

Semester at Sea
Spring 2009 FINAL Course Listing
October 28, 2008

This listing represents the course offerings for the Spring 2009 voyage. Course numbers and final syllabi will be posted as we receive them from the respective departments at the University of Virginia.

- Each course is three credits except where noted.
- All students must register for Global Studies for the Spring 2009 voyage.
- Lower division courses are designated with 100- and 200-level course numbers. Upper division courses are designated with 300- and 400-level course numbers.
- Students are required to register for an additional 3 courses for a total of 12 credit hours.
- The SEMS mnemonic is assigned to courses that are approved by the University of Virginia (U.Va.) faculty to be offered for credit but for which there is not a simple fit with an existing department at U.Va. The courses offered are often interdisciplinary courses or are courses for which there is no home department at U.Va. The SEMS courses are listed under the heading that most closely describes their disciplinary focus. Interdisciplinary courses may appear under more than one heading.

SEMS 101: Global Studies – World Geography and the Human Mosaic ([Syllabus](#))

Discipline: Geography/Interdisciplinary

Professor Allan Schoenherr

Mandatory for all students, this interdisciplinary course follows the ship's itinerary and focuses on the physical, economic, political, and human geography of the regions of the world we visit. Imbedded in this focus are major global issues, such as sustainability and the environment, climate change and technology, human rights, religious and ethnic conflict, poverty, population growth, and health. A subtheme of the course is migrations – the origins of human populations and their dispersal around the globe - and, in a broader sense of the word, the migration of political, cultural, religious, and artistic concepts and ideals.

Semester at Sea's Global Studies course is designed to provide students with broad perspectives on global issues as well as fundamental knowledge of the global regions and particular countries the ship visits on its way around the world. Through explicit comparisons and contrasts, the course spotlights individual cultures in the context of various global regions and creates the central narrative of the voyage.

Disruptive technological and political changes have “flattened” the contemporary world, creating a knowledge meritocracy that knows no geographic boundaries and is bound together by new communication technologies, particularly the internet. Day by day, “globalization” is obscuring local and national boundaries of human experience, reshaping the global economy and popular culture.

This course assesses globalization and explores the influence of humans on the environment, culture, and political traditions of the countries on the ship's itinerary. Although we will focus on contemporary developments, we will also examine the cultural and historical backgrounds that inform daily issues. While circling the globe, we will explore how various peoples view the United States, and, through comparisons of others' world views, gain a deeper understanding of American identity and the U.S. role in the world.

ANTH 243Z: Languages of the World ([Syllabus](#))

Discipline: Linguistics/Anthropology

Professor George Thomas

Where and how did human language originate? How did it spread around the globe? Why are there so many languages in the world? Can they be traced back to a common source? These are some of the intriguing questions for which linguists have formulated plausible but so far unproven hypotheses. Advances in comparing blood-types and DNA across the globe have given great stimulus to reviving these questions. This course re-examines the evidence and weighs up the prospects for and obstacles to finding answers which will satisfy even the skeptic.

ANTH 295Z: Introduction to Biological Anthropology ([Syllabus](#))

Discipline: Anthropology

Professor Marquisa LaVelle

This course presents a comprehensive overview of human evolution -- from more than 5 million years ago to our present biological and cultural selves. Human anatomy, genetics, nutrition and fertility are all influenced by social as well as natural environments. This means that human evolution proceeds as an integrated dynamic and interactive process rather than an absolute stochastic or linear one. Because cultural behavior and societal values can and do effect natural selection and human biological evolution, in anthropology we need to study both in order to understand our present and diverse species. The goal of the course then is to study the evolutionary processes that are responsible for our biological forms in the past, as well as to understand the biocultural dynamics which continue to produce and shape our present worldwide biological diversity including body size, body shape, nutritional needs, skin color, sex differences, and susceptibility to various old, and new, diseases.

ANTH 331Z: Evolution and the Human Fossil Record ([Syllabus](#))

Discipline: Anthropology

Professor Marquisa LaVelle

During this course we investigate the paleontological evidence of human evolution from early Miocene primates to contemporary *Homo sapiens*. Unfortunately, fossils do not “tell” us anything (nor does the fossil record sing). Anatomists and paleontologists must translate the information a fossil may contain into something meaningful through interpretation and analysis using evolutionary theory. Moreover, the same scientific analysis can lead to different interpretations and conclusions, without recourse to “the truth.” (“Truth” remains forever buried in time.) But imagine what lives our ancestors lived! In order to create informed interpretations, human paleontology relies on knowledge about anatomy, genetics, physics, physiology, chemistry, geology, paleoecology, philosophy and psychology to list but a few of the peripheral disciplines that contribute knowledge to this interpretive enterprise. On the other hand, it is difficult to be proved definitively wrong. Interpretations then are more or less likely, rather than being definitively right or wrong.

ARTH 100Z: Introduction to Art ([Syllabus](#))

Discipline: Art

Professor Fred Levine

What is art? Who makes it and why? How can art serve to explain and enhance the experience of the journey on which we are traveling and of the world around us? In addressing these issues this course will introduce students to the skills of visual analysis and interpretation. We will examine a range of media emphasizing the way art functions as both an aesthetic object, a thing of beauty and as an artifact of culture, an expression of the religious, psychological, social and political environment from which it emerges. As we move from location to location, we will focus our attention on a central concept, i.e., how artists have represented the theme of the personal journey in a variety of manifestations from culture to culture.

ARTH 103Z: The Migration of Art ([Syllabus](#))**Discipline: Art/Art History****Professor Fred Levine**

Migration refers not only to the mass movements of humans or animals. In a much broader sense, it refers to the movement of ideas and concepts across national or cultural boundaries. The history of art in particular, is, in many respects the result of the migrations of people, along with their aesthetic, philosophical, literary, religious and iconographic concepts and indeed, with works of art as well. How have the cultures we will encounter on this voyage affected and influenced one another? How has the migration of ideas been evidenced in the art and architecture we will come into contact with? Islamic influence in Spain, Egyptian influence on the art of Greece and Rome, India on Southeast Asia, China on Japan, represent a few of the topics we will investigate along with the role of war, theft and cultural appropriation.

ARTH 209Z: Sacred Sites ([Syllabus](#))**Discipline: Art History****Professor Fred Levine**

This course will offer an exploration of some of the most significant sacred sites we will encounter on our journey. How do we determine sanctity? Why is one object or area considered sacred while another merely ordinary? We will give special attention to the meaning of sacredness as it may be found naturally in the landscape or modified by the hand of humans in the parks, gardens, architecture, paintings and sculpture they have created. Whether cathedral, temple, shrine, mosque, megalith, cave or pyramid, we may assume that the places sacred to a culture illustrate the uppermost values and attitudes upon which that culture is predicated.

BIOL 105Z: Nutrition around the World ([Syllabus](#))**Discipline: Biology****Professor Reginald Garrett**

This course will cover the fundamental scientific principles of nutrition, including the chemical composition of the body; the molecular structure and function of different kinds of nutrients required by humans; the metabolic processes that transform food into energy and the chemical blocks for the creation and renewal of cellular structures; and the basic scientific principles of energy balance that determine weight gain or loss as governed by diet and exercise. With this foundation in hand, the course will address local solutions to nutritional needs, such as the principal food sources consumed by peoples around the world, cultural influences on food choices, food sufficiency, and the relationship between proper nutrition and health maintenance. As we circle the globe, we will sample the food and participate in the food culture of the countries we visit.

BIOL 108Z: Biology in Modern Society ([Syllabus](#))**Discipline: Biology****Professor Jon Kastendiek**

This course is a biology course directed towards the non-science major. The basis of the course will be a discussion of current topics and advances in biology such as genetic engineering, human environmental impact, evolution and cellular biology. Discussion of these topics will introduce fundamental concepts and processes that comprise the broad-based field of biology. One of the objectives of the course is to “de-mystify” science and demonstrate the interaction between society and the biological sciences. The course will also illustrate how the methods and procedures for generating hypotheses and their subsequent testing are the very foundations of science.

BIOL 154Z: Introduction to Tropical Ecology ([Syllabus](#))**Discipline: Biology****Professor Sarah Swank**

This course is designed to introduce students to ecological processes as they occur in tropical ecosystems. It examines the factors that influence the distribution and dynamics of species populations and shape ecological communities and ecosystems. The field portion of the course will focus primarily on the complex biology of tropical communities, including coral reefs, mangroves and tropical forests. This Semester at Sea voyage will provide an excellent opportunity to examine a wide variety of complex and interesting field sites.

