

SEMESTER AT SEA COURSE SYLLABUS

Discipline: History/Interdisciplinary

Fall 2008

SEMS 480-6: North and South – From Extraction to Globalization

Upper Division

Faculty Name: Dr. John M. O'Sullivan

Suggested Pre-requisites: Lower level/introductory course in world history recommended but not required.

COURSE DESCRIPTION

This course will examine the way that European Empires developed as they spread across the world and the continued development of those trends into the modern system of globalization. Developments in Africa and the Americas will be the primary focus in terms of the development of what is sometimes referred to as a “North South” system. 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. That drive occurred in several waves, from the push against Islam in the late 15th and early 16th c to the Berlin Conference and the end of formal empires during the last half of the 20th 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.

COURSE OBJECTIVES

In taking this course, students will be able to:

- 1) understand the origins of the modern global system in which we live;
- 2) see basic procedures and purposes of using historical interpretation;
- 3) understand the larger trends that have shaped our world;
- 4) learn how to systematically observe, record, and analyze human social processes in multiple local settings as component parts of larger systems;
- 5) gain skills in synthesis of systematic observation into social research through fieldwork;
- 6) discuss the ethical considerations of development; and
- 7) through extensive use of site specific experiences, appreciate the richness and diversity of uses of human places around the world.

TOPICAL OUTLINE OF COURSE

Day	Topic	Assignments for the Next Meeting	Next port in itinerary
1	Introductions, Presentation and discussion of course requirements; participation, fieldwork and reports. On Historical Reflection and Meaning in History. Overview of Course: Threads of Value.	Introduction form (travel and personal interest form) Required Text (RT): Pilcher, (1-18) Optional Reading (OR): Article, <i>Braudel and the Annales School</i>	
2	Context; Religious Confrontations: A Splintered Christianity, Islam New and Old, North Africa, New Nationalism and States in Europe.	RT: Shillington, (1- 104) Ames (Part 1) (OR): Article, <i>Jesuit Reduccions</i> Film: the Mission	
3	Brazil, Proto- Imperialism; Elements, Directions, Impacts.	RT: Pilcher (19-33) Chasteen (25- 91) (OR): Wolford, <i>Agrarian Reform</i> Pessar, <i>Brazilian Millenarianism</i> Reis, <i>Afro- Brazilian Religion</i>	→Salvador
4	Researching and Writing Local Histories: Conducting Local Fieldwork. The Transatlantic Slave Trade.	RT: Shillington (169-177) Personal Field Journal materials for group discussion on visit to Salvador.	
5	Africa and the Scramble for Africa.	RT: Shillington, 210- 218; 288- 344) (OR): Article on Walvis Bay Pynchon V (chapter 9) Film, <i>Gods Must Be Crazy</i>	
6	South Africa, Dutch, British and German Confrontation with Local Peoples.	RT: Shillington,(348- 371) (OR): Film, <i>Gandhi</i> (part 1; events in South Africa)	→Walvis Bay
7	Modern South Africa (1948- today)	RT: Shillington, (376- 414) (OR): CD comments of Desmond Tutu, SaS, Spring 2007	→Cape Town

