

**Semester at Sea**  
**Spring 2008**  
**Final Course Listing**  
**October 29, 2007**

Following is a listing of final course offerings for the Spring 2008 voyage. All courses carry 3 credit hours, and all students must enroll in SEMS 101: Global Studies.

**SEMS 101: Global Studies**

**Professors: Dan Ehnbohm and Tatjana Good ( [Syllabus](#) )**

**Global Studies** is an interdisciplinary course that focuses on the countries visited and is tailored especially to meet the global and comparative approach of Semester at Sea. In addition to providing basic information about the countries on the itinerary, Global Studies also provides a meaningful framework by which to compare data, examine issues, and develop concepts. The Spring 2008 course will highlight the importance of understanding pilgrimage and religious centers as a way of understanding diverse parts of the world. 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. Global Studies 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.

**SEMS 121-2: Introduction to Cultural Anthropology**

**Discipline: Anthropology**

**Professor Sidsel Millerstrom ( [Syllabus](#) )**

This course will provide you with an overview of principles and processes of social and cultural anthropology. We will look at anthropological research of the past and present. Through readings, lectures, and films you will learn some of the major aspects of human culture, including subsistence, economics, sex and marriage, gender, family and kinship, group classification, politics and law, art, and belief systems. Through a study of different social groups ranging from Native American to modern state societies, as well as through the study of countries and regions we visit during the semester, we will examine how these culture practices change over time. Evaluation will be based on class attendance and participation, two term exams, and a journal of port observations specifically related to cultural anthropology.

**ANTH 216Z: Cultural Tourism**

**Discipline: Anthropology/Art**

**Professor Samuel K. Parker ( [Syllabus](#) )**

This course examines practical and theoretical issues surrounding the modern phenomenon of cultural tourism. Cultural tourism, also sometimes called "heritage" or "arts" tourism, is an interdisciplinary topic, combining anthropology, art, history, political-economy, and ethics. It is a phenomenon that crystallizes many issues arising from the larger domain of contemporary globalization, including questions about how the past is represented, how distinctive social identities are constructed, and how the lingering effects of colonialism continue to be reflected in ordinary practices.

**ANTH 261Z: Orientals and Primitives**  
**Discipline: Anthropology/Art**  
**Professor Samuel K. Parker ( [Syllabus](#) )**

This course adopts an anthropological perspective on the visual arts. How have Western concepts of “creativity” and “art” been affected by the study and collection of objects from the non-Western world? Is “art” a discoverable human universal? Is it a parochial Western—or modernist--category that is being *made* universal through the dominating power of modern institutions? How has the production of non-Western objects been affected by the globalizing power of modern art institutions? What happens to non-Western objects when they migrate from the traditional contexts of their production and use into Western art-worlds, where they are re-classified and utilized as “art” objects? How is their value and significance transformed when they are subjected to modern activities, such as auctioning, authenticating, collecting, cataloging, conserving and exhibiting? In what ways have modernist and post-modernist art trends worked to dissolve, exacerbate, or re-shape some of the stereotypical distinctions that have historically marked the “West” and the “non-West”?

**ANTH 280Z: Introduction to Archaeology**  
**Discipline: Anthropology**  
**Professor Sidsel Millerstrom ( [Syllabus](#) )**

The discipline of archaeology is primarily concerned with interpreting past societies through their material remains. In this introductory course you will gain a cursory understanding of the methods, techniques, goals, and theoretical concepts the archaeologist uses to investigate human artifacts in the past. Lecture topics will include developing a research design, field and laboratory procedures, methods of dating cultural remains, chronology; and reconstruction of past social and economic organizations. Using case studies of survey, excavation, and analytical techniques, I will focus on archeological sites in some of the countries we will visit as well as on-going investigations at sites in North America, the Pacific, and Asia. Finally, we will cover the changes in archaeological methods through history both in the Americas and in Europe and we will try to answer the question of who owns the past. Evaluation is based on class attendance and participation, two term exams, an oral presentation, and a journal of port observations related to some aspect of archaeology.

**ANTH 361Z: The Visual Culture of Hinduism and its Global Diaspora**  
**Discipline: Anthropology/Art**  
**Professor Samuel K. Parker ( [Syllabus](#) )**

This course introduces some of the basics of Hinduism and Hindu visual culture. It combines a broad understanding of the basic principles of Hinduism with specific, contemporary contexts, selected with special attention to the ports visited. A course-long, ongoing slide lecture covering the development of Hindu imagery and temple forms will occupy a part of each class meeting. The other part will focus on the readings, which are aimed at a general understanding of some of the main principles of Hinduism juxtaposed to case studies of how Hinduism responds to the geographic displacements commonly referred to as diaspora.

**SEMS 480-5: Magic, Religion, and Witchcraft****Discipline: Anthropology****Professor Sidsel Millerstrom ( [Syllabus](#) )**

In this course we will study contemporary belief systems, their associated rituals, and the meaning of these cultural practices to the daily life of people in small-scale societies. Using an anthropological perspective we will examine the psychology of religion, religious social organizations, shamanism, ancestors worship, witchcraft and sorcery, myth, ethno-medicine, symbolism, body rituals, the ritual use of drugs, voodoo, mana, taboo, and vampires. Evaluation will be based on class attendance and participation, two term exams, an oral presentation, and journal of port observations relate to belief systems.

**ARTH 100Z: Introduction to Art and Architecture****Discipline: History of Art & Architecture****Professor Marion Dolan ( [Syllabus](#) )**

From prehistoric to modern times, works of art can be understood as significant cultural documents. This introductory course, designed for students with no previous background in art or art history is intended to demonstrate how to interpret important works of art in their historical context. In order to truly appreciate and understand any artwork, it is necessary to look at the materials, techniques, and patronage, and especially the culture and historic period that produced it. The lectures and discussions will focus on the art and architecture of the countries that we will visit, but will include the core material of our Greco-Roman heritage as well. Illustrated lectures will discuss selected works of art and architecture in depth and relate them to the historical culture in which they were produced, and observe change in treatments and techniques through the centuries. This course will introduce the student to outstanding examples of painting, sculpture and architecture from around the world, starting with prehistoric art and continuing through the modern era. The course is designed to demonstrate and teach some of the basic tools of analysis and critical thinking with which to approach works of art as both aesthetic objects and historic documents.

**ARTH 209Z: Sacred Spaces****Discipline: History of Art & Architecture****Professor Marion Dolan ( [Syllabus](#) )**

This course is designed to study selected ancient, medieval and modern sacred sites that have been painted, sculpted, decorated and ritually aligned to the heavens. This class will concentrate in particular on the outstanding monuments that will be visited, or are located in the areas of our itinerary. For general background, the course will begin with the magnificent cave paintings and extend to megalithic monuments, and early temples and religious sites in Egypt, Greece and Rome. We will examine the sacred architecture and the different forms it takes, particularly its placement in respect to the heavens, as most religious structures, until modern times, were ritually aligned to specific cosmic events. We will investigate various aspects and features of these sacred sites such as; location, construction techniques, sacred geometry, and history. The symbolic, and sometimes enigmatic, art work that decorates sacred sites is a vital part of the course. As distant viewers, we cannot attain a full understanding of the deeper levels of meaning or know exactly how these important sites functioned. But as we discover more about these sacred places and the vast amount of time, material, resources and energy that were required to create and maintain them, we learn much about human history and about ourselves.

**ARTH 309Z: World Cities**  
**Discipline: History of Art & Architecture**  
**Professor Marion Dolan ( [Syllabus](#) )**

What constitutes a city? How does it differ from a town or village? Why do some cities grow and develop into a metropolis and others remain the same, stagnate, or die out? Each city is unique with its own idiosyncratic design, rhythm and character. The archaeologist, the sociologist, the anthropologist, the political scientist, the regional planner, and the geographer all study cities from their specific but different perspectives. But the art historian has an important contribution too: cities have been seen for millennia as works of art. Even cities as seemingly ‘messy’ as Las Vegas or Calcutta have an urban form that the art historian can decipher with special expertise. This course centers mainly on the cities visited during this voyage, both large and small, to discover the main patterns of urban form and the influences and forces that directed their development. For comparison, this interactive course will also look at the world’s earliest cities in the Near East and India, and cities of the ancient Greco-Roman world. Through lectures and discussions, students will derive the basic expertise and format with which to analyze these urban patterns. Lectures, illustrations, maps, and readings give students the chronological and typological base from which to sharpen their own analytical skills. The principles derived in the early sessions will be used in the final course segment, in which students work on the form and growth of a particular world city on which they have selected to write a descriptive essay.

**ARTS 161Z: Introduction to Drawing I**  
**Discipline: Studio Arts**  
**Professor Trisha Orr ( [Syllabus](#) )**

This class is oriented to the beginning student, but will allow the more experienced art student to develop their skills and vision further. We will focus on developing observation and drawing skills so that the student will become comfortable recording and expressing visual information. Drawing from observation is a craft which can be learned through practice, critique and analyzing master drawings. A series of classroom exercises will develop hand-to-eye coordination as well as introduce concepts of composition, mark-making and the rendering of light, space, value and scale.. In addition to seaboard classroom work, each student will keep a drawing journal with special emphasis on the opportunities provided by shore excursions.

