

Fall 2010 Listing of Courses

Last updated: May 26, 2010

This listing represents the current offerings for the Fall 2010 voyage. From now until the time you register for classes on May 28, 2010, some changes may occur to this listing, and courses will be added to the listing. As courses are approved, updates will be reflected below. Approved courses will include a link to the syllabus.

Please take note of the following important information:

- Each course is three credits unless otherwise noted.
- All students must register for Global Studies.
- Lower division courses are designated with 1000- and 2000-level course numbers. Upper division courses are designated with 3000- and 4000-level course numbers.
- Students are required to register for a total of 12 credit hours (including Global Studies).
- 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.

[PLIR 1558-501: *The Quest for Peace, Prosperity, and Preservation \(A-Day\)*](#)

[PLIR 1558-502: *The Quest for Peace, Prosperity, and Preservation \(B-Day\)*](#)

Transcript Title: Topics in Global Studies

Discipline: Global Studies

Lower Division

Professor Peter Sanchez

This course is designed to provide a critical approach with which to study the world; explore some of the paramount goals of the global community and ways in which to achieve them; and provide essential information on the history, economics, culture, and politics of the countries that we will visit on our voyage. First, in order to analyze our world, we will examine two ways in which global interactions can be understood and explained – one focusing on power and the other on principles. A focus on power assumes that countries are concerned mainly with the pursuit of their own national interests and that they amass power to achieve those interests. A focus on principles assumes that nations and global organizations emphasize universal values, such as human rights and economic development, in order to promote the interests of the entire global community. Throughout the course, we will consider three basic goals of the world community – the quest for peace, for prosperity and for ecological preservation. We will also address how these three goals intersect with the voyage's focus on how nations perceive themselves (their values, their history, and their political destinies) and how they project those visions outside their geographical borders. Although many global citizens agree on their key goals, substantial disagreement remains on how to realize those goals. Consequently, we will consider mechanisms and strategies for achieving global peace, prosperity and ecological preservation. This course and our voyage in general will give us a close and personal look at the paramount challenges that our world faces today; and provide us with some viable solutions to those challenges.

[ANTH 1010-501: *Introduction to Anthropology \(Section 1\)*](#)

[ANTH 1010-502: *Introduction to Anthropology \(Section 2\)*](#)

Discipline: Anthropology

Lower Division

Professor Carrie Douglass

This course introduces the student to some general topics of interest in cultural anthropology. Through readings, films, lectures and discussions student should come to an understanding of the extent of human diversity. We explore what anthropologists mean by "culture" and the methodology most associated with cultural anthropology, fieldwork. A number of societies from around the world provide examples of different practices regarding the meaning of "progress," language and belief, patterns of family relations, the social construction of identity, and the question of "race." We look at other cultures to develop an appreciation of cultural diversity and cultural relativism. However, the anthropological method is comparative, and the aim of anthropology is always to know our own culture better. Class discussion and participation are encouraged.

[ANTH 2400: *Language and Culture*](#)

Discipline: Anthropology

Lower Division

Professor Carrie Douglass

In this course we will survey a wide variety of topics having to do with the relationships between language, culture, and society. In the first part of the course we will focus on the nature of language itself, i.e. the properties all human languages share, and how human language differs from other forms of communication. We will also discuss theories about the origins of language, how languages change over time, how earlier forms of language are reconstructed, and how linguistic evidence is used to make inferences about prehistory. In the second part of the course we will consider the "linguistic relativity hypothesis:" the idea that the categories of each language have a subtle and pervasive influence on the thought and behavior of its speakers. We will look at how anthropological linguists analyze natural conversation. The last part of the course will focus on language in society. Topics will include regional and social variation in language, cultural rules for communication, and the influence of gender. Throughout the course examples will be drawn from familiar languages and cultures as well as relative "exotic" ones. The idea is to acquire an appreciation of the unspoken rules we all live by when we communicate, and how these vary through time and space.

[ANTH 3559-502: *Family, Community, and Utopia* \(Section 1\)](#)

[ANTH 3559-503: *Family, Community, and Utopia* \(Section 2\)](#)

Discipline: Anthropology

Upper Division

Professor Joel Savishinsky

What does it take to create a viable society? How do people with different cultures and economies draw on their ideas, customs and resources to develop a system of social organization? And how does that system affect those who are young and old, rich or poor, male or female, single or partnered, powerful or powerless? These are some of the central questions that this course will address by drawing on materials from Asia, Africa, the Middle East, Europe and the Americas. Along the way we will consider such diverse human experiences as: arranged marriages and parental expectations; love and duty; sex and security; the inequalities of caste and class systems; loyalty to clan and tribe; the solidarity that comes from shared belief in a totem; the development of complex civilizations; relations between individuals and the state; and the creation of revolutionary and Utopian societies.

[ANTH 3559-504: *Aging and Culture*](#)

Discipline: Anthropology

Upper Division

Professor Joel Savishinsky

Aging is a universal experience, but human longevity, and the quality of later life, vary enormously from one culture to another. This course explores that diversity through readings, field trips, discussions, debates, films and exercises focused on the peoples of Africa, Asia, Europe, Native and North America. We will examine the power of older men and women in Spain and Ireland; the spiritual influence of “elders as ancestors” in West and South Africa; the critical role of grandparents in extended families in India; the place of religion as a source of meaning and support in old age for Buddhists and Hindus in Mauritius and Southeast Asia; the nature of medical care, ritual and the concept of a “good death” in Western, indigenous and Eastern societies; government programs and policies for elders in China and Japan; and the promise and perils of retirement and caregiving in the United States and other post-industrial societies. In light of the progressive “graying” of the entire global population in this century, students will also be asked to envision their own ideal later life, and the social changes that could help or hinder their realization of this.

[ANTH 3559-505: *Globalization and Local Cultures \(Section 1\)*](#)

[ANTH 3559-506: *Globalization and Local Cultures \(Section 2\)*](#)

Discipline: Anthropology

Upper Division

Professor Kathleen Adams

Globalization, or the increased flow of people, goods, capital and ideologies across national borders, is a key theme in the contemporary world. This course examines the processes and dynamics of globalization from an anthropological perspective, spotlighting how globalization has transformed the everyday lives, sensibilities, identities and experiences of people around the world. Through readings, lectures, discussions and in-country projects, we will explore various contemporary themes that are intricately entwined with globalization, including international migration, tourism, human and organ trafficking, McDonaldization, globalized media/arts/entertainment, and romance on the global stage. We will also examine the processes through which the world has become globalized and various anthropological theories of globalization. Throughout the semester, we will revisit the question of how various dimensions of globalization have transformed families, gender relations, as well as sensibilities pertaining to heritage, religious practices, ethnic and national identities. Ultimately, the course will enhance our understandings of the ramifications of transnational linkages and flows, both for the lives of others and for ourselves.

