

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2022
<b>Discipline:</b>	International Education
<b>Course Number and Title:</b>	IE 200 Global Studies
<b>Division:</b>	Lower
<b>Faculty Name:</b>	Tom Taylor, Alissa Arp, Claude-Hélène Mayer
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

### COURSE DESCRIPTION

The field of Global Studies explores transnational patterns of human experience across time and space, drawing on multiple disciplines and ways of knowing. Its aim is to better understand important global forces that structure our lives, shape the future, and demand our attention as we seek a better world.

Our Global Studies course is the connective academic experience for the shipboard community. It is the place where we draw meaning from our time on the water, our varied cultural encounters, our explorations in port, and our inevitable conversations about obligations and opportunities as global citizens. The course provides a narrative for the voyage, and skills and knowledge useful after our travels.

The course weaves together themes of Port Country Discovery and Global Citizenship, drawing in aspects of culture, socio-economics, current issues, intercultural competency, and environmental sustainability. Our unifying narrative will be around “Glocalization” which is the combination and interaction of global and local forces of change; it is the very essence of the Semester at Sea academic experience and the foundation of our adventure in Global Studies. Using the long lens of history to understand major trends that are defining our world today, this course will analyze how those trends are shaping the communities we visit and, in turn, how those localities contribute to global trends. Two major themes – international human rights and the legacy of colonialism – will be especially highlighted through this glocal framework.

### LEARNING OBJECTIVES

Port Country Discovery – Students will be able to:

1. Demonstrate observational and analytical skills needed to draw cross-cultural comparisons and to assess the similarities and differences in a variety of human experiences.

2. Identify key conditions and defining systems (e.g. cultural, economic, environmental, historical, political, and/or technological) of port countries in preparation for intercultural encounters.

Becoming 'Intercultural' – Students will be able to:

3. Identify their own assumptions, beliefs, and biases to increase their own cultural self-awareness and how this may impact their interactions with others.
4. Demonstrate an understanding of cultural differences and similarities in order to enhance their intercultural communication skills as they go about navigating their cultural encounters.

Blue World – Students will be able to:

5. Demonstrate knowledge of ocean dynamics and their role in global climate systems and environmental sustainability.
6. Describe key aspects of the human uses and abuses of the marine environment and how they inform global citizenship and the development of ocean stewardship.

Global Citizenship: Local Rights in a Transnational Context – Students will be able to:

7. Identify key developments in the recent history of human rights and, using a glocal lens, consider how those rights are applied, implemented or ignored at the national and local levels.
8. Recognize the opportunities to act as a global citizen with capacity to improve the rights of all peoples around the world.

## REQUIRED TEXTBOOKS

None

## TOPICAL OUTLINE OF COURSE

### Embarkation Day – September 9

- 1: Glocalism: a Primer  
Reading: Victor Roudometof, "Mapping the Glocal Turn,"  
*Glocalism: Journal of Culture, Politics and Innovation*.  
[https://glocalismjournal.org/wp-content/uploads/2020/03/Roudometof\\_gjcp\\_i\\_2015\\_3.pdf](https://glocalismjournal.org/wp-content/uploads/2020/03/Roudometof_gjcp_i_2015_3.pdf).

- 2: Europe: Global Statistical Analysis  
Reading: TBD

### Intercultural Competences

- What is intercultural communication and competence all about?
- Where do you stand in terms of your intercultural competences?
- Self-test intercultural competences

Reading: McKinnon: What is intercultural competence?  
Self-test: intercultural competence

- 3:** European Common Market: Economic and Political Primer  
Reading: [A History of the EU](#)

BW Oceans and Continents

[Why this deep-sea explorer thinks diversity is so important for science](#)

[Oceans 101](#) Video

[Challenger Deep](#)

[ALVIN: Human Occupied Vehicle \(HOV\)](#)

- 4:** Eurovision  
Reading: Vuletic, “the Values of Eurovision” (PDF).