BIOL 202Z: Introductory Biology – Evolution and Organismal Biology ([Syllabus](#))**Discipline: Biology****Professor Jon Kastendiek**

This course is the second semester of a year-long introductory biology course directed towards the biology major. The course will cover four main themes that are closely related to one another. One unit will discuss ecology, the interactions of organisms with their environment. These interactions result in the process of evolution, the subject of the second unit of the course. Evolution has resulted in the vast diversity of living things and this diversity is the subject of the third unit. Finally, evolution has also resulted in the structures by which organisms function. How organisms work is the subject of the fourth unit.

BIOL 230Z: Zoology ([Syllabus](#))**Discipline: Biology****Professor Sarah Swank**

Zoology is the study of animals. It includes all aspects of animal life. This course serves as an introduction to the science of zoology and to the diversity of animal life. Topics will include the philosophy and methods of science, an introduction to animal reproduction, ecology and behavior. The course sequence will follow evolution of animal structure and function as students survey the major invertebrate phyla and the vertebrate classes.

BIOL 231Z: Marine Biology ([Syllabus](#))**Discipline: Biology****Professor Jon Kastendiek**

This course is a general course in Marine Biology. The course will introduce students to the principles of marine life and processes with an emphasis on evolution and ecology of these systems. The course will cover basic concepts of physical and chemical oceanography, a description of the major types of marine communities (e.g., intertidal, subtidal, pelagic, deep-sea, coral reefs) and discussion of the major groups of marine plants and animals that are found in these communities.

BIOL 348Z: Evolution ([Syllabus](#))**Discipline: Biology****Professor Sarah Swank**

This course is designed to provide the biology major with a unifying context for the understanding of all other biological subjects. The course will cover the evidence for evolution as well as the mechanisms of evolutionary change and speciation. Topics will include the nature and philosophy of science, a review of basic, molecular and population genetics, adaptation via natural selection, the origin of new traits, and the evolutionary impact of nonrandom mating and genetic drift. The course will also examine the nature of the fossil record, the causes of ancient and modern extinctions and the implications for conservation of modern species. Required pre-requisite: coursework in introductory biology and a basic understanding of genetics.

COMM 351Z: Principles of Marketing

Discipline: Business/Commerce

Professor Deirdre Bird ([Syllabus](#))

Marketing involves two basic sets of activities: Firstly, marketers must identify consumer needs and then position their product (or service) in such a way as to satisfy those needs and differentiate the product from the competition. This can only occur with rigorous analysis of the competition, the customer, the environment, and the company's own capabilities. The second set of activities revolves around the "marketing mix" – letting the consumer know about the product in an attention-getting, convincing, and motivating way, ensuring it reaches the consumer through the best combination of distribution channels, pricing it effectively, and offering incentives to try, purchase, and to continue to use the product. At any point along the way, failure to get one of these activities right may result in the failure of the product. In this course, you will be introduced to the principles underlying these activities and given opportunities to try your hand at analyzing markets and formulating strategy.

COMM 451Z: International Marketing

Discipline: Business/Commerce

Professor Deirdre Bird ([Syllabus](#))

The concept of a borderless world is not new. In 1814 Thomas Jefferson wrote "Merchants have no country." Nonetheless, almost 200 years later merchants still find themselves trying to unravel the complexities of globalization. In this course we will look at the marketing function from the global point of view – and what better place to start than on a global voyage of discovery! From a practical point of view, global marketing implies learning how to enter markets, challenge competitors, and learn from key customers, both in your home market and abroad. We will discuss ways of identifying and satisfying customer needs and wants around the world, and specifically in the countries we visit on the voyage. We will investigate issues such as the continuing development of trading blocs, and opportunities presented by the opening of previously closed economies, such as the "Big Emerging Markets" of India, China, Russia and Brazil, and the threats that businesses face in times of economic and political crisis. We will look at the ways in which goods and services are marketed in the countries on our voyage.

COMM 456Z: Special Topics in Marketing – Marketing for Non-Profit Organizations (NGOs and Migration

Business/Commerce

Professor Deirdre Bird ([Syllabus](#))

Although thought by some to be an oxymoron, non-profit marketing is a legitimate field of study within the academic discipline of marketing. Both government and private non-profit organizations have come to realize the potential for marketing to ameliorate social problems such as AIDS, drug and alcohol abuse, homelessness and tragedies on a global scale. Indeed, the non-profit sector has grown increasingly global due to international alliances between organizations such as United Way of America and non-governmental organizations (NGOs) in Europe, Asia, South America and Africa. Human tragedies such as the famine and wars currently devastating African countries galvanize international non-profit activities in most remarkable ways. This aspect of the course will be particularly important to us as we travel through parts of the world that have experienced severe human distress. This may be a result of poverty, economic instability, war, AIDS, or unavoidable disasters such as the tsunami of 2004 that devastated coastal areas of countries which we will visit. Under these circumstances, the global community rallies support to NGOs such as the International Red Cross. But the need for assistance is often forgotten a short time after the initial tragedy has struck. Moreover, the devastation often spreads to countries and areas not originally affected, as refugees flee in search of safety. These migrations themselves result in further human catastrophe; NGOs are seen as the major agents of succor. Well-trained executives with advanced degrees in public policy, public health and business are now joining the ranks of these non-profit pioneers and using sophisticated marketing concepts and technologies. Thus, it has become important for managers of nonprofit organizations to consider how to apply private sector concepts to the non-profit management environment.

COMM 460Z: International Strategic Management ([Syllabus](#))**Discipline: Business/Commerce****Professor Jody Tompson**

All successful companies are constantly searching for reasons to change. Just as people groups migrate because of threats and opportunities, companies initiate change to neutralize threats and/or exploit opportunities. This course will require to students to plan and initiate change for a simulated company. In the simulation, opportunities and threats will emerge, so students will decide what kind of migration will be most appropriate. As with the migration of some people groups, some of these simulated migrations will fail and others will succeed. The feedback provided by the simulation will help students draw lessons from their experience with managing their own migration. Strategic Management is concerned with a) setting future direction, b) designing strategies to improve performance of organizations, and c) implementing those strategies. The course adopts a “total enterprise perspective” to ensure all resources are managed effectively and efficiently. While internal resources, capabilities and competencies provide the basis for an organization's strategy, the potential impact of external influences from the remote, industry and competitive environment are critical elements to be considered.

COMM 468Z: International Entrepreneurship ([Syllabus](#))**Discipline: Business/Commerce****Professor Jody Tompson**

This course is likely to be unique in your university curriculum. Most business courses focus on aspects of an existing business. Instead, this course focuses on two related issues: 1) how new businesses are started from ground zero and 2) the theory and practice of managing a business that you own. We will study these small businesses using lectures, the case method, and in-class discussions. During the course of the semester, you will be writing a business plan for a business venture that you would like to start. By the end of the semester you will know how to find answers to questions about: What are the major issues facing the venture now? What are some alternatives to resolve those issues? How can the company best position itself for the future?

COMM 469Z: Global Management Principles ([Syllabus](#))**Discipline: Business/Commerce****Professor Jody Tompson**

This is an introductory course about what managers do and how they become effective at working in global organizations. Hopefully, you already realize that the practice of management is ubiquitous – it is everywhere! Effective management is important in any type of organization: small or large company, sports team, church, club, fraternity, etc. In this course we will study the theories of management and the behaviors that lead to effective management. The intent is to expose you to the current thinking on management. The theme of migration will be emphasized as an individual journey of self-discovery. When people migrate from one place to another, they rarely know exactly what resources they will need in the new environment. In our global knowledge economy, the world is changing very quickly and students today cannot easily imagine what kinds of jobs they might hold twenty years from now. So how do we prepare them to migrate from today to an unknown environment in their future? Preparing them with skills to lead people, projects, and organizations will serve their pursuits regardless of the environment that they eventually occupy.

CHEM 122Z: Chemistry for the Curious ([Syllabus](#))**Discipline: Chemistry****Professor Graeme Gerrans**

Descriptive accounts of the fundamental aspects of chemistry such as matter (atoms, molecules, elements, compounds), energy (kinetic, potential), and the changes they undergo (acid-base and oxidation-reduction reactions). These principles will be applied to the chemistry of the atmosphere (gases), hydrosphere (liquids and solutions), the lithosphere (solids and minerals) and the biosphere (living organisms). On completion of this course students should have a sound foundation for understanding how chemistry impacts on our daily lives.