**ARTS 162Z: Introduction to Drawing II**  
**Discipline: Studio Arts**  
**Professor Trisha Orr ( [Syllabus](#) )**

This class is oriented toward (but not necessarily limited to) students who have had prior drawing experience at the college level. Beginning students with some background and a serious commitment are encouraged to consider this course also. Focusing primarily on drawing from observation, we will explore mark-making, compositional strategies, tone and value, light as structure, and expressive form. Among other things, we will work from still life, photographs (especially photos taken “on shore” by students), interiors, and models, as well as referencing and analyzing master drawings. Classroom work will further develop hand-to-eye coordination as well as expand the repertoire of possibilities through investigating some of the great variety of drawing languages available in the contemporary world. We will also reference drawing style and compositional devices in some of the visually rich, non-Western cultures we will be visiting. In addition to onboard classroom work, each student will keep a drawing journal with special emphasis on the opportunities provided by shore excursions.

**BIOL 100Z: Introduction to the World's Biomes****Discipline: Biology****Professor Victor Kennedy ( [Syllabus](#) )**

A biome (ecoregion) is a broad geographical type of ecosystem with distinctive plant and animal groups. Examples that can be encountered on our voyage include tropical rainforests, grasslands, temperate forests, and deserts on land; mangrove forests at the land-sea interface; and coral reefs. Each of these large ecological units contains characteristic types of plants and animals that are adapted to the climate and natural features of that ecoregion. This course will explore the climate and plant and animal life of biomes, and the effects of human activity on these large systems, focusing on biomes that can be explored during Spring 2008. During their own in-port explorations, students can readily experience the climate and encounter the plants and animals that inhabit the regional biomes that we will visit. This course would be suitable for non-majors as well as majors in biology.

**BIOL 180Z: Introduction to Conservation Biology****Discipline: Biology/Environmental Science****Professor Tatjana Good ( [Syllabus](#) )**

Conservation biology is the science of preserving biodiversity. It is an interdisciplinary science which draws upon the fields of ecology, evolution, genetics, economics, sociology, and political science. Worldwide trends show that biodiversity is diminishing at an unprecedented rate. Because of habitat loss and degradation, introduction of invasive species, over-harvesting of natural resources and environmental pollution, the earth may be losing dozens of species daily. The goal of conservation biology is the development of strategies for preserving populations, species, biological communities, and entire ecosystems. Conservation biologists attempt to bring scientific principles and theory to bear on problems of management for preserving the richness of life on earth. The course will set forth the concept of biodiversity, explain its complexity and functions, explore how its disappearance threatens all of us, and examine strategies and methods for its conservation. Furthermore, we will use case studies from, and meet researchers working in countries on our itinerary to survey the possibilities and the problems of applying conservation principles in the real world.

**BIOL 351Z: Biological Oceanography****Discipline: Biology****Professor Victor Kennedy ( [Syllabus](#) )**

Biological oceanography is the multi-disciplinary study of the interplay of physical, chemical, geological, and biological factors that control the structure and function of marine ecosystems. This course will take advantage of our intense and continuing contact with the oceans and coastal regions during the voyage to build an understanding of marine ecosystems. The various factors that influence species diversity and abundance will be compared for inshore, coastal, continental shelf, and deep-sea habitats worldwide. Human use of marine resources will be described, from the simplicity of artisanal fisheries to the complexity of integrated aquaculture systems. Opportunities to see fishing vessels in action or in port and to visit fishery institutes or aquariums in a number of ports will provide insight into efforts to manage, conserve, and communicate about marine resources. Students will develop an appreciation of the complexity of marine systems as well as the difficult questions facing scientists and managers as fishing efforts deplete aquatic resources.

**BIOL 380Z: Marine Biodiversity and Conservation****Discipline: Biology/Environmental Science****Professor Tatjana Good ( [Syllabus](#) )**

The world's oceans cover more than 70 percent of the earth's surface. They house great biological diversity and a rich resource base that benefits society in innumerable ways. The human footprint on the oceans and its resources, however, is becoming ever more profound. Increasing human populations demand more resources, and technology advances, creating more efficient harvesting of marine resources. Humans have significantly impacted various fish stocks and marine mega-fauna. Many of the ocean's diverse and critically important ecosystems have been seriously degraded by humans. This course will investigate concepts of sustainable yield and shifting baselines, and focus on the biological and socio-economic effects of over-harvesting various marine organisms and depletion of fish stocks. Several individual case studies will be examined, *e.g.* sea turtle and seabird by-catch in pelagic long-line fisheries; community-based fisheries management, recovery programs for endangered species; and the effects of intensive ecotourism on spinner dolphins and coral reef communities. Lastly, this course will examine the challenges associated with designing and managing marine protected areas, including a brief overview of marine conservation policies.

**COMM 371N: Managerial Finance I****Discipline: Business/Commerce****Professor James M. Andre ( [Syllabus](#) )**

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

**COMM 384N: Foundations in International Business****Discipline: Business/Commerce****Professor James M. Andre ( [Syllabus](#) )**

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

**COMM 472Z: International Financial Analysis****Discipline: Business/Commerce****Professor James M. Andre ( [Syllabus](#) )**

This course combines a strong foundation in international finance theory with current, practical applications. It provides thorough, up-to-date treatment of cutting edge international finance issues along with traditional treatment of international financial management. The textbook contains hands-on, real world applications and covers currency flows, exchange rates, foreign investment, asset and liability management and financing international trade. Students will be introduced to the theory of comparative advantage, imperfect markets theory, and product cycle theory. International opportunities and international business methods such as licensing, franchising, joint ventures and acquisitions are covered. Method of evaluation: short quizzes, midterm and final exams, term project, and class attendance and participation. **Please Note:** A **financial** calculator is **required** for this course. I suggest that you purchase the Hewlett Packard **HP 10BII** or the Texas Instruments **BA II Plus Professional**.

**SEMS 108: Intercultural Communication****Discipline: Business Communication****Professor Richard Dalbey ( [Syllabus](#) )**

This course is designed as a survey course in Business Communication and includes a focus on International/ Intercultural Communication. We will learn how to apply business communication principles and strategies in the development of both the content and style of effective communication in business situations. We will study written and oral communications as well as non-verbal channels. We will consider the important role of context (social, cultural, and historical) in intercultural communications. The approach for this course will be analytical as well as practical.

**SEMS 308: Reporting Techniques: A Collaborative Approach to Report Writing****Discipline: Business Communication****Professor Richard Dalbey ( [Syllabus](#) )**

In this course, students will work in groups of 5-6 to prepare an analytical report on an international topic of their choice. They will learn about the collaborative approach to writing business reports, in part, by producing such a report. In phase one, each student will prepare an individual informational report which will feed into the phase two team report. Written reports as well as oral presentations will be required. **Please Note:** In addition to the required textbooks, it is highly recommended that you have an up-to-date dictionary (good recently released college editions are Merriam Webster and American Heritage) and a thesaurus.

**SEMS 309: Business Communication****Discipline: Business Communication****Professor Richard Dalbey ( [Syllabus](#) )**

Business Communication is a basic course that gives students practice in business formats, document design, and word processing technology; business research and analysis; and audience revision, proofreading, and editing skills. The course includes discussing, researching, organizing, writing, and presenting business letters and memos on ethical, global, social (external environment and demographic diversity) and technological issues. It also incorporates basic principles of speaking effectively for business. Business Communication is predominantly a writing course. Each student successfully completing the course will show planning, organization, and basic business writing skills by the preparation of letters, memos, and oral presentations. Fieldwork activities while in port will be organized accordingly and will be course-relevant.