8	Review of Field Experiences in South Africa. Issues in East Africa, Rwanda, Uganda, Sudan.	RT: Shillington,(417- 459) (OR): Film, <i>Hotel Rwanda</i>	
9	The Indian Ocean, Zanzibar, Horn of Africa and Shirazi Coast Culture	RT: Shillington,(120- 135, 244- 255) Pilcher, (34- 79)	
10	India: British East India Company and Protectorate; Railroads, Caste and Culture	Mason: (13- 97) Ames (Part 4) (OR): Heckman, <i>History of Organic Tokar, World Bank and Next Green Revolution</i> Evenson, <i>Green Revolution...</i> ”	
11	Gandhi and the Creation of Modern India. Sub-Imperialisms, Tolerance and Nationalism	Mason (143- 173) (OR): Film, <i>Gandhi</i> (part 2; events in India)	
12	India Pakistan and Beyond; Food, Education and Religion	Mason (72- 77, 173- 191)	→Chennai
13	South-East Asia; Portuguese, Dutch, British and French	Mason (111- 134) Ames (Part 3)	
14	Malaysia; Sea Lanes, Natural Resources, Population Shifts.	Mason (216- 243)	→Penang
15	Vietnam (1920- 1974), Japanese, French and American defeats.	Mason (281- 293)	→Ho Chi Minh
16	China Emerges as a Modern Nation.	Mason (192- 215) (OR): Jonathan Spence, <i>Search for Modern China</i> Amy Tan, <i>Bonesetter's Daughter</i> Gao Xingjian, <i>Soul Mountain</i>	→Hong Kong, Shanghai
17	Japan (1900- 1945) an Experiment in Asian Military Imperialism.	Mason (244- 254) (OR): Ronald Dore, <i>Shinohata</i>	→Kobe, Yokohama
18	Review of Field Experiences in Asia. Rebuilding Asia post WWII.	Pilcher (87- 118) Journal entries from Asia due	
19	Back to Americas: Central America	Ames (part 2) Chasteen, (91- 248)	
20	Panama and The U.S.	Chasteen, (249- 329)	
21	Global Themes Revisited: Development and Beyond	Summary Student Presentations	→Honolulu
22	Course Presentations	Presentations	
23	Final Exam Essay	Final exam essay (due)	→Puntarenas

Required Texts (RT):

Ames, Glen (2007). *Globe Encompassed; the Age of European Discovery*. Upper Saddle River, NJ: Prentice Hall.

Chasteen, J.C. (2006). *Born in Blood and Fire; a Concise History of Latin America (2nd Ed.)*. New York and London: W.W. Norton and Co.

Mason, C. (2005). *A Short History of Asia (2nd Ed.)*. New York and London: Palgrave Macmillan.

Pilcher, J.M. (2006). *Food in World History*. New York and London: Routledge.

Shillington, K. (2005). *History of Africa (2nd Ed.)*. New York and London: Palgrave Macmillan.

Resources on Reserve or in Course Folder (Optional Readings- OR)

---- (n.d.) *Fernand Braudel Mediterranean studies Annales school*.
http://age-of-the-sage.org/history/historian/Fernand_Braudel.html

Dore, R. (1994). *Shinohata; A Portrait of a Japanese Village*. Los Angeles and Berkeley CA: University of California Press.

Evenson, R.E. *Green Revolution in Developing Countries; an Economist's assessment*.
<http://unpan1.un.org/intradoc/groups/public/documents/APCITY/UNPAN020402.pdf>

Gao, Xingjian (1991). *Soul Mountain*. New York: Harper Perennial.

Heckman, J. (2006). *A History of Organic Farming- Transitions from Sir Albert Howard's War in the Soil to the USDA National Organic Program*.
<http://www.westonaprice.org/farming/history-organic-farming.html> .

Pessaar, P. (2007). *Brazilian Millenarianism. Popular Culture, and Resistance*. Rethinking Histories of Resistance in Brazil and Mexico Project; first project seminar, Bahia, Brazil, March 27-30, 2007.
http://www.socialsciences.manchester.ac.uk/disciplines/socialanthropology/postgraduate/clacs/documents/BrazilianMillenarianism_Pessar.pdf

Pynchon, T. (1961). *V. A novel*. (chapter 9, "Monddagen's story"). New York: Harper Row.

Reis, J.J. (2007). *Afro-Brazilian Religion in 19th century Bahia: Slave Resistance or Resistance to Slavery?* Rethinking Histories of Resistance in Brazil and Mexico Project; first project seminar, Bahia, Brazil, March 27-30, 2007.
http://jg.socialsciences.manchester.ac.uk/docs/SlaveResistance_Reis.pdf

Spence, Jonathan (1991). *The Search for Modern China*. New York: W.W. Norton.

Tan, Amy (2003). *The Bonesetter's Daughter*. New York: Ballantine Books.

Tokar, B. (2004). *The World Bank and the Next Green Revolution*.

<http://zmagsite.zmag.org/Apr2004/tokar0404.html>

Wikipedia (2007) *Jesuit Reductions*. Retrieved December 17, 2007 from

http://en.wikipedia.org/wiki/Jesuit_Reductions

Wolford, W. (2005). "Agrarian moral economies and neoliberalism in Brazil: Competing worldviews and the state in the struggle for land" *Environment and Planning*, 37, 241-261. <http://www.unc.edu/depts/geog/people/faculty/wolford/a3745.pdf>

Videos

Gandhi (1982), written and directed by Richard Attenborough, starring Ben Kingsley.

Gods Must Be Crazy! (1980) written and directed by Jamie Uys, starring N!xam.

Hotel Rwanda (2004), directed by Terry George, starring Don Cheadle.

The Mission (1986), written by Robert Bolt, directed by Roland Joffe, starring Robert DeNiro, Jeremy Irons...

FIELD COMPONENT

The purpose of this course is to gain a greater understanding of the historical context of the issues of today as they are emerging in terms of economic development, world trade and cultural expression. The purpose of the field trips is to develop your own perspectives based on observation of the ports and sites we will be visiting over the course of our trip. The fundamental questions to be considered in the field practica are:

To what extent have the European empire foundations persisted as the basis for the modern global system? How have the components of the traditional empire system contributed to the creation of an effective and dynamic modern system? How does the system look from the vantage points of the various ports and field sites visited?

All students will be required to submit a TENTATIVE FIELD STUDY PLAN by the third class meeting, listing the expected port visits, key area of interest and expected sources of information. This plan will be discussed in class. Students can use a combination of Faculty Directed Practica (FDP), and Independent Practica (IND). Each student is required to complete THREE practica (either Faculty Directed or Independent). At least TWO of these should be faculty-directed field trips led by me (see list below). You are required to participate in one of the FDPs under my direction in Salvador, Walvis Bay, or Cape Town (but are required to choose two from among the entire set of

FDPs I am leading), since they are central to the material covered in this class. The third practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

Steps of Field Work:

1. Observation- Main Theme: Examine evidence of the historical context of the way in which the site became part of the world system we presently experience; the effects of arrival of a global connection (colonizing power or such), the lingering effects of global system imperialism in dress, manners, language, architecture, food, religion and other such attributes.
2. Observation- Secondary Theme: Explore evidence of local responses to those forces and, finally,
3. Assessment: Look at the way in which new syntheses (main theme, secondary and other themes) are occurring in terms of religious expressions and local agricultural production systems. Be sure to consider modern syntheses in terms of how they are providing opportunity of value to women and other potentially marginalized people.
4. Data Collection and Analysis - Keep a travel dairy of your visits. After returning to the ship from your field work, write a description of your impression of the role of the on-going presence of influence from the Empire experienced in that country in terms of the historical context, the local response models and possible future directions. Include pictures that document your observations. Relate these observations to at least two reading references supplied with this course. Cite locations and other details to document your field observations. You will present your data and analysis in class as part of your field study grade. A written report of at least 15 pages length will be required.

The following lists my FDPs and suggested SAS travel events that would be appropriate for Independent Practica.

SUGGESTED PRACTICA:

BRAZIL:	Cachoeira (FDP); Walking Tour of Historical Salvador
NAMIBIA:	Colonial Context of Modern Namibia: Walvis Bay and Swakopmund
SOUTH AFRICA:	Historical Aspects of African Land Use in the Cape Area (FDP); Robben Island; Race and Race Classification before and during apartheid; Groot Constantia; Paarl; Stellenbosch & Franschhoek; South Africa's Farms; Malay Quarter and Bokaap Museum; Cultural History Museum; Jewish Museum
INDIA:	Ft. St. George and Georgetown; Pondicherry; San Tome Cathedral
MALAYSIA:	Ft. Cornwallis; Walking tour of Penang; Colonial Georgetown
VIET NAM:	Historical geography of HCMC (FDP)

CHINA: Shanghai City Orientation
 JAPAN: Historical roots of Community Supported Agriculture (FDP)
 COSTA RICA: Cultural Roots of Costa Rica; Coffee: Costa Rica's Treasure;
 Picturesque Karachi; The essence of Costa Rica

METHODS OF EVALUATION

Socio-economic histories (written and final presentations)	2 (20 points each)	40 points
Field journal entries	3 (5 points each)	15 points
Reading summary/commentary (selected from among the optional readings or other readings as agreed upon)	3 (5 points each)	15 points
Class participation (attendance, posing and answering questions, coordinating a class session, and feedback to other students)		15 points
Final essay (exam)		15 points

Total=100 points

REQUIRED TEXTBOOKS

AUTHOR: Ames, Glen,
TITLE: *Globe Encompassed; the Age of European Discovery.*
PUBLISHER: Prentice Hall.
ISBN#:0131933884
DATE/EDITION: 2007
COST: \$25.80 (new); \$7.00 (used)

AUTHOR: Chasteen, J.C.
TITLE: *Born in Blood and Fire; a Concise History of Latin America (2nd Ed.).*
PUBLISHER: W.W. Norton and Co.
ISBN#: 0-393-92769-5
DATE/EDITION: 2006, 2nd edition
COST: \$43.25 (new), \$27.09 (used)

AUTHOR: Mason, C. (2005).
TITLE: *A Short History of Asia (2nd Ed.)*.
PUBLISHER: Palgrave Macmillan.
ISBN#: 1-4039-3612-9
DATE/EDITION: 2005 (2nd edition)
COST: \$27.70 (new)

AUTHOR: Pilcher, J.M. (2006).
TITLE: *Food in World History*.
PUBLISHER: Routledge.
ISBN#: 0-415-31146-2
DATE/EDITION: 2006
COST: \$26.95 (new), \$9.00 (used)

AUTHOR: Shillington, K. (2005).
TITLE; *History of Africa(2nd Ed.)*.
PUBLISHER: Palgrave Macmillan
ISBN#: 0-333-59957-8
DATE/EDITION: 2005, 2nd edition
COST: \$28.71 (new), \$9.00 (used)

RESERVE LIBRARY LIST

(* = priority books)

*Dore, R. (1994). *Shinohata; A Portrait of a Japanese Village*. Los Angeles and Berkeley, CA: University of California Press.

*Gao, Xingjian (1991). *Soul Mountain*. New York: Harper Perennial.

*Spence, Jonathan (1991). *The Search for Modern China*. New York: W.W. Norton.

*Tan, Amy (2003). *The Bonesetter's Daughter*. New York: Ballantine Books.

*Pynchon, T. (1961). *V. A novel*. (chapter 9, "Monddagen's story"). New York: Harper Row.

PDF ARTICLES SENT AS ATTACHMENTS

---- *Fernand Braudel Mediterranean Studies Annales School*. Retrieved December 17, 2007.

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Evenson, R.E. *Green Revolution in Developing Countries; an Economist's assessment*.
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http://en.wikipedia.org/wiki/Jesuit_Reductions

Wolford, W. (2005). Agrarian moral economies and neoliberalism in Brazil: Competing worldviews and the state in the struggle for land. *Environment and Planning*, 37, 241-261. <http://www.unc.edu/depts/geog/people/faculty/wolford/a3745.pdf>

FILMS

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The Mission (1986), written by Robert Bolt, directed by Roland Joffe, starring Robert DeNiro, Jeremy Irons and others.