

Semester at Sea
Spring 2010 Course Listing
Updated November 19, 2009

IMPORTANT NOTE (9/29/09)

As of today, some courses have modified section numbers. Please note these changes and relay them to applicable offices at your home institution.

This listing represents the course offerings for the spring 2010 voyage. Course numbers and final syllabi will be posted as we receive them from the respective departments at the University of Virginia.

Please note the following important points:

- Each course is three credits except where noted.
- *All students must register for one of the 4 Global Studies options. All are identical – it is a matter of selecting a track that fits with the schedule.*
- Lower division courses are designated with 1000- and 2000-level course numbers. Upper division courses are designated with 3000- and 4000-level course numbers.
- Students are required to register for a total of 12 credit hours.
- 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 2010-501: Global Studies 1 (A 0930; B 0930) ([Syllabus](#))

SEMS 2010-502: Global Studies 2 (A 0930; B 1400)

SEMS 2010-503: Global Studies 3 (A 1400; B 0930)

SEMS 2010-504: Global Studies 4 (A 1400; B 1400)

Professor Don Gogniat

This interdisciplinary course focuses on the countries that we will visit and is tailored especially to meet the global and comparative approach of Semester at Sea. The theme of the spring 2010 voyage is “Sustainability.” We will look at how people throughout the world develop man/land relationships that are in harmony with the socio-political development objectives for their particular area, the region in which they live, and the global community of which we all are a part. In addition to providing basic information about the countries on the itinerary, Global Studies also provides a meaningful framework by which to compare data, examine issues, and develop concepts. Participants learn how to understand cultural and social phenomena with which they will interact during the semester. Global Studies equips participants with observational and analytical skills for encountering societies different from their own, and different from each other - a key factor in facilitating the integration of class work and field work for all courses. Since sustainability is a major theme of the voyage, we will incorporate the following nine topics in many of the presentations:

1. Importance of Vision ... “Where there is no vision, the people perish”
2. Ecosystem Services ... The benefits humans receive from nature

3. Development Goals ... What should be developed? What should be preserved?
4. Economic externalities ... Negative (or positive) side effects of economic activity
5. Consumption ... How much is enough?
6. Complex Systems ... "Everything is connected to everything else"
7. Collaboration ... "One earth, One future"
8. Creativity and Innovation ... There is no "one size fits all" solution
9. Happiness and Human Well-Being ... What are we really looking for?

ANTH 1559: Introduction to Socio-Cultural Anthropology ([Syllabus](#))

Anthropology

Professor Katherine Weist

Socio-cultural anthropology is the study of the social and cultural lives that humans have created in order to live sustainably in complex social groups. Anthropologists use the methods of field work and comparative analysis to learn about the different types of social groups, ecological settings, economic and political institutions, religious beliefs and rituals, medical and childrearing practices, and the arts and other creative productions. Of interest today are the massive changes many people are undergoing through such processes as globalization, migration, and urbanization. This course is designed to assist students in looking at, asking questions and understanding the variety of cultures they will visit and in comparing this diversity with their own cultures. Lectures, readings, class discussions and films will focus on anthropological topics, however central to the class are the hands-on projects in which we will use anthropological concepts, worldviews and field work practices to enhance and gain greater understandings from our visits to the different sites. Throughout the course, students will be asked the critical question "why."

ANTH 2559-501: Global Problems and the Culture of Capitalism ([Syllabus](#))

Anthropology

Professor Richard Robbins

The past two to four hundred years have marked the greatest period of technological and material transformation the world has ever known. But against this backdrop of unparalleled wealth many live in poverty and destitution. In spite of, or perhaps because of, our technological innovations, we are destroying our environment. Health experts predict a coming pandemic and civil strife dominate our headlines. How do we understand and resolve this seeming paradox of ever-increasing wealth and the threat of global apocalypse? The premise of this course is that to understand the world, we must understand the global penetration of a culture whose central premises are that trade is the source of all well-being and that perpetual economic growth is the solution to all of our problems. In our global travels we will have the opportunity to see how widespread this culture has become, the benefits or problems it creates and how different peoples have either adopted its major premises, adapted it to their own use, or tried to resist it.

ANTH 2559-502: The Anthropology of Food ([Syllabus](#))

Anthropology

Professor Richard Robbins

Food and its availability and production have, throughout history, defined who we are. The world is full of eatable things: but every culture defines for itself what in that world of eatable things is acceptable and what is not. Food, in other words, is a cultural creation. How food is produced, prepared and served and who is responsible for it, also varies from culture to culture as is its ceremonial importance. The past two centuries has seen a revolution in how food is prepared and distributed, as well as how people relate to food. And, of course, various food disorders from anorexia to obesity partially define our relationship to what and how much we eat. This course will examine all these issues and more while, at the same time, examining and sampling the food cultures of the countries that we will visit on our voyage.

ANTH 2559-503: Peoples of Africa – the Global and the Local ([Syllabus](#))

Anthropology

Professor Katherine Weist

Africa is not a country but a continent made up of 54 nations with many languages, cultures, ecological zones, ethnicities and diverse histories of isolation from and contact with Asian and European peoples. We will visit two of these countries: Mauritius and South Africa. In order to gain a better understanding of what we observe and learn about in these countries, this class will focus selectively on the historical and social/cultural influences upon the lives of Africans living south of the Sahara today. To understand the ethnic diversity in Mauritius and South Africa, knowledge of the historical events, including the rise of indigenous kingdoms, slavery, colonialism and independence movements, is essential. Lectures and readings will discuss the importance of family and kinship groups, economic and political activities and religious beliefs and practices. I will also look at various attempts to halt poverty and improve economic and political institutions, the role of cities today and the affects of AIDS and malaria upon Africa societies. Of necessity I will touch upon events in west and east Africa, but the emphasis will be on southern Africa.

ANTH 3559-501: The Anthropology of Stuff ([Syllabus](#))

Anthropology

Professor Richard Robbins

Never before in human history have so many wanted so much of what comedian George Carlin called “stuff.” Cars, technological gadgets, clothes, boats, and much more, dominate our lives. Houses in the wealthy part of the world have more than doubled in size in the past few decades largely to accommodate all of our stuff. Three- and four-car garages are becoming the norm. Our fascination with stuff raises some interesting questions that will form the basis of this course. What is stuff? Why do we want so much of it? Does it make us happier? Where does it all come from? Why do some people want more stuff than others? What makes some stuff legal and other stuff not so legal? And. Of course, how does the stuff we accumulate influence the way we live our lives? Our travels over the course of the semester will help us answer some of these questions as we explore how other cultures and peoples adjust to the accumulation, manufacture and distribution of the stuff that dominate our lives.

ANTH 3559-502: Globalization, Tourism, and International Development ([Syllabus](#))
Anthropology
Professor Katherine Weist

Is the world really getting smaller and flatter? The answer is not definitive, but even so, rapid change is occurring in many places due to increasing mobility of people, things and ideas. This course explores the anthropological approaches to the processes of globalization, tourism and international development. As anthropologists we focus on the cultural and social influences and effects of this mobility which interconnects peoples across boundaries and results in the intensification of economic, cultural and social changes. While the course will focus on each of these processes, I will seek to show the interconnections between globalization, tourism and development. Some of the topics to be discussed are as follows: the central role of cities in localizing global processes, inequality and poverty in the midst of wealth, tourism as a “development” project, the successes and failures of international development, and the types of resistance to global processes. Particular emphasis will be placed on the countries we will visit, and students will be asked to compare and contrast the global influences they observe and learn about.

ARCH 2500: Sacred Places ([Syllabus](#))
Art History
Professor Phoebe Crisman

This introductory course will focus on the major religious architecture and landscapes of the world, with a particular focus on sacred places—cities, buildings and gardens—that we will visit on our voyage. We will study Taoist and Shinto shrines, Buddhist and Hindu temples, Islamic mosques, Ancient Greek temples, Jewish Synagogues and Christian churches. A global perspective will allow for comparisons and contrasts between Western and Non-Western architecture. We will examine of the formal, spatial, structural, aesthetic and symbolic aspects of each building and consider how it reflects the rituals in that culture. The study of the different religions as well as the political, social and cultural events and developments relevant to the buildings will bring light to the overall conception, significance and use of the different architecture in their original context. Students will analyze the sacred spaces in detail and share their experiences in the buildings when possible, in order to fully evaluate the design intentions and their ultimate realization.