**SEMS 115-3: Media Writing**  
**Discipline: Communications/Media Studies**  
**Professor Marilyn D. Pennell ( [Syllabus](#) )**

This class will give students the opportunity to develop their writing skills across a wide range of styles and formats used in contemporary mass media, including writing for print, online and broadcast journalism; writing for blogs and podcasts; and writing for advertising and public relations. The emphasis in the course will be the creation of team and individual writing projects for an audience. Students will develop interviewing, research, reporting and writing skills for a variety of media formats. They will learn how to use the professional “tools of the trade” including proposals, storyboards and scripts to develop and present their writing. They will also read and study examples of professional high quality media writing and brainstorm and share ideas for writing projects in class discussions. Each student will be required to write an ongoing online public blog about his or her reflections about the Semester at Sea voyage and create and deliver a podcast for publication on a course website for the shipboard community and for family and friends at home. Other assignments will include the creation of three to four media team or individual writing projects based on experiences onboard ship and at ports throughout the journey e.g. a profile about the captain of the ship, a report about religious practices in Malaysia, or the booming economy in Shanghai, etc.. These projects will also be published on the course website. **Suggested Pre-requisites:** Students should have successfully completed a 100 or 200 level English Composition Course. Students should be able to work with commonly utilized word processing programs and must bring a personal laptop computer to class. A small, inexpensive audio recorder, either micro cassette or digital, is recommended for the purpose of recording interviews

**SEMS 300-2: Multimedia Storytelling**  
**Discipline: Communications/Media Studies**  
**Professor Marilyn D. Pennell ( [Syllabus](#) )**

This course will focus on the hands-on creation of narrative stories about ship and land based experiences during the Semester at Sea Voyage utilizing audio production and digital photography. Students will utilize their photographs and record audio interviews about their experiences on board ship and in port to create dynamic and original time based “multimedia movie” stories for an audience. Students will develop the ability to visualize, conceptualize and create multimedia stories through pre-production research, proposals and storyboarding; field production using audio recorders and digital still cameras; and postproduction editing. They will also learn the tools and techniques of production and communication with emerging digital technologies. The emphasis in the class will be on the development of students’ ability to reflect upon and record their experiences during the Semester at Sea and translate them into meaningful stories for an audience. Students will work in teams and individually to create three to four short theme based multimedia projects related to onboard and port experiences during the voyage. The class may collaborate with other onboard classes to develop content e.g. Anthropology or Global Studies. **Suggested Pre-requisites:** It would be helpful for students to have taken a basic computer course and/or be comfortable working with computers and familiar with the operation of commonly used software and hardware. Students should also have some experience and/or interest in working with digital still photography, either with a 35 mm digital SLR still photographic camera or a “point and shoot” digital still camera. Experience or interest in working with audio and digital editing would also be a plus. **Required:** Each student should have a digital still camera, with a 35 mm SLR or a point and shoot camera and adequate memory card(s).

**SEMS 300-3: Writing the Short Screenplay**  
**Discipline: Communications/English Writing**  
**Professor Marilyn D. Pennell ( [Syllabus](#) )**

This course will be an intensive workshop style course in writing screenplays for narrative and documentary film. It is geared for Communication, Film, and English majors as well as those students from other disciplines interested in learning to write writing for film. Students will use their imaginations and experiences on the voyage to make fictional and non-fiction stories come alive on the page and screen. Students will develop ideas and treatments for several short screenplays and/or documentaries based on themes and settings related to the experiences on board ship and at port. The class will study and discuss screenplay format and writing through screenings of selected films, some of which will be either related to or produced in the countries/ports of the ship's itinerary. Students will also learn how to conceptualize a short film; utilize professional screenplay formats; write active and vivid scene descriptions; create interesting characters; write well crafted dialogue, and develop character and story arcs. Each student will be required to complete three or four short three to eight page screenplay projects and do one to two team presentations deconstructing and critiquing the storyline of a film or films. **Suggested Pre-requisites:** Students should have successfully completed a 100 -200 level English Composition Course and a 200-300 level or above English or Communication writing course. Students should have an interest in writing fiction and non-fiction narrative and an interest in film. **Required:** Students must bring laptops to class and either download the complimentary version of the Final Draft screenplay formatting software or purchase it prior to the voyage. Students should have a small notebook and a small audio recorder for use in the field, if possible.

**SEMS 115-1: Social Scientific Foundations of Communication**  
**Discipline: Communications**  
**Professor Joseph Ascroft ( [Syllabus](#) )**

Communication is fundamental to our existence. It is a basic life process that enables us to meet our living needs and function safely and usefully in society. But as modern social living has grown in complexity, so too has demands for an ever-increasing variety of expertise and professionalism in communication also grown. In centuries past, people lived out their lives largely within their circle of family and friends and the borders of their communities. Modern life has liberated us from this narrow ambit, affording us wondrous opportunities to interact in a twinkling with virtually anyone, any group, any mass of people anywhere in the world. It has spawned communication technologies, industries of information production and dissemination and an Internet that has forever changed the nature of society itself, stamping ours the "age of information." Over time, there emerged a variety of areas of scholarly and professional concern—journalism, public relations, advertising, marketing, counseling, personnel management, consumer behavior and field extension—each subsuming in one way or another a basis in communication. There thus arose a need to develop, organize and synthesize theories, policies and practices of communication into a systematic body of knowledge underlying all these disciplines. In the late 1950s, founders began drawing together incipient research, speculative conceptualization and modeling of the process essayed by various of the social sciences—sociology, political science, anthropology, social psychology—to form the foundations upon which the discipline of communication has grown and thrived. This course sets out to present and explicate this body of knowledge in all its multifaceted complexity.

## **SEMS 115-2: HIV and AIDS Pandemic: The Communication Imperative**

**Discipline: Communications/Public Health**

**Professor Joseph Ascroft ( [Syllabus](#) )**

A great double standard afflicts the modern world. In the west, AIDS, the deadly attendant of HIV, with prophylactic drugs, is now just a chronic illness. In The Third World, especially Africa, it is a death sentence. Here, funerals, millions of them a year, are an everyday commonplace and attending them an activity repeatedly visited on the same families. In its stark perversity, AIDS today obliges grandparents to bury their children, then their grandchildren, before they themselves succumb. Here, poverty of the mostly abject kind helps drive the pandemic. But even in Botswana, where diamond wealth makes drugs freely available, the HIV rate tops the world chart. Poverty of knowledge, as it turns out, is a co-driver of an equally abject kind. How does the world stand by seemingly without lifting much of a finger? Perhaps it is not really watching or is in denial, both on the face of it inexplicable and both for sure unconscionable. In this course, we will summarize our emerging understanding of the scourge in a framework focused on a “vicious cycle”: *HIV infections* leading to *AIDS illness and death*, contributing to *family impoverishment, hunger, stress and collapse* conducing to *trans-generational transmission of poverty* involving *child-headed families, school drop-out, child vulnerability, abuse and exploitation*, all enhancing the risks of new *HIV infections*, especially among children and young people. We will review current efforts at redress, focusing on contraceptive and other preventives, on drug and allied containment and especially on imperative of overcoming the poverty of knowledge through redeeming communication solutions.

## **SEMS 300-1: Communication in Support of Third World Development**

**Discipline: Communications**

**Professor Joseph Ascroft ( [Syllabus](#) )**

The annual Human Development Reports published by the United Nations Development Program stress the essential truth that people must be at the center of all efforts to develop Third World (TW) countries. True, improving national economies, institutions and infrastructure does indeed redound to their development. By themselves, however, such efforts tend to be woefully insufficient unless also accompanied by corresponding efforts to empower ordinary people to develop their own selves by offering them new income generating opportunities via adoption of agricultural innovations and the like, improved quality of life via acceptance of new health and sanitation practices, and greater access to resources through greater participatory decision-making concerning their own development. But western traditions of extending relevant knowledge and skills through interpersonal, group and mass media services have shown themselves to be either inadequate, inappropriate, or ineffectual for reaching TW people in their masses because of special constraints that apply to them and not to their Western counterparts. For one, they live for the most part scattered helter-skelter across rural hinterlands so deep as to be often beyond the reach of the mass media or extension services. For another, they are largely preliterate, speaking a bewildering Babel of tongues (nearly 300 in Nigeria alone) that are mostly unwritten, with vocabularies too limited to accommodate without painstakingly creative management the language of science in which health, family planning and agriculture information is invariably couched today. The upshot is the emergence of a professional specialization: *Development Support Communication*. This course will delineate the TW and the communication constraints afflicting it and focus on the range of communication approaches, strategies, technologies and skills being tested, used or still needing to be developed to overcome them.

## **DRAM 292Z: World Theatre and Performance**

**Discipline: Drama/Theatre Arts**

**Professor Linda Ben-Zvi ( [Syllabus](#) )**

An excellent way to become familiar with a new culture—its myths, rituals, history, and central belief systems—is to study its theatre and performance practices. This introductory course will explore a variety of traditional theatre and performance forms indigenous to the countries we visit. Class discussions and readings will be supplemented, wherever possible, by films in class and attendance at live performances and meetings with international theatre practitioners, when in port. To study the intersection between theatre and national cultures, we will begin by focusing on our own society, reading American classics such as *Trifles*, *Death of a Salesman*, and *A Raisin in the Sun*. We then follow the itinerary of the voyage. In Brazil, we concentrate on ritual and carnival elements in theatre, drawing on our exposure to carnival in Salvador. South African theatre is represented by selected plays of Athol Fugard, and works emerging from life in the post-Apartheid period, including the documentary musical *Truth in Translation*. In India we study Bharatanatyam, the most ancient classical dance form in India and Tamil Nadu theatre. In Malaysia and Vietnam we turn to puppet theatre: the famed Malaysia Shadow Puppets and the unique Vietnam water puppet performances. Classic Beijing Opera will be the central theatre form we study related to Chinese theatre and performance, while in Japan, we investigate the forms and history of Noh, Kabuki, Kyogen, and Bunraku theatre. The course ends by returning to America and reexamining American drama in the context of what we have observed of other national theatre and performance models.