CHEM 142Z: Introductory General Chemistry ([Syllabus](#))**Discipline: Chemistry****Professor Graeme Gerrans**

Topics to be covered include kinetics, equilibrium, thermodynamics, acids and bases, aqueous ionic equilibria, and electrochemistry. Wherever possible facts and principles will be applied to everyday life. On completion of the course students will have a sound foundation for more advanced study in chemistry.

CHEM 242Z: Organic Chemistry ([Syllabus](#))**Discipline: Chemistry****Professor Graeme Gerrans**

This course is designed for students who completed a one-semester course in organic chemistry at college. Topics to be covered include the relation between structure and reactivity, alkyl and aryl halides; alcohols and phenols, alkyl and aryl ethers; alkyl and arylamines; aldehydes and ketones; carboxylic acids and carboxylic acid derivatives. The use of reactions in organic synthesis will provide links between these topics and applications to everyday life will be included. On completion of this course students will have a sound foundation for more advanced study in chemistry and biochemistry.

SEMS 115-4/SEMS 115-5: Public Speaking about Global Issues (2 sections) ([Syllabus](#))**Discipline: Communication****Professor Jodi Cohen**

This introductory course in public communication addresses the fundamental principles of critically thinking and effectively speaking about issues of global significance. The fundamentals include how to discover, analyze, and evaluate information; and how to develop and present informative and persuasive speeches to different audiences. Students will gain a better understanding of global current events, strategies for talking about them, and a better sense of what it means to be a citizen of the world.

SEMS 480-6: Place and Space in World Rhetoric ([Syllabus](#))**Discipline: Communication****Professor Jodi Cohen**

We will consider how the nature of language and communication constitute the divisions or boundaries that define place and space. The course has a theoretical focus, as we will discuss, read and write about the symbolic nature of physical places and spaces. More practically we will use theories of language and rhetoric to examine the ways the national, natural, and public places along our journey are constructed. We will study a variety of public communication forms, from speeches and tourism promotional materials to museums and coffee shops.

CS 101: Introduction to Computer Science ([Syllabus](#))**Discipline: Computer Science****Professor Michael Goldweber**

Introduction to algorithms and computer science for students with little or no programming experience. Using the framework of an object-oriented programming language this course will cover problem solving, algorithms and object-oriented design. Topics include data, control, problem decomposition, abstractions, arrays and an introduction to the analysis of algorithms.

SEMS 115-3: A World of Dance – An Interactive Study of National Dances ([Syllabus](#))**Discipline: Dance/Performing Arts****Professor Aniseh Burtner**

A World of Dance explores the movement and cultural importance of the many dance and music forms from our port stops. The class includes interactive dance instruction in Flamenco (Spain), Belly Dance (Egypt and Turkey), Bharatanatyam and Kathak Dance (India), Fan Dance (China), and Polynesian Luau dances (Hawaii and Tahiti). We will also analyze performances of the national dances of Thailand, Vietnam, Noh Dance of Japan and Punto Guanacaste from Costa Rica. Designed as a highly interactive undergraduate seminar, this course addresses how dance performances implicitly or explicitly enact and (re)negotiate their historical, cultural, and ideological circumstances. Readings, class activities, and discussions focus on the range of musical cultures the ship will encounter. Student projects will allow for performance experimentation and local field research, along with quizzes and written work. Classes will alternate between lecture/discussion and dance classes. During dance classes, students will come to class prepared to learn choreography in the style of dance discussed during lecture and/or viewed while docked in port. The course is open to all students regardless of gender, skill level or physical ability. Though no previous experience with music or dance is required, we will give special attention to developing tight ensemble dynamics. Concentration, practice, and faithful attendance are required of each class member, the goal being to give a final performance.

DRAM 292Z: Introduction to Theatre ([Syllabus](#))**Discipline: Drama/Theatre****Professor Edward Eaton**

In this course, the students will get a good overview of theatre as a whole. We will cover history and literature – focusing our studies on the regions visited during the semester. An effort will be made to remind the students that theatre is also a practical art form; the students will do group and individual exercises and projects that give them some experience in the different aspects of theatre – developing directing concepts, exploring design possibilities, performing short scenes. Students will be expected to participate in classroom discussions and give short oral in-class reports on a variety of subjects.

DRAM 305Z: Theatre History – Theatre and Ritual ([Syllabus](#))**Discipline: Drama/Theatre****Professor Edward Eaton**

Theatre ultimately began with some sort of relationship to religion and ritual. Medieval European theatre began as part of the liturgy; Classical Western theatre is indelibly rooted in the dithyramb and flourished as part of the Dionysian Festival; in India, Brahma himself created the first theatre, assisted by Shiva and Vishnu; Japanese theatre has its roots in mythology. In this course, we will explore the history of theatre and its relationship to religion and ritual. For the first part of the course, we will cover a general history of theatre so that the students will have a solid understanding of the overall context of theatrical history. As the semester continues, we will focus on the countries we stop at, reading primary commentary and texts where possible. We will also look at the ways one region's theatre can be seen to influence already existing and established theatrical traditions in another region or country. Special attention will be paid to the place of the plays in the history of the regions' theatre.

SEMS 115-1: Introduction to Macroeconomic Theory ([Syllabus](#))**Discipline: Economics****Professor Richard French**

This course is designed to provide an understanding of basic macroeconomic theory, measurement and policy for students with little or no previous background in economics. Its purpose is to provide a solid understanding of the basic principles of macroeconomics or of what is thought to be the fundamentals of macroeconomic analysis. Therefore it examines the economy as a whole and subgroups such as the government sector, the household sector, the business sector, and the international trade sector. Each sector is an aggregate, a collection of specific economic units treated as if they were one. The relevance of current macroeconomic issues to the individual and to the nation is clear. It helps to inform the public about critical policy programs proposed by the U.S. Congress, and State legislators. The Great Depression that was prolonged far beyond expectation gave rise to the economic theory that was to become macroeconomics. It offered an explanation for the failure of markets to adjust to the extended and unusual high levels of unemployment that reached nearly 25 percent of the labor force in 1933. In addition, it offered monetary and fiscal policy that was often thought to be radical; and today continues to be an exciting time to study economics. The policy questions raised today continues to be equally stimulating. Everyday the Wall Street Journal, the Financial Times of the UK, and other financial publications have voiced public concerns and opinions regarding budget deficits, balanced budgets, tariffs, inflation, GDP growth, income distribution, interest rates, the value of the dollar, as well as the country's energy dependences on oil. This course examines these issues and others that are equally as important.

SEMS 115-2: Introduction to Microeconomic Theory ([Syllabus](#))**Discipline: Economics****Professor Richard French**

This course explains the core principles on which a capitalist economy is based. Its primary emphasis is on economic efficiency and how that objective is achieved, which is through resources allocation based on a system of relative price. Its focus is on individual behavior, and on the profit maximizing behavior of business firms. In 1989 the Berlin Wall came down followed by the collapse of the USSR in 1990. These two events have helped to shape a nearly worldwide movement of governments to build their economies based on the principles of capitalism; and this now includes Russia and China. The primary aspects of this paradigm is the recognition and acceptance that economic success (the creation of wealth and its related higher standard of living and increased social welfare) is achieved most efficiently when it is based on the fundamental principle that resource allocation be related to a system of relative prices acting within a competitive economic environment. It also emphasizes the profit motive, private ownership of property, the legal enforcement of contracts, and entrepreneurship, all of which is known as free enterprise. The theory and application of microeconomics in this course is demonstrated by exploring such current economic issues as rent control, airline regulation, OPEC oil cartel pricing, international trade, public school vouchers, price discrimination, the cost of dealing with global warming, the food stamp program, opportunity costs, economic and accounting costs, government and market failure, and the question of whether there should be a market for the sale of human organs for life saving purposes. Each case attempts to uncover the basic economic principles related to understanding these sometimes controversial issues.