ARCH 3500: Sustainable Communities ([Syllabus](#))

Architecture/Planning

Professor Phoebe Crisman

This course investigates the emerging principles and triple bottom line of sustainable development—environmental quality, economic health, and social equity—as reflected in buildings, towns, and cities around the world. We will examine how communities impact and improve basic environmental quality variables such as air and water quality, food supply, mobility, energy sources and uses, and a sense of place. We will also explore a global array of innovative efforts at sustainable urban design, including land use and zoning strategies, alternative transportation models, water and waste management initiatives, green building, regional economic development, social equity planning, and ecological restoration. Through case studies and class activities, we will learn how various communities achieve the objectives of sustainable development through planning, design, public policy and education. We will also learn about assessment frameworks, such as “ecological footprints,” that can serve as tools for assessing the impact of various projects, programs, and policies. We will explore specific examples of sustainable buildings and settlements around the planet, with particular emphasis on communities along our route that exemplify innovative approaches to sustainability and demonstrate key course concepts.

ARCH 4500-501: World Cities ([Syllabus](#))

Art History

Professor Phoebe Crisman

Cities are enduring and remarkable human artifacts that have been shaped in response to climate, geography, culture, commerce, aesthetics and technology. In the present era, changing modes of communication, energy utilization and transportation require new design responses based on historical precedents and humanistic considerations. This course will examine the rich physical complexity of the cities that we will encounter on our voyage, including numerous UNESCO World Heritage sites. A comparative approach will allow us to understand the similarities and differences between cities as diverse as Kyoto, Shanghai, Angkor, Chennai, Cape Town and Salvador. Each city will be analyzed as a specific material and spatial manifestation of intertwined past and present forces, including the social, economic, political, religious and environmental conditions of each distinct location. The future of these cities in the age of globalization will be considered.

ARCH 4500-502: Photography of Architecture and Landscape ([Syllabus](#))
Architecture and Urbanism
Professor Michael Petrus

Photography has become a common means of recording events in our daily lives, although it was travel photography that first established it as a commercially viable and useful medium to the public. This course will use photography to not only document our travels around the globe, but to examine it as an art form and a means to explore the architecture and landscape of the places we visit. Europeans established or expanded nearly every city on our itinerary as a colonial outpost. We will critically photograph the architecture and landscape in these places as built responses to place and climate, both indigenous and colonial, to explore how alien built forms were imported and subsequently modified to cope in a more sustainable manner with local climate and culture. We will use these manifold topics as a lens to explore digital photography as an art form. The class will be treated primarily as a studio art course, with individual and group critiques of students' photographic work, and will include lectures on the history, theory, presentation and technical production of photography. The goal is to allow students to become informed photographers, able to document their travels with beautiful, thoughtful and critical works of art able to stand on their own, while learning about the built form of the places they visit.

ASTR 1210-501: The Solar System (Section 1) ([Syllabus](#))
ASTR 1210-502: The Solar System (Section 2)
Astronomy
Professor Tina Riedinger

This introductory astronomy course will include a study of the Earth and its nearest neighbors, including the sun, planets, asteroids, and comets. We will discuss seasons, solar and lunar eclipses, motion of the planets in the night sky, and recent planetary space probe discoveries. The wealth of new data from the exploration of the planets, major moons, asteroids, and comets has told us much about the conditions for life in our solar system. This leads to the development of our modern understanding of the origin and evolution of the solar system and its place in the universe, plus a discussion of recent discoveries of extrasolar planets in distant solar systems.

BIOL 1559-501: Marine Biology ([Syllabus](#))
Biological Sciences
Professor Daniel Abel

This course is an introduction to organisms living in saltwater ecosystems. Topics include in-depth studies of marine ecosystems and organisms, including physiology, behavior, and ecology. Emphases will be placed on marine environmental issues and the adaptive and evolutionary mechanisms of organisms that allow them to occupy marine habitats. Field practica include trips to local habitats, aquaria, seafood markets, and fishing fleets. ***This course should not be taken contemporaneously with oceanography.***

BIOL 1559-502: Oceanography ([Syllabus](#))

Biological Sciences

Professor Daniel Abel

This course is an introduction to the principles of marine science, including the physical, biological, geological, and chemical characteristics of seawater and sediments. Topics include the origin and development of ocean basins, chemistry of seawater, waves, tides, and emphases on the biology and ecology of marine organisms and marine environmental issues. This course, when practical, will consider the ship as a floating laboratory. Field practica include trips to local habitats, aquaria, seafood markets, and fishing fleets. *This course should not be taken contemporaneously with marine biology.*

BIOL 3559: Biology of Sharks ([Syllabus](#))

Biological Sciences

Professor Daniel Abel

A comprehensive survey of the biology and ecology of sharks. Major topics include evolution and classification, anatomy and physiology, population dynamics, trophic relationships, habitat selection, life histories, behavior, shark-human interactions, and conservation. Field practica include trips to places where we can observe and/or capture sharks, including local habitats, aquaria, seafood markets, and fishing fleets.

SEMS 3500-501: Economic Geography ([Syllabus](#))

Discipline: Business/Commerce

Professor Phillip Kolbe

This course is a study of geographic relationships of supply and demand, resources, population, and transportation. Site analysis, location theory and decision-making in different economic systems and cultures and how these decisions affect the environment and the location of economic activities. Analysis and modeling of the spatial structure of economic activities and regionalization of economic systems will be examined.

COMM 3060: Global Citizenship ([Syllabus](#))

Business/Commerce

Professor Edeltraud Guenther

As corporations become increasingly dominant and influential on the global stage, they are being asked to help address society's most pressing problems (and particularly those seen as byproducts of globalization). In today's global economy, many forward-thinking leaders are recognizing that the challenges of "business" and "social responsibility" are intertwined, as formerly separate models of "maximizing business profits" vs. "doing social good" give way to more integrated, strategic, and innovative approaches. This course is intended to help develop an understanding of this global business and social dynamic, through the study of how businesses as well as social sector enterprises are responding to the challenges of a global economy and stressed, limited resources.

COMM 3845: International Business ([Syllabus](#))

Discipline: Business/Commerce

Professor Lyn Amine

This course is designed to introduce you to the practice of international business (IB) and build your knowledge of the global business environment. The course will examine economic, cultural, political, technological, competitive and other factors affecting worldwide business. The goal of this course is to equip you with skills and knowledge necessary for competing in the global economy. Two special features of this course will be a continuing focus on issues relating to ethical challenges and the sustainability of global business in a world threatened by climate change and energy shortages.

COMM 3860: The Business of Saving Nature ([Syllabus](#))

Commerce/Environmental Science

Academic Dean Mark White

Note: This course is cross-listed with ETP 3860: The Business of Saving Nature

Over the past fifty years, mankind has radically altered natural ecosystems in ways that threaten future human well-being. Understanding and reversing this decline in ecosystem services will require an understanding of ecology, systems thinking, and human behavior. This course focuses on the role economic incentives and business organizations can play in the management and preservation of ecological capital. Space in this course is limited.

COMM 4310: International Marketing ([Syllabus](#))

Discipline: Business/Commerce

Professor Lyn Amine

This higher-level course in Marketing takes an environmental systems approach, examining socio-cultural, economic, political, legal, technological and business-world aspects of global markets. This serves as a basis for in-depth analysis of market segmentation, modes of market entry, and competitive marketing strategy development. Market opportunities in developed and emerging markets are assessed for various sizes and types of companies. Special attention is given to opportunities in “bottom of the pyramid” (BOP) markets. A global perspective is taken throughout the course, with specific attention to issues relating to ethics in business, corporate social responsibility, and issues of sustainable development in a world threatened by climate change and energy shortages.

COMM 4380: Consumer Behavior and Marketing Strategy ([Syllabus](#))

Discipline: Business/Commerce

Professor Lyn Amine

This higher-level course in Marketing combines both theoretical and practical approaches to developing highly effective marketing strategies. Concepts, theories and frameworks are examined with a view to (i) understanding the cognitive, behavioral, and experiential aspects of individual and group purchasing of goods and services, and (ii) developing appropriate target market strategies. A global approach is taken throughout the course, featuring examples from a broad range of purchase and consumption situations in world markets. A special feature of this course will be a continuing focus on issues relating to the sustainability of global business in a world threatened by climate change and energy shortages. WE will explore consumer willingness and ability to respond to challenges.

COMM 4690-501: International Management (Section 1) ([Syllabus](#))

COMM 4690-502: International Management (Section 2)

Professor Thomas Guenther

This course challenges students to identify the main elements of global strategies, to select appropriate courses of action, and to take the necessary steps to implement these strategies. Students will develop an understanding of why value maximization provides a coherent framework for a firm's financial decisions and will develop proficiency in standard analytical financial techniques within the context of a firm's strategic objectives. Learning will be facilitated through the use of a business simulation game and case studies.

COMM 4741: International Finance ([Syllabus](#))

Discipline: Business/Commerce

Professor Phillip Kolbe

This course is designed to give students a greater appreciation of global business from a financial perspective. To begin, we study the fundamentals of international finance within the broader context of economic globalization. Next, we examine foreign exchange and currency markets, understanding the techniques that are used to facilitate multi-currency business. We also consider how companies think about and manage the resulting financial and operational risks. Next, we study world financial markets and institutions, and examine how companies invest and finance on a global basis. Finally, we consider the financial management of the multinational firm, with a focus on opportunities, risks and future challenges.