## **DRAM 492Z-1: Documentary Theatre**

**Discipline: Drama/Theatre Arts**

**Professor Linda Ben-Zvi ( [Syllabus](#) )**

Documentary theatre is that theatre form based on actual events, people, and situations. It takes its materials from interviews, diaries, historical documents, testimony, videos, films, and recordings; and, without changing any of the words and facts, the documentary writer shapes the material gathered into a theatrical work. Such theatre questions how history is constituted and reconstituted, how media create their own reality, and how stories of individual lives and experiences are often overlooked or written out of historical accounts. The class will read a variety of modern documentary plays and then work on developing their own works, based on interviews they conduct with people in ports that we visit. We begin by discussing the following documentary dramas: Emily Mann's *Execution of Justice*, Anna Deavere Smith's *Fires in the Mirror*, Moisés Kaufman's *The Laramie Project* and *Gross Indecency: The Three Trials of Oscar Wilde*, Jessica Blank and Erik Jensen's, *The Exonerated*, Michael Lessac's *Truth in Translation*, and Steven Gosson and the Civilians' *Gone Missing*. We then concentrate on the mechanics of documentary work, including interview methods and research gathering, as well as methods of shaping, theatricalization, and presentation of documentary material. Finally, the class divides into small groups, each group selecting a topic and conducting interviews in various ports for the documentary theatre they will create. The course will conclude with presentations of the students' documentary works, which will be open to the shipboard community. Students are in the course encouraged to bring a small, battery-operated tape recorder with them on the voyage

**DRAM 492Z-2: Around the World with Shakespeare****Discipline: Drama/Theatre Arts****Professor Linda Ben-Zvi ( [Syllabus](#) )**

Intercultural theatre is a term used to describe the meeting of theatre and/or performance traditions or components from two different countries. Through the transfer of materials, texts, myths, acting styles, and/or staging techniques from one culture to another, a new form is created. This voyage provides us with an excellent opportunity for studying such cross cultural borrowings and their implications. The focus material will be selected works of Shakespeare. We will explore the ways in which Shakespeare's plays have been embraced, adapted, and presented around the world in accordance with theatre and performance traditions in specific countries we visit. We begin by reading selected Shakespeare plays including *Macbeth*, *Othello*, *Titus Andronicus*, *A Midsummer Night's Dream*, and *King Lear*. Then through videos of actual performances and related essays, we study the intercultural elements employed in Shakespeare adaptations in the countries we visit, and the cultural, political, and aesthetic significance of such exchanges. The intercultural adaptations of Shakespeare plays we will study include the following works: from South Africa, *Woza Shakespeare (Titus Andronicus)*; from India, *Maqbool (Macbeth)*, *Omkara (Othello)*, and *Shakespeare Wallah*, (a film which includes excerpts from several Shakespeare plays); from Vietnam, *A Dream in Hanoi (Midsummer Night's Dream)*; from China, Wu Hsing-kuo's Beijing Opera (Jingju) *Macbeth: Kingdom of Desire*; from Japan, Tadashi Suzuki's *The Tale of Lear*, and Akira Kurosawa's films *Throne of Blood* (film adaptation of *Macbeth*), and *Ran* (film adaptation of *King Lear*).

**ARAD 110Z: Arts Administration: Economics and the Arts****Discipline: Economics/Art****Professor Kealoha Widdows ( [Syllabus](#) )**

Can economics and art be mentioned in the same sentence, much less put in the same course? Is it not the case that artists should be shaped by the forces of creativity and not shackled by the fetters of commerce? How has globalization affected culture and is this good or bad? This course looks at the interactions between the arts and culture and the discipline of economics and ways of applying economic thinking to problems in the arts.

**ECON 225Z: Development Economics****Discipline: Economics****Professor Kealoha Widdows ( [Syllabus](#) )**

Why are some countries rich and others poor? What can be done to stimulate growth? Is globalization good or bad? These are the central inquiries around which the field of Development Economics is organized. Unfortunately, economists do not have clear, precise answers to these core questions. We can identify different measures of development, but there are alternative views of key driving forces. Unlike the usual course with a textbook, this course will be organized around three books: *Guns, Germs, and Steel*; *The Wealth and Poverty of Nations*; and *The Elusive Quest for Growth*. We will augment our reading with the incredible opportunity we will have to see the social, political, and economic situation of a variety of countries. Suggested Prerequisite: Introduction to Economics.

**ECON 226Z: The Global Economy****Discipline: Economics****Professor Kealoha Widdows ( [Syllabus](#) )**

What do we mean by globalization, and is it a good thing or a bad thing? What makes exchange rates move? What are the costs and benefits of trading with other countries? Are trade deficits bad, and if so, what can be done to correct them? What's the role in the global economy of the IMF, the WTO, and the World Bank, and why are they often mired in controversy? What causes international financial crises, and can they be prevented? These questions are the foci of this course in international economics, combining both micro and macro components.

**ENLT 226Z: Studies in Fiction****Discipline: English Literature****Professor Todd Bender ( [Syllabus](#) )**

This course explores the structure of fictional narratives and their relation to lived reality. Written narratives employ a set of conventions including: the narrative voice or speaking *persona*; *characterization* of agents in the story; a setting in space and time sometimes called its *narrative index*; a *plot* or sequence of functionally linked events with beginning, middle and end; and a framework of *ideology*. How does the narrative connect to lived experience? What are the conventions in the story and how do they create an *aesthetic distance* between the artifact of text and reality? All the assigned readings this semester refer directly to the experience of a long sea voyage, most visiting one of the main regions on our itinerary: The Caribbean, South America, Africa, India, and Asia. Considerable attention will be given to how written narratives share conventions with cinematic story telling. There will be frequent in-class viewing of film clips and similar material. We will employ the portfolio method in this course, writing approximately a page a day in response to daily assignments and accumulating these short tasks into a longer coherent argument for submission to the professor as a completed portfolio and for presentation orally before the entire class in the concluding sessions. There is no final examination, but alert and active attendance at all sessions and completion of all daily assignments is mandatory. The assigned work in this course intertwines with the first-hand experiences of students in cultures we visit so that regular participation in *practica in port* is a necessary part of the course.

**ENSP 250Z: Reflection East and West****Discipline: English Literature****Professor Mark Edmundson ( [Syllabus](#) )**

This will be a comparative course. We will consider two of the West's most influential thinkers, Plato and Nietzsche and compare their work to Buddhist and Confucian master texts. (These texts are of major import in a number of the nations we will visit.) Some of the areas of concern will be: the sources and results of violence; the configuration of the soul; the place of authority; the structure of just government; the uses of tradition; and the role of the thinker in society. Methods of evaluation will include two short papers and a journal.

**ENLT 255Z: World Literature**  
**Discipline: English Literature**  
**Professor Todd Bender ( [Syllabus](#) )**

Readings for this course are all set in, or created by authors from, the main regions of our itinerary: The Carribean, South America, Africa, India, and Asia. All concern the impact of the alien Western World on indigenous cultures. *Alienation* involves the encounter of the self with the strange not-self, the confrontation of the subject with the object, when the self stands in opposition to the other. In this course we will explore how the condition of alienation finds expression in the conventions of the Perilous Journey and Return, the pattern of the *Romance Quest*, employing *domain*, *threshold*, *journey motif*, and *encounter with the unknown*. As the semester draws to a close, students reflect on how their personal experiences on the voyage enact physical and mental encounters similarly to the fictional hero crossing thresholds from comfortable home domain into strange domains. How will students tell their tales of their journeys to those who have remained at home and never experienced such strange worlds? We will employ the portfolio method in this course, writing approximately a page a day in response to daily assignments and accumulating these short tasks into a longer coherent argument for submission to the professor as a completed portfolio and for presentation orally before the entire class in the concluding sessions. The assigned work in this course intertwines with the first-hand experiences of students in cultures we visit and regular participation in practica in port is a necessary part of the course. An important feature of the class requires comparison of written texts to their cinematic representation. Substantial class time is devoted to viewing relevant film clips.

**ENAM 256Z: American Transcendentalism and Eastern Thought**  
**Discipline: English Literature**  
**Professor Mark Edmundson ( [Syllabus](#) )**

In this course we will study two of America's preeminent writers, Emerson and Whitman, but from a slightly unusual angle. We'll look at them as figures who achieved what they did in part by bringing Eastern teachings to the West. Both writers were, in their different ways, steeped in Eastern philosophy and much of what appears freshest in their poems and prose to this day owes to their experience of works like the *Bhagavadgita*. We'll be looking at Emerson and Whitman as cross-cultural writers, and also be trying to come to terms with, and perhaps be influenced by, some works of central importance in some of the countries we will be visiting on the trip. Methods of evaluation will include two short papers and a journal.