SEMS 480-1: The Theory and Practice of Money and Banking ([Syllabus](#))**Discipline: Economics****Professor Richard French**

At no time since the Great Depression (1930-1933) when approximately 9000 commercial banks failed, has there been so much academic, government and public interest in the American banking system and in its financial markets. Every week the Wall Street Journal reports on such events as the collapse of the housing market bubble and the related subprime lending crisis; the controversial bailout of investment banks; the multimillion billion dollar losses sustained by some of the worlds largest banks; the fear of an impending recession; and the global reach of the decline in the value of the U.S. dollar. Uncertainty and insecurity around the world have resulted in civil unrest as the price of food, fuel, rent and clothing have increased globally. From the UK to Eastern Europe to China to Japan, and to Southeast Asia, Central Banks have been raising interest rates to cope with the problem of rising prices. Even Saudi Arabia and the UAE, oil rich as they are, have not escaped the worldwide financial crisis that began in America. How these events can be understood is the objective of this course. The course provides answers to these and other questions, such as the role of central banks; commercial banks; investment banks; interest rates; exchange rates; financial markets; as well as stocks, bonds and monetary policy, by exploring the role of money in the economy. All these questions are examined in the context of both the domestic and global markets. Prerequisite: Basic course in macroeconomics.

EDLF 589: Comparative Educational Systems ([Syllabus](#))**Discipline: Education/Sociology****Professor Joan Strouse**

This course explores educational systems, with special emphasis on the regions and countries of the world that we will visit during this term. Issues of migration will be examined as we take a closer look at topics such as brain-drain, migrant education, and the education of guest workers and refugees. Lectures and discussions will examine the roles that formal education plays within the broader context of development and global change. While investment in education is viewed as a key variable linked to economic growth, poverty reduction, and improvements in health, extensive social inequalities and economic divisions persist, even in the most economically developed societies. How gender, race, and social class bear on these issues will be considered throughout the class. The course will foster a critical understanding of these issues and their implications for education, development, policy and practice.

ENAM 317Z: Asian-American Fiction**Discipline: English Literature****Professor John Serio ([Syllabus](#))**

This course will unite the main theme of our voyage, "migrations," with the majority of our in-port visits, which will be to Asian countries and cultures. We will read fiction from writers or their descendents who have emigrated to America from India, Hong Kong and China, and Japan. We will examine how these writers give shape to the cultural values and political and economic contexts of their native countries. We will explore their motivations for emigration as well as their expression of life in America as they deal with the many hurdles that face immigrants. We will read works from award-winning Asian-American writers such as Jhumpa Lahiri (India); Maxine Hong Kingston (Hong Kong) and Amy Tan (China); and Hisaye Yamamoto and Sylvia Watanabe (Japan). We will approach their writing as a form of art and will attend to the artistic qualities of these works. We will sharpen our critical thinking and writing skills through class discussion and expository essays.

ENSP 223Z: Studies in Poetry
Discipline: English Literature
Professor John Serio ([Syllabus](#))

“If I feel physically as if the top of my head were taken off, I know that is poetry,” writes Emily Dickinson. As one of the most compressed art forms, poetry relies on rich and sensuous imagery to convey meaningful experiences that have the power to evoke in us both genuine feeling and deep, often philosophical, thought. As with all art, poetry provides a mechanism to explore the complexities of our own existence as well as to step outside ourselves to understand others. This is especially important in our voyage around the world, as students will be asked to utilize their imagination to relate to foreign cultures and beliefs. Students will learn the art of reading—and enjoying—poetry. They will be exposed to a rich and diverse selection from many cultures, countries, and ethnicities related to our ports of call. As students attend to the nuances of context, tone, imagery, metaphor, symbol, form, and diction, they will expand their sensibilities and sharpen their imaginative abilities. Through class discussion and various writing assignments, they will also improve their critical thinking and writing skills.

ENSP 250Z: Shakespeare Around the World ([Syllabus](#))
English Literature/Drama
Professor Edward Eaton

Shakespeare is probably the most influential playwright in history. His plays have been produced in almost every country and have been frequently adapted by playwrights, composers, and filmmakers. There have even been novels, ballets, and operas based on Shakespeare’s plays. In this course, we will explore the history of Shakespearean productions, focusing on those in the countries to be visited. In addition to the readings and lectures, several films will be watched that have been based on some of Shakespeare’s plays. Each film will be discussed with regard to its relationship with the original (or at least the generally accepted) text as well as its relationship to its culture and mores.

ENSP 267Z: International Short Story
Discipline: English Literature
Professor John Serio ([Syllabus](#))

As a form of literature, the short story is among the richest. With its sharp focus, usually on one character or incident, the short story provides lasting insight and lasting enjoyment. As we voyage around the world, we will read stories from different countries that will serve as excellent portals into the lives, interrelationships, and issues facing local inhabitants. We will explore the social, political, religious, and economic forces at work in the respective cultures and the impact local customs play in defining people’s position and role in their society. These stories, often by internationally acclaimed authors, will represent as many countries on our voyage as possible, including Spain (Mercè Rodoreda), Italy (Italo Calvino), Egypt (Naguib Mahfouz), India (Bharati Mukherjee), Viet Nam (Duong Thu Huong), China (Wang Anyi), and Japan (Yukio Mishima). We will approach the short story as a distinct art form and attend to the qualities that make it expressive of both the inner life and outer reality. We will examine the effects of the various elements of fiction—setting, style, characterization, point of view, symbol, and theme—as they bear on the artistry of expression. Students will sharpen their critical thinking and writing skills through class discussion and expository essays.

ENSP 281Z: Lost and Found**Discipline: English****Professor Daniel Kinney ([Syllabus](#))**

In this course we will take a close look at a range of texts dealing with pilgrimage, expedition, and quest, scrutinizing their truth-claims and asking how their freight of strangeness can actually challenge and alter what commonly passes for truth. What is lost and what gained in translation between the alternative worlds of these narratives? What does it take to mediate successfully between one's own home-truths and the Other's supposed revelations and lies? How can travel itself change a traveler's sense of what s/he stands to gain from the journey? How is bringing these narratives home like and unlike a "mission accomplished"?

ENSP 317Z: Language, Myth, and Cultural Identities**Discipline: English****Professor Daniel Kinney ([Syllabus](#))**

In this course we will focus on several especially generative versions of foundation-myths and their aftermaths. In what sense is a "tale of the tribe" mainly meant to distinguish and validate a particular culture's identity, and in what sense may it also be made to serve as a charter for human diversity or a kind of convergence within difference? Language functions on more than one level as a token of collective and personal identity, marking us by the way that we speak and what we have to say; we will track both those functions throughout all these works, winding up with *Huck Finn* as a startlingly complex example of a national charter at odds with itself, as an idiom abounding and reveling in rank contradictions which still helps frame a nation's identity.

ENSP 367Z: Media as Message, Massage and Mirage ([Syllabus](#))**Discipline: English Writing****Professor Mark Shadle**

We float in a sea of images, in a culture stereotyped as being linear, materialistic and technological. Are advertising messages massaging us into being consumers? Does the acceleration of "connectivity"—through cell phones, email, instant messaging and internet-based shopping and relationship sites—encourage identity-theft pirates and mean that the message is often a mirage, or postmodern simulation? How do we migrate from one technology to the next? These are the questions we will explore through a textbook that provides the history of radio, television, film and music. We will think critically about media from cultures we will be visiting, using theory from rhetoric, composition, literature, communication studies, performance art, art history, musicology and film studies. These will include writing about: a Nobel Prize lecture by Egyptian author Naguib Mafouz of Egypt; flamenco music and dance videos on youtube.com; a news editorial from a famous Italian journalist; a contrast between scenes from a Chinese martial arts movie and those from Japan in *Kill Bill*; a radio interview with a film-maker about his investigation of unexploded bombs in Cambodia; the comparison and contrast of ancient Mayan glyphs and Chinese ideographs; and maps and hypertexts on the Amazon in Brazil.

ENSP 381Z: Visionaries and Exiles ([Syllabus](#))**Discipline: English****Professor Daniel Kinney**

A quick survey of some of the literary uses of exile from *The Epic of Gilgamesh* to *The Crying of Lot 49*; it has been said that travelers and poets may lie with impunity, and this course will attempt to work out what their otherworlds share that routinely lets their ways of lying pass muster alongside the truth. How do various states of exile in fiction impinge and expand on the bounds of the real? What is it to "return" from a fictional state without ever escaping the fiction?