COMM 4790: Real Estate Investment and Finance ([Syllabus](#))

Business/Commerce

Professor Phillip Kolbe

This course provides a solid foundation in the fundamental concepts of global real estate. The course begins with the basic terminology, principles, and issues of international real estate. Topics examined include market analysis, real estate law, instruments, legal descriptions, appraisal, investment, finance, and marketing. The differences and similarities between U.S. real estate markets and that of other nations will be studied.

COMM 4822: Investing in a Sustainable Future ([Syllabus](#))

Business/Commerce

Professor Edeltraud Guenther

Investing in a Sustainable Future is a cross-disciplinary, cross-cultural and collaborative learning experience providing participants the opportunity to identify, evaluate and apply innovative business-based solutions to environmental problems. As we sail around the world, students will learn about the many challenges associated with the transition to a sustainable society, and will work together in teams to analyze a real-world investment projects meeting rigorous standards for sustainability, strategic fit, financial performance, and business practicality.

SEMS 2500-507: Introduction to Human Communication ([Syllabus](#))
Communication
Professor Doreen Geddes

This beginning course in communication focuses on effective communication in four areas: one-on-one, in small groups, in intercultural settings, and in public. The course emphasizes the development and improvement of communication skills but does not neglect the theoretical foundations for these skills. The first segment of the course focuses on interpersonal communication in which students learn about basic communication concepts and principles, the “self” in communication, how perceptions affect communication, effective listening, verbal messages, importance of nonverbal, communication effectively one-on-one and managing conflict. The second segment of the course examines group dynamics, group problem solving, and communicating effectively in a group. The third part looks at communication differences among various cultures and subcultures with an understanding of the elements of various cultures. The focus is to help students communicate effectively with individuals from other cultures or subcultures and to respect cultural differences. The last part of the course pertains to speaking in public. Students learn the fundamentals behind effective public speaking and gain practice in speaking to a group. While the focus is on effective public speaking, we will also address the importance of ethics and critical thinking in the speech process.

SEMS 2500-508: Digital Storytelling (Section 1) ([Syllabus](#))
SEMS 2500-509: Digital Storytelling (Section 2)
Communication
Professor Erika Paterson

In this course we will study and explore techniques for digital storytelling (creating narrative, story-boarding, filming and editing). Students will learn how to compose and produce digital stories that work to create community and communicate across social and cultural boundaries. We will also work collaboratively to produce a nightly TV broadcast for our shipboard community. Stories open a door for us to understand how different cultures have different ways of coming to knowledge, and through story-telling we will begin to understand how culture is performed. We’ll observe the connectedness between *what* we believe and *how* we believe, and we will learn to see how different ‘cultural performances’ create different ways of knowing ourselves. We will read a range of ideas about storytelling and examine the emerging art of digital storytelling globally, asking questions about global culture. The Field Component of this course will include photography, filming, interviewing and data collecting. You must have the required equipment for this course: a mini DV or HDV video camera that also has a memory card for still shots. An editing application on your lap top, a mini-external drive and a large external drive, a microphone for your camera and computer, and a tri-pod.

SEMS 3500-505: Intercultural Communication ([Syllabus](#))
Communication
Professor Doreen Geddes

Students will improve their intercultural communication by practicing and learning about the process of communication between and among individuals from different cultures or subcultures. The course emphasizes the effect of cultural practices within various communication relational contexts such as interpersonal, small group, and organizational communication. Sample topics include the influence of culture and perception on communication practices, the deep structure of culture, moving from theory to practice of intercultural communication, importance of nonverbal communication in cultures, accepting differences and appreciating similarities, potential problems in intercultural communication.

SEMS 3500-506: Small Group and Team Communication ([Syllabus](#))
Communication
Professor Doreen Geddes

This hands-on class allows students to practice what they learn about the principles of effective small group and team communication. Working in small groups, students will plan, develop, and implement a service project in an impoverished community at one of our ports. The course content examines the nature of groups, theories of small group communication, group processes, and group problem solving. Students will reflect on how group theories and principles were at play in their own groups.

DRAM 3420: The Human Voice in Performance ([Syllabus](#))
Discipline: Drama
Professor Diane Timmerman

This course will examine the human speaking voice via Kristin Linklater's *Freeing the Natural Voice* technique, a series of experiential voice exercises designed to release extraneous tensions and develop the range, power and subtlety of the voice. Students will not only gain a deeper understanding of their own voice, but also apply their knowledge in each port of call, analyzing the voices of performers they see in production, as well as people they meet on the street. Poetry from the countries included on our voyage will serve as our classroom speaking material. (Please note this course focuses on the speaking, rather than the singing, voice.)

DRAM 4592: World Theatre Performance Techniques ([Syllabus](#))
Drama
Professor Diane Timmerman

This course will examine the art of live performance in each country of our voyage. We will develop knowledge of performance principles which will be applied to investigating how performers in each port of call go about creating performances. We will study both classical techniques and contemporary performance practices of actors, dancers, puppeteers and comedians. An important component of this course will be the viewing of a wide variety of theatrical performances in the countries we visit.

SEMS 3500-507: Theatre Matters – Performing Community ([Syllabus](#))

Drama

Professor Erika Paterson

This is a theatre workshop class that includes the study of 'social action' performance across cultures with a focus on grass roots and community theatre, street performance, story-telling and ritual. As a class, we will organize ourselves into a theatre company and collectively create performance(s) relevant to our experiences as we voyage around the world. In keeping with the critical focus of our voyage, our work will explore themes of survival, sustainability and innovation. Our readings are concerned with performance theories and conventions as they relate to social movements and cultural practices. Students will have an opportunity to experiment with a range of performance and production skills: managing, scripting, directing, scenography, acting, improvisation, storytelling and the art of production and promotion. In two of the ports we visit (Cape Town and Salvador), our theater company will participate in cultural exchanges with resident theater/performance companies that will include performance workshops and/or presentations -- and which will offer a remarkably exciting experience for everyone involved: a true cultural exchange. The Field Work component of the course will include observation and documenting performance practices and tools as they relate to our focus genres, our themes, and across the cultures we encounter. I strongly recommend you participate in at least one Home Stay visit and one Service Oriented practica as these experiences will greatly enrich both your global perspectives and your work in creating 'theatre that matters'.

SEMS 2500-514: Comparative Economic Systems ([Syllabus](#))

Economics

Professor Michael Ellerbrock

An historical overview of economic thought with focus on its manifestation in national systems and consequences in human quality of life. Particular emphasis will examine the impacts of contemporary economic paradigms as paths toward sustainable development. Major economic events, controversies and revolutions of the past century will be explored in detail.

SEMS 3500-512: Environmental Economics ([Syllabus](#))

Discipline: Environmental Science/Economics

Professor Michael Ellerbrock

A holistic examination of environmental problems on a local, national and global scale. Economic principles are applied to non-market valuation of natural resources, market failure and environmental externalities, discounting and benefit/cost analysis, pollution policy formulation, Tragedy of the Commons and property rights regimes, endangered species protection, and toxic and hazardous materials management. Potential solutions are explored that seek to integrate the natural, social and philosophical sciences in the formulation of effective public policies that engender sustainable development.

STS 2081: The Science and the History of the Nuclear Age ([Syllabus](#))

Engineering/Physics

Professor Lee Riedinger

This course will focus on the development of the nuclear age, from the standpoint of the people leading this evolution, the historical context, and the fundamental science underlying these developments. The *Nuclear Age* has been shaped by many prominent scientists, including Einstein, Fermi, Meitner, Bohr, Heisenberg, and Oppenheimer. The goal of this course is to study the scientific breakthroughs of these and other prominent scientists, set in the context of the history leading up to WWII and the dawn of the nuclear age. Einstein showed the equivalence of mass and energy; Fermi used the newly discovered neutron to bombard targets and make new elements and isotopes. Meitner led a team in Berlin to understand Fermi's most puzzling result, work which continued after she fled the Nazis for Sweden. Bohr was the first to explain in detail Fermi's puzzling result as the fission of uranium nuclei, which led to a race between the Allies and the Germans to see who could build the first nuclear bomb. In the U.S., this was the Manhattan Project, led by Oppenheimer; in Germany, it was led by Heisenberg. The result of this race determined the outcome of WWII. Peaceful uses of uranium fission led later to the development of nuclear power, which has provided electricity to many countries, e.g., over 80% of France's needs. A sustainable energy future will likely require more reliance on energy from nuclear fission until nuclear fusion (the process in stars) can be harnessed for a new form of energy and the next chapter of the *nuclear age*.