**ENSP 260Z: World Poetry**  
**Discipline: English Literature**  
**Professor Gregory Orr ( [Syllabus](#) )**

The poetry being written on the planet at any given historical moment is extremely various. In this course, we will sample some of that variety by reading poets and poems from various countries we will be visiting. This course will also serve as an introduction to the skill of reading poems—how do we “get the news from poems?” A question that takes on some urgency if we give any credence to these lines by the American poet William Carlos Williams: “it is difficult/to get the news from poems/yet men die miserably every day/for lack/ of what is found there.” What is the news from Brazil, South Africa, Southern India, Malaysia, Vietnam, China, and Japan? Will our reading of poems prepare us at all for what we see ashore in various cultures? Or help us make sense of it afterward? We’ll consider the different ways that poetry is defined and written in different cultures. Since we will be visiting countries some of which have recently experienced violent revolutions and wars, others enormous economic and social transformations, and still others that might be said to be resisting the cultural changes that accompany globalization, we’ll have many opportunities to consider what impact these factors and events have had on the poets and poems we’ll be reading. We’ll also encounter more intimate topics—how happiness is defined, what meanings individuals make of their passions, memories, and experiences in these different poetries. Note: All the poems we read will be translated into English. Prerequisites or suggested background: an introductory composition course in which the student has written expository prose about a piece of literature.

**ENWR 100Z: Expository Writing: Awareness of Self and Others through Writing**  
**Discipline: English Writing**  
**Professor Todd K. Bender ( [Syllabus](#) )**

This course provides daily practice in writing and understanding English prose: description, narration, and persuasion. We employ the portfolio method, writing approximately a page a day in response to daily assignments and accumulating these short tasks into a longer coherent portfolio of work for submission to the professor when completed and for presentation orally before the entire class in the concluding sessions. There is no final examination, but alert and active participation at all sessions and completion of all daily assignments is mandatory. Assigned work intertwines with the first-hand experiences of students in cultures we visit so that regular participation in practica in port is a necessary part of the course. Although much of the class activity has a game-like quality and is intended to be enjoyable, its serious purpose is to give each student maximum opportunity to practice basic communication skills at a high level: Writing, Reading, Speaking, and Understanding English. We will systematically apply Aristotle’s four modes of knowing (Analysis, Classification and Differentiation, tracing Effects, and exploring how things develop Organically) to experiences lived during the voyage and to prompts supplied in class. Analysis demands, What are the parts and how do they fit together? Classification asks, To what set does it belong and how is it unlike other members of that set? A search for Effects explores, What does it do? An Organic explanation inquires, Where did it come from and how did it grow and develop? All reading material for the course will be available on shipboard in a class packet

**ENWR 230Z: Poetry Writing**  
**Discipline: English Writing**  
**Professor Gregory Orr ( [Syllabus](#) )**

This course will be a workshop in the writing of poetry with no prior experience necessary. We will learn to write poems through a combination of writing assignments, exercises, and class discussions. At the same time, we will be learning various aspects of the craft of good writing in general and how they apply specifically to poetry. Ralph Waldo Emerson, the great American philosopher (and second-rate poet) once said: “a man is only half himself; the other half is his expression.” (We assume he meant women, also.) We’ll explore the ways poetry can function as expression. Emerson also said: “We study to utter our painful secret.” We will study to utter, but we will also have some fun. And it is to be hoped what we utter isn’t always painful, for us or others. Poetry is defined differently in different cultures, but it is invariably a highly-patterned use of language. Along with our study of craft topics, we will consider some of the different ways that poetry is written in the countries we will visit and we will try our hand at writing in these forms or adaptations of them. There will be two sections of this course. Each section will be limited to twenty students in order to permit discussions of individual poems on a regular basis .

**ENWR 250Z-1/ENWR 250Z-2: Fiction Writing (2 sections)**  
**Discipline: English Writing**  
**Professor Elizabeth Denton ( [Syllabus](#) )**

In this course students will read and write short fiction. Both the reading and writing will relate in some way to the countries we visit and cultures we encounter. We will read contemporary American short stories that have as their subject Americans traveling to other countries *and* short stories (in translation when necessary) written by contemporary authors whose work bears some relation to the countries we will visit. Although the reading will be broken up under schematic headings (beginnings, character, point of view, narrative momentum) as a way to ground lessons in the craft of writing fiction, our conversations about the assigned stories will range through a variety of topics with particular attention to setting; whatever our focus, we will also be looking at the stories as organic achievements. Early on in the semester, in-class and out-of-class writing assignments will stress setting, but include other aspects of fiction writing as well. Over time, students will draft an entire story and those student stories will be the subject of our workshop discussions. By the end of the semester, each student will have put forward two story drafts (both must be set in field program countries) to the class. Students’ final portfolio will contain revised versions of both those stories. Journals recommended. Individual conferences required.

**SEMS 167-1: Human Effects on Coastal Systems****Discipline: Environmental Sciences/Biology****Professor Victor Kennedy ( [Syllabus](#) )**

As human populations increase, more people are migrating to the world's coasts. Their residential and industrial wastes foul beaches, agriculture causes fertilizer and sediment to run into the sea, shrimp ponds replace wave-buffering mangrove forests, and fishers deplete fish and shellfish stocks. Alien species piggy-back on commercial shipping as globalization increases. And climate change raises sea levels and may alter patterns of storms and precipitation. This course will build on the unprecedented opportunity offered by Semester at Sea to see firsthand the results of such human actions worldwide. Students will learn about human population dynamics and factors affecting those dynamics in different nations, and will be encouraged to assess the influence of development on the coastal environment and weigh the alternatives. They will encounter natural and disturbed habitats and ecosystems during the voyage and will learn of efforts to prevent or ameliorate environmental damage. They will think critically about the problems facing poorer nations in their efforts to provide for their citizens and of richer nations in dealing with their wastes and with demands that they modify their economic activities.

**SEMS 472-1: Weather, Climate and Society****Discipline: Geography/Environmental Sciences****Professor Bryan Dorsey ( [Syllabus](#) )**

Voyagers at sea have relied on their understanding of weather conditions to ensure safe passage for centuries. Similar meteorological observations today form the basis for current research on climate change. As we learn more about the certainty of global atmospheric warming, we are faced with an inescapable question: how do human activities impact our natural environments? This course will build upon the basic principles of atmospheric science, then explore different global climates, vegetation, ecosystems, and land uses from a geographic perspective. Studies ranging from ocean temperature change to industrial and transportation infrastructural development in port cities around the world will provide us with insights regarding our influence on climate. The course concludes with the search for means of mitigating carbon dioxide emissions, and an assessment of the impacts that varying life styles have on our global climate. Suggested prerequisites: introductory physical or earth science.

**SEMS 472-2: Global Change****Discipline: Geography/Environmental Sciences****Professor Bryan Dorsey ( [Syllabus](#) )**

Study of global change is ideally suited to the discipline of geography that uses a spatial perspective to focus on the overlap between the environment and society. Most of the changes we will research and discuss can be analyzed from both local and global scales. Topics in this seminar formatted course include air quality, global warming, alternative energy sources, water management, food production, threatened regional food security, solid and toxic waste management, including oceanic dumping, public health, and sustainable economies. This course will investigate, review and discuss several facets of the global change issue, including general perceptions, basic definitions, natural agents of change, anthropogenic agents of change, models, impacts, and mitigation options. As an upper division course, we will tailor as much of the course content as possible to class participant's individual interests and field studies in the countries we will visit.

**SEMS 274: Our Restless Earth: Fundamentals of Geology****Discipline: Geology****Professor Bryan Dorsey ( [Syllabus](#) )**

A study of the Restless Earth builds on a framework composed of multiple physical science facets that we collectively call geology. We depend on geologic resources to sustain our society: for example, mineral materials from gravel to gold; energy sources in coal, petroleum, hydroelectric, nuclear and geothermal forms; transportation on rivers and oceans' water from glacial ice to subterranean aquifers; and, growing in importance, the use of geologic structures as dumps for our urban wastes. At times, we are vulnerable to natural hazards, such as earthquakes, which have great influence on land use practices. That is why it is so critical to learn how to organize our use of the Earth's geologic features. Here we focus on: the earth and its many rock forms; on processes that shape geologic features on both continents and ocean basins, whether systematic, chaotic or catastrophic. Lastly, we develop theories that describe and explain the continually evolving earth.

**SEMS 121-3: The West and the World****Discipline: History****Professor Alfred Hunt ( [Syllabus](#) )**

This course considers the 15th century development of “the West” and its interaction with the cultures of Africa, the Americas and Asia. In particular we will examine the rise of competing religious, economic, and social systems in the regions where these cultures clashed. Topics will include the impact of the “discovery of the New World, the competition between Christianity, Islam, and other religions, and the 19th and 20th century hegemony of Anglo-American culture on foreign lands. This general survey will follow our itinerary providing an overview of the influences, for better or worse, that these disparate cultures have had upon one another.