ENSP 382Z: Our Nomadic Urge to Travel in Peace ([Syllabus](#))**Discipline: English Writing****Professor Mark Shadle**

Does a world of diminishing natural resources, growing population and pollution necessarily lead to increased violence and war? Does the history of war make it likely in the future? Does the increasing migration of world population across cultures and languages ensure war or hold out the possibility for cooperation? Just as migration, trespass and war resulted in a code of ethics for “war crimes” and human rights, should free trade be compatible with ethical practices that can be agreed upon across cultures? Can migration and globalization preserve cultural and ethnic diversity while mitigating poverty throughout the world? This course will allow us to entertain the idea that cooperation and peace must be linked across disciplines and cultures as a chance for fascinating negotiation. Accompanied by carefully chosen web readings for the countries we’ll be visiting, our central texts will be: an excerpt on a theory of “nomadology” from De Leuze and Guatari, in *One Thousand Plateaus: Capitalism and Schizophrenia*; Fareed Zakaria’s *The Post-American World*; Joseph Stiglitz’s *Globalization and Its Discontents*; and Glenn Paige’s *The Political Science of Non-Killing*. We will use readings, interactive lecture, seminar discussion, transformation exercises and small-group collaboration to discover and strengthen our imaginative and critical writings.

ENWR 357Z: True Lies: Creative Writing as Critical and Trans-Cultural Consciousness**Discipline: English Writing****Professor Mark Shadle ([Syllabus](#))**

Why have people enjoyed inventing and telling stories around campfires and on-board ships since time immemorial? How have writers imagined worlds into existence? How do our stories record, inscribe and critique our experiences, especially when traveling? How can the lie of fiction expose the truth of experience? These are the kinds of questions we will seek to discover, extend and answer through our fiction. We’ll begin where most fiction around the world does, with telling a story in order to discover others, and read novels from Egypt and India. Writers are readers who *make* the magic of fiction, and we’ll gear our writing to particular places we’re visiting, incorporating theory and criticism from reading, composition, rhetoric, literature and cultural studies. We’ll use film clips and music to expand the quality, originality and appeal of our fiction, and reflect upon translations and meanings between languages and cultures. Exploring the rhetorical process—which includes writer, audience, occasion, message and purpose—will help us discover topics autobiographically. We’ll believe in the power of fiction to tell its truth, based upon research, and by exaggerating details to appeal to intellect (logos), emotion (pathos) and ethics (ethos). We’ll use a textbook, two novels, web readings, interactive lecture, seminar discussion, small group collaboration and teacher-student conferencing.

CHTR 122Z: Gender, Family and Sexuality in Traditional Chinese Fiction ([Syllabus](#))**Discipline: English Literature/East Asian Studies****Professor Anne Kinney**

This course will examine gender, sexuality and the family as represented in masterpieces of Chinese short fiction and one novel. The purpose of this course is threefold: first, to encourage a critical exploration of the art and meaning of Chinese fiction; second, to introduce traditional and modern Chinese concepts of gender, family and sexuality; and third, to provide a multicultural perspective on social issues of universal importance.

CHTR 221Z: Golden Peaches and Vermilion Birds: Introduction to Chinese Poetry ([Syllabus](#))

Discipline: English Literature/East Asian Studies

Professor Anne Kinney

This course introduces the greatest masterpieces of Chinese poetry through close readings of English-language translations. This course will familiarize students with the most important figures in the history of Chinese poetry, such as Li Po, Tu Fu and Su Shi, as well as the major forms of poetic expression, with special emphasis on the golden age of Chinese poetry, the Tang Dynasty. Also, in keeping with the theme of “Migrations,” we will devote special attention to how the international vibrancy of Tang China influenced poetry in this period when the peoples of many cultures traveled to, lived and worked in China, bringing with them new ideas and an array of plants, animals, jewels, textiles and all manner of exotica that had never been seen before on Chinese soil.

SEMS 315: World Regional Geography ([Syllabus](#))

Discipline: Geography

Professor Robert Smith

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

SEMS 480-2/SEMS 480-3: Geography of the Oceans (2 sections) ([Syllabus](#))

Discipline: Geography/Law

Professor Robert Smith

This course examines the governance of the world’s oceans. National interests over the control of ocean space differ from country to country and in some situations these differences have led to conflict. The lectures focus on means by which countries have claimed sovereignty and exclusive jurisdiction off their coasts. The spatial impact these actions have on other maritime users will be analyzed with an emphasis on U.S. ocean policy and practice. The division of ocean space is analyzed from both a geographical and functional perspective. Geographically, each major type of maritime zone is discussed: baselines (which distinguish internal waters from the territorial sea), the territorial sea, contiguous zone, exclusive economic zone, continental shelf, and high seas. Functionally, primary ocean uses are examined, including fisheries, oil and gas development, deep seabed mining, navigation (commercial and military), and over flight. Special topics such marine scientific research, the Arctic and Antarctic regions, and marine environmental issues are addressed. Attention will be given to this semester’s trip itinerary and topics focus on the countries and region visited. The understanding and use of nautical charts as they pertain to national maritime claims and boundaries will be examined. And, it will be shown why in this day of satellite imagery and computers that charts may not always give the best answers. During the course, the students will have “hands on” opportunities to put into action several class topics, including baselines and maritime boundaries. Late in the course, following the lectures on maritime zones and the principles of maritime boundaries, the class will be divided into negotiating teams. A scenario will be given to both sides, defining their country’s interests, where the offshore resources are located, and other pertinent facts. After caucusing as a team and developing their maritime boundary negotiating strategy, the teams will engage in “negotiating” a boundary with its neighbor bringing to the table knowledge learned in this course. Grades will be based on quizzes (including map quizzes), briefing papers (based on readings, field work, and boundary negotiations), final exam, and class participation.

EAST 192Z: The Story of China's First Empire (Sex, Lies, Ninjas and the Man Who Built the Great Wall) ([Syllabus](#))

Discipline: History/East Asian Studies

Professor Anne Kinney

This course explores the story of the emergence of the Chinese empire, beginning with the squalid family history of the first emperor, legends of the assassins who tried to destroy him and the cataclysmic events that toppled his dynasty after a brief fifteen years. We will then proceed to the story of how the Han, the first Chinese dynasty founded by commoners and the first to honor a woman as its ruler, built itself on the foundations of the Qin to create the imperial system that served China for the next two millennia.

HIST 202Z: Western Civilization to 1600 ([Syllabus](#))

Discipline: History

Professor Joyce Salisbury

This course tells the story of the “West in the World” from the ancient period through the Age of Exploration, with special attention to the learning opportunities afforded by our itinerary. In ways often poorly appreciated, western civilization was shaped by, and often benefited from, interactions with the rest of the world. We will study the migrations and enriching of people across time as people moved about. For example, ancient Egypt was intimately tied to the great African Nubian culture; the Hellenistic kingdoms reached to India; the Roman Empire was strikingly multi-cultural (sub-Saharan Africans manned Hadrian’s Wall in Scotland), and the Silk Road ties from China to England shaped the history of the West in surprising ways. During our voyage we will build on our growing knowledge of such historical interactions with our own observations of the mix between western and world cultures. Such observations (which we will compare and analyze) will cover topics as diverse as social life, food, art, architecture, science, and religion, to create an interdisciplinary, global experience.

HIST 212Z: Medieval Travelers ([Syllabus](#))

Discipline: History

Professor Joyce Salisbury

Like travelers from long ago, we will embark upon a voyage of discovery that will cover the globe, and like them we will see unexpected things and meet people whose lives are very different from our own. In this course, we will look at the writings of medieval travelers (from between 1000 and 1500), and share their wonder as they encounter people and places that seem extraordinarily odd to them. The accounts of cross-cultural meetings in the past, reveal much about European prejudices but also tell about how easy it is to misunderstand what we see. These accounts were profoundly influential in shaping how Europeans approached the world during the Age of Explorations and beyond. This course will explore the major primary texts and encourage students to analyze their own explorations in the light of the experience of the past. The texts will include peaceful explorations – *Travels of Marco Polo*, *The Travels of Ibn Battuta*, and influential, yet imagined accounts like *Mandeville’s Travels*. We will also read an excerpt from the “Acts of Thomas” which describe the apostle’s arrival in Chennai, India, and sets up the understanding of his church there. Through our travels, we will visit many of the sites described by the medieval travelers, and have an opportunity to compare their observations with ours. The close analysis of the texts will be supplemented by lectures on the regions we visit. The goals of this course are to learn about the events in the world in the Middle Ages, to gain facility in working with primary texts, and to study the theory behind historical study.

SEMS 115-7: A History of United States Immigration Law ([Syllabus](#))**Discipline: Law/History****Professor Louise Harmon**

This course will study the history of voluntary and involuntary immigration in the United States, with an emphasis on the legal response regulating the influx of immigrants, including, among others, the Naturalization Act of 1790, the Chinese Exclusion Act of 1882, legislation in the 1920s imposing national quotas, legislation in the 1950s increasing the power of the government to deport illegal immigrants with “Communist leanings,” the more recent Immigration and Nationality Act of 1965 giving preference to those immigrants with U.S. relatives, amnesty legislation, the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, and the Real ID Act of 2005. The course will also survey the laws relating to the admission, naturalization, and removal of immigrants to the United States; and the legal issues concerning refugees, asylum seekers, illegal immigrants and undocumented workers. The perspective will be global; the course will examine the historical, social and political factors that affected the arrival, settlement, growth and redistribution of African, Asian, European, Native American, and Latino populations in the United States, and will explore a variety of cultural, demographic, economic and legal issues that have arisen as a result of these waves of human migration.

LING 200T: English as a Global Language ([Syllabus](#))**Discipline: Linguistics****Professor George Thomas**

No language has ever achieved the status of a language known and used throughout the globe as English has done in the last half century. This course examines the need for a global language and the reasons why English has been adopted in this role. We shall pay particular attention to the role English plays in the countries we visit on this voyage, its competition with prestigious areal languages, national and local languages. We shall also examine the affect that English has on languages around the globe as illustrated by the languages we encounter on our travels. We shall also assess the way in which the global function of English is influencing the development of the English language itself. Finally, as globalization itself encounters increasingly greater criticism at the local level, what impact is this likely to have on the continuing role of English as a global language.

LING 300T: Language Policy and Language Reform ([Syllabus](#))**Discipline: Linguistics****Professor George Thomas**

This course sets out to examine the development of language policy and language reform with special references to the countries visited during the voyage. It deals with attempts to plan for the status of languages particularly within multilingual societies, including the protection of linguistic rights and the preservation of languages as well as developing policies which can serve the country as a whole. It also addresses questions pertinent to the languages themselves: their standardization, their enrichment, their alphabetization, in short their reform to meet the socio-communicative needs of the population.

MATH 104Z: Elements of Discrete Math ([Syllabus](#))**Discipline: Mathematics****Professor Michael Goldweber**

Propositional and predicate logic; methods of proof, including direct approaches, contradiction, contraposition, mathematical induction; sequences, recursion, recurrence relations; set theory; functions and relations. Primary emphasis on proof-writing.

MATH 105Z: Calendars throughout History ([Syllabus](#))**Discipline: Mathematics****Professor Michael Goldweber**

Throughout the course of history, different civilizations have devised various ways to measure and divide up time. Observing the sun (sunrise and sunset) gave rise to the notion of days while observing the moon and the cyclic nature of seasons gave rise to the notions of months and years. This course will not only focus on understanding different calendar systems (from ancient to modern), but the underlying mathematical and cultural assumptions embodied by each calendar system.

MUSI 235Z: Technosonics ([Syllabus](#))**Discipline: Music****Professor Matthew Burtner**

TechnoSonic Migrations explores the history, theory and practice of electronic music in the 20th and 21st centuries. In particular the course examines how these technologies find voice in diverse cultures of the world, particularly in those we visit on the voyage. The proliferation of electronic and digital audio technologies provides an opportunity to study how the occidental approach to technology in music is adapted and refined as it migrates, and combines with music traditions from diverse genres and traditions. Indian *Goa*, Japanese *Noise*, and electronic music of northern Africa, Polynesia, and the Americas reveal nuanced approaches to electronic music highly tied to tradition and culture. This course will offer a wide view of computer music as “Technosonics.” In addition to historical and theoretical lectures, students will experiment with tools and techniques for composing electronic music. No previous music experience is necessary to take this class.

MUSI 435Z: Mobile Interactive Computer Ensemble Tour ([Syllabus](#))**Discipline: Music****Professor Matthew Burtner**

MICE is a performance-based music course for students wishing to learn to compose and perform live electronic music. Students enrolling in the MICE class should bring a laptop computer on the voyage. We will augment the laptop ensemble with acoustic instruments or objects acquired in locations along the way. We will create and perform compositions on the voyage, study software programming for live electronic music performance, and analyze works of interactive computer music performance from a variety of genres. It is helpful to have experience with either computing or music before enrolling in this class.

MUSI 443Z: Ecoacoustics – Sites and Sounds ([Syllabus](#))**Discipline: Music****Professor Matthew Burtner**

This course explores the natural world of sound through unique places. Our voyage provides ample opportunities to engage with both environmental and city soundscapes. In the class we examine the world as a series of sites containing unique acoustic properties. Ecoacoustics engages with *place* as composition. Through listening and analysis of environmental sounds and sites we examine the relationship between culture and nature. We will employ recording technology and analysis software to examine details of our sites. Composers have long been fascinated with nature, using it as inspiration, motivation, and material in a variety of musical forms. The second half of the 20th Century saw the emergence of new relationships between artists and their natural surroundings. Set into motion by the writings and music of John Cage and an emerging cultural environmentalism, and further accelerated by recording and computer technologies, “Ecoacoustics” is now an active creative space for some of our most interesting composers. We will study the musical fields of acoustic ecology, sonology, soundscape composition, sonification, and deep listening. We will analyze music by composers who responded to, or were inspired by, specific natural phenomena, as well as those practicing soundscape composition. Discussions will also engage critical issues of environmentalism and human-nature dialectics.

PHIL 120Z: Biomedical Ethics ([Syllabus](#))**Discipline: Philosophy****Professor Louise Harmon**

This course will explore a number of philosophical issues bearing on life and death. Topics will include the meaning of life, the significance of death, the meaning of the dying process, the notion of personhood, the ethics of surrogate decision-making on issues of life and death, the various definitions of death, abortion, suicide, the morality of euthanasia, the issues regarding withholding and withdrawing life-sustaining treatment, the ethics of surrogate decision-making on issues of life and death, and the rights of the terminally ill. Throughout the semester, the course will take a cross-cultural perspective, departing from classical liberal thought and western values that tend to emphasize individual patient autonomy to an exploration of nonwestern world views that operate out of radically different philosophical premises, resulting in radically different biomedical ethics. *Suggested Prerequisite:* Introduction to Philosophy or some equivalent course.

PHIL 121Z: Classical Asian Philosophy ([Syllabus](#))**Discipline: Philosophy****Professor Louise Harmon**

This course will consist of a survey of classic Asian philosophy. It would examine the historical background, schools, and philosophical traditions of the Chinese philosophies of Daoism and Confucianism, and the Indian philosophies of Hinduism and Buddhism, with a focus on Tibetan Buddhism. The topics will include metaphysical, ethical, and epistemological issues raised in these Asian traditions. Whenever possible, students would be reading selections from primary texts such as the Daodejing, the Analects of Confucius, Mencius, Zhuangzi,; from the Vedas, the Upanishads, and the Bhagavad Gita; and from basic Buddhist texts, including some Tibetan Buddhist texts by teachers from the Kagyud sect such as Naropa, Marpa, and Milarepa, including the Tibetan Book of the Dead.

PHYS 103Z: Physics for Mariners ([Syllabus](#))**Discipline: Physics****Professor Sergio Conetti**

This introductory course deals with different topics related to sailing around the world, namely introduction to astronomy and navigation (celestial and instrumental), meteorology and world climate, as well as the physics of sailing.

PHYS 112Z: Energy and the Environment ([Syllabus](#))**Discipline: Physics****Professor Sergio Conetti**

This introductory course, while discussing the physical principles behind the production and use of energy, including a basic understanding of mechanics, electromagnetism, thermodynamics, and atomic and nuclear physics, also addresses the environmental and economic consequences of energy utilization around the world.

PHYS 202Z: Introduction to Physics Principles II ([Syllabus](#))**Discipline: Physics****Professor Sergio Conetti**

This is the second part of the standard, non-calculus general physics course. It covers Electricity, Magnetism, Optics as well as Modern Physics, namely Relativity, Quantum, Atomic and Nuclear Physics. Together with PHYS 201 (which is a pre-requisite), it fulfills the requirements for medical and dental schools.