STS 2500: Energy – Solutions and Impacts on the Environment ([Syllabus](#))

Engineering/Physics

Professor Lee Riedinger

This course will focus on the energy technology solutions for the future as the country and the world face the problems of expanding population, increasing need for energy, eventual peak in the world production of petroleum, and the increasing realization that sustainable forms of energy supply must receive more emphasis in the future. It is becoming clearer each year that climate change is resulting from the increasing use of fossil fuels as the world's primary source of energy, and so a consideration of future energy technologies must include a discussion not only of the cost of the construction and supply of fuel but also the handling of waste that results and the impact on the environment including buildup of greenhouse gases. Traditional sources of energy and electricity will be covered, in addition to future sustainable energy sources, near or far term. The important role of efficient use of energy will also be discussed.

ENMC 3559: World Poetry ([Syllabus](#))
English Literature
Professor Thomas Hawks

This course will explore contemporary poetry from voyage destinations, including Hawaii, Japan, China, Vietnam, India, South Africa and Brazil. By contrasting contemporary writing with examples of traditional verse forms, we will consider how each national literature draws from indigenous cultures and traditions while at the same time responding to new social and literary realities proffered by globalization. Major political upheavals of the twentieth century-- the bombing of Hiroshima and Nagasaki, the Cultural Revolution, the apartheid regime—will necessarily inform the poems we will read, and we will ask whether and how poetry can respond to social forces such as these. At the same time, however, we will seek to understand the personal and aesthetic questions that motivate poetry across national boundaries: How do poets represent family life, erotic love, the natural world, the construction of gender and the experience of grief and loss? What do poetic forms, idiolects and images reveal about a particular culture? How does the adoption of Western poetic forms, for example, alter the way experience is represented? Finally, we will explore ways that world poetry has appeared within the American literary canon, often to represent a kind of “otherness” crafted by Americans to respond to perceived shortcomings or excesses in American poetry. We will consider, for example, what China meant for Ezra Pound or Brazil for Elizabeth Bishop. By interrogating our own position relative to the world literature that we read, we will seek to become what Bishop calls “travelers” rather than “tourists,” evaluating what window, if any, poetry affords us on the cultures we encounter along the voyage.

ENSP 2559: The Sea and Human Imagination ([Syllabus](#))
English Literature
Professor David Sumner

The ocean covers seventy percent of the earth’s surface, and according to the National Oceanic and Atmospheric Administration, contains ninety-nine percent of the earth’s living space supporting nearly fifty percent of the planet’s species. Furthermore, as human population and technology have increased, so has pressure on the world’s oceans often resulting in species loss and habitat degradation. We have over-fished it, polluted it, and abused it. We have also been taken by its beauty and wonder. In this course, we will look at how the world’s oceans have been imagined in literature. While reading writers such as John Steinbeck’s *The Log from the Sea of Cortez*, Patrick O’Brian’s *Master and Commander*, Herman Melville’s *Moby Dick*, and Rachel Carson’s *The Sea Around Us*, we will look at the ocean as wilderness, obstacle, resource, and miraculous, living habitat and discuss how the human imagination, and our depiction of the sea through literature, has directly affected our interaction with this vast and diverse habitat.

ENSP 3559-501: Philosophy in Literature ([Syllabus](#))
English Literature
Professor David Sumner

The root meaning of philosophy is lover of wisdom. At its core, literary study examines the connection between form and meaning. Through reading a diverse set of texts—*The Book of Job*, Virginia Woolf’s *To the Lighthouse*, Somerset Maugham’s *The Razor’s Edge*, Nikos Kazantzakis’ *Zorba the Greek*—this course will look at literature and ask what wisdom is there. More specifically, through reading, discussing, and writing about these texts, we will examine questions as fundamental as why is there evil? From where do ethics come? How should human beings treat one another? What should our relationship be with the more-than-human world.

ENSP 3559-502: Literature and the Object World ([Syllabus](#))
English Literature
Professor David Sumner

Nature writing is an important, but often neglected genre. Such writers are often dismissed as “regional,” or as merely “dealing with local color.” Yet, because of their efforts to circle out from the human community and include the more-than-human, nature writers are the broadest of cultural critics. They look at human culture in context — a context that includes the ecologic economy to which we are all inextricably tied. Moreover, in a time of environmental crisis, nature writers are among the most important because they are exploring the borders and interactions between human culture and the natural world in ways that are different from much of the literary canon, and in ways that call our attention to our true place within a larger system. In this course, we will look at the world nature writing tradition, reading writers as diverse as David Quammen, Matsuo Basho, and Gilbert White, and explore important questions raised by these writers. Specifically, what does nature writing tell us about culture? What does it tell us about the natural world? What is its relationship to science? How important is empirical observation to the genre? Where is the line between fiction and nonfiction? What kinds of ethical relationships is this genre asking its readers to adopt? What does this genre tell us about human communities, about the more-than-human world?

ENWR 2559: Introduction to Creative Writing ([Syllabus](#))
English Writing
Professor Thomas Hawks

This course introduces students to the practice of creative writing in the genres of fiction and poetry. The class will be built around workshop discussions of student writing assignments as well as the careful consideration of models by established fiction writers and poets, models drawn at times from the cultures students will encounter on the voyage. Through these discussions, students will consider the role of plot, characterization, dialogue and point of view in crafting compelling fiction, as well as how lineation, figurative language, syntax, rhythm and imagery contribute to our experience of a lyric poem. We will consider how the urgings of such formal elements may draw a writer beyond her intended subject and into new or unexpected insights. In writing courses such as this, one is sometimes urged to “write what you know,” but perhaps American poet and short story writer Grace Paley offered better advice when she said, “You write from what you know, but you write into what you don’t know.” On this voyage, students will encounter many things they don’t know--new cultures, new people and new experiences. This course is intended to provide students opportunities to write *into* those experiences, to shape and to reflect upon (and perhaps even to lie about) how the voyage changes their sense of themselves and the world they inhabit.

ETP 3860: The Business of Saving Nature ([Syllabus](#))
Environmental Science/Commerce
Academic Dean Mark White

Note: This course is cross-listed with COMM 3860: The Business of Saving Nature

Over the past fifty years, mankind has radically altered natural ecosystems in ways that threaten future human well-being. Understanding and reversing this decline in ecosystem services will require an understanding of ecology, systems thinking, and human behavior. This course focuses on the role economic incentives and business organizations can play in the management and preservation of ecological capital. Space in this course is limited.

SEMS 2500-506: Environmental Ethics ([Syllabus](#))
Environmental Science/Humanities
Professor Michael Ellerbrock.

An exploration of ethical principles and perspectives regarding paths to sustainable development. Foundational schools of epistemological thought are applied to environmental problems on a local, national and global scale. Emphasis focused on understanding and applying insights from ecocriticism, biocriticism, deep ecology, anthropocriticism, and proteocriticism.

HISA 1501: Pakistan – Islamic Frontier & the War on Terror ([Syllabus](#))
History
Professor Richard Barnett

In this course we address the study of history as a way of thinking, and examine a modern, Muslim-majority nation-state under enormous stress. Assessing society and politics in Pakistan will sharpen our historical awareness and polish our writing and debating skills. Its topicality is self-evident; Pakistan, not Afghanistan and certainly not Iraq, is where the so-called Global War on Terror will be won or lost. This course will enable us to grasp the deep historical reasons and great-power influences on the way Pakistanis govern themselves, live their lives, and address their various challenges. The epochal events of 9-11 continue to reverberate in Pakistan, and demand that Americans address not only the security of Asia and the West, but also the very survival of Pakistan as a viable political and economic entity. This course offers an intensive exposure to this crucially important frontline state, one in which the Islamic frontier is not simple-mindedly geographic or political, but embedded in the consciences of 163 million Muslims making up their minds about the styles of personal piety and socio-political action they wish to follow.

HISA 2002: Crossroads India: Empire and Trade in the Pre-Modern World ([Syllabus](#))
History
Professor Richard Barnett

Ancient India was an Indic Civilization; medieval and modern South Asia was Indo-Islamic. This course goes beneath the political, cultural, and ethnic warfare of present-day South Asia. By challenging various communalist, regionalist, and colonial postures, we suggest how Indian, Pakistani, and Bangladeshi publics (and their well-wishers) might revise the ideologically-driven, media-exploited, and socially devastating stereotypes of their ancient, medieval, and early modern pasts.

HIST 2051: History of the Modern World ([Syllabus](#))
History
Professor Christopher Hill

This course will use paradigms from which to extrapolate models for understanding the world as a whole. Topics include early exploration, the Enlightenment and the Industrial Revolution, the great Muslim empires, Western colonialism, World War I, the rise of fascism and communism, World War II and the postcolonial world. We will pay particular attention to those areas we will be visiting.

HISA 3121: Women and Power in Indian History ([Syllabus](#))

History

Professor Richard Barnett

This course addresses women's roles and statuses, means of gaining and using power, and contributions in political and other realms, during four millennia of South Asian history. With emphasis on the modern, but with relevant background in Indian mythology, classical history and literature, medieval Islamic chronicles, autobiographies, and eyewitness accounts, we will examine original sources, social science studies, fictional works, and secondary material on the following issues: origins, persistence, and revision of socially and religiously constructed gender identities; typologies of autonomy vs. dependence, security vs. risk, oppression vs. liberation; ancient, medieval, and modern women as political actors and exemplars; female infanticide, self-immolation of widows, and bride-burning; education, health and workplace; Western and Asian feminisms; and women power brokers in what is now India, Pakistan, Nepal, Sri Lanka, and Bangladesh. No previous acquaintance with South Asia, or with history, is assumed.

HIST 2062: Global Environmental History ([Syllabus](#))

History

Professor Christopher Hill

This course studies the reciprocal relationship between nature and humankind, and how that relationship has effected historical causation. We will use paradigms in order to understand regional how regional actions affect us on a national and global plane. These studies will include the role of water in the formation of the American West, the effect of coffee plantation on society and nature in Sri Lanka, and Mao's was against nature in postcolonial China, among others. Special attention will be paid to those areas of the world where our ship will dock.

HIEU 3152: History of the British Empire ([Syllabus](#))

History

Professor Christopher Hill

This course will focus primarily on the "second" empire in Asia and Africa, although the first empire in the Americas will be our first topic. Topics covered include the slave plantations in the West Indies, the American Revolution, the rise of the British East India Company and its control of India, and the Scramble for Africa. Special emphasis will be placed on the environmental history of our points of debarkation.

ANTH 2430: Languages of the World ([Syllabus](#))

Linguistics/Anthropology

Professor George Thomas

Language is a universal attribute of humankind. The number of human languages around the globe has been estimated as somewhere between 5,000 and 6,000. How do these languages compare? What makes each of them unique? What features do they share with each other? In this course we shall explore the methods by which linguists attempt to make valid comparisons. Of particular usefulness are comparisons on the basis of language type, language family and within specific regions. This allows us to separate out inherited features from those acquired through contact with other languages as well as identify features universal to all languages. One of the major questions which intrigues linguists is where and how human language originated? How did it spread around the globe? Can the languages of the world be traced back to a common source? If so, why are there so many languages in the world? So far, linguists have only been able to formulate plausible but so far unproven answers to these questions. Recently, however, advances in comparing blood-types and DNA across the globe have given great stimulus to re-examining them. This course re-examines the evidence and weighs up the prospects for success in unlocking one of the great mysteries of human evolution. The more we know about the languages of the world, the better placed we shall be to deal adequately with this tantalizing set of questions.

LING 2500: English as a Global Language ([Syllabus](#))

Linguistics

Professor George Thomas

No language has ever achieved the global dominance that English has achieved over the last half century. English has reached this status largely uncontested. At first glance, native speakers of the language can rejoice that they can travel round the world under the umbrella of English. And yet there is a downside: complacency, an English-only mentality at home and abroad, and doubts about who has ownership of the language – native speakers or the world at large. This course examines the rise of English, its progress towards filling 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 as well as its competition with prestigious 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. This negative attitude is reflected both in attempts to employ a distinctively local form of English and in a desire to rid native languages of Anglicisms, especially what some see as superfluous international loanwords.

LING 3500: Language Death ([Syllabus](#))**Linguistics****Professor George Thomas**

Languages are living organisms in the sense that they are constantly being passed on to the succeeding generation. When this transmission from one generation to the next fails, it is only a matter of time before the last speaker of the language dies, which also spells the death of the language in question. This course sets to examine why and how languages die. Interest in this process has mushroomed in recent years as languages are threatened by the competition from larger, more powerful languages. Scholars are intent on understanding why some languages are more prone to extinction than others, what happens to languages and their speakers as the process ensues and what measures can or should be taken to reverse it. The moral imperative to become involved in the resuscitation of languages is based in the theory that all languages are unique and that consequently the loss of a single language is an impoverishment in the expressive powers of humankind as a whole. It is also recognized that action needs to be prompt in the face of the inexorable growth of a relatively small number of global languages. As we journey around the world, we will be alerted to the dangers confronting languages in all parts of the globe and the measures required to save them.

MUSI 1070: Introduction to World Music ([Syllabus](#))**Discipline: Music****Professor David Harnish**

This survey course explores the world's music cultures with emphasis on countries on the itinerary. The course presents music as an aspect of human culture, aids students in cross-cultural understanding, and examines broad historical, cultural, and social contexts of music. Students become familiar with basic musical concepts and explore traditional, religious, folk, art, and popular musical styles of several countries. In addition to readings and videos, guided listening, and occasional music making opportunities, contact with live music and dance will be encouraged through practica and independent experiences. Student evaluation is based on in-class tests, two papers based on participation in practica, and short reports on observed musical activities in three other ports-of-call.

MUSI 3070: Popular Music in World Cultures ([Syllabus](#))**Discipline: Music****Professor David Harnish**

This survey course explores the world's popular music cultures with emphasis on countries on the itinerary. The course presents music as an aspect of human culture, aids students in cross-cultural understanding, and focuses on contemporary life experience and youth cultures. We will explore issues of globalization, modernization, and hybridization in local popular musics and investigate how global pop music and culture have been received, marketed and/or transformed in countries all over the world. In addition to local versions of global styles like hip hop and metal, regional or national music styles examined will include the Hawaiian hapahaole; Japanese enka and j-pop; Chinese manda-pop; Southeast Asian dangdut; Indian bollywood; and Arabic idol, among others. In addition to readings, videos, guided listening, and occasional music making opportunities, contact with live music and dance will be encouraged through practica and independent experiences. Student evaluation is based on in-class tests, two papers based on participation in practica, and short reports on observed musical activities in three other ports-of-call.

MUSI 3630-501: Gamelan (Section 1, 1 credit course) ([Syllabus](#))

MUSI 3630-502: Gamelan (Section 2, 1 credit course)

Discipline: Music

Professor David Harnish

Percussion and gong chime orchestras constitute an important part of Southeast Asian and Indonesian music. Unlike European orchestras, layered gongs and xylophones constitute the core of this communal musical activity. Gamelan Angklung is a four-toned village ensemble consisting mostly of various four-keyed metallophones. The Indonesian gamelan orchestra offers a strikingly different sight and sound experiences for the Western senses. This hands-on introductory course introduces students to the instruments of the Balinese gamelan angklung ensemble and its basic performance practice. In addition to learning a few pieces of traditional repertoire, the students will be challenged to create new music for the ensemble. Class activity is enhanced through discussion of selected readings, video presentations, and opportunity for original projects. The course culminates in a final informal concert in which all students participate.

SEMS 2500-510: Contemporary Moral Issues ([Syllabus](#))

Philosophy

Professor Bob Hoffert

Nothing contributes more to the forming of our humanity than the alternatives presented to us by the pressing moral issues of our day and by the ethical theories and principles we use to guide us in engaging those issues. The first work of this course will be to equip us to engage contemporary moral issues with greater self-consciousness and conceptual coherence. We cannot effectively address contemporary moral issues without a working knowledge of moral language, moral criteria, moral theories, and moral traditions. Five types of moral theories will be considered: absolute/universal, relativist/egoist, natural law, utilitarian, and virtue based. The subsequent work of the course will be to investigate several moral issues of our day: environment, economic justice, sovereignty, health and medical care, sexuality and gender, and terrorism and war. Initially, these discussions will be framed by their forms of presentation in contemporary American society. It is imperative, however, that we also consider these same moral issues as they present themselves in the contemporary life of Japan, Vietnam, India, South Africa, and Brazil as well. Each cultural setting offers unique histories, moral theories, and perspectives on these issues even if the issues themselves are human and express shared components of the human experience.

PLAP 1010: Introduction to American Politics ([Syllabus](#))

Discipline: Politics

Professor Lewis Hinchman

To understand the rest of the world, Americans must first understand themselves and their own way of life, including their political institutions, laws, traditions, and practices. Toward that end, course participants will learn how the key structures of government in the United States work: Congress, the Presidency, the Federal Courts, and the Bureaucracy. They will also become familiar with the setting and legal framework of American government: interest groups, political parties, the media and, of course, the U.S. Constitution. However, a crucial focus of the Semester at Sea version of American Politics will be the myriad ways in which the United States, a global superpower, influences the rest of the world, and how it is in turn affected by what other countries do. Course participants will learn that America is often viewed quite differently in foreign lands than it is by its own citizens. To be sure, course participants will study and evaluate the system of alliances, treaties, and military cooperation agreements by means of which the United States has attempted to achieve its major foreign policy goals over the past six decades. But we shall also pay close attention both to the policies the United States pursues and to its initiatives—or lack of them-- in many other areas where it might help shape a more peaceful, stable, and sustainable world. Because of its wealth, military power, and prestige, the United States has an unusual degree of responsibility in these matters, but has not always acted in ways that other countries have considered helpful. Hence, the course will add to the classic topics of American politics a series of international policy vignettes designed to show how America fares “in global perspective.” We shall focus especially on two policy areas appropriate to this course: the protection of the oceans and of marine life, and economic/trade/aid policies toward the developing world, especially those pursued by the International Monetary Fund, the World Trade Organization, and the World Bank. The former is self-evidently crucial to our voyage, since we will spend most of our time at sea. The latter is appropriate, since most of the places we visit are “threshold” countries that combine some modern, highly dynamic economic sectors with areas of extreme poverty and underdevelopment. These are the countries often most directly affected by IMF, WTO, and World Bank decisions.