## **SEMS 121-5: A Nation Among Nations: The United States in Global Context**

**Discipline: History**

**Professor Bess Beatty ( [Syllabus](#) )**

In this course we will consider Thomas Bender's premise that American history needs to be studied in the context of its global position over the last five centuries. We will use Bender's recent book, [A Nation Among Nations: Americas's Place in World History](#) as a text and guide. We will begin by considering the beginnings of the ocean world pioneered by Portugal and Spain. As Bender suggests, the important discovery of 1492 was the ocean as both place and link for human activity. This emphasis on the ocean world and people of the ocean will establish context for our study of American relations in the world. Emphasis will be on relations with the countries we visit. The first section of the course will study racial slavery as an international phenomenon carried out on oceans made accessible to people will focus on the US, Puerto Rico, Costa Rica, Brazil and Africa. In the second section we will look at how America, previously preoccupied with internal development, became an ocean power in the late nineteenth century by focusing on Pan-Americanism, the Spanish-American War, War with the Philippines, the Open Door Policy with China, taking control of Hawaii, the Panama Canal, and the voyage of the Great White Fleet. The third section will consider America's economic, cultural, intellectual relations with the rest of the world (primarily with the countries visited) and the immigration of peoples to the United States. In one special topics section will study the practice of civil disobedience American, Indian and South African Style. In a second special section the topic will be the US's long standing fascination with China. Topics will include the American missionary movement, immigration of Chinese to America and Sino-phobia in America, American images of China and the perceived and real economic significance of China. In the fourth section of the course, we will return to our chronology. We will first consider American involvement in the Pacific and Asia after World War I with emphasis on relations with Japan. In the final section of the course we will read about America's relations in the world since WWII with emphasis on the countries visited.

## **SEMS 480-6: Diaspora: The Effects of Immigration and Slavery on World History**

**Discipline: History**

**Professor Alfred Hunt ( [Syllabus](#) )**

This course will consider the extensive influence and effects of people migrations on world history. Slavery, particularly African slavery, has had a critical role in the histories of the Americas, Asia, and Africa itself. Voluntary immigration is likewise arguably one of the most significant global issues in the 21st century. From the enslavement of Africans to the diaspora of Jews, from the Hispanic immigrants in the United States to the millions of Chinese migrating throughout the Pacific rim, people on the move have forever influenced societies once thought to be homogeneous. We will consider the important causes and effects of this extensive and busy human highway on both the rich and poor nations and the so-called First and Third Worlds.

## **SEMS 480-7: Warfare in the 20<sup>th</sup> Century**

**Discipline: History**

**Professor Alfred Hunt ( [Syllabus](#) )**

Warfare and its influences are perhaps the least understood, yet vitally important, aspects of human history. After a survey of the history and theories of warfare in world history, we will examine the causes and effects of "modern" warfare in the twentieth century. We will particularly focus on those areas of conflict that relate to our itinerary: the Boer War of South Africa, the Spanish American War, World War II, Vietnam and the rise of "Terrorism." Relevant war films will illustrate how warfare has been presented and influenced popular culture.

## **SEMS 480-8: Leaders of the Twentieth Century: A Biographical Approach to Modern World History**

**Discipline: History**

**Professor Bess Beatty ( [Syllabus](#) )**

We will begin by discussing the *Great Man Theory*, which attempts to explain history through the actions of key individuals. We will read works by proponents of this theory, notably Thomas Carlyle, who claimed “the history of the world is but the biography of great men.” We will also read critics, proponents of the Annales School to the new social history, who have placed more emphasis on social movements. We will then read biographies or autobiographies of leaders from the countries we will visit including Nelson Mandela, *Long Walk To Freedom*; David Arnold, *Gandhi*; S.G. Breslin, *Mao*; Pierre Brocheux, *Ho Chi Minh: A Biography* (if available in paperback) and Edward Behr, *Hirohito: Behind the Myth*. Although our focus will be on these five men, we will also read shorter pieces on Brazilian leader Getulio Vargas, Desmond Tutu, Nehru, Sun Yat-sen, Chiang Kai-shek and Tojo. An article on Indira Gandhi will enable us to discuss the role of women in world leadership. When on shore students will question what leaders of the past are most revered in the country they are visiting and why. In countries such Costa Rica and Mauritius students will study leadership on a more local than global stage. They will observe how leaders are honored by observing statues, building names, street names and the like and by visiting history museums. When appropriate they will ask citizens of the countries visited their views on American leadership. Puerto Ricans will be asked about their unique relationship with American leaders. In each country students may ask if who is President of the US affects their lives and in today’s global world whether they consider local or national leadership more important.

## **SEMS 480-9: Remembered Pasts: Twentieth-Century World History Through Memoir**

**Discipline: History**

**Professor Bess Beatty ( [Syllabus](#) )**

Students will read memoirs about growing up in eight of the countries we visit. Lectures on each country will develop context for the reading. Students will be guided in their reading by a list of questions concerning gender roles, family life, education, work, religion, race, class, ethnicity, politics, national events and world events. We will discuss each memoir before reaching the appropriate country and again after we leave. We will also see several films dealing with the lives of ordinary people. Student will, when appropriate, ask people they meet questions they have about what they read and the films they saw. Please Note: From the list of ten required textbooks, each student will be required to read eight.

**SEMS 121-1: Choices in Relationships: An Introduction to Marriage and the Family**  
**Discipline: Interdisciplinary Studies**  
**Professor Sushil K. Usman ( [Syllabus](#) )**

This course is a sociological analysis of the present day American family. While the focus is on American society, family system in other countries such as India, China, Japan, and Malaysia will also be studied. Sociology can be broadly defined as a scientific study of SOCIAL FORCES and SOCIAL CONTEXT (situations, events, laws, etc.) that impinge upon human behavior, social relationships, and social institutions. Family, perhaps is the oldest institution found in all human societies in some form or the other. It is the corner stone of human development, social relationships, and social institutions. Issues pertaining to marriage, socialization of children, human sexuality, violence, divorce and many more are all central fixtures of family. The institution of family has gone through dramatic and, according to some, drastic changes in the last few decades. For example, cohabitation, gay and lesbian marriages, and increase in blended families. This course will explain these and many other changes and discuss the implications of these changes. It will also attempt to discern the emerging trends in family life of industrializing and urbanizing societies around the world and how these trends compare with the present day American family. In this sense, the course is interdisciplinary, international, and comparative. Students are expected to learn these perspectives and incorporate them in all their assignments including the field work experiences.

**SEMS 121-4: Women's Issues and the United Nations**  
**Discipline: Interdisciplinary Studies**  
**Professor Anne Benvenuti ( [Syllabus](#) )**

For more than fifty years, the United Nations Commission on the Status of Women has researched, identified and defined issues related to women's rights, bringing together delegates from across the globe to create political strategies in response. The instructor will share her experience of working as a multi-year delegate to the Commission, and students will discuss issues in the same manner as the Commission – using United Nations documents to study specific topics such as access to education, participation in governmental decision-making, early and/or forced marriage, female genital mutilation, and women's economics. We will also discuss the serious challenges to women's rights across the globe posed by international and local economic, religious, and cultural conditions. Using books such as Devaki Jain's *Women, Development, and the UN: A 60-Year Struggle for Equality and Justice* (a book commissioned by the UN Intellectual History Project), *Is Multiculturalism Bad for Women?*, ed. Susan Moller Okin, and articles by contemporary young women academics, we will hear women's voices and perspectives from across the globe. Related field research will be conducted by students at every port of call.

**SEMS 400-1: Sociology of Mental Health****Discipline: Interdisciplinary Studies ( sociology/Psychology)****Professor James McClenon ( [Syllabus](#) )**

This course will cover topics within the sociology of mental health and more recent studies regarding happiness. The course will discuss factors contributing to both psychopathology and mental wellness. Topics will include culture-bound syndromes, environmental and genetic theories, diagnosis, and relationships between mental health and social class, gender, ethnicity, age, and family. We will explore links between happiness and genes, social skills, coping ability, religiosity, love, and social comparison. We will investigate how culture affects social-psychological well-being and how people in various societies treat psychopathology. This course will include self-exploration. Students will select supplementary and reserve readings pertaining to mental health treatment, psychiatric centers, happiness studies, and the study of culture and subjective well-being. Supplementary and reserve readings will allow preparation and focus on port projects. This course will focus on cross-cultural perspectives. Port assignments involving visits to psychiatric centers will allow insights regarding relationships between culture and mental health. We will note how people from a variety of cultures deal with mental well-being in their quest for happiness. Although this is not a course in clinical psychology or public health, we will examine ways psychiatrists respond to psychopathology and the methods people use to heal themselves. We will discuss ways that mental health services have evolved and how different populations are included or excluded from services. The sociological perspective encourages us to recognize that mental health is a cultural construction. This perspective allows thinking about the sociopolitical elements within mental health services. One goal of this class is to achieve *personal* insights regarding the nature of social-psychological well-being. Suggested Prerequisites: Any social science introductory class (Introduction to Sociology, Introduction to Psychology, Introduction to Social Work, Introduction to Economics)

**SEMS 480-1: Human Unity and Diversity in the Global Context****Discipline: Interdisciplinary Studies****Professor Anne Benvenuti ( [Syllabus](#) )**

Can we say anything universal about what it means to be human, or is everything about us filtered through cultural lenses of difference which prohibit real and deep communication? This is the foundational question of this interdisciplinary course. From the standpoint of anthropology, we will ask whether members of one culture can understand, interpret and comment meaningfully on another. Using social psychology insights, we will explore the similarities of human beings in responding to different others. From current developments in neuroscience, we will examine the structure of the human brain and the way that it changes through interaction with other humans and environments. From the point of view of epistemology, we will explore questions about the nature of knowledge, and of sharing knowledge through dialogue within and across cultures. From religious studies, we will examine whether there are underlying truths or experiences common to many or all religions. Students will select an individual area of emphasis and develop their observations and interests accordingly through independent research in ports of call.

