

SEMESTER AT SEA COURSE SYLLABUS

Discipline: English Writing

Spring 2009

ENSP 382Z: Our Nomadic Urge to Travel in Peace

Upper Division

Faculty Name: Mark Shadle

Suggested Pre-requisites: None, but a course in writing and any course in theory would be useful.

“Pilgrims are persons in motion—passing through territories not their own—seeking something we might call completion, or perhaps the word clarity will do as well, a goal to which only the spirit’s compass points the way.”

Richard Niebuhr

COURSE DESCRIPTION

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? We will 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 *Nonkilling Global Political Science*. We’ll use readings, interactive lecture, seminar discussion, transformation exercises and small-group collaboration to discover and strengthen our imaginative and critical writings.

“If our lives are dominated by a search for happiness, then perhaps few activities reveal as much about the dynamics of this quest—in all its ardour and paradoxes—than our travels. They express, however inarticulately, an understanding of what life might be about, outside of the constraints of work and of the struggle for survival. Yet rarely are they considered to present philosophical problems—that is, issues requiring thought beyond the practical. We are inundated with advice on *where* to travel to, but we hear little of *why* and *how* we should go, even though the art of travel seems naturally to sustain a number of questions neither so simple nor so trivial, and whose study might in modest ways contribute to an understanding of what the Greek philosophers beautifully termed *eudaimonia*, or ‘human flourishing.’”

Alain De Botton, *The Art of Travel*

COURSE OBJECTIVES

- Reading, writing and discussing migration as war and peace in various genres, disciplines, media and cultures with greater complexity, flexibility, coherency and grace.
- Developing a critical consciousness for our theme by learning to embed personal insistences within relevant genres, disciplines, media and cultures.
- Improving our writing through critiques of the challenges that face countries that need to cooperate but have experienced violence instead.
- Understanding the way messages and media are transformed by different cultures we will be encountering, and developing a creative personal and group ethic for ways of dealing with dispute and chaos through oral and written communication.

TOPICAL OUTLINE OF COURSE:

“We thirst at first.” poet Emily Dickinson

“To reach, not the point where one no longer says I, but the point where it is no longer of any importance whether one says I. We are no longer ourselves. Each will know his own. We have been aided, inspired, multiplied.”

Giles De Leuze and Felix Guatari in *A Thousand Plateaus: Capitalism and Schizophrenia*

IL: Interactive Lecture; TR: Text Readings; W/ER: Web and Electronic Reserve Reading; T: Transformation Activity; WA: Writing Assignment; SGS: Small Group Session; PAW: Zakaria's *Post-American World*; GAD: Stiglitz's *Globalization and Its Discontents*; NGPS: Paige's *Nonkilling Global Political Science*

1/19/09: Depart Nassau

1/20: Orientation

1/22: **B1**: IL: “All Ships of State on a Rising Tide: Introduction to a Postmodern and Post-American World”; TR: PAW, Ch 1: Rise of the West; GAD: Ch 1: The Promise of Global Institutions; W/ER: : my large post-Fulbright multiwriting project: “A Pororoca of Desire: Genesis, Colonization, Projection, Connection & Sustainability in the Brazilian Amazon”: <http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright07/>; War in Context Blogs from Around the World: <http://warincontext.org/2007/12/13/opinion-welcome-to-the-post-american-world/>; Womanship: Women collaborating to teach women to sail the Caribbean without yelling!: <http://www.womanship.com/>; The Politics of the Caribbean: http://en.wikipedia.org/wiki/Politics_of_the_Caribbean; Texas Radio Models the beauty of a Mixed Up World: hear “Eclectico” on KUT: <http://kut.org/>; Go here for surprise: <http://apperceptual.wordpress.com/2007/01/15/the-heroic-theory-of-scientific-development/>;

1/24: **B2**: T: Film, *The Buena Vista Social Club*; film-clips from David Byrne's *Axe* (Brazilian Candomblé) and Gilberto Gil: <http://www.documentarycorner.com/hearts-and-minds-vietnam-war-documentary/>; WA: Gumboyaya (all speaking at once toward topic);

1/27: **B3**: IL: “Post-Nationalism: Is Pride in Culture Without a Sense of National Character Possible?”; TR: PAW: Ch 2: The Cup Runneth Over; GAD: Ch 2: Broken Promises;