PLCP 101Z: Introduction to Comparative Politics ([Syllabus](#))

Discipline: Political Science

Professor Fred Mabbutt

A central principle of political science is comparison. By comparing the various countries on our voyage, we will not only learn more about them, but also more about our own country and ourselves. Through examining their history, we can begin to understand the source of their values or political culture as well as the cleavages that create both domestic and foreign conflict. Since politics is about power, this course will evaluate the ancient political question: *Cui bono?* [Who benefits?] Who benefits from their form of government? How is wealth distributed? How does globalization affect their lives and national identity? How do host countries deal with the influx of foreign immigration? This class will focus on the impact of the West on many of the countries we will visit, and that is reflected or rejected in the politics and government today. Methods of evaluation include announced quizzes, a mid-term, a field journal, and a final examination. While the purpose of the course will not change, the syllabus is subject to change as circumstances may require.

PLIR 340Z: U.S. Foreign Policy ([Syllabus](#))

Discipline: Political Science

Professor Fred Mabbutt

Seeing international conflict in apocalyptic terms is hardly unique to the United States. To a large extent, it is a universal trait. Until the 18th century Enlightenment, most people in the West accepted warfare as an inescapable part of life. The Enlightenment popularized the belief that wars were part of the barbaric past and that democracies did not go to war with each other. The Bush administration used Thomas Jefferson's idea of an "Empire of Liberty" to justify the invasion of Iraq, arguing that a democratic Iraq would transform the Middle East into a more peaceful region. Critics dispute the Enlightenment premise, and maintain it will only stimulate more terrorist attacks and new international migrations to the United States and elsewhere. This course focuses on American foreign policy and national security interests. We will examine the current debate on American Empire, pro and con, and concerns about global terrorism. Methods of evaluation include announced quizzes, a mid-term, a field journal, and a final examination. While the purpose of the course will not change, the syllabus is subject to change as circumstances may require.

PLIR 306Z: Military Force and Diplomacy ([Syllabus](#))

Discipline: Political Science

Professor Fred Mabbutt

The post-colonial age has been characterized by two contradictory tendencies: economic integration (globalization) and political fragmentation. The first has promoted international economic growth, but the benefits of that growth have been very unevenly distributed. And while the imperial age of the 19th century reduced the number of independent countries in the world to 59 by the beginning of the First World War (1914), today the world is even more politically fragmented. With the end of the Cold War and the collapse of the Soviet empire there are now approximately 200 countries in the world. This political development, in some cases, has been accompanied by revolution, terrorism, civil war, instability, and refugee and migration problems. All of these factors have played a serious role in reshaping international politics. This course focuses on the principles and contours of international politics in the 21st century. Methods of evaluation include announced quizzes, a mid-term, a field journal with oral presentation, and a final examination. While the purpose of the course will not change, the syllabus is subject to change as circumstances may require.

SEMS 115-8: Diplomacy, the Arms Trade and Human Security ([Syllabus](#))**Discipline: Political Science/International Relations****Professor Terry Crawford-Browne**

The United Nations was established in the aftermath of World War Two, its founding premise being that never again should humanity be faced by the scourge of war. Its five permanent members of the Security Council are charged with the maintenance of world peace, yet these five countries alone provide almost 90% of the world's armaments. The arms trade is notorious for corruption. Huge expenditure of public resources on armaments not only undermines professed commitments to peace, but also severely undermines human security in both rich and poor countries. Almost half of the world's population lives in poverty on less than US\$2 per day. World military expenditure of US\$1.339 trillion in 2007 (of which USA alone accounted for 45%) severely limits international commitments towards the eradication of poverty. The course will focus on the increasing roles in the 21st century of civil society in international diplomacy to prioritise human security issues of people instead of traditional emphasis on military security of the State. Methods of evaluation will include announced quizzes, a mid-term exam, a field journal and a final examination.

PSYC 101Z: Introductory Psychology ([Syllabus](#))**Discipline: Psychology****Professor John Mueller**

Psychology is a diverse field of study, and this course will examine its roots in the biological and social sciences, from a scientific perspective. It serves as the first course for individuals who want to major or minor in psychology, as well as an elective course for non-majors. The student will be exposed to the numerous subfields making up the broad range of psychology as a science, and become familiar with the vocabulary, concepts, theories and principles in those areas. The course will examine the methods of research in various areas, as well as the strengths and limitations of these methods. By the end of the course, students will have a better understanding of psychology and of the various methods used to study human behavior. A scientific perspective will help the student learn to think critically by examining ways that psychologists have studied the puzzles of behavior and mental processes, and their biological counterparts. This will enable the student to develop the critical thinking skills needed to be a cautious and analytic consumer of proclaimed scientific findings in psychology, and other domains. No pre-requisite required.

PSYC 205Z: Learning and Cognition ([Syllabus](#))**Discipline: Psychology****Professor John Mueller**

This course provides a general introduction to cognitive psychology as the study of human learning, memory, and thinking, in particular the mental representations and processes involved in the acquisition, storage, retrieval, and use of knowledge. The course will begin with an overview of how these issues were addressed in the past, in terms of instincts and reflexes, then basic behavioristic learning principles such as reinforcement. With this foundation the course will explore how developments in a variety of fields (e.g., linguistics, philosophy of mind, computer science, biology, medical technology, and psychology) have produced a "cognitive revolution." Students will learn to appreciate the logic of research designs and the interpretation of findings as they relate to various theories of cognition. To a limited extent, we examine how the study of failures in cognition for special populations (e.g., individuals with amnesia or dementia, normal elderly individuals) can enhance our understanding of normal cognitive functioning. There will be some opportunity to discuss how research and theory in cognitive psychology can be applied to real-world problems (e.g., study skills, ergonomics, teaching). Throughout there will be a consideration of how modern man functions in a complex world with a cognitive architecture developed by evolutionary pressures in simpler ancient settings. Pre-requisite: Introductory Psychology.

PSYC 314Z: Stress: Work, Technology, and Life ([Syllabus](#))

Discipline: Psychology

Professor John Mueller

This course will examine the different ways of conceptualizing stress and related concepts, such as anxiety, arousal, tension, burnout, and so forth, and how physical and psychological health is affected. The coverage will focus on workplace or job-related stress, but also extend to general life stresses. The emphasis will be on theoretical issues, mechanisms, and assessment issues, instead of focusing on treatment per se or specific stress management techniques. Required pre-requisite: Course is limited to those who are psychology majors or those who have taken a prior Psychology course at the 200-level (sophomore-level) or above.

RELG 110Z: World Religions ([Syllabus](#))

Discipline: Religious Studies

Professor Joyce Salisbury

As we travel the world, we will encounter cultures with various religious traditions, so we have the opportunity for an eye-witness study of the religions of the world. This course introduces students to the major world religions, from the indigenous religions of the Americas, to the religions of India, China, and Japan. It will also include a study of the monotheistic religions of Islam and Christianity. Consistent with the voyage theme of “Migrations,” this course will look at what happens to religions as people move them around the world; that is, we will study religious syncretism. The goals of this broad survey are to understand the origins, beliefs, and practices of the major world religions, see how they have changed over time, and to learn how to study religions in an objective, respectful manner.

RELI 207Z: Classical Islam ([Syllabus](#))

Discipline: Religious Studies

Professor Nasim Jawed

Islam is a global religion. More than fifty countries of the world have Muslim majorities. In addition, Muslims are significant minorities in most countries of Asia, Africa, Europe, and North America. The course provides an introduction to this global religion: its basic beliefs and practices, social values and ideals, historical and contemporary institutions. Observers of Islam have long noticed great cultural diversity as well as uniformity in the Islamic world. This course highlights aspects of that diversity, and discusses the elements that contribute to cultural uniformity in Muslim societies across the globe. In keeping with this semester’s theme, the course notes the historical consequences of Muslim migrations for host societies, as well as their consequences for the Muslims themselves. The course discusses the above topics thematically, giving attention to relevant historical developments. No prior preparation in Islamic religion or Muslim history is required. Readings, lectures, class discussions, as well as documentary films and field trips—especially in Istanbul and Cairo—serve as educational tools.