## **SEMS 480-2: Traditional Chinese Medicine in the Modern World**

**Discipline: Interdisciplinary Studies**

**Professor Kim Dorsey ( [Syllabus](#) )**

Traditional Chinese Medicine dates back several thousand years but is just becoming recognized as an alternative form of health care in the West today. This course explores how Asian culture, geography and climate uniquely shape Chinese medical theory and the theory of the Five Elements (which includes fire, earth, metal, water and wood). We will discuss how diagnoses and treatments are intertwined with cultural, geographic and climatic factors. The course covers the history of Chinese Medicine and Taoism in Asia and its dissemination around the world. Course topics also include current use of acupuncture, herbs and moxibustion, Tai Chi, Qi Gong and an overview of recent research by the National Institutes of Health.

## **SEMS 480-3: Globalization and Social Change**

**Discipline: Interdisciplinary Studies**

**Professor Sushil K. Usman ( [Syllabus](#) )**

Auguste Comte, father of sociology, once wrote that "every thing is relative, the only thing absolute is change." All human societies change. No exceptions. Social change broadly means alternations in human behavior and social institutions. This course will deal with three major, albeit interrelated, objectives. First, in what significant ways is a society and its major institutions such as family, religion, economy, government, education, medicine, sports, and others are changing. Second, what are the causes (theories) of these changes? Finally, what are the important implications (consequences) of these changes for an individual, groups, institutions, and a given society as a whole. While the focus of this course is on the United States of America, other countries from Asia and Southeast Asia such as India, China, Japan, Malaysia, Hong Kong, and Indonesia, will also be included. While the primary theoretical and methodological frame of teaching is sociological, social psychological and historical frames of references will also be incorporated in the course offering.

## **SEMS 480-4: Race, Ethnic, and Gender Minorities: A Global Analysis**

**Discipline: Interdisciplinary Studies**

**Professor Sushil K. Usman ( [Syllabus](#) )**

This course is a sociological analysis of contemporary racial, ethnic, and gender minorities. While the focus is on the American society, minorities from India, China, Japan, and Malaysia will also be studied. Sociological analysis is a scientific study of how SOCIAL FORCES (institutional power) and SOCIAL CONTEXT (situations, events, places, and patterns) influence human behavior individually and collectively. Racial, Ethnic, and Gender minorities in most societies do not exist in a vacuum. Instead, they are created by two major factors. First, by socio-historical and economic changes in a society and second how these changes are perceived by people. Often these factors and their perceptions are influenced by global changes and world opinion. Hence, interest in studying or dealing with minorities is seldom constant. It varies according to changes in history, culture, and economy of a society. The status and role of minorities is seldom fixed. It is constantly changing. This course will pay special attention to those factors that affect the status and role of minorities. For example, what are the modes of domination by the dominant group and the modes of adaptation by the subordinate (minority) group? Because the analysis of minorities is a function of change, both local and global, this course is interdisciplinary and international. It seeks to tie major world events and concomitant changes in dealing with minorities. Students are exposed to global factors and are expected to incorporate these factors in all their assignments and field experiences.

**SEMS 290-1: Dispute Resolution****Discipline: Law****Professor William M. Aron, Esq. ( [Syllabus](#) )**

This course will provide an overview of the adversarial legal system, which is prevalent in the United States and the vast majority of the world at large. We will examine disputes in criminal, civil, and familial contexts. In particular, we will study pre-trial procedures and processes, bench trials, jury trials, and appeals. After gaining an understanding of traditional systems, we will turn our focus to the litany of alternative methods utilized to resolve disputes, including, negotiation, mediation, and arbitration, as we focus on the pros and cons of each process. My hope is that this course will provoke thought and discussion, while also providing a pragmatic glimpse into certain aspects of the legal profession.

**SEMS 290-2: Criminal Law****Discipline: Law****Professor William M. Aron, Esq. ( [Syllabus](#) )**

This course is an introduction to criminal law. We will explore the overarching purpose of the criminal law, elements of crimes, defenses, and basic procedures. As we strive to achieve a general understanding of criminal law in the United States, we will also identify distinctions and commonalities of the criminal law in our various ports of call. You will learn the basics of decoding case law and you will also be exposed to the infamous “Socratic Method.” In addition, we will integrate anecdotes from my experience as District Attorney as well as current events. My hope is that this course will provoke thought and discussion, while also providing a pragmatic glimpse into the world of law school and the legal profession, generally.

**SEMS 290-3: Negotiation****Discipline: Law/Business****Professor William M. Aron, Esq. ( [Syllabus](#) )**

This course focuses on understanding the behavior of individuals, groups, and organizations in the context of competitive situations. Whether we realize it or not, we negotiate every day. We negotiate with our friends, our fellow students, our bosses, our employees, and even our professors. The ability to negotiate effectively is a critical skill. This class is designed to give you a framework for more effective negotiation and conflict management, while also providing an awareness of cross-cultural issues in negotiation. This course will allow you to develop negotiation skills experientially and to understand negotiation in useful analytical frameworks. Emphasis is placed on negotiation exercises and role-playing. The exercises serve as catalysts for the evaluation and discussion of different types of negotiation situations. Class discussions and lectures will supplement the exercises.

## **SEMS 167-2: Introduction to Music Therapy**

**Discipline: Music**

**Professor Joseph Moreno ( [Syllabus](#) )**

This class will provide a complete overview of the field of music therapy and its applications with a wide variety of clinical populations. Music therapy applications will be considered in relation to the developmentally disabled, autistic children, the visually handicapped, the orthopedically handicapped, the hearing impaired, with psychiatric patients and with normal persons dealing with life problems. Other special areas to be considered will include music therapy assisted childbirth, music therapy with the terminally ill, music and medicine, music therapy and pain management and more. The course will emphasize experiential learning, and students will experience such representative music therapy techniques as music and imagery, projective music improvisation, music and psychodrama, as well as integrated approaches including music and art therapy and music and dance therapy. (No previous formal music background is required for participation in this class, and it should be of interest to music majors, psychology majors, those in healthcare majors such as nursing, and students in special education.

## **MUSI 212Z: History of Jazz**

**Discipline: Music**

**Professor Joseph Moreno ( [Syllabus](#) )**

The music will be considered starting from its African origins. This will be followed by an introduction to the most essential musical forms in jazz including the blues and popular song formats. The basic stylistic periods in jazz will be presented, traditional jazz, the swing period, the bebop era, and contemporary styles. The stylistic periods will be exemplified by considering and analyzing the contributions of the most innovative performers in each period, the most significant saxophonists, trumpet players, pianists, other instrumentalists and vocalists. For example the history of the saxophone in jazz begins with Sidney Bechet in the traditional jazz period, continues with the work of Coleman Hawkins and Lester Young in the swing era, leading to the contributions of Charlie Parker in the bebop period, and then to the work of John Coltrane. (No previous formal music background is required for participation in this class and it can serve as an interesting humanities elective for students of any major.)

## **MUSI 307Z: Worlds of Music**

**Discipline: Music**

**Professor Joseph Moreno ( [Syllabus](#) )**

This course will provide an integrated view of a number of world musics and the role of those musics in indigenous world shamanic healing traditions in their cultural contexts. Cultural contexts to be studied will include the Afro-Brazilian traditions of candomblé, the practices of Korean mudangs, trance healing in Bali, ayahuasca music and healing in Peru, tromba healing in Madagascar, music and healing in black South Africa, music and healing in India, the healing role of the American blues, and more. Each of these contexts will be examined from a number of perspectives including a consideration of the music itself, the ways in which the music connects to cultural belief systems including religion and attitudes towards healthcare, and how the musics are applied in specific ritual healing processes. A related focus will be on how these healthcare practices compare with western healthcare, and the implications of traditional practices to expand approaches to healthcare in the mainstream of modern medicine and psychotherapy. Whenever possible, classwork will be enhanced by attending live music performances during our land visits in the different countries on the itinerary. (No previous formal music background is required for participation in this class. It will be of special interest to students in healthcare majors, as well as those in anthropology and music.)