1/28-2/1: Cadiz, Spain: “Traveler, there is no path. Paths are made by walking.” Spanish poet Antonio Machado

2/3: **B4**: T: critique film excerpts: Spain: *Revolver* (domestic violence); *Pan's Labyrinth* (nationalism and war); Italy: *Il Postino* (Neruda's political exile); *It's a Beautiful Life* (World War); Turkey: *Journey of Hope* (dangerous travel); WA: Broken Promises;

2/4-2/8: Naples, Italy

2/10: **B5**: IL: “Sailing Through the Parsley Revolution: The Freedom to Choose a Non-Western World”; TR: PAW: Ch 3: A Non-Western World; GAD: Ch 3: Freedom to Choose?; W/ER: *Black Orpheus*, a film of Carnival in Brazil:

http://en.wikipedia.org/wiki/Black_Orpheus; Carnival at Romans: <http://www.amazon.com/Carnival-Romans-Emmanuel-Roy-Ladurie/dp/0807609285>;

2/11-2/15: Istanbul, Turkey

2/17: **B6**: “Whirling Dervishes on the Silk Route: From Turkey to China”; TR: PAW: Ch 4: The Challenger; GAD: Ch 4: The East Asia Crisis: How IMF Policies Brought the World to the Verge of a Global Meltdown; W/ER: Charles Olson's “Apollonius of Tyana” in *Selected Writings*:

<http://books.google.com/books?id=xMQvfmZerSAC&pg=PA133&lpg=PA133&dq=Charles+Olson+%22Apollonius+of+Tyana%22&source=web&ots=vLrUhz0duY&sig=PLWPj5qB7n2WdqIglrOsLdAb0g&hl=en#PPA160,M1>

2/18-2/22: Alexandria, Egypt

2/25: **B7**: T: “hidden, undiscovered, unexcavated”: listening to and critiquing music lyrics about peace and war from around the world; WA: writing about music as poetry; SGS: prosody (music behind poetry);

2/27: **B8**: IL: “Economic Hieroglyphs and the New Library at Alexandria”; TR: PAW: Ch 5: The Ally; GAD: Ch 5: Who Lost Russia?; W/ER: Naguib Mafouz: http://nobelprize.org/nobel_prizes/literature/laureates/1988/mahfouz-lecture.html (Nobel Prize Lecture);

3/2: **B9**: T: discuss classical Mediterranean scholarship and history of Sufism and Library of Alexandria to critique Mafouz's speech as epideictic rhetoric; WA: critique political speech on TED website by leader in a country we're

visiting; SGS: incorporating your experience;

3/4: **B10**: IL: “Ancient Futures: An Unromanticized Ecologue?”; TR: PAW: Ch 6: American Power; GAD: Ch 6: Unfair Trade Laws and Other Mischief; W/ER: *Ancient Futures*: <http://www.amazon.com/Ancient-Futures-Learning-Helena-Norberg-Hodge/dp/0871566435>;

3/5-3/9: Chennai, India

3/12: **B11**: T: discuss community service with Australian chemist working in India: <http://mycleanindia.com/>; WA: write eco-fable; SGS: researching for creative non/fiction;

3/14: **B12**: IL: “New Rules for a New Age: Tourism Without Predators”; TR: PAW: Ch 7: American Purpose; GAD: Ch 7: Better Roads to the Market;

3/15-3/19: Bangkok, Thailand

3/21: **B13**: IL: “Making the Secular Sacred: Clearing the Fog of War”; TR: GAD: Ch 8: The IMF’s Other Agenda; NGPS: Intro: The Policy Sciences of Nonkilling; T: critique film, *Hearts and Minds* excerpts on youtube: <http://www.documentarycorner.com/hearts-and-minds-vietnam-war-documentary/>;

3/22-3/26: Ho Chi Minh, Viet Nam

3/38: **B14**: IL: “Three Gorges: The Olympics of Big Crane Style—Architecture and Energy in China”; TR: GAD: Ch 9: The Way Ahead; NGPS: Ch 1: Is a Nonkilling Society Possible?; T: Olympics as Nomadology; WA: Exploratory Analytic Essay;

3/29-3/30: Hong Kong, China: “The journey of a thousand miles begins with one step.” Taoist poet Lao Tzu