RELI 367Z: Religion and Politics in Islam ([Syllabus](#))**Discipline: Religious Studies****Professor Nasim Jawed**

This course examines some key issues related to the role of Islam in the public arena. Issues, such as Islam's view of secularism, modernity, democracy, gender equality, and violence, engage many in the Muslim world, as well as in most non-Muslim countries around the globe. This course provides the critical information and the conceptual tools that are essential for an enlightened understanding of these issues. It discusses these issues in the context of Muslim historical experience, on the one hand, and of Islamic teachings, on the other. But, Muslims interpret Islamic teachings differently. And, Muslim reactions to similar historical developments has been, in some instances, quite different (as in post-World War One Turkey and Egypt). The result of this has been a radical diversity of views in the Islamic World on many politically important issues of the day. This course examines such diversity, represented by the four current Muslim approaches to politics, namely: Islamic fundamentalism, Islam liberalism, Islamic secularism, and Islamic traditionalism. Despite their numerous differing political attitudes, Muslims in the contemporary Islamic World cherish some common political ideals, such as justice, racial equality, and national self-determination. The course will discuss the areas of Muslim political consensus, as well as the role it can potentially play in the peaceful cooperation between the Islamic and the Western worlds. In keeping with this semester's theme, the course notes the consequences of migrations and imperial expansions undertaken by Muslims and Europeans, in recent and historical times. No prior preparation in Islamic religion or Muslim history is required. Readings, lectures, class discussions, as well as documentary films and field trips—especially in Istanbul and Cairo—serve as educational tools.

SOC 201Z: Demography Sociology ([Syllabus](#))**Discipline: Sociology****Professor Carl Grindstaff**

Demography is defined as the scientific study of population, its size, composition, distribution and change. The major primary population variables are fertility (and family planning), mortality and morbidity, and migration (both internal and international), and these variables will be examined in detail, with a special emphasis on this voyage relating to migration. Other factors in society that relate to demographic patterns and change such as the family, aging, ethnicity, marital changes and adolescence will also be developed in the readings and in classroom work. The text to be read focuses on the major demographic issues in the United States but there is a great deal of attention directed toward global issues relating to areas that we will visit during SAS.

SOC 202Z: Migration around the World ([Syllabus](#))**Discipline: Sociology****Professor Carl Grindstaff**

Population is the study of the size, composition, distribution and change of a defined group of people—plus the antecedents and consequences of change for this group. This course is designed to describe and analyze in some detail one specific component of population change, MIGRATION, both internal and international. Of the major demographic variables, migration is the one that, in the absence of calamity, can change a population in terms of size and composition most quickly—it is the most complex and volatile of the population variables, and the one that has little or no biological connection. The basic study question throughout this course is: What are the antecedents and consequences (relationships) of what we observe in regard to migration in the U.S. and around the world, both historically and at the present time. Two major sub-themes throughout the course will be refugee movements and undocumented immigration. While there will be some discussion relating to migration within countries (especially the U.S.), the focus of the course will be on international movements.

SEMS 115-6: Special Topics – Sociology of Everyday Life ([Syllabus](#))**Discipline: Sociology****Professor Carl Grindstaff**

The discipline of Sociology at times examines “deviant” issues such as violence, drug and alcohol abuse, prostitution and delinquency, but the major focus of Sociology is on the everyday, common-place issues and behaviors. These issues include social processes (culture, socialization, social change), institutions (economic and political systems, education, the family, and religion) and social structural topics (gender, social class/stratification, race and ethnic relations, and the environment). As the title suggests, in this course we are concerned primarily with the variables that are related to the Sociology of Everyday Life, with the patterns of behavior that nearly all of us engage in on a systematic, daily basis. Three major theoretical paradigms (functionalism, conflict and symbolic interaction) will be employed as a framework to study and analyze these everyday life variables.

SEMS 480-4: Organizational Culture and Leadership Dynamics ([Syllabus](#))**Discipline: Sociology****Professor William Greenfield**

This course focuses on the intersection of leadership, culture, and formal organization. Students will explore numerous concepts associated with organizational behavior, including social systems theory, motivation, role socialization, power, work group dynamics, organizational culture, decision making, and organizational change. Individual, organizational, political, and cultural dynamics, as observed in case studies and field projects reflecting the different countries and cultural contexts visited during the term, will be examined and discussed. A basic question addressed by the course is: How and why do organizational participants’ perspectives vary across these different work contexts and international settings? We will explore what these variations might mean for leaders in the 21st Century. The course will develop students’ capacities to reflect upon and anticipate the challenges of leading, organizing, and working in a rapidly changing and increasingly global world. A recommended prerequisite is an introductory course in the social or behavioral sciences.

SEMS 480-5: Qualitative Research in the Social Sciences ([Syllabus](#))**Discipline: Sociology****Professor William Greenfield**

This course introduces students to a variety of approaches to qualitative inquiry. Systematic methods of observation, interviewing, document analysis, participation, and other strategies for gathering and interpreting data are introduced. Students will identify a researchable problem relevant to their college major, and will study that problem in various field settings throughout the voyage. The course has three different and interrelated parts: 1) developing conceptual understanding of key aspects of qualitative approaches to research; 2) developing skills through practice in applying these methods in shipboard settings while at sea, and in the various countries visited during the semester; and 3) focusing and integrating the themes observed and developed through analysis and interpretation of data collected during the semester. The course will develop students’ abilities to frame a researchable problem, their skills in gathering and analyzing qualitative data, and their appreciation of the impact of different cultural and contextual variables on the problem or issue under study. A recommended prerequisite is an introductory course in the social or behavioral sciences.

SEMS 480-7: International Service-Learning ([Syllabus](#))**Discipline: Sociology/Interdisciplinary****Professor Joan Strouse.**

As we migrate around the globe we will explore what it means to become engaged in facing the challenges of the 21st Century. Service-Learning is a powerful tool for developing cultural understanding and a sense of self. It can also play an important role in developing leadership and social change skills. Course participants will discover ways to begin or resume public involvement. This course will help students develop the skills necessary for initiating, implementing, and evaluating Service-Learning projects. Special emphasis will be placed on reflective thinking, team building, partnership development, and capacity generating for social transformation. The interdisciplinary approach of this course will allow for students coming from different disciplines and majors to discover ways to engage in Service-Learning in order to address global and community issues.

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

The objective of this beginning drawing class is to teach students the skills of observation, to introduce them to different techniques, to encourage them to explore the options of different drawing materials, and to gather subject matter from in-port locations. Students will learn how to observe and measure accurately and how to interpret perspective and scale. Once comfortable with these skills, students will begin to explore numerous materials and methods such as additive and subtractive value drawing, wet and dry charcoal, color with craypas, and brush drawing. While travelling on land, students will keep a personal journal/sketchbook and collect materials to be incorporated into projects while at sea. This will encourage documentation of personal impressions of the countries and how each may vary in terms of architecture, art, landscape, color, and culture.

ARTS 222Z: Introduction to Digital Art I ([Syllabus](#))**Discipline: Studio Art****Professor Faye Serio**

This class will deal with design and color theory, digital photography as both documentation and sources of creative manipulation, and Adobe Photoshop. Discussions about the principles of art, what constitutes a successful photograph, and how to evaluate and critique one's own work and that of other students will set standards for shooting in ports. Prior to each port, the class will discuss topics, themes, and ideas appropriate to the particular country. Students will then shoot not only a visual diary and but also images specific to projects that will be done while at sea. Original images will be integrated into Photoshop using numerous techniques from beginning exercises that will deal with retouching, cropping, and color adjusting to projects that use techniques such as masks, layers, adjustment layers, paths, and text. As a final project, two portfolios will be created: one portfolio of the computer artwork and another portfolio of the strongest digital images from the entire semester. Suggested Pre-requisites include two of the following: introductory studio courses that could include courses such as Beginning Drawing, Color and Design, or Beginning Photography. Required Materials: It is necessary to have a version of Adobe Photoshop installed on your computer and a good quality digital camera but a digital SLR is not necessary. While CS3 is the most up-to-date version, 7.0, CS, or CS2 would be appropriate. The text for the specific version is also recommended. (For example, if you have 7.0, find the Visual Quickstart Guide from Peachpit press for 7.0.) A 2 GB thumb drive is also needed.

ARTS 271Z: Introduction to Painting I ([Syllabus](#))

Discipline: Studio Art

Professor Faye Serio

The class, designed for beginners, will introduce students to two mediums, acrylic and watercolor paints. Exercises and projects are designed to explore color theory, to build confidence in color mixing and paint application, to improve observational drawing skills and painting abilities, to encourage experimentation with composition and collage construction. At sea, students will learn about and experiment with the painting techniques, the styles, and the subject interpretation of the different countries and cultures on our journey. While on land, students will collect source materials for projects and keep personal painting/writing journals with entries to record observations about topics discussed in class. Since the emphasis of the class is on painting, students should have proficiency in drawing.