Intercultural communication –Basic ideas about it and what we need it for on this journey: Verbal, non-verbal, intercultural communication techniques

- 5:** PCD: Cultural Pre-Port Portugal  
Reading: Portugal World Report

BW The Ocean Depths

[The Sea’s Weirdest Creatures, now in ‘Staggering’ Detail](#)

[Could Listening to the Deep Sea Help Save It?](#)

[Drain the Ocean Video](#)

- 6:** Overview of Islam: Past and Present  
Reading: Morocco World Report: Section on Religion

ICC 3: Intercultural competences around culture and religions

- 7:** Cultural Pre-Port Morocco  
Reading: Morocco World Report

- 8:** Morocco in Transregional Perspective:  
Reading: [The US supports illegal annexations by Israel and Morocco.](#)

ICC 4. Cultural Orientations and dimensions

Their influence on our interactions: Example Morocco

Reading: Morocco Culturegram

- 9:** Europe’s Demography in Comparative Perspective  
Reading: “The Hollowing out of Spain” PDF

BW Ocean Currents

[Crucial Ocean Current System Including Gulf Stream Is Faltering](#)

[Gulf Stream System at its weakest in over a millennium](#)

[How science solved the mystery of feet washing ashore in the Pacific Northwest](#)

- 10:** Overview of Christianity: Past and Present  
Reading: TBD

ICC 5. Cultural orientations and dimensions  
Their influence on our interactions. Example Greece  
Reading: Culturegram Spain

- 11:** Portugal and Spain's Authoritarian Past and what it means for their democratic futures.  
Reading: [In the shadow of Franco's legacy, Spain faces its fascist history.](#)

BW The Mediterranean Sea  
[Europe's most valuable marine species 'reduced to a fraction' of their current population by 2100](#)  
[They spent 28 days under the sea—and found another Earth](#)

- 12:** Spain Pre-port  
Reading: Spain World Report; "Why the 'el Clasico' Matters"(PDF)

- 13:** NO CLASS – ICC ASSESSMENT DUE

- 14:** The Music of the Mediterranean World  
Reading: TBD

ICC 6. How do my perceptions impact on my thinking, feeling and behaving?  
Reading: Musuda (2016). Culture and Perception.

- 15:** GC: Global Migration and the Mediterranean World  
Movie: *Adu* (watched prior to class).

BW Biodiversity and Nearshore Environments in the Mediterranean Sea  
[Biological diversity in the Mediterranean](#)  
[Different types of Mediterranean wetlands](#)

- 16:** The Complex History of the Balkans  
Reading: Book Review of [Robert Kaplan, \*Balkan Ghosts\*](#)

ICC 7. How do my emotions affect my intercultural communication

- 17:** GC: Human Rights and Genocide: the Lessons of Yugoslavia 25 Years Later  
Reading: [Under a Divisive Peace, Wartime Rifts Hobble Hope in Bosnia](#)

BW Coral Reef Ecosystems  
[The Great Barrier Reef Has Lost Half Its Corals](#)  
[Coral reef biodiversity predicted to shuffle rather than collapse as climate changes](#)  
[Northern Red Sea corals pass heat stress test with flying colors](#)

- 18:** Croatia Pre-Port  
Reading: Croatia World Report
- ICC 8: Values and behavioral concepts in Croatia  
Croatian Culture: <https://culturalatlas.sbs.com.au/croatian-culture/croatian-culture-etiquette>
- 19: NO CLASS #2**
- 20:** Overview of Greek History  
Reading: Taylor, "Ancient Greece," PDF
- ICC9: Managing conflicts across cultures- practical tools  
Reading: LeBaron (2003)  
[https://www.beyondintractability.org/essay/culture\\_conflict](https://www.beyondintractability.org/essay/culture_conflict)
- 21:** Europe's Right Turn  
Movie: *Golden Dawn: a Personal Affair*,  
Angelique Kourounis, 2016 (view before class.)
- BW Primary Productivity and Trophic Cascades  
[Energy flow & primary productivity](#)  
[How sea otters help save the planet](#)  
[Whales change climate](#) Video
- BW assessment; Think like an Ocean**
- 22** Greece Pre-Port  
Reading: Greece World Report
- ICC10: How to communicate culturally sensitive in Greece?  
Reading: Culturegram Greece
- 23: NO CLASS #3**
- 24: NO CLASS #4—Mid-term Exam**
- 25:** ICC 11. How does my upbringing shape my cultural identity and my intercultural competence  
Reading: Mayer, C.-H. (2016). *Mori-Joe: exploring magical paths. A reading companion to intercultural learning and personality development.* Münster: Waxmann.
- BW Estuaries and Inland Waterways  
[Mediterranean Is Scary Laboratory of Ocean Futures](#)  
[Ocean Dead Zones May Be Worse Than Thought](#)