4/2-4/3: Shanghai, China

4/5: **B15**: IL: “Subtle Art and the Art of Subtlety: The Complexity of a Japanese Aesthetic of Saving Face”; TR: NGPS: Ch 2: Capabilities for a Nonkilling Society; W/ER: Atomic Bomb Museum: Personal Artifacts: <http://www.richard-seaman.com/Travel/Japan/Hiroshima/AtomicBombMuseum/IndividualArtifacts/index.html>; Hiroshima Peace Site: http://www.pcf.city.hiroshima.jp/top_e.html;

4/6-4/7: Kobe, Japan

4/9-4/10: Yokohama, Japan

4/12: **B16**: Student-Teacher Conference on Multiwriting Project;

4/13: **B17**: T: what has been lost?; WA: Celebratory Letter for something fading in world, using Field Journal; SGS: quotations to inspire revision;

4/16: **B18**: T: critique *The Bombhunters* (documentary film about removal of American landmines in Cambodia): <http://bombhunters.com/>; *About Face* (women throwing acid on each other’s faces to erase identity in Southeast Asia): <http://spinfilm.com/>; WA: New Rules for Globalization, using Field Journal; SGS: making idealism practical;

4/18: **B19**: : IL: “Far West and Far East: 1421 and 1491”; TR: NGPS: Ch 3: Implications for Political Science; W/ER: My radio interview with Glenn Paige; East West Center in Honolulu: <http://www.eastwestcenter.org/>;

4/19: Honolulu, Hawaii, U.S.A.

4/21: **B20**: IL: “Pochteca: Spies, Traders and Linguists Oh My!”; TR: NGPS: Ch 4: Problem-Solving Implications; Ch 5: Institutional Implications; Ch 6: Nonkilling Global Political Science; T: Prof’s slides, music, history and culture of Mayans;

4/23: **B21**: Begin performing Multiwriting Projects;

4/25: GS Exam; **B22**: Finish Performing Multiwriting Projects;

4/26: Study Day

4/28: Study Day

4/29: **B Exams**: Wrap Up: Reflections, Refractions and Absorptions: War and Peace;

4/30-5/1: Guatemala (Port TBA)

5/2: Reflection/Re-Entry: IL: “Land Sickness: Recovering Our Balance at ‘Home’”

5/3: Transit Panama Canal

5/4: Packing: **Deadline Portfolios Due**

5/5: Packing/Convocation

5/6: Arrive Miami

FIELD COMPONENT

Students will write regularly in their Field Journal during site visits when in port. The notes, pictures, videos and artifacts of these journals will go beyond mere description to include careful observations, reflections, interviews and more. They will eventually generate topics various shorter writings worth 20% of the grade, and one longer Multiwriting Project on our theme of War and Peace worth 20% of the grade, which can be performed at the student's home institution. Samples of both published and student journals using multiple genres and media across the disciplines to record the various cultures will be provided, and the Field Journal will be discussed, along with other work, during the regular small-group revision/editing sessions and a Student-Teacher Conference. Journals in this class might record, describe and critique musical performances, films, radio and television shows, newspapers, customs and more in the ports we visit. They might record relations of race, class and gender, particularly in advertisements and public policies in the cultures we will be visiting. Personal and political relationships observed among individuals and groups—for example in public speeches or demonstrations in community service organizations—in port may provide the idea of structure for students' writings and project, just as our reflective and critical writing may arrive at new ways of presenting ourselves to the world, and additional features for the ship's website in the future.

METHODS OF EVALUATION

The percentages of the grade are as follows:

Class Attendance	10%
Class Participation	10%
Small-Group Collaboration	10%
Field Journal:	20%
Short Writing/Listening/Viewing	20%
Longer Multiwriting Project	20%
Student-Teacher Conference	5%
Course Evaluation	<u>5%</u>
Total:	100

Assessment: A Revision/Editing Checklist (attached to syllabus) will be negotiated and agreed upon for awarding points. Holistic assessment of longer Multiwriting Project and the numerous shorter writings, viewings and listenings that generate them will occur, but the Revising/Editing Check Sheet will outline organization, style and conventions. Key factors concerning a grade include:

- Demonstrated understanding of cultural difference through creations and analysis of texts written in multiple and mixed media
- Demonstrated growth in critical eye through collaboration and revision of texts directed to rhetorical and ethical reflection about violence and peace
- Care and completeness of research and perspective
- Appropriateness and cleverness of form and style
- Number of errors in mechanics and grammar at sentence level
- Overall organization, logic, neatness and aesthetic integrity

Attendance & Participation: Students are expected to attend all classes, on time. After several unexcused absences (usually medical ones, reported to the professor ahead of time), a student's grade will be lowered for attendance, and late assignments are discouraged and accepted at the discretion of the professor. Beyond attendance, students are expected to have done reading, research and writing listed for each day's class, and make sure their voice and ideas are heard in seminar discussion.

