuality in a global context. With a focus on the countries we will be visiting, students will have the opportunity to explore the multiple meanings of women's sexuality. Topics for study will include: global sex industries (including sex tourism); sex trafficking; militarized prostitution; sexual violence against women as a weapon of war; and expression of sexual identities and practices within cross-cultural contexts. There is no prerequisite for this course.

**SWAG 372Z: Women Working in the Global Economy ([Syllabus](#))**

**Discipline: Women's Studies**

**Professor Patricia Duncan**

This course addresses the effects of globalization on women around the world, and will provide students with the opportunity to explore transnational women's and feminist responses to the economic and political changes associated with globalization. In a discussion-oriented interdisciplinary context, students will learn how women and families are affected by production for global markets. We will explore concepts including: the gendered division of labor; women's reproductive labor; the feminization of poverty; the impact of structural adjustment programs on women's access to public services and resources; women as migrant workers; women workers in informal economies; women in the global sex industry; health and safety risks for women working in export processing zones; and increased violence and human rights violations against women workers. We will also discuss women workers' resistance to multiple forms of oppression in the global economy, including union organizing, strikes, movements for environmental justice, and transnational feminist solidarity. Many of our course topics will focus on women workers in the countries we are visiting, and when possible, may be linked to site visits within those countries.