[ANTH 3559-507: *The Anthropology of Tourism*](#)

Discipline: Anthropology

Upper Division

Professor Kathleen Adams

Tourism is one of the fastest growing industries in the world. It has transformed host communities, social life, the natural environment, local economies, artistic productions, and politics. Tourism is also intrinsic to our lifestyles—most of us have been tourists or fantasize about visiting new places. Hawaiian beaches, African safari parks, Tokyo's Ginza and China's Great Wall are all destinations that conjure up powerful images for western travelers. Why do such diverse places draw us and what are the ramifications of our visits? Over the past two decades, tourism has become an increasingly vibrant arena for anthropological and sociological study. The course examines some of the key research and anthropological debates in the field. Drawing on case studies and field observations in the countries we are visiting, the course highlights how the study of tourism and tourist practices enhances our understandings of social interactions, neocolonialism, race and racism, media and representation, cultural performances, artistic change, ideas surrounding authenticity, sex and desire. The class also examines how travel intersects with personal, ethnic, regional and national identity construction; debates about whether travel can be likened to religious pilgrimages, whether eco-tourism and green tourism are viable forms of sustainable development; whether tourism is a peace-building force or tool for terrorism, and why, in some cases, tourism can succeed as an avenue for cultural preservation and in other cases it leads to degradation.

ARTH 2559-501: *World Art and History* (Section 1)

ARTH 2559-502: *World Art and History* (Section 2)

Discipline: Art History

Lower Division

Professor Manuel Aguilar

This course will focus in the art, architecture, religion and history of Spain (Roman, Islamic, Romanesque, Gothic, Renaissance and Baroque); Morocco (Islamic and Roman); Ghana, South Africa, Mauritius (Tribal African), India (Buddhist, Jaina, Hindu and Islamic); Vietnam, Cambodia (Khmer, Buddhist, Hindu); Hong Kong (Buddhist, Christian and Modern); China (Shamanistic, Dynastic, Buddhist); Japan (Shintoist, Buddhist); and Hawaii (Tribal-Animistic).

ARTH 2559-503: *Asian Art*

Discipline: Art History

Lower Division

Professor Manuel Aguilar

In this course we will discuss the most important aspects of the art and architecture of the main Asian Countries. The art styles to be studied are: Islamic, Japanese, Chinese, Indian, Cambodian, Thai, Vietnamese, and Indonesian. The class work will be complemented with field-trip activities and research.

BIOL 1559-501: *Marine Biology*

Discipline: Biology

Lower Division

Professor Tim Wood

This is an introduction to oceanography and marine biology that could be offered at either the lower or upper division. A mosaic of topics will include physical and chemical oceanography (tides, waves, currents, winds...), an exploration of major biological communities (planktonic, nektonic, intertidal, abyssal, estuarine, coral reef), as well as important issues (sustainable yields, habitat protection, implications of climate change, etc.). The order of topics will be closely tailored to the ship's itinerary, rather than working through large conceptual units. So, for example, physical oceanography might be interspersed by smaller units on cetaceans or biofouling. A wide variety of course-related field assignments will be available, including visits to major marine habitats (intertidal flats, salt marshes, coral reefs), marine field stations and marine conservation organizations. Students might identify/inventory marine animals sold at local markets. There may be opportunities to participate in a night trawl or some other local sea-based activity. The possibilities will be limited only by a consideration of time, safety, and access to willing local collaborators.

BIOL 1559-502: *Food for Thought*

Discipline: Biology

Lower Division

Professor Tim Wood

This course deals with the way science addresses issues of food. It explores questions about basic food components, how living things use food (digestion, fermentation, respiration), issues of human nutrition (malnutrition, overnutrition), food production (photosynthesis, soils, nutrient cycles, energy inputs, sustainable agriculture), and the challenge of feeding a growing human population. Topics will be closely linked to the ship's itinerary, especially as we evaluate traditional diets and consider the influences of climate, culture, and resources. Throughout the course students will be asked to challenge common assumptions, examine how we know what we know, and evaluate the reliability of food information. Related assignments on shore may include visiting local food markets, analyzing and comparing regional diets, evaluating soil quality, participating in small scale agriculture activities, surveying the incidence of child and adult obesity, and of course sampling local foods.

BIOL 1559-503: *Biology for Poets (Section 1)*

BIOL 1559-504: *Biology for Poets (Section 2)*

Discipline: Biology

Lower Division

Professor Don Kimmel

Biology for Poets is a coordinated set of classroom inquiries, discussions, lectures, and experiments for undergraduate students who do not plan to major in one of the natural sciences. Biology? Yes, this course is primarily about biology, lots of it, classical and modern, presented in the context of several narratives, which will structure our investigation. Poets? Interpreted generously, the "poets" in this course are the students, approaching this science of life through the lens of the liberal arts, rather than an electron microscope. But we will literally use poetry, and especially its elements, in our approach to the study of biology, seeking the science through its language (molecular and rhetorical); structure; rhythm, rhyme, and reason; surprise in discovery; and beauty.

BIOL 2559: *Disease and Healing*

Discipline: Biology

Lower Division

Professor Tim Wood

This course begins with a traditional review of western medicine: survey of pathogens and major diseases, basic concepts of immunity and public health – often taking a historical approach to learn how we know what we know and how concepts of health and medicine have evolved in the western world. Gradually (and increasingly) students will also be challenged with alternative views of medicine and healing: shamanism, Chinese medicine, holistic practice and more. To what extent does the mind control immunity and healing? How do we deal with this from a purely scientific perspective? Sorting verifiable data from popular romanticism will not be easy. Finally we will consider the philosophy of integrative medicine and the future of medicine on a global scale. Field assignments will take advantage of many opportunities to encounter nontraditional medical practice, from diviners in Ghana and sangomas in South Africa to traditional healing in Vietnam and the complexities of Chinese medicine in Shanghai. To the extent possible, we will enlist support from local medical practitioners to help broaden our perspectives on traditional healing.

BIOL 3250: *Introduction to Animal Behavior*

Discipline: Biology

Upper Division

Professor Greg Paulson

In this course we will study the comparative aspects of animal behavior and the mechanisms employed in generating and guiding behavior. The material will progress from basic innate and learned behaviors to such topics as territoriality, social hierarchy, foraging, and communication with a focus on the evolution and adaptation of behavior. Critical thinking will be emphasized in the classroom through discussions of recent papers.

BIOL 3559: *Fetal Development and Childbirth*

Discipline: Biology

Upper Division

Professor Don Kimmel

This course is an upper-level offering for science majors. Human development will be studied chronologically, first by whole-embryo stages followed by the development of organ systems and their architectures as they appear. Throughout, the conundrums posed by having to stay alive, by development occurring in three dimensions with little care for the fourth (childbirth), and by having to do many things at the same time, will generate problem-solving exercises for students and for the teacher. For example, human beings think; they walk upright. These two human characteristics constrain both development and childbirth, in order, time, and place; they are physically interdependent, inseparable, each producing problems for the other. Thinking requires a large and complex brain; bipedalism requires a tilted, narrow pelvis. In childbirth, that large head must pass through that small pelvis. This is but one of the conundrums this course will confront.

COMM 1800: Making Business Work

Discipline: Business/Commerce

Lower Division

Professor Steven Dickstein

“The business of America is business.” This familiar quote from the 1920s by President Calvin Coolidge reflects the overconfidence that contributed to the ensuing Great Depression. Still, there is an important measure of truth to this declaration even today. The prosperity of this nation depends largely on business. Therefore, no matter what degree tract a student pursues, a fundamental understanding of how businesses work and why they succeed or fail is essential to success in most careers. Today, we cannot limit our understanding of business to the narrow vision of our own national economy. Global trade is an important contributor to national wealth with the United States looming as its largest player with 2007 imports and exports totaling in excess of \$3 trillion. Only Japan has a larger total economy (GDP) than this figure, which gives you some sense of the enormous U.S. impact in global trade. International activity represents about 30% of the U.S. economy. Therefore, in order to have a more complete and realistic view of an organization, the course includes an introduction to international business that will be incorporated with the ports of call during the term. While, normally, international business is taught as a follow-up and dedicated course *after* each functional topic, this approach will be reversed so that an understanding of geographical differences in business practices becomes evident earlier in the learning process in order to better understand and to appreciate business themes during the port stops. The approach is to introduce fundamental principles in each business discipline comprising all the core business majors and then to apply this knowledge in a more practical context using the Case Method. This brings real world examples into the classroom and will be integrated with assignments and travel opportunities at several ports of call to make this educational experience both practical and realistic.

COMM 3315-501: Fundamentals of Marketing (Section 1)

COMM 3315-502: Fundamentals of Marketing (Section 2)

Discipline: Business/Commerce

Upper Division

Professor Kate White

What makes a product, service, or idea catch on and become a success in the marketplace? This introductory marketing course will familiarize students with the principles and practices of marketing and will help students to understand the interplay of marketing elements that are necessary to make a brand or product successful. Topics will cover basic marketing concepts, ethics and societal issues, and the decision-making process of marketers in developing marketing strategies and plans. Although the average person thinks of marketing as simply being advertising, students will learn that marketing is much more than this. The focus of the course will be on the implementation of product, pricing, distribution, and promotion strategies for specific market situations and the course will maintain an international/global focus.

COMM 3715: *Managerial Finance I*

Discipline: Business/Commerce

Upper Division

Professor James Andre

Sound financial management is of critical importance to every organization. We will study the countries being visited including the growth of China and India as they become a major part of the global economy. Europe and the former eastern block are also big players in global development. Our goal is to provide you with an understanding of financial statements and the analytical tools available for use in properly managing and adding value to an organization. We want to expand your knowledge, develop your analytical skills, and improve your financial decision making abilities. This course is intended to provide you with an overview of the basic concepts and principles of financial management, with particular emphasis on company financial analysis, risk, rates of return, and valuation. There will be some discussion of international finance and corporate social responsibility in the context of corporate objective functions. This survey course will focus on theories, concepts, and principles and will incorporate the use of technology in the form of financial calculators and spreadsheets. Method of evaluation: short quizzes, midterm and final exams, term project, and class attendance and participation. **Please Note: A financial calculator is required for this course.** I suggest that you purchase the Hewlett Packard HP 10BII or the Texas Instruments BA II Plus Professional.

COMM 3845-501: *Foundations of International Business (Section 1)*

COMM 3845-502: *Foundations of International Business (Section 2)*

Discipline: Business/Commerce

Upper Division

Professor James Andre

This international business course covers the key global issues including the cultural context for global business, cross-border trade and investment, the global monetary system and competition in the global environment. Students will be introduced to national differences in political economy, trade theory, foreign direct investment, foreign exchange markets, importing, exporting and the strategy of international business. Countries being visited will be researched and discussed. There are case studies and examples integrated into the class to demonstrate the material covered. Method of evaluation: short quizzes, midterm and final exams, term project, and class attendance and participation. **Please Note: A financial calculator is required for this course.** I suggest that you purchase the Hewlett Packard HP 10BII or the Texas Instruments BA II Plus Professional.

COMM 4559-501: *Emerging Markets*

Discipline: Business/Commerce

Upper Division

Professor Steven Dickstein

The original Colonies could be considered emerging markets in their time, providing raw materials and new markets for England. The nature of this relationship was a source of the friction that precipitated the Revolution. This example of colonial trade is just a snapshot in time demonstrating “globalization” and “emerging markets”. Our course subject is really not new at all, but rather addresses new global relationships, specifically between the United States and the emerging markets often referred to as *BRIC* (Brazil, Russia, India, China) and others. Today, global trade is an important contributor to national wealth with the United States looming as its largest player with estimated 2007 imports and exports totaling over \$3 **trillion**. In the second half of the 20th century, American commercial and geopolitical interests converged in the fundamental belief that increasing global trade is like the rising tide that raises all ships. The challenge comes in the recognition that not all nations participate and benefit equally. The importance of emerging markets is explained by their large populations and rising opportunity, reflecting a convergence of historical significance: the collapse of Communism, new market economies in China and India and the overall decline of trade imperialism. As companies seek competitive advantage in the global marketplace, they are forced to develop strategies to deal with Emerging Markets. This course is designed to study and to understand the differences of these markets. Our focus then addresses how these issues affect commercial opportunities in several of the areas to be visited and to understand the different development progress of emerging economies. What approach must companies use to succeed in emerging markets and why do many attempts at entry fail?

COMM 4559-502: *International Operations*

Discipline: Business/Commerce

Upper Division

Professor Steven Dickstein

Today, business organizations face the same challenge. No matter where they are based and no matter what customers they may serve, the impact of growing, *global* competition means that they must “run” faster to survive. For business today, there are no longer national boundaries, only political ones. Companies are challenged today to increasingly manage manufacturing and service operations across political boundaries to serve global markets and to respond effectively to global competition. As a consequence, companies are shifting their manufacturing facilities around the globe introducing new challenges to the organization. Conducting business overseas- as a source of supply, as an entry to local or regional markets, or both- requires responding to the vicissitudes of foreign locations such as cultural, language, economic, and political differences. Companies are also realizing that to better meet customer needs, they must develop an effective linkage among the various functions in business strategic planning and across all borders. In addition, successful companies have to continuously adapt, innovate, and take risks in forging a global operations strategy with long-term commitment, steady investment, and flexibility. In today's global market, companies are realizing the need to become world-class competitors. Multinational manufacturers that are able to coordinate and balance their global resources and facilities will become stronger, more responsive companies, better able to reduce costs and serve their customers in the global arena.

COMM 4559-503: *Organizational Behavior* (Section 1)

COMM 4559-504: *Organizational Behavior* (Section 2)

Discipline: Business/Commerce

Upper Division

Professor Jeff Glazer

Organizational Behavior is a field of study that investigates the impact that individuals, groups, the structure of the organization and the external environment have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's efficiency and effectiveness. Because organizations are becoming global, it is important to know how to manage culturally diverse, cross-cultural, and geographically dispersed organizations. The following topics will be explored from an international perspective: individual differences, ethical behavior, motivation, communication, negotiation, group behavior, teamwork, leadership, power and politics, managing conflict, organizational design, and culture. **Prerequisites:** Introductory Business Course
(Can not be taken in conjunction with professor's Leadership class)

SEMS 3500-510: *Intercultural Communication* (Section 1)

SEMS 3500-511: *Intercultural Communication* (Section 2)

Discipline: Communication

Upper Division

Professor George McLemore

This course accepts as its premise German historian Jacob Burckhart's assertion that "the beginning of tyranny is the denial of complexity," and that only through the close examination of the Myths, Histories and Languages of the world's various cultures can tyranny be mitigated. Human culture is a complex and dynamic process of human verbal and nonverbal behaviors with *frames of reference* that are culturally determined. This complex *silent language* of culture must be comprehended in order for humans to effectively negotiate themselves across ethnic, racial and nationalistic barriers. With the recognition of the centrality of the myriad forms of modern mass media to the cross-cultural enterprise, this course examines the following core principles and issues: cultural imperialism, cultural perceptions and attitudes, social organization, language and symbols, cultural geographies of time, territoriality and the salience of feminine and masculine role behaviors. The Indian poet Tagore said that "Languages are jealous sovereigns, and passports are rarely allowed for travelers to cross their strictly guarded boundaries." Because culture *is* a language, this course should provide that rare passport.