Small Group Collaboration: Students will be required to do workshops together in small groups and regularly participate in critiquing their own and classmates' work. These sessions are crucial, as they allow students to bring together and apply the interactive lecture, readings in texts and on the web and transformation exercises to the pieces being revised and edited. Various theoretical and practical strategies for sharing work across genres, disciplines, media and cultures will be introduced by the professor.

Field Journal: Students are expected to write regularly in their Field Journals, especially during site visits. Here this will make connections between our readings, lectures, discussions and films. These notes in these journals will, through pre-writings, lead to a longer Multiwriting Project, which students will be encouraged to submit to use in doing presentations at their home institutions and communities, and for their families and friends.

Self-Class Evaluation: Each student will complete this, noting how their work and consciousness has changed through the course, and evaluating their strengths and weaknesses, as well as those for the course. Students will explain what happened to their initial fears and expectations, and critique objectives, methods, texts, facilities and pedagogy in useful detail.

REQUIRED TEXTBOOKS

AUTHOR: Zakaria, Fareed
TITLE: The Post-American World
PUBLISHER: W.W. Norton
ISBN #: 10: 039306235X and 13: 978-0393062359
DATE/EDITION: May, 2008
COST: \$14.17

AUTHOR: Stiglitz, Joseph
TITLE: Globalization and Its Discontents
PUBLISHER: W.W. Norton & Co.
ISBN #: 10: 0393324397 and 13: 978-0393324396
DATE/EDITION: First Edition; April, 2003
COST: \$11.53

AUTHOR: Paige, Glenn
TITLE: NonKilling Global Political Science
PUBLISHER: Xlibris Corporation
ISBN #: # ISBN-10: 0738857459
ISBN-13: 978-0738857459
DATE/EDITION: March, 2007
COST: \$21.99

AUTHOR: Shadle, Mark and Rob Davis
TITLE: Teaching Multiwriting: Researching and Composing with Multiple Genres, Media, Disciplines, and Cultures
PUBLISHER: Southern Illinois University Press
ISBN #: 10: 0809327546 and 13: 978-0809327546
DATE/EDITION: First Edition; March, 2007
COST: \$35

Students are also expected to have a hard-copy college-level dictionary and grammar desk reference of their choice.

RESERVE LIBRARY LIST

AUTHOR: De Leuze, Giles and Felix Guatari
TITLE: A Thousand Plateaus: Capitalism and Schizophrenia

PUBLISHER: University of Minnesota Press
ISBN #: 10: 0816614016 and 13: 978-0816614011
DATE/EDITION: January, 1988
COST: \$96.77

AUTHOR: Connell, Evan S.
TITLE: A Long Desire
PUBLISHER: Farrar Straus & Giroux
ISBN #: 10: 086547334X and 13: 978-0865473348
DATE/EDITION: Revised edition (September 1988)
COST: \$35

AUTHOR: Barbara Ehrenreich
TITLE: Blood Rites: Origins and History of the Passions of War
PUBLISHER: Owl Books
ISBN #: ISBN-10: 0805057870
DATE/EDITION: Reprint edition (May 15, 1998)
COST: \$5.99

AUTHOR: Director: Murray Lerner
TITLE: (DVD): From Mao to Mozart: Isaac Stern in China
PUBLISHER: New Video Group
ISBN #: ASIN: B0000524FI
DATE/EDITION: February, 2001
COST: \$21.99

ELECTRONIC COURSE MATERIALS

AUTHOR: Shadle, Mark
ARTICLE/CHAPTER TITLE: "A Pororoca of Desire: Genesis, Colonization, Projection, Connection & Sustainability in the Brazilian Amazon"
JOURNAL/BOOK TITLE: <http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright07/>
VOLUME: Teresa Lozano Long Institute of Latin American Studies of the University of Texas at Austin
DATE: January, 2008
PAGES: