

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2023
Discipline:	English
Course Number and Title:	E 142 Reading Without Borders (Both Sections)
Division:	Lower
Faculty Name:	Joonok Huh
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

The boundless ocean inspires our course, Reading Without Borders. Together we will contemplate borders and its intriguing antithesis, no-borders. We shall examine demarcations, the lines that divide us—while simultaneously immersing ourselves in the delicious plurality of America and the world. American writers place themselves outside America and realize what it means to be American, through the eyes of the other, and global/international writers present their perception of similar dual or even multiple identities. All our writers, whether American or immigrant or from another part, situate themselves outside their comfort zones: by personal displacement they help us to move outside the border, and to gain new perspectives about history as well as individual and national identities. Thus, the challenge to be outside the border is both personal and political and also both individual and communal. In our journey, we may be asked to question previously held ideas about history and self.

LEARNING OBJECTIVES

- To recognize the different ways in which we (or humans) have perceived our world.
- To deepen our understanding of how social, cultural, religious, historical, linguistic circumstances shape our environment.
- To enhance our appreciation of our environment.
- To explore fundamental questions of value, meaning, and modes of expression and creativity.
- To investigate the cultural character and literature of the human experience.
- To approach problems with greater awareness of our moral dimensions and ethical consequences.
- To appreciate the literature that reflects different ways of thinking and living.
- To become a better human being.

REQUIRED TEXTBOOKS

AUTHOR: Henry James
TITLE: "Daisy Miller"
PUBLISHER: Any

AUTHOR: Anzia Yeziarska
TITLE: Bread Givers
PUBLISHER: Persea
ISBN: 0-89255-014-7
DATE/EDITION: Any

AUTHOR: Ernest Hemingway
TITLE: "The Short Happy Life of Francis Macomber" &
"The Snows of Kilimanjaro"
PUBLISHER: Any

AUTHOR: Jhumpa Lahiri
TITLE: Unaccustomed Earth
PUBLISHER: Knopf
ISBN: 978-0-676-97934-3
DATE/EDITION: Any

AUTHOR: Khaled Hosseini
TITLE: The Kite Runner
PUBLISHER: Penguin
ISBN: 9781594631931
DATE/EDITION: Any

AUTHOR: Chinua Achebe
TITLE: Things Fall Apart
PUBLISHER: Penguin
ISBN: 978-0-385-47454-2
DATE/EDITION: Any

AUTHOR: Buchi Emecheta
TITLE: Kehinde
PUBLISHER: Waveland
ISBN: 9781577664192
DATE/EDITION: Any

AUTHOR: David Henry Hwang
TITLE: M. Butterfly
PUBLISHER: Plume
ISBN: 9780451164663
DATE/EDITION: Any

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

- 1: Introduction.
Discussion of Borders and No Borders
- 2: Henry James, “Daisy Miller”
- 3: Anzia Yeziarska, Bread Givers
- 4: Bread Givers
- 5: Bread Givers
- 6: Ernest Hemingway, “The Short Happy Life of Francis Macomber” &
“The Snows of Kilimanjaro”
- 7: Jhumpa Lahiri, Unaccustomed Earth
- 8: Unaccustomed Earth
- 9: Unaccustomed Earth
- 10: Unaccustomed Earth
- 11: Khaled Hosseini, Kite Runner
- 12: Kite Runner
- 13: Kite Runner
- 14: Field Project Reports (date tentative)
- 15: Field Project Reports (date tentative)
- 16: Chinua Achebe, Things Fall Apart
- 17: Things Fall Apart
- 18: Things Fall Apart
- 19: Buchi Emecheta, Kehinde
- 20: Kehinde
- 21: Kehinde

- 22: David Henry Hwang, M. Butterfly
- 23: M. Butterfly
- 24: Comparative Global Experience Reports (presentations)
- 25: Comparative Global Experience Reports and Grand Finale

Disembarkation Day – April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute 20% of the contact hours for each course.

Field Class Title: “US vs THEM? US and THEM?”

Outcomes: E142 provides an excellent opportunity to examine the concept of borders and its antithesis, no borders, and asks us to position ourselves outside familiarity so that we can learn about others and about ourselves through them.

The course provides a platform for both a global and a diverse understanding of people. The method is literary/experiential: to read, to feel, to see, and–through our field project–to witness, to participate, to know. The field project will allow us to make the stuff of our readings more palpable, more concrete, thus more knowable. We step outside the realm of literature into the world, and we interact with people in contexts unfamiliar, yet already introduced to us by our books.

- How does the field trip help you understand the book better?
- Did our field trip allow you to appreciate cultural differences? (Desired outcome: a discussion of “us” and “them” without labeling)
- Starting with where you are or have been, did the field trip change or refine your perception of our global context in the 21st century? If so, how?
- What does the border mean? Based on your field experience, do you see nuances in the concept of borders?

Activities:

- Visiting museums or historical cultural institutions or public schools/colleges
- Interacting with local members
- Participating in local, traditional ceremonies

Assessment: 30% of the final grade

- Presentation (10%). Presentations will start right after we get back from the port. 5 minutes
- Paper (20%). Due right after the last presentation is done. 2-3 pages

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

Journal Assignment, 10%

You will write about your experience in each port about the theme of the course—being simultaneously within and outside borders—and learning about others and about yourself. In each port, get engaged in conversations with local members, take pictures or film videos, share common interests. After your return to the ship each time, write a one-page journal entry (summary, report, critique). After the final port, you will read all reports and write an analysis of your experience throughout the entire voyage, 2 pages.

- From all the reports, has anything emerged? If so, what is it?
- What is your most memorable experience and why?
- What have you learned about “the other”? Has this journey changed your perspective of “the other”?
- Has this helped you understand who you are or who we are in America? If so, how?

METHODS OF EVALUATION

Your grade will be averaged for the following assignments:

- 20%, Two Reading Response Papers, 2-3 pages (10% each)

I encourage you to think and write about the concept of borders and to connect your thinking to our texts. Find something compelling—a singularity, a notion, or as T.S. Eliot suggested once, some compelling image or event that causes you to focus your feelings and ideas about the text. The response paper should be well-focused and developed, almost a “mini-paper.” A mediocre response paper will merely parrot back our reading and discussion; a good response paper will be more inquisitive, perhaps raise questions and answers them; an excellent paper might introduce something we’ve overlooked in class discussion and perhaps begin to frame your own theory of borders.

Choose two books from the semester. Topics/passages/chapters to write about will be announced during the semester. The response paper is due on the first discussion day of the following book.

-30%, Final Paper (5-6 pages)

The purpose of the course, and the SAS mission, is to promote critical thinking about our world and its inhabitants. "Borders" explore location, difference, identity, gender, and cultural formation. For your final paper, you will be asked to write about borders based on a text or texts from the semester. A specific paper topic will be given.

-10%, Field Project Presentation (See Field Project Assignments)

-20%, Field Project Paper (See Field Project Assignments)

-10%, Comparative Experiential Project (See CEP Assignment)

-10%, Class Participation and Attendance

Throughout the semester each of you will lead one class discussion. At the beginning of class, you will introduce the reading of the day (15 minutes). You can talk about the author, or present the historical cultural context, or interpret a passage/chapter from the reading assignment for the day.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the

instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More

details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

TBA

FILMS

TITLE OF FILM: *M. Butterfly*
DISTRIBUTOR: Warner Brothers

TITLE OF FILM: *Kite Runner*
DISTRIBUTOR: Paramount

ELECTRONIC COURSE MATERIALS

TBA