PLCP 3000: Gender and International Development ([Syllabus](#))

Politics

Professor Sue Ellen Charlton

Socio-economic development is universally applauded, but its consequences are uneven and often unintended. Women and men do not play the same roles in development, nor are they affected in the same ways. In this course, we examine the meaning of development and why it is controversial, paying particular attention to the ways in which men and women are affected differently by development processes. The course emphasizes four themes: (1) Production and Reproduction: The gender division of labor; (2) Human Security: Environmental sustainability and violence (direct and structural); (3) Gender justice and cultural norms; and (4) Organization and public policies: National and international. Topics include environmental problems, political participation, the gender division of labor from households to the global arena, human trafficking, and strategies for change. Students will be asked to describe (and photograph, if possible), then analyze, what they see in the ports that relates to these themes.

PLCP 3001: Religion and Politics ([Syllabus](#))

Discipline: Political Science

Professors James Boyd and Sue Ellen Charlton

NOTE: This course is cross-listed with RELG 2285: Religion, Politics, and Society

How do we think about religion and its many links to politics? In this course we explore this over-arching question in the context of the world's religions, the countries visited on the voyage, and the processes of globalization. Central to the course is the recognition that the religious traditions are not static; they have changed through the centuries, often in contact with other traditions. Many of these changes have been influenced by political objectives: Religion has been used to explain, justify, create, and legitimize political regimes and rulers. Consequently, the modern understanding and "use" of religion often deviates dramatically from the core teachings of the traditions. We will compare the numerous ways in which this has occurred.

As we move from East to West, we will investigate the links between religion and politics in Hawaiian, Shinto, Buddhist, Confucian, Daoist, Hindu, Islamic, Afro-Brazilian and Christian traditions. In each case, we will note the complexities of these traditions and their implications for political life. The central questions of the course are as follows:

1. What are the core teachings of each great religious tradition?
2. What do these teachings suggest about the organization of social and political life?
3. What are the most significant political expressions of religion in the countries on the voyage?
4. How have both nationalism and globalization affected the teaching and practice of religious traditions in these countries?
5. Why are there discrepancies between the core values of religions and contemporary political realities?

PLCP 3559-501: Environmental Politics in Global Perspective (Section 1) ([Syllabus](#))

PLCP 3559-502: Environmental Politics in Global Perspective (Section 2)

Discipline: Politics

Professor Sandra Hinchman

In this seminar, we will examine how political activity affects the world's natural environment, and vice versa, in a variety of global contexts. Issues to be addressed include the differential impact of environmental problems on the rich and the poor, the roots of conflict in environmental degradation and resource distribution, the socio-economic causes and consequences of global climate change, the ways in which diverse forms of government treat the natural world, the human impact on ecosystems and other species, the relationship between the domination of nature and the domination of people, and the requirements of environmental justice.

PLCP 3559-503: Comparative Politics – The Quest for Sustainable Development ([Syllabus](#))

Discipline: Politics

Professor Lewis Hinchman

Political scientists once believed that countries could be arranged on a simple scale of development/underdevelopment. The rich, urbanized, industrialized, and usually democratic countries counted as modern and developed, while the poor, agrarian countries, frequently governed by autocratic regimes, were listed as underdeveloped. It was tacitly assumed that the developed world should help the underdeveloped countries to “modernize”, that is, become more like they were, and that all countries would—and should-- follow more or less the same trajectory toward modernization. Today, hardly anyone believes this. Why not? First, because countries like China and Japan have demonstrated that there are multiple paths toward development, and that there may not be any final “stage” upon which all countries will eventually converge. Even more important for our voyage: we can now see that the developed world has achieved its current status by using unsustainable methods that less-developed countries today should not simply copy. Rather, “threshold” countries like Brazil, India, South Africa, and Vietnam may try to avoid the mistakes of the developed world and attain a twenty-first century polity, economy and society without repeating the mistakes and causing the ecological disasters typical of countries like Britain and the USA in the nineteenth and twentieth centuries. As we study the political systems of the countries on the voyage itinerary, we shall also try to evaluate some of the challenges they face in shifting from the old model of unsustainable to a new model of sustainable development.

PLIR 3559: Sino-U.S. Relations ([Syllabus](#))

Politics/History

Professors John Israel and Dingli Shen

The course will be punctuated by, and integrated with, onshore experiences. From Ensenada to Hawaii, the Theme will be “Foundations of Sino-American Relations: 1784-1953.” Following a documentary film on Chinese immigration, we will visit Honolulu’s Chinatown. We will then examine Chinese culture in a broader regional perspective through the Asian art exhibit at the Hawaii Museum.

Following a comparative analysis of sharply contrasting historical and cultural configuration of the two countries, we will take a bird’s eye look at the Sino-American tableau from 1784, when the first American ship dropped anchor off Guangzhou, to the Second World War, which set the stage for a closer – and more complicated – relationship. After Pearl Harbor, as the American presence in China assumes a more critical role, our historical analysis will become more detailed.

The main focus of the course will be on the period since the Nixon-Zhou Enlai communiqué of 1972 that broke the Cold War impasse and ushered in the era of intense engagement that continues to the present. As our ship approaches Shanghai, we will delve into issues of intercultural communication and understanding. In addition to providing critical insights for understanding Sino-American relations on a national scale, this will help to prepare students for their personal experience as Americans in China.

Beyond its political, economic, and military importance, China has historically been the center of a cultural constellation, a “Sinitic universe” that includes both Japan and Vietnam. Before disembarking in Yokohama and in Ho Chi Minh City, we will turn our attention to China and its neighbors. We will see how Chinese ideas and institutions have been interwoven with, and reshaped by, indigenous elements in both Japan and Vietnam. We will also try to understand similarities, differences, and interactions regarding American relations with China, Japan, and Vietnam.

The course will be taught intensively, beginning after our January 17 embarkation from San Diego and concluding following departure from Ho Chi Minh City. In addition to participating in daily classes, students will be expected to complete an average of approximately forty pages of assigned readings in advance of each class, as well as to view documentary and feature films. Materials drawn from books, articles, and the internet will include documents and first-hand accounts that cast light on diverse dimensions of the Sino-American relationship. Grades will be based upon short quizzes, a final examination, and papers drawing from Faculty Development Practica and fieldtrips. This essay will give students an opportunity to discuss to what extent understanding derived from reading, films, and classroom experience prepared them for realities encountered during their China sojourn.

PLPT 3559-501: Philosophy of Democracy ([Syllabus](#))

Discipline: Political Thought/Philosophy

Professor Bob Hoffert

“Democracy” has become a nearly universal aspiration in the contemporary world. This is a bewildering development in two respects: how does a framework for human life rejected in theory and in practice come to be so broadly embraced; and why does the world appear to be less unified in pursuing “democracy” than it was in rejecting it? To help clarify these questions, this course will consider – the classical case against democracy, the changes in philosophical perspectives that made it possible to accept democracy, varieties of modern democratic philosophies, critiques of democracy, and the illusiveness of common democratic meanings and implications for contemporary life.

PLPT 3559-502: Issues of Liberty and Law ([Syllabus](#))

Discipline: Political Science

Professor Bob Hoffert

Just as oxygen sustains life and protein nourishes life, well-secured and protected liberties provide a foundation for justice in community and integrity in personal life. However, the securing and protecting of liberties is a daunting challenge. The relationship of liberty and law is complex and dynamic; it is abstractly conceptual and concretely experiential; and it significantly shapes the form and quality of public life as well as of intimate, personal life. The American Constitutional tradition insists that liberty is best protected within an order anchored in law. Whatever the merits of this approach may be, it is a delicate one requiring perpetual vigilance. Why? – because liberty can be equally well destroyed by an order anchored in law as it can be protected by a proper legal order. Madison knew that the protection of liberty required a particular kind of public law; one that he claimed the Constitution was well-designed to generate and protect. This course will explore the relationship of liberty and law in three, interactive contexts – political theory, American jurisprudence, and applications of law to specific issues related to liberty and the individual.