**PHIL 121Z: Knowledge and Responsibility: Global Perspectives****Discipline: Philosophy****Professor John Wager ( [Syllabus](#) )**

The writer B. Traven said about travel "*One becomes a philosopher by living among people who are not of his own race and who speak a different language. . . . A trip to a Central American jungle to watch how Indians behave near a bridge won't make you see either the jungle or the bridge or Indians if you believe that the civilization you were born into is the only one that counts. Go, and look around, with the idea that everything you learned in school and college is wrong.*" But ultimately the point of international travel is to "learn" something, to be able to make more informed judgments and wiser decisions about the world. This assumes that there are "better" or "worse" ways to think about other cultures, "better" ways to judge them. How do we make "better" judgments about cultures rather than just express our own prejudices? How do we put our historical and sociological knowledge to use in making informed judgments? It's the traditional role of philosophy to examine the process of making moral judgments and knowledge claims, so we will put philosophy to work in helping us see cultures in a way that is both open to differences and still able to make judgments about them. We will use several classical and contemporary philosophical perspectives to examine this question, as well as try to put those perspectives to use in recording and reflecting on our observations of various cultures.

**PHIL 122Z: Ethics of War and Terrorism****Discipline: Philosophy****Professor John Wager ( [Syllabus](#) )**

Almost every war ever fought has been "justified" morally by both sides. Can war ever be morally justified, or are all justifications just rationalizations? What principles might serve to judge whether war is "moral?" How do different societies see those principles differently? Is it possible to be "moral" once in a war? What is the difference between "war" and "terrorism?" Is terrorism ever morally justifiable? What works to prevent wars? To what extent is the individual soldier responsible for his actions? This course will explore recent regional and international conflicts and the justifications given for them on both sides. The goal of the course is philosophical rather than historical or political or sociological or psychological: We will try to explore the morality of war in each of our examples. This is an upper-division course; students should have had at least one philosophy or history class to enroll.

**PLCP 101Z-1/101Z-2: Introduction to Comparative Politics (2 sections)****Discipline: Political Science****Professor James Danziger ( [Syllabus](#) )**

This course focuses on the analysis and application of selected core concepts employed in the comparative study of politics and government. The concepts that will be explored include: state, nation and society; political institutions; political behavior; political culture; political economy; democracy and authoritarianism; development; globalization; conflict and conflict resolution. The application of these concepts will be grounded primarily in the countries and regions on our voyage. We will work collaboratively, through reading, discussion and field study, to develop a rich framework for comparing and understanding politics, with a particular emphasis on Brazil, South Africa, India, Myanmar, Vietnam, China and Japan.

## **PLCP 300Z: Information Technology and Global Change**

**Discipline: Political Science**

**Professor James Danziger ( [Syllabus](#) )**

Information and communication technologies (ICTs) are among the major forces that seem to be shaping the contemporary world. From the broad changes known as globalization to the behaviors of individuals at home, work, and leisure, ICTs are arguably the most powerful change agent in the present era. This course will examine ICTs and global change, with a particular focus on the countries and regions on our voyage. We shall attempt to understand these complex forces in depth, exploring their nature and the dynamic processes which seem to drive them. Our focus will be ICTs in their multiplicity of forms (e.g., the internet, new media, wireless communications, etc.), in shaping and structuring the actions and ideas of individuals, groups and organizations. And we will examine the extent to which the evidence seems to suggest that they are linked to such broad change phenomena as globalization and democratization.

## **PLIR 300Z-1: Rights, Identity, and Gender**

**Women's Studies/Political Science**

**Professor Donna LeFebvre ( [Syllabus](#) )**

The focus of this course is violence against women in the global context, with emphasis on port countries. The course examines causes of violence, including poverty, economics, politics, religion, government laws, customary laws, and tradition and evaluates relevant international and national solutions. Topics include sex tourism (Mauritius, Vietnam); female genital mutilation (Africa and Malaysia); dowry burning and dowry deaths (India); HIV and rape (South Africa); sex slavery and sex trafficking (Brazil, South Africa, Malaysia, Vietnam, China, Japan); "mail-order" brides (China, Vietnam, Malaysia); coercive government birth control policies (China, India, Puerto Rico); preference for male children, gender-selection abortion, female infanticide, and abandonment of female babies (China, India); sexual objectification in manga comics (Japan); female child prostitution (ALL port countries); and domestic and sexual violence (ALL port countries).

## **PLIR 300Z-2: International Law and Conflict: Genocide, War Crimes, and Crimes against Humanity in the 21st Century**

**Discipline: Political Science**

**Professor Donna LeFebvre ( [Syllabus](#) )**

The focus of this course is on genocide, war crimes, crimes against humanity, and the new International Criminal Court (ICC), a permanent court with power to punish individuals, including heads of state, who commit atrocities. The international community was compelled to create this permanent, global court as "never again" became again and again, as genocide became ethnic cleansing, and as impunity started to resemble a norm. The ICC began its work in 2002, and it consists of 105 member countries, including the port countries of Bahamas, Brazil, South Africa, Mauritius, Japan, Costa Rica, and Panama. This course covers the evolution of international law; the rationale for its existence; remedies available to victims; problems involved in creating and enforcing international criminal law; alternatives, such as truth and reconciliation commissions, amnesty, and village justice; hybrid and *ad hoc* genocide courts in Cambodia, Rwanda, and Sierra Leone; ICC investigations in South America; and two current ICC cases, charging war crimes and crimes against humanity, in the Democratic Republic of Congo and Uganda.

**PLIR 331Z: Human Rights and Ethics: Selected Global Issues****Discipline: Political Science****Professor Donna LeFebvre ( [Syllabus](#) )**

This course introduces students to current international moral, ethical, and legal issues that emerge when individual liberties and human rights clash with laws, economics, customs, traditions, religions, and government policies. The course also explores the impact of ethnicity and class on these issues. The course topics include organ safaris, transplant tourism, and sale and seizure of organs (Brazil, India, South Africa, China, Japan); money, power, sex, labor, and contemporary slavery (Brazil, South Africa, India, Malaysia, Vietnam, China, Costa Rica); poverty, corruption, violence, and street children (Brazil, South Africa, Vietnam); politics, ethnicity, and extrajudicial killings (Brazil, South Africa, Vietnam); same sex marriage (South Africa); sexual morality and the law (ALL port countries); and discrimination based on race, ethnicity, class, and caste (Puerto Rico, Brazil, India, South Africa, Mauritius, Malaysia, Japan).

**SEMS 223: Mental Health in a Global Context****Discipline: Psychology****Professor Anne Benvenuti ( [Syllabus](#) )**

Mental health symptoms and diagnoses range from the common experiences of depression and anxiety to more exotic conditions such as dissociative identity disorder, commonly referred to as “multiple personalities.” In this course, we will analyze the cultural basis of our understanding of mental health and mental illness as based on American definitions in the Diagnostic and Statistical Manual of Mental Disorders and the standards of the American Psychological Association. Then we will compare and contrast the constructs we use in America with those applicable in other cultural settings, thinking critically and creatively about issues of mental health as they relate to universal human conditions, and to specific contexts around the globe. Students will engage in independent research and reporting in every port of call (using resources and meeting people associated with the World Federation for Mental Health), as well as having opportunities for group field experiences.

**RELG 110Z: World Religions****Discipline: Religious Studies****Professor John Wager ( [Syllabus](#) )**

The deepest, most important aspects of a society are often its religious traditions. This course will examine several major world religions, focusing on the ideas and systems of beliefs behind the practices. It will cover African “primal” traditions, Hinduism, Buddhism, Confucianism, Taoism, Confucianism, Shinto, Judaism, Christianity and Islam. Our goal is to understand why and how people engage in the practice of those religions. We will not try to “convert” anyone to any particular religion, and we will not attack or defend any particular religion, or engage in a critique of the failings of religions. We will try to focus on what is the best and most representative of each religious tradition.

**SEMS 121-6: Introduction to Sociology****Discipline: Sociology****Professor James McClenon. ( [Syllabus](#) )**

*Sociology* is the study of society. This course focuses on identifying, explaining, and interpreting patterns and processes of human social relations. The course will review the major findings of the field of sociology and develop the capacity for using a "sociological imagination" in everyday life. The class will teach qualitative research skills as well as analysis of computer-based data. Sub-topics include the sociology of gender, family, aging, deviance, economics, politics, environment, health, collective behavior, and social change. This course will place particular emphasis on cultural and economic globalization. This course will allow students to develop a global, cross-cultural perspective. Port assignments will allow insights regarding relationships between culture and the specific topics covered in class. No prerequisites.

**SEMS 400-2: Sociology of Religion****Discipline: Sociology/Religious Studies****Professor James McClenon ( [Syllabus](#) )**

Religion exists in all societies. It is shaped by its social context. Some sociologists argue that religion reflects a society and that it is socially constructed. This course will examine these arguments and also review evolutionary theories implying that religion has physiological basis. The course will analyze the beliefs, practices, organizations, and experiences typically labeled as religious, paying particular attention to religion's experiential basis. Port visits will include ethnographic projects – talking with people to gain an understanding of why they believe as they do. Topics covered will include religious organizational structures, secularization, and the influence of family, ethnicity, social status, and politics on religious thought. This course will include self-exploration. Suggested Prerequisites: Introduction to Sociology or equivalent social science class such as Introduction to Psychology or Introduction to Social Work.