

Semester at Sea
Spring 2007 Final Course Listing
October 10, 2006

- SEMS 100-299 = lower division courses
- SEMS 300-499 = upper division courses
- Each course is three credits except where noted.
- If the professor has suggested prerequisites, they will be noted after the course description.
- **SEMS 101: Global Studies** is mandatory for all students.

SEMS 101 Global Studies

Subject: Geography

Professor Dan Christie, Coordinator

This interdisciplinary course focuses on the countries visited and is tailored especially to meet the global and comparative approach of Semester at Sea. It is mandatory for all students. In addition to providing basic information about the countries on the itinerary, Core also provides a meaningful framework by which to compare data, examine issues, and develop concepts. Participants learn how to understand cultural and social phenomena with which they are constantly coming into contact during the semester and to highlight both commonalities and differences from one society to another. Core equips participants with observational and analytical skills for encountering societies different from their own, and different from each other, a key factor in facilitating the integration of class work and field work for all courses. Objectives: 1) To provide basic information about the physical and cultural geography; key historical events; the current social, economic and political situation of each country visited. 2) To present regional and global issues which in various ways affect the countries on our itinerary. Examples include race relations, population, poverty, ethnic/religious conflicts, technology, status of women, human rights, environment and globalization. 3) To emphasize the similarities and differences in the variety of human experiences and to assist students in developing the observational and analytical skills needed to draw cross-cultural comparisons. Method of evaluation based on four or five objective tests.

SEMS 146 Development: Local to Global Perspectives

Subject: Anthropology

Professor Gloria Rudolf

Many use the term 'development' to mean a process of improvement in the human condition. Precisely what needs to be improved, however, and by what means, are hotly contested questions. In this course we explore this contested terrain about the concept of development. We will focus one lens on the societal conditions that bring penalty or privilege to particular groups of people and another on the ways that groups struggle to counter resulting conditions of oppression. The course begins with an examination of some contending theories of development and their perspectives on the causes of and solutions to global inequalities. We then compare these general ideas with specific historical examples illustrating the varied ways that oppressed groups, operating from community to global locations, have struggled to combat such injustices. We also will read about the work of government and non-profit organizations to promote their versions of 'planned development,' aimed, as they see it, at helping the world's victims. In the end, each student should be better equipped to address such questions as: What is development? How can it be achieved? What might be my own role in achieving it? Methods of evaluation include: Preparation, attendance and participation in classes (30%); Take-home exam (20%); Portfolio of practice field projects (20%); Class presentation (10%); Group design of a planned development project (20%).

SEMS 148 Field Research Methods

Subject: Anthropology

Professor Gloria Rudolf

Common sense, said Stuart Chase, is that sense which tells us that the world is flat; although true for some purposes, it is fundamentally false. This course explores the theory and practice of field research, which is an investigative approach that seeks to surmount the limitations of common sense. A cornerstone of the discipline of anthropology, field research involves applying systematic techniques of observation, participation, listening, and conversing to describe or explain aspects of social life. As such, it is a useful method not just for anthropologists, but for students of many disciplines. We will explore some of the excitement and strengths of this method, as well as some of its complexities and problems. Through class discussions and field projects, students will learn about the major steps involved in conceptualizing and carrying out field research. For each step, we'll consider potential ethical and political dilemmas as well as possible complexities related to the nationality, gender, class, race, or age of researcher and research subjects. The emphasis will be on learning by doing—both on the ship and in ports. Methods of evaluation include preparation, attendance, and participation in class discussions and field projects (30%); Class presentation of one field project with team (15%); Team presentation of survey project (15%); Portfolio of practice field projects (25%); written team paper on survey project (15%).

SEMS 442 Food and Society

Subject: Anthropology

Professor Simon Nicholson

If there is one thing that traveling teaches us, it's that what and how people eat are subject to remarkable variation, both across and within societies. Variation is evident, too, in how people produce, exchange, discuss, and understand the foods they consume. These variations are apparent because food choices and foods themselves are contingent products of history, ecology, economics, culture, and politics. As such, study of the ways in which food is understood and experienced by different peoples offers a remarkable window onto essential aspects of social and material life. Through lectures, discussions, readings, and field trips, we will explore the changing nature of food production and consumption around the world. We will examine the social and ecological effects of the contemporary agricultural system. We will consider why people in different places eat different things, why they think about food in different ways, and what this has to tell us about culture and politics. And we will reflect on the future of food, in terms of the development of new technologies and the search for alternative ways to ensure the sustainability of our food supply. Method of evaluation: Class Participation 10%; Short paper 5%; 2 essays 30%; journals, 20%, final exam 25%. Pre-requisites: At least two lower level courses in anthropology, political science, and/or sociology.

SEMS 444 Gender, Class, Race-Ethnicity, and Social Change

Subject: Anthropology

Professor Gloria Rudolf

This course explores the global issue of inequality based on gender, class and/or race-ethnicity, and the associated problems of discrimination against women, the poor, and peoples of color or particular ethnic groups. The spotlight will be on gender inequality. We'll explore how class and race-ethnicity intersect with gender to shape various types of systematic exploitations and responses. Some of our major questions will include: How have gender relations been defined for women and men in different historical times and places? What are some current ideas about the relative influence of culture versus biology in the formation of a society's race and gender categories? How is the development of inequality in gender relations related to class and race-ethnicity? How have people historically responded to or resisted these inequalities? What can policy makers, practitioners and activists of social change projects learn from such questions? To help students relate course materials to their daily lives, each person will keep a personal journal. Class attendance, preparation and general participation (30%); Group class facilitation in class of one course reading (5%); Class presentation (with port partners) of one field project (10%); Class presentation of an analysis based on your personal journal (5%); Take-home exam (20%); Portfolio of field projects (20%); Synthesis paper describing and analyzing a theme in your journal (10%). Prerequisites: at least six social science (e.g. political science, history, sociology, anthropology, economics, women's studies, and/or environmental studies) courses, or permission of the instructor.

SEMS 194 World Art against the Western Canon

Subject: Art

Professor Robin O'Bryan

Using the Western canon (or aesthetic standard) as a point of departure, this course will examine the art and architecture of several world cultures. We will begin our study with an overview of the artistic traditions emanating from the Greco-Roman era and use this Classical model as a basis for comparison and analysis with the arts of non-Western societies. We will address a variety of topics, including: the types and function of art and architectural forms favored in different regions of the world; the role of religion; renderings of the human body and landscape; notions of realism; aesthetics; and the use of color. We will also be concerned with issues of context, materials, and techniques, looking as well to identify artistic influences from other areas. In accordance with the countries on our itinerary, we will focus on the arts of Pre-Columbian Central and South America, Africa, Islam, India, China, and Japan. The approach will be more concerned with developing an understanding and appreciation of the variances in global artistic expression than a historical chronological treatment. *Note: Students enrolled in Prof. O'Bryan's upper-level "Art and Religion" course may not enroll in this course.* Methods of evaluation include quizzes (10%), a midterm and final exam (25% each), a journal (10%), class participation (10%), and four response papers that connect the port experience to class material (20%).

SEMS 390 Western Art and Cross-Cultural Exchange

Subject: Art

Professor Robin O'Bryan

This course examines the influences on and by Western art generated through trade, conquest, religion, diplomacy, and travel in foreign lands. Our study will be organized somewhat chronologically, beginning with the Silk Road and early European contacts with China and Islamic regions. We will see the fruits of such contact flower in the Middle Ages and Renaissance with artistic exchange stimulated by the Crusades, the Pax Mongolica, the travels of Marco Polo and Catholic missionaries, and diplomatic and trade relations with foreign lands. Thereafter, our attention will turn to artistic influences inspired by the growing European presence in the New World, Africa, India, and Asia, and the increasing Western taste for exotic objects. We will culminate our study with the impact of global Colonialist expansion in the nineteenth century, a period that ushered in such items as African sculptures and Japanese prints, both of which were to have a profound impact upon the development of modern art. Methods of evaluation include a journal (10%) four response papers that connect the port experience to class material (20%), several quizzes (10%), class participation (10%), and a midterm and final exam (25% each). Pre-requisites: A total of two courses from some combination of the following disciplines: world history, Third World history, European history, art history, anthropology; or permission of instructor.

SEMS 392 Art and Religion

Subject: Art

Professor Robin O'Bryan

This course explores the expression of religious principles and practices in the art and architecture of world cultures. Following the path of our itinerary, we will begin our study with the Judeo-Christian tradition (specifically as the latter subsumed the indigenous religions of Pre-Columbian societies), moving eastward to African tribal religions, Islam, and then on to the Asian religions of Buddhism, Hinduism, Confucianism, Taoism, and Shintoism. Throughout our journey, we will look for examples of *syncretism*— the blending of differing religious ideas – with an eye toward seeing how such fusions emerge in the visual arts and architectural forms of various regions. We will pay particular attention to the representation of deities; the illustration of religious histories and myths; the use of symbols; the expression of nature, fertility, sexuality, and ancestor worship; and the development of architecture in the service of religion. Our study will also extend to other areas of interest such as the “magical” role of relics, votives, and religious talismans, and the ephemeral arts of festivals, celebrations, and ritualistic display. *Note: Students enrolled in Prof. O'Bryan's introductory "World Art Against the Western Canon" course may not enroll in this course.* Methods of evaluation include quizzes (10%), class participation (10%), a journal (10%), four response papers (20%), and a midterm and final exam (25% each). Prerequisites: Two courses from a combination of world history, religious studies, art history, and art/architectural appreciation.

SEMS 200 Climate and Vegetation of the World

Subject: Biology

Professor James Ebersole

Our travels around the world offer a remarkable window into the tremendous global variation in climate and vegetation in South America, Africa, and Asia. This class focuses on developing the skills to (1) make sense of this variation (2) understand the underlying biological and geographic forces at work, and (3) think critically about implications for human society. As we move across the planet's tropical, subtropical, and temperate areas, we will learn about the controls on temperature and precipitation around the world and the resulting patterns in climate and vegetation. In port, we'll observe examples of tropical rainforest in South America, savanna and the abundant associated animals of Africa, and the temperate forests (and associated fauna) of East Asia. Together, we will discover how climate and vegetation in different parts of the world both constrain and provide opportunities for human society. Methods of evaluation include three tests (50%), classroom participation (10%), journals of observations made in port on vegetation of natural areas (20%), and three brief papers that describe the vegetation and climate on our itinerary (20%).