SEMS 2500-501: Cross-Cultural Perspectives on Human Sexuality ([Syllabus](#))

Discipline: Psychology

Professor Toni Zimmerman

This course explores human sexuality anatomy, sexual identity, lifespan sexuality, and the complex interactions among social, psychological, and biological forces that frame the meaning and practice of sexuality in various cultures. Our primary aim is to come to a better understanding of how sexual identity and the “appropriate” norms and “boundaries” for sexual representation and behavior, vary from country to country and culture to culture, and why. The countries on our voyage will thus serve as vehicles for our investigation into how “sexuality” is constructed. Additionally, these countries offer opportunities to learn and explore contested sexual issues in each country and compare them to the US. For example, contemporary sexual issues under debate in the US include abortion, gay relationships, contraceptives, sex education, and sexuality in the media. Specific contemporary sexual issues will be explored for each port on the itinerary. Methods of evaluation include participation and attendance (5%), four exams (40%), three field reports (30%), Reading log (25%).

SEMS 2500-502: Cross-Cultural Psychology ([Syllabus](#))

Discipline: Psychology

Professor Irene López

There are approximately 6 billion in the world. Yet, most of the theories used to explain psychological constructs are based primarily on limited samples drawn from the West. In this course, we will examine in greater detail the impact of culture on human behavior and review such topics as the role of culture on the development and concept of the self, the cultural influences on social behavior, and the measurement and experience of cross-cultural psychopathology. By integrating research from various social science disciplines (such as anthropology and sociology), it is hoped that students will gain a wider appreciation of the influence on culture on everyday experiences, while simultaneously understanding that culture is not a static or homogenous entity. Special emphasis will be given to those topical areas that are voyage relevant. Introduction to Psychology is required prerequisite.

SEMS 2500-503: Identity Development ([Syllabus](#))

Discipline: Psychology

Professor Irene López

Who are you? Does your idea about who you are change with your environment or does it remain stable across place, time, and setting? Is very the concept of the self a Western abstraction? In this course, we will review the theories regarding identity development, maintenance and change and review theories of socialization and identity, early socialization and child development, and issues surrounding self and group presentation. In particular, we will discuss the formation of gender, racial and ethnic identities, and how the meaning and importance of these identities can shift according to context. Readings and assignments will be tailored to the areas that we will visit during our voyage.

EDHS 3500: Global Mental Health ([Syllabus](#))**Discipline: Psychology****Professor Stuart Schwartz**

Does mental illness exist around the world? Does it present itself differently in other cultures? At the outset we will develop a foundation in four major clinical areas Mood Disorders, Anxiety and Stress, Schizophrenia and Substance Abuse. We will examine the subjective experience of mental illness by reading autobiographical accounts and portrayals in film. Besides traditional medical systems, we will focus on the family and naturalistic systems that allow stricken individuals to maintain themselves as functional members of a community. We will learn about attitudes toward mental illness around the world and the devastating effect of stigma. We will address different approaches used in treating mental illness including psychotherapy, bio-medical treatment and folk healing. The course will be organized around the places we visit illustrating issues and interventions that are unique to the culture of the countries along the way. Both research and clinical sites will be included in faculty-directed port visits and independent student field work will be developed. Prerequisites: It is recommended that students have completed at least one basic course in behavioral science: psychology, sociology, anthropology or social work.

SEMS 3500-502: Global Perspectives on Work and Family ([Syllabus](#))**Discipline: Psychology****Professor Toni Zimmerman**

In this course, students will explore the complex issues of work and family globally. Work and family issues are personal as well as political. On a personal level, it is a common global struggle to effectively provide for and emotionally care for family. On a political or policy level, families in some countries can count on assistance with this struggle such as government provided daycare and healthcare while families in other countries are on their own to provide these essentials. In this class, we will compare and contrast the many issues and struggles related to work and family and explore what is being done about them globally. We will learn about the many work and family policy initiatives that are currently being debated on multiply levels across societies and communities. We will also study the global changing roles and responsibilities related to gender and work family. Methods of evaluation include participation and attendance (5%), reading log (30%), compare and contrast paper (30%), brief presentation (5%), and three field reports (30%).

SEMS 3500-503: Masculinity and Femininity ([Syllabus](#))**Discipline: Psychology****Professor Toni Zimmerman**

Gender and gender related issues reflect and shape prevailing norms and values in countries and cultures around the world. Through careful reading, observation and discussion, we will analyze gender dynamics of the various cultures and societies on our itinerary. We will also engage in an analysis of gender in the US and in our own lives. We will pay particular attention to the way that gender intersects with other social categories such as class, race, sexuality, religion, and age in shaping gender norms and expectations. Students will evaluate how gender expectations and roles frame their daily lives and relationships and inform them academically and professionally. Special focus will rest on understanding, in a comparative perspective, gender expectations of men and women, common gender stereotypes, and how “masculinity” and “femininity” play out in ways both constraining and enabling.

SEMS 2500-505: Introduction to Environmental Health ([Syllabus](#))
Public Health/Environmental Health
Professor Daniel Sprau

The environment directly impacts the health of all humans on earth. This introductory course is designed to broaden the public health view of the environment and acquaint students with the current environmental health concepts now being implemented. Areas of major emphasis for the course will include air quality, water supply and treatment, food safety, radiation, vector control, toxins, occupational health and safety, environmental diseases, and waste management. These topic areas will be reviewed and comparisons made between countries around the world as they deal with energy production, transportation, and food supply. A basic understanding of how environmental health is related to sustainability will also be presented along with the basic elements of epidemiology and risk communication. Field work will begin with a survey of the sanitation and environmental health practices aboard ship and will also include student selected options that cover environmental health issues at each port of call.

CE 3100: Water for the World ([Syllabus](#))
Discipline: Public Health/Environmental Health
Professor Daniel Sprau

“Water, water, everywhere, nor any drop to drink ...” Water is an absolute necessity for sustaining all life and maintaining human health throughout the world. While clean water is essential for everyone, it is not readily available, managed and treated equally in all countries. As we travel by water around the globe, this course will cover the fundamentals of the hydrologic cycle, safe water availability, water quality analyses, water borne diseases, and the basic principles of water and waste water treatment. Also included will be a review of the ever elusive groundwater supply problem, collection systems, and water reuse programs. The public health consequences and the sustainability contributions of water will be emphasized throughout the course. Students will be intrigued with the many field excursion options such as analyzing the potable water system on board ship, water treatment plants in Hawaii, the pollution of water supply rivers such as the Ganges in India and Yangtze in China, and desalination efforts in Egypt.

CE 3110: Waste around the World ([Syllabus](#))
Discipline: Public Health/Environmental Health
Professor Daniel Sprau

This course examines problems associated with the disposal of municipal solid waste (MSW) and hazardous materials around the world. The main focus of the course will be on the basics of generation, composition, collection, treatment, and disposal of MSW and hazardous material. The course will also include public/environmental health concerns, sustainability and political considerations. The best environmental health waste management practices from countries around the world will be addressed in regards to landfills, incineration, composting, methane gas recovery, recycling, and reuse. The difficulties of dealing with varying religions, cultures, and problems with site selection, living on dumps, risk communication and public outrage will also be an integral part of the course. The potential public health consequences of waste management will be explored and country and regional regulations will be reviewed. Numerous field program options will be available to students such as surveying the waste and recycling practices on board ship, waste to energy incineration, recycling in Japan, and the ongoing environmental health problems and disposal opportunities in India.

RELG 1005: World Religions ([Syllabus](#))

Discipline: Religious Studies

Professor James Boyd

This course is a comparative study of the world's enduring 'Wisdom Traditions' and their cultural expressions in architecture/art/music. Beginning with the indigenous Hawaiian people, we will examine how their worldview is embodied in their ancient temple sites, then proceed to study Japanese and Chinese East Asian thought traditions and their expressions in Buddhist Zen gardens, Confucian temples of culture, Daoist rituals and Shinto shrines. The voyage takes us next to Southeast Asia and South Asia and the study of the meaning of Hindu temples, Indian devotional music, Buddhist pagodas, and the Islamic masterpiece, the Taj Mahal. The philosophy and arts of the Islamic tradition are exemplified in the mosques, calligraphy and poetry of West Asia. The history and theology of Judaism and Christianity, made visible in the synagogues and cathedrals of these traditions, and the latter's confluence with the Afro-Brazilian-Caribbean Yoruba worldview will conclude the course.

RELG 2285: Religion, Politics, and Society ([Syllabus](#))

Discipline: Religious Studies

Professors James Boyd and Sue Ellen Charlton

NOTE: This course is cross-listed with PLCP 3001: Religion and Politics

How do we think about religion and its many links to politics? In this course we explore this over-arching question in the context of the world's religions, the countries visited on the voyage, and the processes of globalization. Central to the course is the recognition that the religious traditions are not static; they have changed through the centuries, often in contact with other traditions. Many of these changes have been influenced by political objectives: Religion has been used to explain, justify, create, and legitimize political regimes and rulers. Consequently, the modern understanding and "use" of religion often deviates dramatically from the core teachings of the traditions. We will compare the numerous ways in which this has occurred.