SEMS 3500-512: *The Rhetoric of Film*

Discipline: Communication/Media Studies

Upper Division

Professor George McLemore

Social critic Thomas Szasz says that “In the animal kingdom, the rule is, eat or be eaten. In the human kingdom, define or be defined.” This course adopts the premise that the moving image is the most powerful communication tool ever devised for the rhetorical act of definition of the infinite forms of the human condition. First, this course will probe the following questions: What is film and how is it different from other art forms? What is the “language” of film? In what sense is film an art form and who is the artist behind the film? Second, questions regarding film influence will be considered, such as: Are movies products of their culture or do they shape that culture? How do audiences react to and interpret what they see. Is film a record of Reality or a way to alter Reality. How do race, gender, sexual orientation and other factors affect the relationship between film and the viewer? These questions will be considered while viewing films such as: “The Bicycle Thief,” “Rules of the Game,” “Rio Bravo,” “Casablanca,” “Citizen Kane,” “Triumph of The Will,” “Stagecoach,” “Platoon,” “To Kill A Mockingbird,” “Merry Christmas, Mr. Lawrence,” “Passage to India,” “Witness,” among others. Course will include special emphasis upon film as a prism for understanding different cultures.

DRAM 1010: *Introduction to Theater*

Discipline: Drama

Lower Division

Professor Nancy Carr

Theatre is an influential art which has been pursued and practiced from our earliest beginnings to the present day. This course will introduce students to the cultural and historical importance of theatre from the Golden Age of Greece into the 21st century. Topics covered include theatre architecture, dramatic literature, dramatic structure and script analysis. We will also explore practical information on the creative processes such as the contributions of the playwright, critic, actor, director, designers, and audience through lectures, readings and class discussions. Special emphasis will be placed on the attendance of live stage productions in selected ports throughout the world as well as readings of representative dramatic literature. The readings for this course will introduce students to the theatrical canon and provide them with a fundamental knowledge of dramatic principles and theatrical styles. Students will develop a practical vocabulary for discussing theatrical performance, as well as examine the effective evaluation of theatrical performances. The objective of this course is to introduce the student to the history and inner-workings of the theatre in hope that as they develop a knowledge and appreciation of the art; they will become more perceptive theatre attendees who will have a deeper insight into why theatre is so important to our world.

SEMS 1500-501: *The Humanity of Theater*

Discipline: Drama

Lower Division

Professor Geno Carr

This class will be a great chance for both experienced and novice theatre students to examine many plays from the theatrical canon, allowing them a broad overview of the art form. One could say this was almost a theatre history class insofar as it will investigate plays from many of the important periods, styles and trends in theatre history; but, more importantly, it will allow for creative exploration and textual discovery, providing a rich tapestry of information and appreciation. There will be quizzes proctored prior to classroom discussion of required reading and a final paper which will allow students to reflect upon the plays discussed and viewed as well as voice their own conclusions and reactions regarding the similarities of theme and content throughout the ages.

SEMS 2500-503: *Comedic Styles and Performance*

Discipline: Drama

Lower Division

Professor Geno Carr

This class will allow students the opportunity to study comedy from a theatrical standpoint as well as explore the development of their own unique comic voice. Working with a core reading list of plays representative of the world's comedic canon (from the Greeks to commedia dell'arte to modern masters like Neil Simon and Christopher Durang) we will explore what makes comedy universally and timelessly funny. Then, the focus will transition to improvisational theatre, stand-up comedy and the creation of a unique personal sense of humor. Students will be evaluated on willingness to take part in classroom exercises and discussions, quizzes proctored prior to classroom discussion of required reading and a series of individual projects (possibly including an evening of stand-up comedy for the rest of the passengers). Classroom work will be supplemented, wherever possible, by films, attendance at live performances and meetings with international theatre artists.

DRAM 3040: Musical Theater History

Discipline: Drama

Upper Division

Professor Nancy Carr

Beginning with New York's first known professional musical production of John Gay's *The Beggar's Opera* (1750), through the turn-of-the-century poets of Tin Pan Alley to Broadway's most current productions, Musical Theatre is one of the most complex and quintessentially American art forms. This course will examine the American Musical Theatre, exploring the most influential composers, lyricists, producers, directors, choreographers, and performing artists that contributed to the historical development of the musical. The course is presented chronologically, with an emphasis on minstrelsy, operetta, revues, book musicals, film musicals, rock musicals, mega-musicals, and revivals, studying the impact each had on this ever evolving art form, concluding with Broadway's most current productions. We will also examine the global influences seen in the music, choreography and stories of musicals we examine, as well as the American Musical Theatre's effects on pop culture and vice-versa. Lecture, class discussion, guided and independent listening, written analysis, oral presentations, archived video and sound clips, and periodic examinations will be used to support and enhance reading assignments. In selected ports, students will be required to attend live musical and cultural productions, where available, and report on their observations.

SEMS 2500-506: Choral Ensemble

Discipline: Drama/Music

Upper Division

Professor Donna Plasket

This course is about singing: choral singing; solo singing; vocal development; understanding vocal music as a language across boundaries. Our goal is to grow as singers, both individually and collectively, and to deepen our understanding of the role of vocal music as an international language. The class will be a chorus, and we will study works historical and current. We'll sing to learn but not necessarily to perform—that aspect will be determined by the class itself. Part of our work will be focused on individual vocal development. In addition to singing we will listen to and do some analysis of major works in the western and non-Western traditions. Students will engage in projects to explore musical expressions of people beyond the U.S. On land we will seek opportunities to hear performances, hear from musical leaders, and meet other student musicians. Students will be expected to take their singing seriously, be willing and ready to perform, and be prepared to practice outside of class, and therefore, should have experience in choral singing and should be able to sight read.

ECON 2020: Macroeconomics for Global Citizens

Transcript Title: Macroeconomics

Discipline: Economics

Lower Division

Professor Gayle Allard

Understanding the functioning of markets and the operation of national economies is an essential part of literacy for the citizens of a global world. This course will explore the basic macroeconomic aggregates that are relevant to evaluating the countries visited during this voyage –GDP, inflation, unemployment, fiscal concepts and the balance of payments— and will give students the tools to make simple analyses of basic country data. Using the aggregate demand-aggregate supply model and the tools of fiscal, monetary and exchange-rate policy, students will then move on to diagnose macroeconomic problems in the countries on the voyage and to prescribe the appropriate solutions. It will contrast these prescriptions with the policies being implemented in the countries visited. Students in this course will not only master the basic principles of a macroeconomics course, but will develop some skill with tools for country analysis.

SEMS 3500-504: Poverty and Economic Development (Section 1)

SEMS 3500-505: Poverty and Economic Development (Section 2)

Discipline: Economics

Upper Division

Professor Gayle Allard

The question of whether free markets and economic development are positive or negative for mankind are deeply relevant today, and in particular will be very present in the minds of students on this voyage of Semester at Sea with its stops in four African ports. This course will explore the meaning of economic development and how it is linked to human welfare and poverty reduction. It will delve into both the effects of higher levels of economic development and the forces that cause development to take place. It will also tackle some of the key economic questions of our day, including whether aid helps or hinders economic development, what the role of wider trade and globalization might be in reducing poverty in regions such as Africa, how governments and institutions affect the development process, whether resources are a blessing or a curse, and whether there are “clean” development models that could help emerging nations to avoid some of the mistakes and negative side effects of growth experience by the world's richest economies.

EDLF 3500-501: *Higher Education in a Global Economy*

Discipline: Education

Upper Division

Professor David Breneman

The course will examine the social, cultural, political, and economic roles of higher education in an increasingly interconnected world. Economists have explored the contributions of education to economic growth, as well as the private benefits to students through higher earnings, forces that have prompted countries around the world to invest more heavily in higher education for their citizens. The United States was the first to implement mass higher education, but other countries have now caught up, and some have surpassed the U.S. in participation and completion rates. Most developed and developing countries now see higher (or tertiary) education as the key to future development. The course will begin with an overview of the central issues in higher education policy, including preparation, access, completion, affordability, and employment. These are concerns that any country must confront in financing and enhancing its higher education system. We will then explore the specifics of systems in the countries visited on the voyage, tracking the itinerary with readings focused on each port of call.

ENMC 3600-501: *World Short Story (Section 1)*

ENMC 3600-502: *World Short Story (Section 2)*

Transcript Title: World Literature in English

Discipline: English Literature

Upper Division

Professor Stephen Cushman

Using primarily Barbara Solomon's 1992 anthology *Other Voices, Other Vistas*, we will focus on short stories written in or about the countries and continents we are visiting. Although short prose narratives have been part of world literature for thousands of years, the genre we tend to think of as the short story became identified particularly with the United States, beginning with the tales of Hawthorne and Poe in the first half of the nineteenth century. Among the questions for us will be these: How do short stories from Europe, Africa, and Asia change or extend their U. S. precursors? Do short stories differ not only author by author but also country by country or continent by continent, and if so how? Which aspects of the genre seem to suit or characterize a particular place or region? Reading load will be one or two short stories for each class, depending on length. A simple reading quiz will begin each class. The course will culminate in a final exam. For written work, each student will be able to choose between turning in critical or creative writing.

ENMC 3559: World Poetry

Discipline: English Literature

Upper Division

Professor Stephen Cushman

Our main text will be Jeffrey Paine's 2001 anthology *The Poetry of Our World: An International Anthology of Contemporary Poetry*. Using this anthology, we will read and discuss a variety of poems from around the world, focusing especially on poets and poems associated with places we are visiting. Since, as Robert Frost has said, poetry is what's lost in translation, we will spend some time thinking and talking about what's involved both in translating a poem from one language to another and in reading a poem in translation. We will also learn about basic features of poetic form in order to recognize and appreciate what different poets and poems do. Work for the course will include quizzes and exercises pertaining to poetic form; an exercise in translating a poem (no knowledge of a particular foreign language is required); some creative or critical writing (each student's choice); and a final exam.

ENGL 1559: Writing around the World

Discipline: English Writing

Lower Division

Professor Linda Kobert

This course approaches learning through writing. Using the academic essay as a basis, participants will focus on the basics as they hone writing skills that can serve them well beyond the classroom. Taught by a professional writer and using the adventure of traveling around the world as subject matter, the course also inspires students to enjoy the process of writing and directs their gaze beyond the pursuit of a grade. Because this course involves skill development, much of our time will be spent in hands-on workshops and discussion, rather than lecture. Reading assignments, from travel essays that parallel our ports of call, will not only illustrate course topics but inform participants about the history and culture of places along our journey. Writing assignments will be informed by the richness of our travel experiences. Workshops will be used throughout the course to practice critiquing the work of others and to gain insight into ways to improve one's own writing. Full preparation and participation are both expected and essential to the learning experience.

EVSC 1559-501: Introduction to Environmental Sciences (Section 1)

EVSC 1559-502: Introduction to Environmental Sciences (Section 2)

Discipline: Environmental Science

Lower Division

Professor Greg Paulson

This course introduces the principles and basic facts of the natural environment. Topics include earth materials, landforms, weather and climate, vegetation and soils, and the processes of environmental change and their implications to economic and human systems. Students are made aware of the many problems created by expanding human populations and technological growth and proliferation. Ecological alternatives are suggested. Topics include the shaping of humans by the environment, our relationships with the biotic and abiotic world, water and air pollution, climate change, pesticides, herbicides, contaminants, food additives, the urban environment and consequences of the expanding human population.

STS 2500-501: Energy, Technology and Society (Section 1)

STS 2500-502: Energy, Technology and Society (Section 2)

Discipline: Environmental Science/Science, Technology & Society

Lower Division

Professor Rocky Rohwedder

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

PLAN 3500-501: Sustainable Communities (Section 1)

PLAN 3500-502: Sustainable Communities (Section 2)

Discipline: Environmental Studies/Architecture/Urban Planning:

Upper Division

Professor Richard Barnes (Section 1)

Professor Rocky Rohwedder (Section 2)

This course investigates the emerging principles and triple bottom line of sustainable development — social equity, environmental quality, and economic health — as reflected in buildings, neighborhoods, villages, towns, and cities around the world. Course readings, lectures, case studies, field research, class activities, and digital media will help us understand how communities achieve the objectives of sustainable development through efforts in planning, architecture, engineering, public policy, agriculture, economic development, social justice, and education. With particular emphasis on the communities along our route, we will focus on fundamental accounting and assessment frameworks, such as Ecological Footprints and the Human Development Index, which can serve as tools for assessing our efforts to improve both the stability of the biosphere and the quality of life for all humanity. In depth analysis will focus on areas such as historical patterns of urban form, land use and zoning strategies, alternative transportation models, water and waste management initiatives, energy efficiency and renewable energy, green building, food security, regional economic development, social equity, and ecological restoration. Focus will be placed on the city as a complex urban ecology and on tools for creating more sustainable communities. **Pre-requisites:** Coursework in Architecture, Urban Planning and/or Environmental Studies, or permission of the instructor.

SEMS 3500-506: *World Regional Geography (Section 1)*

SEMS 3500-507: *World Regional Geography (Section 2)*

Discipline: Geography

Upper Division

Professor Robert Smith

This course seeks to understand the concept of “place”. We will study the physical and human geography of a region. Historical, political, economic, cultural, and physical features will be studied to address the question of “Why have people located where they have, why has economic and political development occurred as it has, and why is there a difference, or similarity, from region to region?” Often times people have migrated from one region to another; why has this occurred? These are but a few of the questions posed in this course as we focus on the blend of physical and human geography. Added attention will be given to areas and countries on our itinerary. The field trips will allow us to view first hand some of the concepts discussed in the classroom. The course objective is to familiarize students with the world’s rich and diverse regional geography through classroom lectures, readings, field trips and student discussions. The events in today’s world hopefully will make a little more sense with the geography learned in this course. Grades in this course will be derived from quizzes (including map quizzes), tests, essays from the field trips, and class participation.

SEMS 4500: *Geography of the Oceans*

Discipline: Geography

Upper Division

Professor Robert Smith

This course examines the governance of the world’s oceans. National interests over the control of ocean space differ from country to country and in some situations these differences have led to conflict. The lectures focus on means by which countries have claimed sovereignty and exclusive jurisdiction off their coasts. The spatial impact these actions have on other maritime users will be analyzed with an emphasis on U.S. ocean policy and practice. The division of ocean space is analyzed from both a geographical and functional perspective. Geographically, each major type of maritime zone is discussed: baselines (which distinguish internal waters from the territorial sea), the territorial sea, contiguous zone, exclusive economic zone, continental shelf, and high seas. Functionally, primary ocean uses are examined, including fisheries, oil and gas development, deep seabed mining, navigation (commercial and military), and over flight. Special topics such marine scientific research, the Arctic and Antarctic regions, and marine environmental issues are addressed. Attention will be given to this semester’s trip itinerary when discussing the course topics.

HIST 2050: World History (Neolithic to 1500)

Discipline: History

Lower Division

Professor Kathy Ringrose

This world history course begins at the very beginning – 150,000 years ago with the earliest identifiably human individuals in Africa. It follows the spread of communities of human hunters and gatherers across every continent on earth except Antarctica. By 100 CE human communities had grown in size and diversity, fitting into vastly different environments and exploiting varying ecological niches. Some had developed a degree of sophistication that marks them as great pre-modern empires: Han China, Asoka's Indian Empire, Persia, Rome and the great empire centered on Teotihuacan in Mexico. They had embraced a variety of religious and philosophical systems: Buddhism, Hinduism, Islam, Christianity, Stoicism, Confucianism, Platonism, Neo-Platonism and Animism, to name just a few. They had developed patterns of social organization that varied markedly from one region to another, patterns that are still basic to our modern world. This vast panorama of human progress is traditionally explained in terms of politics and military might. This course will examine how differing societies fitted into their environments – sometimes coping with serious constraints; at other times exploiting unique ecological advantages. It will also look at cross-cultural exchanges and argue that these are the building blocks for great societies. Many of the readings in the course will be drawn from primary literary sources, sources that reflect the development of ideas about the unseen world, basic gender relationships, and evolving cultural norms.

HIST 2051: Modern World History 1400-present

Discipline: History

Lower Division

Professor David Ringrose

We live in a world in which the assumed hegemony of the United States and Western Europe is rapidly fading. This World History course will challenge the assumption that Western hegemony, based on military power and technological superiority, has long been and will continue to be the normal situation in world affairs. Using two basic themes – humanity's changing relationship to its environment and the constant interaction between societies across many centuries – this course will explore just how our world emerged from the fourteenth and fifteenth-century crises of nomadic migration, plague, and climate change. Rather than attempting a conventional narrative of the history of every important society, the class will explore how selected societies fitted themselves into their environments and were also shaped by cultural exchanges. How is it that the Soviet Union (aka Russia) and the United States, the dominant empires of the later twentieth century, find themselves on the defensive. We now use computers made in China, drive cars from Japan and Korea, and travel in Brazilian-made airliners. A Chinese computer company has bought IBM's computer division and an Indian industrial conglomerate is buying up European steel mills. A review of global trends since 1400 will show us why we should not be surprised by the growing dynamism of the non-Western parts of our world.

[HIEU 3559: A Cultural History of Spain](#)

Discipline: History

Upper Division

Professor Fernando Operé

This class will study the major historical, social and cultural transformations of Spain in 19th and 20th centuries: how Spain became the country that it is today, and what major contributions shape its historical identity. The first part of the course will be historical. In the 19th century Spain lived through a period of dramatic changes starting with the French invasion of the Peninsula, and the loss of the American colonies. The breaking point was the Spanish-American war and the crisis of 1898, that produced a profound crisis, and the search for solutions, liberal or radical, that eventually divided Spain into two parts, known as the “two Spains”. The consequences of this rupture were the Spanish Civil War and the Franco dictatorship. Special emphasis will be put on understanding Spain in all its complexity: regional diversity and nationalism. The second part of the course will be dedicated to social issues: demographic composition, social changes from the 19th century up to today, and the impact on the family, women issues, birth rate, education and sexuality. The third part will be dedicated to the study of the Spanish artistic movements and their most relevant contemporary representatives in the field of music (zarzuela, flamenco and popular music), painting (from Goya to Picasso), and architecture (Gaudí, Calatrava).

[HIST 3559-501: Travelers and Frontiers \(Section 1\)](#)

[HIST 3559-502: Travelers and Frontiers \(Section 2\)](#)

Discipline: History

Upper Division

Professor Fernando Operé

This class will study the major travelers and explorers from the Western world, who crossed physical and cultural frontiers in order to expand the limits of civilization. The class will deal with frontiers and encounters, and the outreach of ambitions, imaginations, struggles, and routes that made all their trips possible, from Marco Polo, Christopher Columbus, Ferdinand Magellan to Charles Darwin, Alexander von Humboldt, and Bruce Chatwin. The class will study the encounter of people and cultures and its consequences (war, assimilation, acculturation), and the vital importance that through writing the travelers had in shaping the images of the discovered territories. Frontiers and Otherness will be a main focus of study.

HIST 3559-503: *Europe Encounter the World, 1400-1700*

Discipline: History

Upper Division

Professor David Ringrose

In 1400 a handful of Europeans lived outside of Europe itself. By 1700 thousands of Europeans had established themselves in cities and towns all over the world and had become a routine part of commercial and cultural life everywhere. This course explores the ways in which Europeans interacted with the societies they encountered as they broke out of the narrow confines of medieval Europe. This requires that we understand how pre-Enlightenment Europeans viewed peoples who organized their worlds in very different ways. It also requires that we look at the societies that Europeans encountered so as to understand their assumptions about strangers. The course challenges long-established stereotypes about the role of “empire” and military power in the creation of Europe’s overseas “empires.” The role of military heroes and missionaries has been overemphasized by nationalist historians in many accounts of “European Expansion.” In practice, the European presence abroad was a function of the openness of other societies and of the pragmatic, commercial goals of most of the Europeans who ventured abroad. The era of true European hegemony, along with the European racism that came with it, did not emerge until after 1750. After setting out some analytical concepts, the course looks at these interactions in a series of settings. Successive units will look at 1) The Mediterranean Sea and the rise of the Ottoman and Spanish Empires, 2) the rise of the distinctive Afro-European tropical, sugar/slave based Atlantic world, 3) the land-based empires and colonies in Mexico, Peru, and North America, 4) the complicated maritime role of Europeans in South and Southeast Asia, and 5) the failure of Europeans to penetrate beyond the outer limits of the Chinese Empire and Japan. At the end of the course we will look briefly at how European-inspired urban centers in Asia and America helped to create the first phase of globalization even though Europe was far from being the world’s wealthiest and most advanced society. Some lectures will fill gaps between reading assignments, others will analyze the readings themselves.

HIST 3559-504: *Women at Royal Courts, Today and Yesterday*

Discipline: History

Upper Division

Professor Kathy Ringrose

This course will take a broad historical view of the roles of women in royal courts and court-like settings all over the world. It will range from the tenth-century Chinese empress Liu to Hilary Clinton and the American White House; from the "Great Interior" of the nineteenth-century shogun's palace to the modern palace of Queen Noor of Jordan. We will look at gendered traditions that shape the actions of court women and the traditional spaces that define their roles. We will explore the concept of "sacred space" and ask what makes it sacred, discuss the roles of powerful women who have attempted to transcend social and cultural boundaries in order to become effective rulers and consider the tension between differing cultural definitions of sexuality and gender and how this is reflected in court life. Students will read primary and secondary sources, listen to lectures, watch videos and participate in class discussions. There will be a short mid-term and final examination. Each student, alone or with other students, will complete a serious project related to information gathered at one of the places we will be visiting. This project will constitute 20% of the student's final grade.

SEMS 2500-504: *Video Journalism – Creating Global Stories*

Discipline: Media Studies

Lower Division

Professor Courtney Miller

Students will set out to explore our global landscape as they learn and practice the basic techniques of video journalism, moving from a tourist/spectator gaze to social commentator as they capture stories that are culturally sensitive and fit within the lexicon of our voyage theme, "National Identity in a Globalized World." This hands-on course will focus on the aesthetics of video and audio production within a theoretical framework, studying modes of visual representation and the ethical considerations of documentary filmmaking. From pre through post-production, students will learn how to produce their own projects in the field, including audio podcasts, multimedia slideshows and short documentary segments that may also compliment other coursework. Projects will be broadcast on the ship's Closed Circuit Television Network and may also run the possibility of being aired online and submitted to networks. Students will learn what makes a story relevant and how it can be told in a way that is both creative and accurate. Topics covered will include non-linear editing, interviewing, writing for broadcast, audio recording, composition & framing, storyboarding and shooting. For the field component of this course, students will shoot and conduct interviews in some of the countries we will be visiting in addition to FDP participation. ***Required equipment*** includes a DV or HDV camcorder, a personal laptop with editing software (i.e., iMovie, Final Cut, Adobe Premiere) and a dedicated external hard drive.

[MUSI 1070-501](#): *Global Music* (Section 1)

[MUSI 1070-502](#): *Global Music* (Section 2)

Former Title: Music Cultures of the World

Discipline: Music

Lower Division

Professor Daniel Ferguson

This course will introduce students to selected traditional and contemporary musics from each of the ports-of-call of the Semester At Sea Fall 2010 voyage. Music is *culture* – ideas, behavior, values, interaction, social organization – and our goal will be to examine the ways in which music embodies, reveals, reflects, comments on, opposes, or buttresses the cultural practices and values of the people in each particular locale we will visit in the course of our voyage. Music is also *object*, and we will become familiar with the sounds, structures, and elements of particular musical styles and attempt to compare and contrast sound, structure, and stylistic features – melody, rhythm, timbre, texture, etc. – cross-culturally. Music also employs objects of material culture, and we will be introduced to an amazing variety of musical instruments that we might encounter in our ports-of-call. Music is also *tool*, and we will look closely at the uses and functions of music in differing cultural contexts in order to understand music as entertainment, music in religious ritual, in rites of passage, as a vehicle for narrative, as a partner to dance, as an expression of individual or group identity, and as a facilitator of self-cultivation.

MUSI 3570: *Music in East and Southeast Asia*

Discipline: Music

Upper Division

Professor Daniel Ferguson

This course takes a topical approach to concepts and practices of music and music-making in selected East and Southeast Asian civilizations (China, Japan, Korea, and Indonesia). Students are first introduced to each major culture area by examining general concepts about music, musical structures, material culture, and the social organization of music-making. Following this initial introduction we will investigate a select number of traditional musical genres as they relate to other art forms, such as theater, masked-dance, or narrative arts. Time permitting, in the final session of each unit we may consider the role of the mass media and/or modern political institutions in influencing the learning, performing, and consuming of particular music genres. As a way of augmenting the usual lecture-discussion format, the instructor will make extensive use of video and audio recordings and, when possible, live performances. No prior musical experience or knowledge is needed to take the course.

PLIR 3500: *Global Environmental Politics* (formerly titled *The End of the World*)

Discipline: Political Science

Upper Division

Professor Zachary Smith

Many of the best minds on the planet think we have gone beyond the "tipping point" in terms of our ability to survive or maintain life as we know it on the planet. In this class we will examine these arguments and determine how close we are to "The End of the World" in the context of global warming, food and famine, and the extinction of species. Each student will write a position paper concerning these topics. In addition to an immersion in the subject matter students will hone their skills of critical analysis by examining the arguments and research of their class colleagues. The assigned readings cover global warming, food and population problems, and endangered species -- across the planet as well as, where appropriate, in the countries we will be visiting. In addition, students will research government and non-governmental organizations that operate within the countries that we will be visiting and will conduct interviews with representatives of these organizations on subjects related to the class while we are visiting their countries.

PLCP 3559-501: *Globalization* (Section 1)

PLCP 3559-502: *Globalization* (Section 2)

Discipline: Political Science

Upper Division

Professor Zachary Smith

This course examines the political, social, and economic and impacts of globalization. The course is interdisciplinary; we will draw on the scholarship of political scientists, sociologists, economists and anthropologists to explore the meanings of globalization and its processes and institutional structures. We pay particular attention to the relationship between globalization and the environment, poverty and cultural diversity.

EDLF 3500-502: Topics in Public Policy

Discipline: Public Policy

Upper Division

Professor David Breneman

The course is intended as a broad introduction to the study of public policy, together with discussion of the analytic methods use to evaluate policy interventions. Topical area covered will include policy issues in education, health care, the environment, civil rights, fiscal and monetary policies, tax policy, issues in labor policy, foreign policy, and homeland security. The goal will be to introduce students to the main issues being debated in the United States and internationally in the key areas of domestic and foreign policy. An understanding of the role of government and reasons for public intervention into the private market will be discussed, with a focus on economic issues such as market failure, externalities, regulation, and public provision of goods and services. Limitations on the government role will also be examined. It is a central goal of the course to provide students with a better understanding of the background of current policy debates, the strengths and weaknesses of various approaches to resolving issues of public concern, and a broader base for intelligent citizenship.

SEMS 1500-502: Introduction to Psychology

Discipline: Psychology

Lower Division

Professor Holly Earls

The purpose of this course is to give students an overview of the scientific discipline of psychology. We will cover a broad range of topics, including the scientific method, the history of psychology, and current trends in psychology. There will be a special focus on social and cultural psychology, and the information covered will be used to develop and carry out the field assignment.

SEMS 2500-501: Environmental Psychology (Section 1)

SEMS 2500-502: Environmental Psychology (Section 2)

Discipline: Psychology

Lower Division

Professor Rick Barnes

This course explores the interaction of humans with the designed physical environment, and the relationships between architectural design and human behavior in a cultural context. Topics include environmental perception and cognition, personal space, privacy, territoriality, and crowding, as well as human responses to weather, climate and natural disasters. Emphasis is placed on theories of environment-behavior relationships and on examining similarities and differences in architecture and environmental design in the cultures we visit. There also will be discussion of the effects of natural environments on humans and the role of human behavior in environmentally sustainability. Prerequisite: Introduction to Psychology.

SEMS 2500-505: Introduction to Cognition

Discipline: Psychology

Lower Division

Professor Holly Earls

The purpose of this course is to introduce students to cognitive psychology, the internal mental processes of thought. We will cover the wide range of topics which cognitive psychology encompasses such as memory and visual perception. There will be a special focus on the effects of culture on processing.

SEMS 3500-503: Consumer Psychology

Discipline: Psychology/Business

Upper Division

Professor Kate White

Why do we as consumers make some of the decisions we make? How are our consumer behaviors influenced by marketing messages, other people, and situational factors? This course will examine the underlying psychological factors influencing the acquisition, consumption, and disposition of products, services, and ideas. First, we will examine basic psychological processes that take place within the mind of the consumer. Topics here will include consumer perceptions, learning, memory, motivation, the self, personality, decision-making, and attitudes. Second, we will examine external influences on consumer behavior, such as the opinions of others/social influence, situational factors, and cross-cultural differences. Knowledge of the principles of consumer behavior can be useful for marketers, public policy makers, as well as consumers themselves who will gain insight into processes underlying their purchase decisions.

RELG 1005-501: World Religions (Section 1)

RELG 1005-502: World Religions (Section 2)

Discipline: Religious Studies

Lower Division

Professor Lark Diaz

The study of world religions allows us to understand the traditions and world views of cultures and societies different from our own. The course will begin with an exploration of what constitutes religion, how it is formed, and how it is studied. Students will be expected to respect cultural differences and the religious traditions and experiences of others. The course will look at major religions in light of the countries visited. These will include Judaism, Christianity, Islam, Indigenous African Religions, Hinduism, Jainism, Sikhism, Buddhism, Chinese Religion: Taoism and Confucianism, and Shintoism. Each of these will be looked at in light of their history, worldview, understanding of the human condition, understanding of life and death, institutions and rituals, ethical expression and modern practice. A text will be used in this course along with English language translations of select primary source readings. Other media including documentaries, art, music and literature will also be used to enhance the student's understanding of these religions.

RELG 2559: *The Bible as Literature*

Discipline: Religious Studies

Lower Division

Professor Lark Diaz

This course will be an introduction to the many writings compiled into what is called the Bible. The literature found in the Bible was composed and edited over the course of more than a millennium. A semester is simply too short to read the Bible in its entirety, therefore selected texts and narrative themes will be examined. Students will be exposed to the literary genres, forms and motifs which comprise these writings. The texts will also be placed in the historical, cultural and sociological milieu of their audience. Students will learn a variety of techniques which are helpful in the analysis of Biblical texts these include analysis of form and structure, as well as, genre, historical, and redaction criticism. Students will be encouraged to put knowledge to use as they find Biblical overtones and references in art, literature and film.

SEMS 3500-508: *Leadership (Section 1)*

Discipline: Service Learning/Leadership Studies

Upper Division

Professor Jeff Glazer

I view leadership as an influence relationship among leaders & followers who actively pursue making significant changes that reflect the shared vision of leaders and followers. In other words, leadership entails working with others to create meaningful change that reflects the shared vision of the group. The goal of this class is to provide you with the skills and personal insights to not only create change in an organizational environment, but also allow you to work with others to improve social conditions in your own community and around the world. William Foster writes of “change as praxis, that is, as practical action aimed at clarifying and resolving social conditions.” Others refer to this concept as service learning. Margaret Mead once said, “A small group of thoughtful people can change the world. Indeed it’s the only thing that ever has.” One of your missions will be to leverage a small amount of your time and money to help those less fortunate than yourself. **Pre-requisite:** Course in Organizational Behavior, Organizational Psychology, Non-profit Management or Management, or approval of instructor (email address: jglazer@mail.sdsu.edu). **This course cannot be taken in conjunction with professor’s Organizational Behavior class.**

SOC 1595: Sociological Perspectives (formerly titled *Introduction to Sociology*)

Discipline: Sociology

Lower Division

Professor David Toscano

This course is designed to develop your ability to think sociologically about the world in which you live, to refine your critical abilities to examine the structure of everyday life and probe the significance and trends in our society and world which may be more complex than they first appear. The course will discuss how a “sociological imagination” can inform your view of our society and world. While most of the analyses will center on U.S. Society, we are, after all, traveling the globe, so we will draw comparisons from other nations, both by observation and through readings. Part of the course will involve assembling a Matrix of social, economic and cultural conditions by which we will compare cultures and countries as we visit them. In this sense, the course will serve as a laboratory for cultural comparisons, precisely what many sociologists do.

[SEMS 3500-501](#): *Contemporary Social Issues (Section 1)*

[SEMS 3500-502](#): *Contemporary Social Issues (Section 2)*

Discipline: Sociology

Upper Division

Professor David Toscano

Our country was born in, and born to, debate. This course will subject the social problems and political debates of our time to sociological analyses, focusing specifically on how American culture affects policy and politics, how present problems have emerged from historical trends and how critical inquiry can inform our analyses of the key issues facing this country today. The course will draw on readings in sociology, politics and law, including, when appropriate, actual legal cases which have either brought some resolution to the debate or serve to fuel it. We will also explore and discuss how these issues play themselves out in the legislative arena, at the state and federal, drawing on the experience of the instructor, a member of Virginia's General Assembly.

[SPAN 1010](#): *Elementary Spanish*

Discipline: Spanish

Lower Division

Professor Sarah Bogard

Spanish 1010 is a beginning level course designed to provide a thorough foundation in all the language skills: listening, speaking, reading and writing. This course is designed to introduce students to the Spanish language and Spanish-speaking cultures and will cover both grammar and vocabulary to aid in communication. Topics will include introductions, food, clothing, numbers, pronunciation, etc. Each class meeting will focus on all four language skills: listening, speaking, reading and writing.

[SPAN 3030](#): *Cultural Conversations [offered in Spanish]*

Discipline: Spanish

Upper Division

Professor Sarah Bogard

Este curso ha sido diseñado para ayudar al estudiante a desarrollar sus habilidades de la expresión oral y la comprensión auditiva mediante el desarrollo de un diálogo en común sobre nuestro entorno cultural global. Para lograr este fin, estableceremos una conversación abierta, al principio dedicada a los aspectos variados de la cultura española e hispanohablante, pero luego dedicada a las culturas de los varios países que visitaremos a lo largo de nuestro viaje. Los temas del curso se desarrollarán en clase mediante discusiones dirigidas por los estudiantes e incluirán el uso de textos teóricos y culturales, artículos académicos, películas, poesía, etc. **Este curso no es de conferencias (not a lecture class) sino una especie de seminario-taller (a kind of seminar-workshop) de intercambio verbal y cultural. Los estudiantes dirigen y mantienen las discusiones con mínima intervención por parte de la profesora.**

ARTS 1610-501: Introduction to Drawing (Section 1)

ARTS 1610-502: Introduction to Drawing (Section 2)

Discipline: Studio Art

Lower Division

Professor Judy McLeod

Drawing is an activity of observation, perception, mark-making, and analysis. Students will identify modes of *experiencing* and *seeing* objects and spaces in the real world through drawing exercises. Based on observation and visual analysis, students will develop drawing mechanisms for visual recording and for personal expression. The functional concepts of this class are *seeing, thinking, and drawing*. Sketchbook journals will be used to record visual information in every port.

ARTS 2559: Introduction to Collage – Comparative Cultures

Discipline: Studio Art

Lower Division

Professor Judy McLeod

Students will explore the fundamentals of art and design in the creation of personal mixed-media collages based on the various countries and cultures visited. In different societies of the world, art functions personally, didactically, socially, and religiously. Comparative cultural studies will inform the students' direct observations and experiences as recorded in visual journals. In ports, students will collect collage materials (2D objects, motifs, papers, brochures, news media, etc.) which will be combined with drawing and painting to complete final art works. Class critiques will occur regularly throughout the semester. Prerequisite: successful work in any drawing, art foundations, basic design or painting course. **MATERIALS FEE: All students in ARTS 2559 will be assessed at US\$17 materials fee. This charge will be added to students' shipboard accounts after drop/add.**