Note: The required textbook for this course can be downloaded to your laptop prior to the voyage. Please read carefully. This book is available as either an electronic download to your laptop or as a hard copy.

1) If you are bringing a laptop on the voyage, I recommend downloading an electronic copy to your laptop (file 28 MB, ISBN 0-390-745758, \$9.37). You must download this to THE LAPTOP YOU WILL BRING WITH YOU because you will not be able to transfer the file or read it on any other computer. The e-book will include color photos and diagrams from the weather and climate sections, which are quite helpful. Do the download at your school or via a cable modem at home, not via a phone modem, and do not expect to download the text after arriving at the ship.

To download the e-book to your laptop go to <http://ebooks.primisonline.com> and choose "Custom E-books." Get to the e-book by finding University of Virginia (the academic sponsor of Semester at Sea), then Climates and Vegetation of the World. The online access option has been disabled because Internet access on the ship will be too intermittent, too slow, and cost you way too much to make this option work. You will need to download the book in Adobe Acrobat format. If you have problems with the download, call the help number listed on the web site.

2) If you will not have a laptop on the voyage, order a printed copy (black and white pictures and diagrams, 90 pp.) from the UVa Bookstore, along with your other textbooks.

SEMS 202 Fundamentals of Ecology for Non-Majors

Subject: Biology

Professor James Ebersole

Many well-intentioned efforts at international development have failed or, occasionally, made matters worse because of an ignorance of ecological relationships. This course offers an understanding of the basics of ecology: how organisms deal with their abiotic environment, how and why population sizes vary through time, how biotic communities change through evolutionary and successional time, and how energy and nutrients move through ecosystems. For each continent we visit (South America, Africa, Asia), we will explore how situations we encounter illustrate ecological principles and consider how an ecological understanding can help us manage ecosystems. Methods of evaluation include three tests (50%), journals of natural history observations (20%), three brief papers on ecological concepts observed in each continent visited (20%), and classroom participation (10%). Recommended but not required prerequisite: Any college-level biology course.

SEMS 240 Human Impact on Marine Environments**Subject: Biology and Environmental Science****Professor Michael R. Weil**

This course provides students with a fundamental understanding of marine organisms and their associated environments. Emphasis will be placed on current changes in species diversity and community structures with special reference to point and non-point source pollution, global warming, habitat destruction, and sedimentation rates. Instruction will focus on open-ocean and mid-ocean habitats as we cross the Atlantic and Pacific oceans. Physical and biotic changes that occur during our crossings also will be examined. While traveling through coastal waters emphasis will be on the many and varied coastal habitats and their associated communities. Field practica will include trips to such diverse habitats as mudflats, mangrove swamps, tide pools, estuaries and coral reefs. At many ports, visits will be made to local seafood markets, fishing fleets and seafood processing plants. Students will be evaluated based upon performance on three in-class exams, a species presentation/paper, field practica, and attendance. Prerequisites: Strong interest in Marine Biology and an interest in working hard to learn more about the discipline.

SEMS 242 Human Reproduction**Subject: Biology****Professor Michael R. Weil**

This introductory course in human reproduction assumes no background in the biological sciences. After learning the basics of reproductive anatomy, physiology, and genetics, students will study an array of reproductive issues with special emphasis on developing countries. The global importance of sexually related diseases, family planning, and population demands on the environment, within the context of local and regional economics and politics, will be stressed. Throughout the voyage students will have an opportunity to visit family planning clinics and health care facilities to experience first hand the challenges faced by local people. Methods of evaluation include three exams, a field journal, two short “think pieces,” and class participation.

SEMS 360 Conservation Biology**Subject: Biology****Professor James Ebersole**

Humans have changed the biosphere tremendously in the past two centuries, and these changes threaten biological diversity from the species to ecosystem levels. Our circumnavigation of the globe allows us to observe firsthand some of world’s wonderful biodiversity and also to consider some of the factors that imperil it. For example, enroute to Brazil we will study the biological values of tropical rainforests and the threats of habitat destruction and fragmentation; in port, we may have the opportunity to experience the rainforest and observe the challenges to preserving it. We will reproduce this format of studying critical elements of biodiversity in class and reflecting on the threats to biodiversity in port. Throughout the semester we will focus on approaches to conserving biological diversity within the changing biosphere, including effective management of protected areas, reintroduction of species, and ecotourism. Methods of evaluation include three tests (50%), journals (20%), and three papers on conservation issues observed while in ports (20%). Prerequisites: Two semesters of college-level biology and/or environmental science.

SEMS 366 Amphibians and Reptiles of the World

Subject: Biology

Professor Michael R. Weil

This upper-level course introduces students to the major topics involved in the biology of amphibians and reptiles. We will study this fascinating group of animals from a global perspective with emphasis on the ecology, physiology, natural history, and biogeography of these animals as we visit different communities around the world. Additionally, the importance of these animals as indicator species of the health of a variety of habitats will be explored. We will have outstanding opportunities to view these animals in such places as the Amazon Basin, South African savannah, and Southeast Asian rainforests. Additionally, we will pursue opportunities to observe first hand how these animals are used for food and medicine, and in religious ceremonies. Methods of evaluation include three in-class exams, a species presentation/paper, field practica, and class participation. Prerequisites: At least one, and preferably two, college-level Biology courses.

SEMS 382 Organization Behavior

Subject: Business

Professor Gary Whitney

This course looks at the way humans behave as members of organizations. We will examine behavior from three levels: individuals, individuals in workgroups, and leadership and management of workgroup behavior. Topics include managing psychological contracts, learning styles, motivation, communication, group dynamics, intergroup behavior, conflict, power, leadership. Special attention will be give to managing cross-cultural differences. The teaching method will be highly experiential. Each unit includes an exercise designed to involve all students in a variety of ways. Experiential learning requires that both students and instructor play a different role than traditional lecture and test format. The instructor's role is less of purveying information and more of managing the class as a learning experience. The students' role is less of absorbing information in class and more of active participation in the activities and taking substantial responsibility for the success of the class. Students must be candid with thoughts and feelings during class discussions. Most of the learning that occurs will be from the open exchange of ideas, feelings, reactions, and observations of fellow students. Methods of evaluation include personal application assignments (25%); exams (30%); field study (30%); plus peer evaluations and contribution to the class (15%). Prerequisites: Junior Level preferred.

SEMS 386 Negotiation

Subject: Business

Professor Gary Whitney

Negotiation is the art and science of securing agreements between two or more interdependent parties. This upper-level class introduces various activities of negotiations including preparation, tactics, managing relationships, balancing tension, creating and claiming value, and closing a negotiation. Since negotiation involves individual abilities in addition to intellectual understanding, we also will look closely at personal skills and experiences. You will have a chance to learn more about your own negotiating preferences and the consequences of the choices you make. In addition, you will be asked to offer and accept feedback on the negotiation behavior that you demonstrate and observe. Case studies, readings, and role-play will be used to practice simple, complex, and spontaneous negotiating situations. Methods of evaluation include three exams (55%), four port-related team response papers (20%), and performance in a series of class activities and negotiations (25%).

SEMS 388 Strategic Management

Subject: Business

Professor Gary Whitney

This course deals with the formulation and implementation of corporate strategy in an international context, drawing on information and techniques typically covered in previous business classes. Major topics to be covered include the relationship of organizations to their environments, strategic planning, the role of organization structure, and strategy implementation. Particular emphasis will be placed on the international dimension of strategic management. A centerpiece of the course will be a complex simulation that applies principles of strategic management to domestic and foreign production, and the dynamics of international markets. Note: Students will be assigned to teams of approximately five students, and each team will be required to license the simulation software for \$100 (\$20 per student). This will be arranged after departure. The necessary manuals will be sold for the cost of reproduction. A laptop computer and a flash drive will be useful, but not required, for the simulation. Pre-voyage questions about enrolling in the course should be directed to the Prof. Whitney at gwhitney@sandiego.edu. Methods of evaluation include a strategic business plan (20%); simulation performance (20%); quizzes, assignment responses and small reports (30%); faculty developed practicum presentations (20%); and peer evaluations (10%). Pre-requisites: Completion of business core courses in Finance, Marketing, and Management; or permission of instructor.

SEMS 410 International Human Resource Management

Subject: Business

Professor Robert McGowan

In recent years, international human resource management has evolved from an administrative task to a strategic necessity. It has become, in the eyes of many, a key factor of economic success for individual companies and entire nations. Several forces have driven this transformation: increased global competition, the rise of new technologies and production concepts, novel problems with productivity and quality, demographic change, and shifts in values and lifestyles. Nowhere is this evolution of International HRM more evident than in countries poor in raw materials, such as Japan, where people represent the prime resource. This course introduces students to the evolutionary nature of human resource management in various regions of the world. Special topics for consideration include recruitment and selection; training, development, and compensation; managing employee relations; diversity; and employee involvement programs, effective benefit packages, and privacy rights. Case studies of HRM practices in Brazil, South Africa, India, Malaysia, Vietnam, China, and Japan will connect the course to our itinerary. Methods of evaluation include a midterm and final exam (25% each), field presentations (20%), two case analyses (10% each), and class participation (10%). Pre-requisites: Junior/Senior standing in Business Administration, Economics, or a related discipline; or permission of instructor.

SEMS 412 Principles of Management

Subject: Business

Professor Robert McGowan

Part of the rapidly changing environment that managers face is the globalization of business. Management is no longer constrained by national borders. McDonald's sells hamburgers in China. Exxon receives more than three-fourths of its revenues from sales outside the United States. Toyota makes cars in Kentucky and General Motors makes cars in Brazil. These examples underscore the critical need for managers to recognize, analyze, and adapt to cultures, systems, and techniques that transcend national boundaries. This course seeks to foster these problem-solving capacities by exploring the many facets of global management today – ranging from environmental scanning, planning, organizing, leading, motivating, and controlling. Case studies of managerial practices in Brazil, South Africa, India, Malaysia, Vietnam, China, and Japan connect the course to our itinerary. Methods of evaluation include a midterm and final exam (25% each), field project (20%), two case analyses (10% each), and class participation (10%). Pre-requisites: Junior/Senior standing in Business Administration, Economics, or a related discipline; or permission of instructor.

SEMS 416 Business and Society**Subject: Business****Professor Robert McGowan**

The relationship between business and society continues to change in new and significant ways. Today, the global economy is an intricate web of social, political, and economic entities: advanced industrial nations, such as the United States, Japan, and Germany; rapidly developing emerging economies in Asia and Latin America; economies that are free after decades of political repression; and countries still struggling to devise economic strategies that will help produce prosperity and an improved quality of life for their citizens. Against this backdrop, this course introduces students to the mixed and complex environments within which organizations must operate. Topics will include, but are not limited to, issues management and stakeholder management, evolution of business and government relations, corporate social responsibility, corporations and shareholders, business operations and environmental sustainability, and the global corporation. The overall purpose of the course is to allow students to analyze and understand the critical business and non-business actors involved in pressing business-society issues and controversies as well as the commonalities and differences across various regions and countries. Pre-requisites: Juniors/Seniors in Business or related discipline.

SEMS 102 Cinema and National Identity**Subject: Communication****Professor Jennifer Mintzer**

This course explores the ways in which cinema exposes varied and complex ideas of national identity for several countries on our itinerary. Our work, therefore, centers on two goals. One is to better understand what is meant by “national identity;” why it is important; how it is understood, shaped, and challenged; and why we should care. The other is to develop an ability to assess films made outside the Hollywood tradition, and to enhance our understanding of how filmmaking relates to politics in the countries of our voyage. Throughout the semester we will discuss the influences, aesthetics, and political motivation of key international filmmakers, with special attention to the work of five well-known directors over the course of the voyage: one each from Brazil, South Africa, India, China and Japan. And we’ll pay particular attention to how the works of these filmmakers differ from mainstream American “Hollywood” films, and why. Methods of evaluation include a midterm and final exam (15% each); in class writing assignments (10%), reading quizzes (10%), screening reflections (20%), a field journal (20%), and class participation (10%).

SEMS 108 Intercultural Communication**Subject: Communication****Professor Jennifer Mintzer**

This course surveys the nature, processes, and consequences of communication between individuals and groups from different cultures and subcultures. In addition to discussing case studies of cross-cultural misunderstandings and problems that have occurred in business situations, we’ll engage in role-playing activities and games that introduce students to new ways of viewing their own cultural biases and assumptions. The topics and activities are designed to develop communication skills that improve competence in intercultural situations, particularly focusing on communication customs, gestures, and communication styles of the countries visited on the voyage. Some of the varied topics we’ll address include how culture affects such things as approaches to medical diagnoses, webpage design, classroom interaction between students and teachers, childrearing, authority and notions of the self. Methods of evaluation include a midterm and final exam (20% each), a field journal (20%), in-class exercises and short writing assignments (20%), reading quizzes (10%) and class participation (10%).

SEMS 356 Mass Media Systems Around the World

Subject: Communication

Professor Jennifer Mintzer

In this era of globalization, a remarkable variety of media systems (*e.g.*, developmental, grassroots, authoritarian, democratic) exist around the world, and interact in sometimes surprising ways with American media exports. This course explores this variety and these interactions through a comparative study of national media in the countries of our voyage. We'll focus in particular on the forces that shape and constrain the production and export of mass media content, and on the ways in which mass media influence culture and politics, drawing on both theoretical study and direct field observation. We will also explore and debate important legal and ethical issues (sometimes tied to American media exports) surrounding the media of some of the countries we visit. Methods of evaluation include three integrative essays (15%), a midterm and final exam (20% each), a field journal (20%), a series of reading quizzes (15%), and class participation (10%). Prerequisites: Introduction to Mass Media, Introduction to Mass Communications, or permission of the instructor.

SEMS 260 Economics and Society

Subject: Economics

Professor Dawn Saunders

This introductory course focuses on the evolution of western market systems, their expansion to the rest of the world, and the concept of "freedom" in the history of economic thought. We will explore the development of modern economic relations from their beginnings in ancient European societies, through the stages of exploration, colonization, and increasing market integration – all with an eye to understanding the relevance and consequences of these developments for our modern global economy. We will have much to discuss and debate in our travels about the world. For example, people often associate markets and capitalism with political and economic freedoms. In fact, markets developed out of economic systems dependent on "unfree" labor, from Roman slavery and European serfdom to an industrial revolution in England and America based partly on the trans-Atlantic slave trade and plantation slavery, and partly on waged labor constrained by limited opportunities. How, as we consider these historical forces and compare them to global economic dynamics of today, are we to understand the connections among market economics, shared prosperity, and freedom? We'll carry these questions throughout our voyage, with special attention to a variety of "free trade" issues in today's global political economy. Evaluation will be based on a variety of individual and group exercises and assignments, including field component assignments (a journal, 10%, and a field program report, 10%), take-home quizzes (20%) and midterms (20%), a final exam (20%), general class participation (10%) and participation in a group debate on a key topic related to our readings and our journey (10%). No prerequisites.

SEMS 262 Macroeconomics in a Global Context

Subject: Economics

Professor Dawn Saunders

This introductory course surveys the principles of macroeconomic theory and policy, utilizing our global journey and settings to explore topics such as aggregate supply and aggregate demand; Keynesian income-expenditure analysis; other theories of inflation, unemployment, and interest rates; and monetary and fiscal policy. Throughout the course, we'll draw on macroeconomic principles to consider questions of poverty and affluence, the contours and implications of national and international economic policies, and the implications and impacts of globalization. A primary goal of our course work will to demystify complex economic issues such as inflation, unemployment, and the macroeconomic effects of the global economy. Methods of evaluation include two semester exams (20%) and a final exam (15%), field reports (20%), homework problems (20%), in-class case study work (15%), and class participation and attendance (10%). Pre-requisites: Familiarity with high school-level linear algebra and geometry, as we will be using some basic mathematical economic modeling, and drawing and analyzing graphs that illustrate economic principles.

SEMS 460 The Economic History of Global America

Subject: Economics

Professor Dawn Saunders

This intermediate course surveys the economic history of the United States, with a particular focus on economic relations between the U.S. and other nations. Special attention is given to the institutional basis of our economic society, including immigration, slavery, industrial developments, international trade and political developments, and various trends in economic growth, income distribution, and class, gender, and race relations. On our voyage, we will utilize several ports of call as case studies of economic development topics explored in class, and the historical and economic connections of each country with the development and global reach of the U.S. economy. We conclude with an exploration of the global economic role of the U.S. in the 21st century, including competition over resources and markets, given the economic emergence of China and other rapidly growing economies, as well as increasing worldwide environmental concerns, as potentially impacted by our own economy. Evaluation will be based on a variety of exercises and assignments, including group participation in case studies of economic development in the countries of our voyage (10%), field interviews (20%), take-home midterm exams (20%), in-class quizzes on text readings (20%), and general class participation (10%). Suggested Pre-requisites: A prior course in either micro- or macroeconomics. Students should be familiar with principles of price determination (supply and demand), and basic macroeconomic concepts, such as aggregate income (GDP and its components).

SEMS 208 Learning, School and Society

Subject: Education

Professor Rocky Rohwedder

In this course we will examine a set of key questions related to learning and schooling that apply to pre-school through university, in the U.S. and in other nations on our voyage. These questions will include: What are our beliefs about how humans learn and how we as individuals learn best? What is “school” and where does schooling occur? What role should formal institutions (e.g., schools) and non-formal educational facilities (e.g., parks, museums, tourism, and religious sites) play in both individual and societal learning? What impact do race, culture, and class have on educational opportunities? What new challenges and opportunities face schools in contemporary society? What successful models are being utilized in the U.S. and in the other countries on our voyage? To explore these questions we will draw on a variety of academic disciplines (including history, philosophy, human development, sociology, anthropology, and political science), share our own experiences (especially in the university setting), and utilize data from UNESCO’s International Literacy Explorer, the World Education Report 2000, and our field component. Methods of evaluation include three exams (20% each), a field component (20%), a group presentation (15%), and class participation (5%). Pre-requisites: A psychology course in human development, child development, or similar topic; or a course in sociology; or permission of the instructor.

SEMS 103 Colonial and Post-Colonial Literature

Subject: English

Professor Eugene Hammond

We will read works of fiction, autobiography, and nonfiction written in regions we are visiting that have experienced long periods of colonial control. While reading those works, we will attend to the perspectives of both colonizer and colonized, and learn enough about the history of each place to understand the context in which the authors are writing. The readings will be Jorge Amado’s *The Violent Land*, Beryl Markham’s *West with the Night*, Le Ly Hayslip’s *When Heaven and Earth Changed Places*, and Pramoedya Toer’s *This Earth of Mankind*. Readings will be supplemented by excerpts from films such as *Michael Collins*, *The Battle of Algiers*, *Breaker Morant*, *Gandhi*, and *The Burmese Harp* (a Japanese film). Students will write two informal five-page papers analyzing the literature we read in the light of the students’ experiences in port, and one five-page creative attempt to capture an aspect of the colonial or postcolonial condition of one of the countries that we visit. The course grade will be based on a midterm and final exam (15% each), field notes from port activities (20%), reading quizzes (5%), and three papers (15% each). Pre-requisites: Two courses in literature, or permission of the instructor.

SEMS 156 Poetry From Around the World: An Introduction to the Joys of Poetry

Subject: English

Professor David Amante

Poems are imaginative responses to the cultures the poets inhabit. They express a wide variety of thoughts, reflections, emotions, and beliefs about issues within a global society. What is poetry and why is it valuable in a culture? How does one move from personal observations and experience to poetic expression? What are the pleasures of poetry? These are questions to be explored in this introductory poetry course. We will study how poets from around the world create their works, explore the forms and conventions of poetry, and investigate how sounds, imagery, structure, and irony give life and joy to poems. Our time will be spent reading and discussing poetry from around the world, and writing poetry in response to shipboard life and port experiences. Methods of evaluation include two short analyses of poems (20%), a detailed observational journal (20%), weekly quizzes (15%), writing one or more poems about your port experiences (15%), a group oral presentation and research for the oral presentation (10%), participation in or organizing a poetry “event” on the ship (5%), and a final exam (15%). Pre-requisites: Successful completion of a college-level writing course.

SEMS 158 Expository Writing: Culture and Ideology of the Physical and Mental Traveler

Subject: English

Professor David Amante

Travel always has a physical dimension (we go some place) and a mental dimension (we remember something from the past or can be startled into new awareness in the present). This simultaneous outer and inner journeying is what this writing-intensive course is about. We will focus on travel literature and our own explorations of the cultures we encounter on our voyage, and compare our "travels" to accounts by travelers of the past and others students in the class. Questions to ponder include how does travel help change a person? What kinds of experience are crucial to change and what are rates of change and ways of verifying changes? Students should expect to study their own writing processes and to make productive revisions in their work. The course will focus on the use of revision, humor, irony, rhetorical tropes, parody, and dreams to find and to hone one's own writing voice. Emphasis will be on expressive, descriptive, and analytical writing for external audiences. Methods of evaluation include an observational journal (20%), an essay (with revisions) on a past cultural experience (15%), a writing plan (10%), two pieces about port experiences (20% each), and an evaluative portfolio (15%). Pre-requisites: Since this is a writing intensive course, good grades in a first-year or other writing course is strongly recommended.

SEMS 350 Exploration and Adaptation in Literature and Film

Subject: English

Professor David Amante

This upper-level class in literature and cinema is about adaptation and presentation of foreign cultures on several levels. It is meant, in part, to prime students for reflection on the unfamiliar they will encounter. We will read two novels, part of a text (*Adaptation: Studying Film and Culture*), and short excerpts from novels or scripts, and we will view several films. On one level, the course explores how narratives are modified when changed from novel to film versions, and why theoretical issues that emerge during genre shifts are important. For example, we will study both the novel *The English Patient* and its quite different award-winning film—both are about a desert explorer, a war ravaged love story, and a culture's impact on the individual. On a more personal level, films and novels present a window into distant cultures and how people adapt to new places and are changed by their explorations. For instance, protagonists from Western countries have their consciousnesses and lives radically altered by Africa in *The Constant Gardener* (a film adapted from LeCarre's intrigue novel) and by India in *Heat and Dust* (a film adapted from Ruth Jhabvala's novel). In addition, we will view, discuss, and write about films that present aspects of the countries we will visit—the Brazilian slums in Meirelles's *The City of God*, Coppola's view of the Vietnam War in *Apocalypse Now*, and an adaptation of a Japanese novel. Excerpts of films will be shown in class, but students will view all films in their entirety outside of class. Methods of evaluation include two short scene analyses (one from a fiction, one from a film) (20%), quizzes (20%), a port journal (20%), a group adaptation of a scene from a novel (20%), and a final exam (20%). Pre-requisites: Junior-level standing with some prior course work in literature and/or film, and demonstrated ability to write imaginative and well-organized interpretative arguments; or permission of the instructor.

SEMS 352 Writing about Travel

Subject: English

Professor Eugene Hammond

This course will be primarily a writing workshop, with students bringing drafts to class most days for critique both by the instructor and other students. Students will become better writers (and more critical observers of human behavior) by keeping journals of their experiences at sea and in port, and by reading three model books of travel writing: Paul Fussell's *Abroad*, Paul Theroux's *The Patagonian Express*, and Beryl Markham's *West with the Night*. We will use William Zinsser's *On Writing Well* throughout the course as our guide to good writing. We'll emphasize the use of telling facts, the ability to mix observation with inference, and the ability to get beyond our own interests to the interests of readers, along with effective paragraphing, sentence structure, punctuation, and grammar. Students will write six short travel pieces which we will share and revise until they reach a standard of excellence that we can be proud of. Methods of evaluation include six papers (drafts and rewrites) (60%), reading quizzes (20%), and field journals (20%). No prerequisites.

SEMS 354 African-American Literature in a World Context

Subject: English

Professor Eugene Hammond

This course will examine, through a reading of several classics of African-American literature, and two classics of postcolonial literature, the ways in which dominant peoples impose their wills on the less powerful, and how those who are subordinated fight and write in an attempt to regain their power. To this end, the course centers on five overriding issues: slavery and its consequences, travel and its educative value, developing a self under oppressive conditions, becoming educated without becoming indoctrinated, and finding an ethical system in an oppressive world. We will read Frederick Douglass's *Narrative*, Harriet Wilson's *Our Nig*, Langston Hughes's *The Big Sea*, Bessie Head's *When Rain Clouds Gather*, Pramoedya Toer's *This Earth of Mankind*, and Walter Mosley's *Always Outnumbered, Always Outgunned*. Throughout the voyage, students will compare their experiences on port visits with the insights they glean from their reading, noting the varieties of racial and ethnic control and resistance both in the readings and in their experience in port. Methods of evaluation include critical notes from port visits (20%), reading quizzes (5%), three papers (45% total), a midterm (15%), and a final exam (15%). Pre-requisites: Two prior courses in literature, or permission of the instructor.

SEMS 209 Energy, Technology and Society

Subject: Environmental Studies

Professor Rocky Rohwedder

From escalating oil prices to regional nuclear power disputes to global climate change, the global connections between energy choices and human well-being have never been more critical or evident. While projections for increasing energy consumption are often startling and sometimes bleak, emerging technologies and new ways of thinking about the role of energy in developed and developing countries offer hope for the future. With these issues in mind, this introductory course explores the pivotal role of energy supply, use, and technology in economic development, geopolitics, and environmental futures. We will draw upon insights from a variety of disciplines, including history, environmental science, ethics, physics, political science, and economics to investigate energy and technology issues in each of the countries on our itinerary. Methods of evaluation include a set of in-port investigations (20%), three exams (60%), and a comparative analysis paper (20%). No prerequisites.

SEMS 232 Life on a Blue Planet
Subject: Environmental Sciences
Professor Monty Hempel

We live on a blue planet: three-quarters of its surface is covered by ocean, and ninety-seven percent of all water is found here – the medium of life for countless marine ecosystems. This course explores the wonders of life in the ocean, along with the causes and consequences of marine environmental destruction. We will pay special attention to human activities that threaten marine life and the management and policy actions needed to protect it. Students will focus on a particular marine ecosystem or management issue of their choosing (*e.g.*, coral reefs, kelp forests, Humpback whales, beach contamination, shrimp farming, oil spill cleanups, impacts of marine bioinvasions, protecting tuna stocks, etc.). Classroom presentations and field study will combine issues of marine science, policy, and management in an effort to integrate knowledge about marine protection needs and promising responses. Methods of evaluation include three exams (15% each), two field practica reports (10% each), a final “ocean literacy” synthesis paper (20%), and oral reports and class participation (15%).

SEMS 310 Global Environmental Politics
Subject: Environmental Studies/Political Science
Professor Monty Hempel

This course examines environmental politics and policies that transcend national boundaries. We will examine not only the issues that shape global environmental politics – such as climate change, loss of biodiversity, and transboundary pollution – but also the underlying world views and values from which politics and policy are derived. Students will become familiar with competing interpretations of global and regional environmental challenges, national interests, incentive structures for international cooperation, and the uses and limitations of sustainability concepts in environmental governance. They will examine the influence of both public and private actors and institutions in the making of international environmental policy. Case studies will focus primarily on the implications of global warming, habitat loss, cross-border pollution, and natural resource conflicts (water, forests, coral reefs) for countries visited during the voyage. Methods of evaluation include three exams (20% each), two field practica papers (10% each), a final “sustainable development” synthesis paper (10%), and oral reports and class participation (10%). Prerequisites: An introductory course in international relations/government or environmental studies/environmental science, or permission of instructor.

SEMS 364 Sustainable Communities
Subject: Environmental Studies
Professor Rocky Rohwedder

This upper-level course investigates the emerging principles of sustainable development – environmental quality, economic health, and social equity – as reflected in dwellings, villages, towns, and cities throughout the world. We’ll exam how communities impact, monitor and improve basic environmental quality variables such as air and water quality, food supply, energy sources and uses. In addition, we will explore innovative efforts at sustainable urban design, land use (including parks and open space), zoning, transportation, solid waste management, green buildings, economic development, equity planning, ecological restoration and municipal initiatives (*e.g.*, green fleets, clean tech incubators, environmental purchasing programs). Through case studies and class activities, we’ll develop an understanding of how various communities strive to achieve the objectives of sustainable development through planning, design, public policy and education. And we’ll learn about common assessment frameworks, such as “ecological footprints”, that can serve as tools for assessing the impact of various projects, programs and policies. We’ll begin with an overview of sustainable development in four U.S. cities, and use this experience to make sense of sustainable settlements around the world, with particular emphasis on communities in the countries on our itinerary. Methods of evaluation include a midterm (20%), a final exam (25%), a group presentation (15%), a major paper (20%), and field-based analyses (20%). Pre-requisites: Introduction to Environmental Studies, Introduction to Planning, or permission of instructor.

SEMS 430 Documentary Filmmaking

Subject: Film Studies

Professor Monty Hempel

This course explores the art and craft of documentary video production, including concept development, nonfiction script-writing, storyboarding, and techniques of videography, nonlinear editing, and film production. Emphasis will be placed on the development of a 10 - 15-minute video that is carefully designed and edited to provide creative documentation of people and places encountered during our voyage. Student documentary projects will be encouraged to focus on a specific idea or issue arising from one or more of the following six categories (other categories are possible): (1) economic competition, conflict or cooperation among human societies and cultures; (2) environmental/ecological resilience or degradation due to human development; (3) social/cultural erosion or resilience in the face of globalization and world trade; (4) trends in technology, health, poverty, and education affecting the lives of children; (5) dominance and difference in human social settings (e.g., issues of gender, race, religion, or class); (6) the influence of cultural or religious values on human beliefs and consumption patterns. Examples of documentary film techniques and successful storytelling approaches will be presented in class, along with screenings of award-winning documentary films. All student participants must have access throughout the course to a digital video camera that can be connected to a computer. PC users will have access to computers on board equipped with DV editing software. Apple Mac users will need to provide their own computers if they intend to edit videos using the popular software, *iMovie*. Students are encouraged to bring a lightweight tripod or monopod for filming, along with an external hard drive for storing their personal DV clips. Methods of evaluation include assessment of the documentary project proposal (10%), two exams (15% each), a five-minute “port portfolio” of best video clips in port (20%) and the 10-15 minute final documentary video, itself (40%). Prerequisites: Prior coursework or practical experience in photography, film, or videography; or permission of instructor. Additional background in creative writing and socio-cultural analysis is desirable. All students must have access to a digital video camera (standard or high definition). Use of a fast laptop computer with digital video (DV) editing software and camcorder connections is recommended, but not required. (A list of appropriate editing software, DV storage options, and computer-camcorder connection types will be posted on line this fall.)

SEMS 204 Physical Geology: Reading the Natural Landscape

Subject: Geology

Professor Rachel O’Brien

Why do mountains form where they do? What determines the size and shape of the continents and their coastlines? What does the ocean floor look like? This course provides students with a fundamental understanding of how the continents and ocean basins have formed over time, and the ability to recognize the patterns these landforms make and predict how these features are likely to change in the future. Students will learn how to identify the geologic forces that are responsible for creating the diversity of natural geologic features we’ll observe on our voyage. Using maps, photographs, and other data sets, we will examine the type and ages of rocks on land and at sea. We’ll then learn how to unravel the particular history of how those rocks formed in each country, continent, and ocean basin we visit. Methods of evaluation include a field component (20%), two exams (20% each), a group research project (20%), short written assignments to prepare for class (10%), and class participation (10%).

SEMS 206 Introduction to Global Geologic Hazards

Subject: Geology

Professor Rachel O’Brien

This introductory geology course draws on case studies from the countries on our voyage to explore why particular natural hazards (earthquakes, tsunamis, floods, landslides, etc.) occur where they do, and how humans respond to such hazards. Students will learn about the materials that make up the earth and the physical and chemical nature of our planet, explore how tectonic and hydrologic cycles control both the types and distribution of hazards around the world, and examine conditions that trigger the release of hazards. The course emphasizes thinking critically and analytically about natural hazards and the geologic forces underlying them. Methods of evaluation include a field component (20%), two exams (20% each), a group research project (20%), short written assignments to prepare for class (10%), and class participation (10%).

SEMS 362 Freshwater Around the World

Subject: Geology

Professor Rachel O'Brien

This course is a scientific examination and discussion of fresh water supplies around the world. Students will investigate the sources and amounts of fresh water, how this water is used, and the quality of these supplies for the world as a whole and for each country on our itinerary. While in port, students will participate in independent fieldwork to collect water samples, observe water supply infrastructure, and identify the role of bottled water in each country. We'll conduct water "tastings" and analyze our collected water samples while we learn the scientific principles that control the composition of fresh water. Methods of evaluation include two exams (20% each), a field observation/journal component (20%), a group research project (20%), pre- and in-class writing assignments (10%), and participation (10%). Prerequisites: At least two undergraduate courses in some combination of the following fields: biology, chemistry, and/or geology; and some experience working with spreadsheets and plotting data.

SEMS 290 HIV/AIDS in the World

Subject: Health Sciences

Professor C. Kevin Malotte

The HIV/AIDS pandemic affects every country in the world. Some parts of the world, such as sub-Saharan Africa, have been so drastically afflicted that overall life expectancy has decreased. Other nations have been less affected, although the potential for explosive growth of the disease in countries such as India and China is alarming. Responses to the disease have also varied by country. This course explores the epidemiology of HIV/AIDS, including factors related to HIV transmission. It covers the impact of the epidemic on the countries most affected, and highlights national, regional, and global responses to the epidemic including prevention and treatment approaches. We will discuss some of the controversies surrounding this disease. Following the ports of our voyage, we will compare HIV/AIDS in Brazil, South Africa, India, Vietnam, China, and the United States. **NOTE:** Before arriving at the ship, students enrolled in the course must download, print, and begin to review the *2006 Report on the Global AIDS Epidemic* at http://www.unaids.org/en/HIV_data/2006GlobalReport/default.asp (students unable to do so may purchase a printout of this online report through the UVa bookstore before sailing). Methods of evaluation include three exams (50%), a journal that integrates course material with in-port observations (20%), a paper comparing the epidemic and the national response of two of the countries listed above (20%), and class participation (10%).

SEMS 490 Health Promotion

Subject: Health Sciences

Professor C. Kevin Malotte

We know how to prevent or postpone many infectious and chronic diseases, but we are often ineffective at doing so. What factors are related to success in improving health? This course is intended to help students gain knowledge and skills about health and behavior in order to address environmental and behavioral risks that are thought to be associated with significant acute and chronic health conditions and overall quality of life. We will cover major theories of health behavior and health promotion and, drawing on examples from around the world, explore current health promotion/risk reduction techniques. Special topics include: environmental versus behavioral approaches to health promotion, key components of successful and unsuccessful health-promotion programs, and evaluation of health promotion programs and interpretation of reports about these programs. Methods of evaluation include three exams (50%), a journal that integrates course material with in-port observations (20%) a research paper (20%) and class participation (10%). Pre-requisites: Two semesters of college-level psychology, health science, sociology, and/or communications; or permission of instructor.

SEMS 492 Global Public Health**Subject: Health Sciences****Professor C. Kevin Malotte**

Not long ago, “global public health” was an obscure field of interest to a seeming few. Several factors, however, have conspired to move global public health to the forefront of human concern. These include the globalization of trade, new patterns of travel and migration, epidemics of newly-emerging and re-emerging infectious diseases, continued high rates of preventable maternal and infant morbidity and mortality, the increase in chronic illnesses, mounting inequalities between rich and poor, and the growing range and scale of conflict situations, terrorist threats, environmental pressures, and natural and human-made disasters. In this upper-level course, we’ll explore these factors and their implications for health around the world. Topics for special consideration include the current state of the health of the human population, the effect of myriad factors (socio-cultural, economic, political, and ecological) on health, the health systems of developing and developed countries, the work of selected international agencies, and future world trends. Methods of evaluation include three exams (50%), a journal that integrates course material with in-port observations (20%) a research paper (20%) and class participation (10%). Pre-requisites: One semester of college-level biology and/or environmental science and one semester of college level health science, sociology, or economics; or permission of instructor.

SEMS 214 Western Civilization: 3000 BC – AD 1600**Subject: History****Professor Joyce Salisbury**

This course tells the story of the “West in the World” from the ancient period through the Age of Exploration, with special attention to the learning opportunities afforded by our itinerary. In ways often poorly appreciated, Western Civilization was shaped by, and often benefited from, interactions with the rest of the world. For example, ancient Egypt was intimately tied to the great African Nubian culture, the Hellenistic kingdoms reached to India, the Roman Empire was strikingly multi-cultural (sub-Saharan Africans manned Hadrian’s wall in Scotland), and the Silk Road ties from China to England shaped the history of the West in surprising ways. During our voyage we will build on our growing knowledge of such historical interactions with our own observations of the mix between western and world cultures. Such observations (which we will compare and analyze) will cover topics as diverse as social life, food, art, architecture, and religion to create an interdisciplinary, global experience. Methods of evaluation include four tests which will be identification and short answer to be sure students have absorbed the background content (20% each), three field-based reaction papers, each about 500 words that ask students to observe and integrate knowledge (20%).

SEMS 216 World History to 1500**Subject: History****Professor Vladimir Steffel**

This course examines the development of the major cultures and civilizations of the Americas, Africa, India, and East Asia, and explores patterns of regional and global integration. From a regional framework we will trace political, cultural, and economic developments up to 1500 that tell us much about current conditions around the world. We will gain an understanding of foraging and agrarian economies, the development of traditional societies, and the rise of trade routes and contacts among civilizations that facilitated cultural diffusion. Pre-port study of regions’ histories and post-port discussions based on observations within the countries of our journey play a critical role in the course. Methods of evaluation include class participation, essays, a field journal, and midterm and final examinations.

SEMS 218 World History, 1400 – 1914**Subject: History****Professor Vladimir Steffel**

This course examines the major cultures and civilizations of the Americas, Africa, India, and East Asia and patterns of regional and global integration. From a regional framework we will trace political, cultural, and economic developments. We will study contacts among civilizations and cultural diffusion. In addition, we will seek to understand how Western Civilization impacted on these areas. We will use field experiences as windows to the wider regions and their cultures and civilizations. Connections will be made with port programs through pre-port discussions of cultures to be visited and post-port discussions based on observations within the countries of our journey. Methods of evaluation include class participation, essays, field journal, and examinations.

SEMS 322 Topics in European History: Medieval Travel Accounts**Subject: History****Professor Joyce Salisbury**

Like travelers from long ago, we will embark upon a voyage of discovery that will cover the globe, and like them we will see unexpected things and meet people whose lives are very different from our own. In this course, we will look at the writings of medieval travelers (from between 1000 and 1500), and share their wonder as they encounter people and places that seem extraordinarily odd to them. Vikings encountered indigenous tribes, Muslims found Vikings repulsive, and Europeans like Marco Polo were awed by the wealth and strangeness of India, China, Africa, and the Southeast Asian islands. This course will explore important medieval primary texts that strongly shaped how Europeans viewed the world. We will then analyze our own explorations in the light of the experiences of the past. In the process, we will learn about the Middle Ages, global interactions, travelers through time, and gain insight into our own travel experiences. Methods of evaluation include three essay exams (20% each), a series of field observation exercises (20%), class participation (10%), and a group presentation (10%). Pre-requisites: A course in World History or Western Civilization

SEMS 324 Critical Issues of the Twentieth Century World**Subject: History****Professor Vladimir Steffel**

This reading-intensive course explores several contemporary global problems from a historical perspective: imperialism; war and peace; revolution; international racial, ideological, and economic conflicts; and the search for a new world order. We'll analyze each of these issues, with a special eye to their global significance, through careful reading of a variety of sources (including de Jesus' *Child of the Dark*, Hochschild's *King Leopold's Ghost*, and Chang's *Wild Swans*). Students will be expected to participate actively in discussion of this and other course material. Rather than attempt an exhaustive coverage of 20th-century world history, this course develops an interpretive framework for understanding global developments of the twentieth and twenty-first centuries in service of becoming a more well-informed and responsible citizen. Pre- and post-port discussions of the key readings will connect the class to port excursions. Methods of evaluation include class participation (10%), papers (35%), field journal (20%), and examinations (35%). Pre-requisites: At least one course in history and at least one course in one of the following disciplines: anthropology, economics, political science, psychology, or sociology; or permission of the instructor.

SEMS 132 Introduction to World Music

Subject: Music

Professor Julie Strand

Music is a universal social need that is found across the globe as a series of diverse yet equally logical systems, each embedded with cultural indicators that influence all aspects of music making. This course will survey music traditions from across the globe, identifying these indicators and what they reveal about their respective cultures. Using our ports of call as a guide, we will focus on a selection of genres representing traditional, classical, folk, and popular music traditions from around the world. Through this approach, students will be introduced to some of the basic concepts of ethnomusicology: the study of music as a socially-constructed art form, examination of the roles and functions that music serves in a community, the comparative study of music across cultures, and some of the practical considerations of field work. Some recurring themes of the course include the study of musical instruments, transference of music across cultures, and processes of globalization. Through directed listening assignments, students will develop critical listening skills and learn some of the major stylistic attributes of music practiced in each of our regions of study. Grades will be based upon regular field assignments (20%), listening journals (20%), periodic quizzes (30%), attendance and class participation (10%), and a comprehensive final exam (20%).

SEMS 134 African Ensemble I: African Drums (1 credit)

Subject: Music

Professor Julie Strand

This course covers two of the largest and most well-known drumming traditions of West Africa: the Ewe drum ensemble of Ghana, and jembe dance-drumming from the Mande region, an area spanning across the West African Savannah from Guinea to Burkina Faso. Students will learn rhythms from each of these traditions, and perform in a final concert with the African xylophone ensemble. Rhythmic concepts that are typical to African music will be introduced, such as syncopation, polymeter, and call and response, and we will work to develop inner rhythm and ensemble-playing skills. This course requires periodic reading and listening assignments covering these and other African drumming traditions. Discussions of these materials and occasional in-class video showings will supplement instrumental performance. This course is worth 1 credit-hour. It will require students to meet for a minimum of two rehearsals per interval at sea during the full voyage. Grades will be determined by two short quizzes and attendance, participation in class discussions, and overall effort and enthusiasm towards the class. Students registered for this ensemble will have first chance for participation. If there is room for non-registered students, they will certainly be welcome to participate. All levels of musical ability and experience (or lack thereof) are welcome. Pre-requisites: Ability to play a musical instrument is helpful, but not essential. Class size is limited.

SEMS 136 African Ensemble II: African Xylophones (1 credit)

Subject: Music

Professor Julie Strand

Some of the most exciting and least-researched music in Africa is made by the incredibly rich diversity of xylophone traditions practiced across the continent. From the Chopi *timbila* in Mozambique to the Mande *balafon* of West Africa, xylophone music constitutes some of the most sophisticated, multi-faceted, and challenging music being played in Africa today. In this course students will learn to play a variety of *balafon*, or gourd-resonated wooden xylophone that is commonly played in pairs for dances and other social gatherings in the western region of Burkina Faso, West Africa. The course will also survey other African xylophone traditions and how our instrument fits into the pan-African xylophone continuum. The course requires periodic reading and listening assignments, two short quizzes, regular attendance, and a final performance in conjunction with the African drum ensemble. This course is worth 1 credit-hour. It will require students to meet for a minimum of two rehearsals per interval at sea during the full voyage. Pre-requisites: Ability to play a musical instrument, especially a percussion instrument, and some experience with African music is suggested. Class size is limited.

SEMS 330 Women in Music Across Cultures

Subject: Music

Professor Julie Strand

By closely examining the ways that music is created, performed, marketed, and received in a particular community, we can find clues that reveal much about that community's values and practices. Music traditions that are dominated by men tend to be more visible to both researchers and global music consumers, and as a result, our understanding of the world through its music has relied disproportionately on male involvement and perspectives. This course examines some of the issues surrounding women's involvement in music across the globe, exploring the ways that these issues may shed light on broader cultural attributes that may not be apparent in studies limited to male musical activities. Focusing on select cultures from regions on our itinerary, we will compare the ways that communities negotiate gender roles and identities within their music practices, and the empowerment that women can derive from making music. We will look at how regional gender attitudes and behaviors affect the nature of women's involvement in music, and what happens when traditional gender roles are crossed or blurred. Alternately, we will also see how music functions to reflect a society's gender relations, ultimately influencing popular ideals and stereotypes. Readings will be supplemented by listening assignments and occasional video viewings. Methods of evaluation include a midterm (15%) and final exam (20%), four written assignments (20% total), a field journal (20%) and group presentation (10%), and class participation and attendance (15%). Pre-requisites: An introductory course in world music or women's studies; or permission of the instructor.

SEMS 144 International Conflict Resolution: Theory and Practice

Subject: Political Science

Professor Simon Nicholson

How can conflict, at both the inter-group and international level, be effectively and peaceably resolved? This course considers this question by focusing on the opportunities for resolution and transformation that exist in all conflict situations, and identifying some of the different means by which people work together to produce constructive and transformative outcomes. A significant portion of the course will be spent examining historic and contemporary instances of large-scale conflict, focusing particularly on the countries and regions to which we will be traveling. Case material will include the apartheid struggle in South Africa, Hindu-Muslim violence in Malaysia, the Kashmir (and, more broadly, the India-Pakistan) conflict in South Asia, and multiparty negotiations with North Korea. Such cases offer important lessons about the conditions that spawn conflict and the strategies for containing conflict. Extensive simulations and training sessions to develop practical negotiation and third-party intervention skills will complement our case-study inquiry work. Methods of evaluation include in-class quizzes, a practical mediation exercise, a conflict analysis exercise, five field papers, two group presentations, and a final exam.

SEMS 234 Introduction to International Relations

Subject: Political Science

Professor Wesley Milner

In a 21st-century world, numerous conflicts and challenging issues confront all peoples of this fragile planet. While some argue that the world is a very dangerous place representing a clash of cultures and values, both religious and secular, many scholars believe that these tensions conceal a more basic and damaging phenomenon where governments and multinational corporations compete for power, where winners enjoy power and wealth while the majority of the world's population settles for poverty and despair. These possibilities and dynamics are the focus of this introductory course in international relations. As we make our way around the world, we'll explore the evolution and organization of the global system, the states and institutions that comprise it, the role of diplomacy and cooperation, the use of power, and the sources of conflict (*e.g.*, political, economic, cultural, religious, and environmental) in the international system. Methods of evaluation consist of class participation (10%), quizzes (15%), journals (20%), two midterms (15% each) and final exam (25%).

SEMS 236 South Asia and the Politics of Third World Development

Subject: Political Science/Development Studies

Professor Michael Maniates

This course explores debates about and struggles over global poverty; inequality (national, regional, and global); the trinity of trade, aid, and debt; “structural adjustment” and spreading consumerism; and democracy and development in an era of environmental limits. Although we will draw upon examples and controversies from several countries on our voyage, our major geographic focus will be South Asia. This course, then, is appropriate for majors and non-majors with an interest in the history, successes, and pitfalls of planned economic development in the “poor world.” It’s also framed for those with some special interest in the lessons of economic and political development offered by the South Asian experience. And it is especially appropriate for students and adult passengers curious about how and why political scientists and economic-development specialists approach important questions and challenges of poverty eradication and human development in this post-colonial era of economic and cultural globalization. Methods of evaluation include an early quiz (5%), two midterm exams (20% each), a take-home final exam (25%), a field journal (20%), and class participation, including timely completion of three shipside polls on assumptions about the “developing” world (10%). **Note:** One of the four books for the course (*Human Development Report 2005*) can be downloaded free of charge at http://hdr.undp.org/reports/global/2005/pdf/HDR05_complete.pdf Students may purchase this book from the UVa bookstore and have it delivered to their cabin, or they may print this book from the web and bring it with them to the ship. Students will not be able to print this document from the ship’s computer lab.

SEMS 238 Introduction to Comparative Politics

Subject: Political Science

Professor Giles Wayland-Smith

A central premise of the social sciences, and of political science in particular, is that we learn much through comparison. By focusing on several of the nation-states on our itinerary, this course explores a set of questions relevant to us all: In what ways is political power distributed and how does this affect the making of public policy? How do political institutions shape the life and opportunities of ordinary citizens? What are individual countries’ basic values and how do these affect the structure and day-to-day operation of their political systems? How have the pressures of globalization and democratization played out in individual countries? As a part of this course, we’ll draw observations of political life not just from basic texts but also from a variety of sources (ranging from newspapers and films to websites, conversations with locals and other resources discussed in class). Methods of evaluation consist of an observational/analytical journal (20%), take-home and in-class mid-term exam (25%), policy brief (20%), take-home and in-class final exam (25%), and class participation (10%).

SEMS 432 Foreign Policy of the United States

Subject: Political Science

Professor Wesley Milner

A country’s foreign policy typically involves three sets of objectives: national security, economic advantage, and stable relations with other members of the international community. As the US continues to find its way in a post-Cold War and post September 11th world, it employs a number of tools to achieve these objectives, including diplomacy, trade negotiations, and military force. This course focuses on understanding these US foreign-policy goals, objectives, and strategies, with special focus on regional and topical issues that connect to our itinerary. We will be especially attentive to US economic policy, security and defense policy, and environmental policy. In seeking to explain this policy, we will focus on the interactions among the presidency, congress, the bureaucracy, and public opinion. Methods of evaluation include an early take-home essay on foreign-policy traditions (5%), a midterm and final exam (20% each), field journals (20%), a ten-page policy briefing paper (25%), and class participation (10%). Pre-requisites: Two courses from some combination of international relations, U.S./world history, and U.S. politics and political science.

SEMS 434 Marxist Philosophy
Subject: Political Science
Professor Giles Wayland-Smith

One of the most influential and often misunderstood, political philosophers of the modern age was Karl Marx. What does the world look like when viewed through the Marxist lens of dialectical materialism? This course examines classical Marxist thought, focusing on such topics as the nature of historical change, the source of human alienation, the interaction of economic and political institutions, and visions of the “good society.” After the Marxist position on these topics has been examined through close textual analysis of the writings of Karl Marx and Friedrich Engels, we’ll explore alternative philosophical explanations. Classical Marxist thought will be brought into the 20th century through an examination of V.I. Lenin’s *Imperialism* and selected short essays by Mao Zedong and Ho Chi Minh. Individual country visits will highlight critically important Marxist themes, such as the historic movement from feudalism to capitalism, the multi-faceted nature of capitalist exploitation, the foundations of revolutionary “praxis,” and the structure of the future communist society. Methods of evaluation consist of a short take-home essay (5%), personal journal and five short field reports (20%), three open-book, take-home exams or papers (65%), and participation in classroom discussions (10%). Prerequisite: A prior course in political science, political economy, or sociology that relates to the themes of this course.

SEMS 436 Politics and Memory
Subject: Political Science
Professor Giles Wayland-Smith

The rich tapestry of a country’s political life can be captured not only by reading analytical texts and historical documents but also by examining the many cultural forms through which that nation’s memory – its historical narrative – has been preserved and interpreted. This course draws on a wide variety of narrative “texts” to illuminate the complex political histories of the countries we will be visiting. Films, novels, short stories, poems, and memoirs will provide the core of the historical narratives to be examined. At the same time, museums and historic sites in the countries being visited present their own narratives; students will be required to visit at least three such sites in order to capture the particular intersection of system and story that is being presented. Among the central questions being addressed throughout the course are the following: In what way(s) does the political system, past or present, shape the story that is being told? Exactly whose memory, whose story, is being told and how is it presented? Whose story is being left out and why? What are the political consequences of the remembering (or forgetting) that is contained in the material presented? Methods of evaluation include a personal journal (20%), three analytical papers, focusing on literary analysis and national political/historical narratives (40%), six shorter papers connecting the port experience to class themes (30%), and class participation (10%). Prerequisites: One Political Science *and* one English Literature course, or permission of the instructor.

SEMS 438 International Political Economy
Subject: Political Science
Professor Wesley Milner

In a world of unbridled globalization, we’re all forced to comprehend and navigate the complexities of an increasingly integrated planet. As *New York Times* columnist Thomas Friedman has recently claimed in his bestseller *The World is Flat*, the world is becoming economically “flat” with startling implications for us all. Against this backdrop, this seminar investigates the fast-paced dynamics of international political economy, which, broadly conceived, is concerned with the global interaction of politics (who gets what, when, and how) and economics (the allocation of scarce resources). We will consider some of the most pressing issues confronting the global community (focusing especially on those countries on the itinerary) and interrogate alternative scenarios for the future. Topics include globalization, the politics of money and international finance, the political economy of trade, economic development and debt, and the evolution and role of multinational corporations. Methods of evaluation include a brief take-home essay on globalization (5%), a midterm and final exam (20% each), a major research paper (25%), a field journal (20%), and class participation (10%).

SEMS 440 Perspectives on Peace

Subject: Political Science

Professor Simon Nicholson

Accounts of peoples, places, and politics are typically narratives of violence. Our news media are filled with descriptions of brutality and disorder, and our received histories are dominated by stories of aggression and war. Yet despite the dominance of these narratives of violence, they fail to faithfully capture crucial elements of our collective histories, or all of the truth of contemporary life. This course is concerned with uncovering, evaluating, and interrogating alternative narratives of *peace*. We will look at some of the ways scholars and key political figures from around the globe (and particularly those countries we will be visiting) have imagined a peaceful world, and have envisaged their place in it. And we will illuminate the efforts of activists, politicians, and everyday people to bring a more peaceful world into being. Along the way, we will consider some of the most important, perennial questions of the human condition: What are the political, social, and cultural conditions required for a peaceful world? What is the nature of effective political action? And how are we, as individuals, to make a positive difference? Methods of evaluation include a short beginning paper on perspectives on peace (5%), a group essay (20%), an individual synthesis paper (20%), a group presentation (10%), field summaries (15%), class participation (10%), and a final exam (20%). Pre-requisites: At least two courses in political science, sociology, or history; or permission of the instructor.

SEMS 120 Cross-Cultural Perspectives on Human Sexuality

Subject: Psychology/Sociology

Professor Toni Zimmerman

This course explores human sexual anatomy, sexual identity, lifespan sexuality, and the complex interactions among social, psychological, and biological forces that frame the meanings and practice of sexuality in various cultures. Our primary aim is to come to a better understanding of how sexual identity, and the appropriate “norms” and “boundaries” for sexual representation and behavior, vary from country to country and culture to culture, and why. The countries on our voyage will thus serve as vehicles for our investigation into how “sexuality” is constructed. Additionally, these countries offer opportunities to learn and explore contested sexual issues in each country and compare them to the U.S. For example, contemporary sexual issues under debate in the U.S. include abortion, gay relationships, contraceptives, sex education, and sexuality in the media. Specific contemporary sexual issues will be explored for each port on the itinerary. Methods of evaluation include four exams (50%), three field reports (20%), and performance in a series of in-class exercises (30%).

SEMS 122 Cross Cultural Perspectives on Family

Subject: Psychology

Professor Toni Zimmerman

This course explores family life from a cross-cultural perspective. The primary aim is to better understand how family life varies from country to country and culture to culture. As we travel the planet, we will focus in particular on intimate relationships and family life. We will develop an understanding of the diversity of family interactions, roles, norms, expectations, responsibilities, and struggles across the globe. Additionally, specific tasks and topics relevant to family life and structure will be explored including dating and mate selection, marriage and partnering, gender roles and socialization, parenting, stress, violence, divorce, remarriage, kinship, aging, and death. The countries on our voyage will provide opportunities to learn and explore what family life is like in various places. Attention will be given to the role religion, culture, and economics play in shaping family life. Methods of evaluation include three exams (for a total of 35%), a ten-page, ten-reference paper (15%), field reports (20%), and in-class global reflections (30%).

SEMS 224 Abnormal Psychology**Subject: Psychology****Professor Bianca Cody Murphy**

This course seeks to help you understand the symptoms, causes, and treatment of maladaptive behavior. We'll discuss a number of questions: How do different societies and cultures respond to those with maladaptive behaviors? Is abnormal behavior mental illness? What are some of the theories used to explain the causes of mental disorders? How do clinicians assess and diagnose clients? What are the symptoms of schizophrenia, depression, anxiety, etc.? What kinds of treatments are available? How effective are they? And how does having a mental illness affect a person and his or her family in different cultures? We'll engage these questions by viewing filmed interviews with people who have been diagnosed with mental illnesses, and by drawing on textbook material, my clinical experience as a therapist, and occasions for cross-cultural comparisons in our ports of call. We will have the exciting opportunity to explore specific "culture bound syndromes." Rather than focus on a specific culture bound syndrome in each port, you will do fieldwork that will allow us to do cross-cultural comparisons. Methods of evaluation include three exams (70%), field projects (20%), and class participation. Prerequisite: At least one introductory course in Psychology.

SEMS 420 Psychology of Women**Subject: Psychology****Professor Bianca Cody Murphy**

This course examines psychological theories and research about women and gender in ways only possible on a voyage around the world. We will focus on the biological, psychological, and social similarities and differences between men and women and, in particular, how culture affects these differences. We will address the nature and development of gender roles and identify significant issues in the psychological development of girls and adolescents. We will explore adult women's sexuality, and their roles in work and family. And we will examine social issues, such as poverty and violence against women that affect women's health and mental health. You will be an active learner by reading and discussing the text and a set of supplemental readings, by engaging in small research projects, and by writing papers that link your research findings to the theoretical literature about the psychology of women. Finally, while in port you will conduct field projects that afford a wonderful opportunity for cross-cultural comparisons about gender roles and women's experiences in different cultures. Methods of evaluation include paper assignments (40%), quizzes (30%), a field project (20%), and class participation (10%). Prerequisites: This is an upper level psychology or women's studies course. You must have previously taken at least one introductory course in Psychology or Women's Studies.

SEMS 422 Clinical Psychology**Subject: Psychology****Professor Bianca Cody Murphy**

This upper level course explores the field of clinical psychology and is intended for students who have already completed significant coursework in psychology. Throughout the course, we will investigate how the context and culture of the client and the clinician interact with and affect the interview process. We will focus on the foundations of good clinical practice: multiculturalism and ethics. Through the use of role-plays and exercises, you will learn and practice basic listening and interviewing skills. We will discuss assessment and treatment planning and the techniques that clinicians use to help clients see and do things differently. We will explore boundaries and dynamics in the clinical relationship. We will conclude by addressing professional issues: burnout prevention, ongoing training, and supervision. The field component of the course will allow you the opportunity to explore how culture affects different types of helping. You will observe and interview "clinicians" or indigenous helpers in the ports we visit and you will see first-hand how many different ways there are to help people and bring about change. Methods of evaluation include a series of written exercises and essays (10%), three exams (20% each), field inquiry (20%), and class participation (10%). Pre-requisites: This is an upper level psychology seminar course. The required prerequisite is Abnormal Psychology.

SEMS 172 World Religions

Subject: Religious Studies

Professor Mary Keller

This course introduces students to the “what” and the “how” of studying the world religions, generally following the itinerary of the voyage. With the view that religion is a dynamic cultural system, we’ll begin our studies with a focus on the African diaspora and the influence that African Traditional Religions, particularly Yoruba traditions, have had on New World religions such as Santeria, Voodoo, and Candomblé. We will then compare “syncretism” in Brazil and South Africa, noting the continuing developments among these traditions. As we round the cape we turn our attention to the history and cosmology of Hinduism, Islam, other South Asian religions, and Buddhism, and reflect upon the modern developments in these traditions that we witness in our field trips. We will conclude with study of indigenous struggles to reclaim sacred ground in Hawaii and the Western United States. Students will understand the particular challenge that “insider” and “outsider” perspectives pose for the study of religion, and will develop analytical tools to help them develop a “critical tolerance” that will be of use as they contemplate the role of religion in the world today. As the authors of our text contend, “People’s religiousness is as diverse as the forms of power they believe govern their destiny, whether it be the gods as forces of nature, or wealth, or political power, or the forces of history.” Methods of evaluation include five in-class exams (50%), a final comprehensive exam (20%), a field component (20%), and class participation (10%).

SEMS 370 Spirit Possession and Ethnography

Subject: Religious Studies

Professor Mary Keller

Spirit possession is the overcoming of a person by a spirit of known or unknown origin. It plays an important role in popular religious practices in Puerto Rico and Brazil, in African religious traditions (including Traditional, Christian, and Muslim traditions), in Hinduism and Islam throughout their respective territories, South Asia (where ancestors are very important), and Japan. It is everywhere, though it may seem to be bizarre from modern, Western perspectives. In this upper-level course, we will come to know spirit possession as a phenomenon found throughout European history and on every continent of the globe. This new perspective on spirit possession allows us to see our own culture from a different perspective. “Why have our ancestors quit talking to us?” Or perhaps, “Do spirits or ancestors speak through us today?” Using current theory in religious studies, we will assess the history of spirit possession in each of the regions to which we travel. We build on this basic knowledge while in ports by relating the religious history of the port (was it involved in the slave trade, for instance) to our observations during field experiences. Are the ports haunted by their pasts? Are the ancestors alive in popular culture? Does the architecture of the city house ancestors, spirits or other possessor’s of the human spirit? Is the spirit of capitalism possessing the port? To conclude the course, students write a research paper analyzing spirit possession as a contemporary global phenomenon. Methods of evaluation include class participation (10%), field component essays (20%), in-class quizzes (40%), and final paper (10% for rough draft workshop and 20% for the final paper). Pre-requisites: An introductory course in the study of religion is critical to student success. Students should also have completed some work in gender studies (*i.e.* women’s studies, or some gender study or analysis in the humanities) and/or Third World or developing country studies.

SEMS 372 Mysticism and Religious Experience

Subject: Religious Studies

Professor Joyce Salisbury

The great religions of the world all contain several dimensions: ritual organization, empirical understandings, and the possibility for feeling ecstasy. This upper-level course will focus on one aspect of the religious life – experiencing religious ecstasy, or feeling at one with the Deity. This feeling has come to be called “mysticism,” and has expression in the major world religions. In this upper-level course, we will seek to define mysticism and understand it as a religious experience across a range of world religions. We’ll study examples of its expression around the world and through a number of practitioners. We will also explore some of the paths to mystic experiences, in particular various forms of meditation that are intended to lead to mystic feelings. Methods of evaluation include three essay exams (20% each), a series of field observation exercises (20%), class participation (10%), and a group presentation (10%). Pre-requisites: A previous Religious Studies course, or permission of the instructor.

SEMS 374 Postcolonial Theory in the Study of Religion

Subject: Religious Studies

Professor Mary Keller

How can we grasp the struggles between religious ideologies that mark our time? What if we understand religion by reading it broadly as “an orientation to the ultimate significance of one’s place in the world”— religion as the human drive to map out a sense of belonging on the territories that matter most to people (including geographical, ethnic, class, and gender territories)? Students will learn this approach, developed by postcolonial theorists in religious studies. For our purposes, post-colonial refers to the impact that colonialism has had on relationships between colonizing and colonized people, and infers that we are even today living with the reverberations of those encounters. As we travel we will look for the historical and contemporary border crossings and boundaries (points of orientation) that have asserted ultimate power in people’s lives with four thematic focuses: seafaring and colonialism; awareness of racial and gender differences; hybridity—the impact of losing purity and gaining mixtures of culture; and economy/exchange (what Marx called “commodity fetishism”—the magical power of things). For the field component, students will develop metaphorical maps of “ultimate significance” as they interpret port cultures. Methods of evaluation include class participation (10%), take home essay exams (40% (4x10% each)), field component (20% (two eight-page essays worth 10% each)), and final exam (30%). Pre-requisites: An introductory course in the study of religion is critical to student success. Students should also have completed some work in philosophy and religion, the anthropology of religion, or gender studies (i.e. women’s studies, or some gender study or analysis in the humanities).

SEMS 400 “Masculinity” and “Femininity”: Close to Home & Around the World

Subject: Sociology

Professor Toni Zimmerman

We all have a general sense that gender and gender-related issues both reflect and shape prevailing norms and values in countries and cultures around the world. But how and why, and why might we care? Our travels around the world, together with our intense time aboard ship, afford us the opportunity to answer these questions – and we’ll do so by exploring how gender intersects, in sometimes surprising ways, with other social categories (*e.g.*, class, race, sexuality, religion, and age) in the shaping of norms and the generation of expectations. Through careful reading, observation, and discussion, we’ll the analyze gender dynamics of the various cultures and societies on our itinerary – including the culture aboard ship. Students will evaluate how gender expectations and roles frame their daily lives and relationships, and frame their academic and professional lives. Special focus will rest on understanding, in a comparative perspective, gender expectations of men and women, common gender stereotypes, and how “masculinity” and “femininity” play out in ways both constraining and enabling. Methods of evaluation include three exams (10% each, 30% total), two ten-page papers (15% each, 30% total), field reports (20%), and series of in-class exercises (20%). Pre-requisites: At least two prior courses in some combination of Sociology, Psychology, Women’s Studies: or permission of the instructor.

SEMS 114 Brown Paper Studio (Introduction to Theatre Arts)

Subject: Theatre Arts

Professor Judyie Al-Bilali

“Hip-hop is a family, so everybody has got to pitch in. East, west, north or south – we come from one coast and that coast was Africa” – DJ Here, Can’t Stop, Won’t Stop. Brown Paper Studio is an introductory course in theatre arts offering tools for accessing creativity. In the creation of original performance material Brown Paper Studio uses some of the artistic forms of hip-hop culture such as the “cipher”, graffiti, spoken word and popular music of the genre. We will research and discuss how hip-hop has grown over the past twenty years into an international cultural network and in some cases, a political network. The field component of the course includes maintaining a portfolio/journal documenting the influence or absence of hip-hop culture in the countries we visit. The name Brown Paper Studio comes from the technique of placing large sheets of inexpensive brown paper on the walls of an open room, along with providing colored markers and music. In this relaxed, playful atmosphere we utilize theatre games, improvisation, writing exercises, dreams, movement, and sound to create a space for self-expression. Within a short time an ensemble emerges, one that recognizes and celebrates both the individual and the collective. For our final project class members will collaborate as writers, performers, and designers on producing an original work for the shipboard community based on our collective research and personal observations. Methods of evaluation include script development (20%), production and performance (30%), an analytic paper on hip-hop culture (15%), field inquiry (20%), and class participation (15%).

SEMS 116 Elements of Directing

Subject: Theatre Arts

Professor Judyie Al-Bilali

Elements of Directing is an introductory course in the craft of directing for the theatre. The class is a practical, studio format experience that includes readings and discussions on directing theory. Students will learn about script analysis, casting, and stage composition and appreciate how to work with designers and make a production schedule. As a class we will work on a contemporary one act play, *Stop/Kiss* by Diana Son. All directors will choose one scene from the same play to present in class; as a result we will experience how the same dramatic material changes when interpreted by different directors and actors. An important feature of the course is learning about constructive ways to respond to the work of fellow directors and how to receive feedback. Casting for the scenes will be from the shipboard community at large. Pre-requisites: One class in theatre performance, literature, or history.

SEMS 302 Memory and Vision: Theatre Practice and Social Issues

Subject: Theatre Arts

Professor Judyie Al-Bilali

“Our deepest fear is not that we are inadequate, our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that frightens us...it’s not just in some of us, it’s in everyone. And as we let our own light shine we unconsciously give others permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.” – Nelson Mandela, 1994 Inaugural Speech. This dramaturgy and playwriting class revolves around two questions: What is the role of theatre in the 21st century, and what is unique and necessary about live performance? As we investigate these questions we will create plays from social issues that are relevant to the countries on our itinerary. The purpose of the class is to provide students with the skills to translate their particular interests as international travelers into a theatre script. We will study dramatic structure, character analysis, and the writing of monologue and dialogue. The course begins with group seminars presented on one of four plays; *The Laramie Project*, *Twilight: Los Angeles 1992*, *The Vagina Monologues* and *Polaroid Stories*. Each of these plays began as a series of interviews and each evolved into very different productions. Students will select a topic related to our voyage as the basis for conducting interviews. Playwrights learn how to craft their research material into a short script beginning with a synopsis, a first draft reading and for final presentations of excerpts as a staged reading. Pre-requisites: The course is open to advanced students who have taken at least two prior theatre courses (dramaturgy, history, and/or performance studies).