As we move from East to West, we will investigate the links between religion and politics in Hawaiian, Shinto, Buddhist, Confucian, Daoist, Hindu, Islamic, Afro-Brazilian and Christian traditions. In each case, we will note the complexities of these traditions and their implications for political life. The central questions of the course are as follows:

1. What are the core teachings of each great religious tradition?
2. What do these teachings suggest about the organization of social and political life?
3. What are the most significant political expressions of religion in the countries on the voyage?
4. How have both nationalism and globalization affected the teaching and practice of religious traditions in these countries?
5. Why are there discrepancies between the core values of religions and contemporary political realities?

RELC 2245: Global Christianity ([Syllabus](#))

Discipline: Religious Studies

Professor Stephen Webb

Many North Americans think of Christianity as a predominantly European and Northern Hemisphere religion. In fact, the story of Christianity's emergence in the Middle East and its migration into Europe and then North America is just one aspect of Christian history. Christianity has a rich and long history in Africa, Asia, and other parts of the global South. Some scholars even talk about a massive shift in the spread of Christianity from the Northern to the Southern Hemisphere. What shape is Christianity taking in non-Western parts of the world and how is this growth impacting Christianity in the West?

RELC 3795: Theology, Spirituality, and Ethics of Sustainability ([Syllabus](#))

Discipline: Religious Studies

Professor Stephen Webb

We will explore theological, spiritual, and ethical perspectives on the environmental issues that are becoming increasingly important across the globe. Theology is critical reflection born out of the Christian church, while spirituality denotes a more personal and less institutionally bound approach to questions of ultimate meaning, and ethics is the attempt to ground our moral judgments about nature in reason alone. Theology, spirituality, and ethics are connected in various complex ways, but we will try to distinguish them as we examine various models for thinking about the relationship of religion and nature. We will read theologians from the Protestant, Roman Catholic and other theological traditions, while also examining the Bible and its potential for a theology of stewardship. We will also explore feminist, pantheistic, philosophical, postmodern, Native American, and Jewish reflections on the various environmental crises that now face us. We will focus on the sea as both a deeply important religious symbol of nature and a practical problem facing the global community. Finally, we will focus on the practice issue of animal rights (or animal welfare), and the spiritual value of vegetarianism. All views are welcome, and critical engagement with every model is encouraged in an environment of mutual respect and personal discovery.

SEMS 1500-501: The Sociology of Global Travel ([Syllabus](#))

Sociology

Professor Audrey Sprenger

This is a course about the global traffic of people in the twentieth and twenty-first century and how different countries regulate them. In it students use their own passports and travel itinerary in and out of different nations to explore how seemingly utilitarian places like border crossings, customs booths and post offices are important sites of class struggle. They will also learn about their own class status as a student studying abroad in the context of nine very different kinds of travelers, namely, tourists, artists, ethnographers, journalists, ex-patriots, nomads, migrants, immigrants and political refugees. Emphasis will be placed upon the differences between people who spend time or settle abroad outside the United States versus those who come to the United States; the international institutions, laws and policies which work to better facilitate or curtail this kind of travel; and the stories of both famous and not so famous travelers who have spent a significant amount of time outside their home country. Readings will include social scientific, fictive and autobiographical forms of writing and students will be expected to complete a semester long *Course Log*, which will be broken down and assessed in parts. A digital camera is suggested but not required to complete this course.

SEMS 1500-502: Child and Adolescent Development around the World ([Syllabus](#))

Sociology

Professor Nilufer Medora

Biological, psychological, intellectual and socio-cultural aspects of growth and development from birth through adolescence will be presented in this course. An introduction of different theoretical frameworks in child development and developmental psychology will be also be discussed and applied to different topics throughout the semester. Significant milestones and cultural variations at the different developmental cycle stages will be examined. Differing ideas and concepts about growth and development spanning the period from birth through adolescence from a cross-cultural perspective will also be presented.

SEMS 1500-503: Dating, Marriage, and Family ([Syllabus](#))

Sociology

Professor Nilufer Medora

The purpose of this course is to introduce students to the institutions of dating, marriage, and family within the context of their environments. The American family will be examined from a historical and contemporary perspective and predictions for the future of the family will be outlined. Different types of relationship development across the life cycle from a family systems theoretical perspective will be presented. The dynamics and challenges of making and sustaining a healthy relationship through major life transitions will be stressed. Couple formation, cohabitation, marriage, parenthood, death, divorce, remarriage, and single parent families will be examined. The diversity of family experiences will also be emphasized. Tools to enhance the students' ability to function effectively in their personal and familial relationships will be given throughout the course.

SEMS 2500-504: The Sociology of the Sea ([Syllabus](#))

Sociology

Professor Audrey Sprenger

In this course students will explore how industrial development in the twentieth and twenty-first century irreparably changed people's relationship to the sea, particularly for those who make their home there, both on and off its shores. To do this, they will study two distinct but inter-related lines of analysis. First, they will read and study a series of sensational stories about sea travel and its consequences popularized by newsreels, radio, comic books, pulp and narrative fiction and Hollywood movies, which have, over the last hundred years, configured the sea as a vast mysterious space where untold freedom, romance and danger lurks. Second, they will document the social ecology and everyday life of a community living and working aboard a ship, as well as in the different seaport towns and cities they move through, to locate those effects of industrial development popular stories often sanitize or leave out, such as environmental degradation and pollution, poverty and worker exploitation. Readings will include social scientific, fictive and autobiographical forms of writing and students will be expected to complete a semester long *Course Log*, which will be broken down and assessed in parts.

SEMS 3500-504: The Sociology of Race in a Global Context ([Syllabus](#))

Sociology

Professor Audrey Sprenger

Queens New York is one of the most racially and ethnically diverse places in the world. In this course we will study the story of nine of its residents (profiled in Warren Lehrer and Judith Sloan's audio ethnography project *Crossing the Boulevard*), then travel to the neighborhoods from where they came, a geographical expanse which includes Japan, China, Vietnam, India, Mauritius, South Africa, Brazil and Puerto Rico. Once there we will document in words, sounds and images all those parts of everyday life, which are difficult if not impossible to transport or mail, such as the sound of people in conversation, local radio, television and newspaper dailies, smells and tastes, subtle daily changes in the weather, and the way people look, speak, move and dress. We will supplement our understanding of the racial/ethnic ecology of Queens, New York, by also studying the social ecology of Honolulu and Hilo, Hawaii, as well as Fort Lauderdale and Marathon Florida. In addition, the data we gather from neighborhoods around the world will be supplemented by the real and fictive stories of people who have never left or plan to leave these places, relevant demographic data, and social theories. Readings will include social scientific, fictive and autobiographical forms of writing and students will be expected to complete a semester long *Course Log*, which will be broken down and assessed in parts. A cheap digital audio recorder is suggested but not required for this course.

SEMS 3500-511: Families in Cross-Cultural Perspective ([Syllabus](#))

Sociology

Professor Nilufer Medora

Various theoretical frameworks and paradigms used in family sociology and family studies will be summarized and applied to the functioning of different international families. Family functioning, kinship relationships, rite-of passage, mate selection practices, marriage customs, family life cycle stages, parenting issues, attitudes toward aging, and death and dying will be examined at length for cultures that will be visited during the Semester at Sea (SAS) program. The family strengths model will be discussed and applied to different cultures visited during the SAS program. Different family strengths that sustain international families and keep these families strong, happy and healthy will be outlined.

ARTS 1559: Introduction to Collage ([Syllabus](#))

Discipline: Studio Art

Professor Hana Kim

This course explores the fundamentals of making collages with simple, portable materials and tools. There will be a focus on drawing (the act of mark-making) and collage (the act of collection and reconfiguration) with a conscientious, meaningful approach. Emphasis will be placed on developing a conceptual idea and representing it through iterative, process-based methodology. The class will be assigned occasional reading excerpts from various sources and use both traditional and non-traditional media.

ARTS 1610: Introduction to Drawing I ([Syllabus](#))

Discipline: Studio Art

Professor Hana Kim

The primary focus of the course will develop fundamental techniques and methods of representing three-dimensional space and figures to two-dimensional surface. Using simple materials, we will experiment with different drawing techniques with methods of line, tone and value, exploring the perception and representation of shape, space and time. Using both wet and dry media, we will develop drawing and composition skills by developing line, gesture, tone, space and scale with a process-oriented approach. The class will be assigned occasional reading excerpts from various sources.

ARTS 2710: Introduction to Painting I ([Syllabus](#))

Discipline: Studio Art

Professor Hana Kim

Travel by sea and on land will offer us a unique and thrilling opportunity to develop a series of landscape paintings in watercolor. The course will begin with experiments in watercolor washes, tints and tones before developing individual thesis proposals for generating a series of paintings of the shifting horizon line between land, sea and sky during the course of our journey. Critical texts on representation, field-trips and weekly discussions on project development will be included, culminating with a final painting exhibit.