- 26:** The Geopolitics of the Eastern Mediterranean  
Video: Interview with Mara Karlin
- ICC12: How do we deal with stereotypes and prejudices effectively in intercultural communication?  
Reading: Culture and perception:  
<https://www.apa.org/pubs/highlights/spotlight/issue-71>
- 27:** Cyprus Pre-Port:  
Reading: Cyprus World Report
- BW Fisheries and Overfishing  
[There aren't plenty of fish in the sea](#)  
[How overfishing threatens the world's oceans—and why it could end in catastrophe](#)
- 28:** Overview of Judaism: Past and Present  
Reading: Israel World Report
- ICC13: Intercultural competence and mental health
- 29:** **No Class #5-Suez Transit  
Eurovision Paper Due**
- 30:** Jordan and Refugees  
Movie: *Promises* (to be seen before class).
- 31:** Pre-Port: Jordan, Israel and Palestine in Comparative Perspective  
Reading: Jordan, Israel and Palestine World Reports
- BW Oceans and Climate Threats  
[The ocean and climate change](#)  
[Ocean acidification in the Northern Indian ocean](#)  
[Bird and mammal diversity is declining with biological invasions](#)
- 32:** Jordan and Israel: Processing what we saw and learned
- 33:** The Indian Ocean in Cultural and Economic Perspective:  
Reading, Taylor, "The History of the Indian Ocean," PDF.
- BW The Indian Ocean  
[The Maldives is being swallowed by the sea. Can it adapt?](#)  
[Maldives records highest microplastic pollution](#)
- 34:** An Overview of Colonialism in East Africa  
Reading: Taylor, "A Brief History of Colonialism in Africa," PDF
- ICC14: Understanding Ubuntu and African mindsets

Reading – What is Ubuntu?

**35: NO CLASS #6**

**36:** Africa in Music and Art; Africa in 10 maps  
PPT: Africa in 10 Maps

**37:** ICC 15: African cultural concepts - East African cultures and languages  
Reading: Mayer: Value concepts in East Africa

BW Biodiversity, Biogeography, Evolution

[What is Biological Diversity or Biodiversity?](#)

[Where did all of Madagascar's species come from?](#)

**38:** An Overview of Swahili Culture and History; Human Rights in East Africa  
Reading: Taylor, "Introduction to the History of East Africa," PDF;  
[Human Rights Watch: East Africa Report.](#) PDF

**39:** Safaris and Cities- Understanding the Image and Reality of Kenya  
Reading: TBD

BW Ocean Plastics

[Ocean microplastic pollution may be greater than estimated](#)

[Reshaping the plastic lifecycle into a circle](#)

[The world's nations agree to fix the plastic waste crisis](#)

[This pregnant whale died with 50 pounds of plastic in her stomach](#)

[Plastic Cigarette Wrapper Found Inside a Jellyfish](#)

**40:** Kenya Pre-port  
Reading: Kenya World Report

**41: NO CLASS #7**

**42:** Overview of Hinduism: Past and Present  
Reading: India World Report: Section on Hinduism

ICC16: Intercultural competences and Indian cultures  
Culturegram India

**43:** India's Colonial Legacy  
Reading: Taylor, "A History of India," PDF

BW Marine Stewardship - Part 1 - Hope for the Future

[Helping coral reefs survive under climate change](#)

[Hawaii Group Sets Record for Largest Haul of Plastic Removed from Great Pacific Garbage Patch](#)

[Ocean Stewardship Coalition](#)  
[Marine Stewardship Council](#)

44: An introduction to Bollywood; India: The World Largest Democracy?  
Reading: Siddartha Deb, '[They Are Manufacturing Foreigners](#)'

45: NO CLASS #8

46: Final Exam

47: India Pre-Port  
Reading: India World Report

BW Marine Stewardship - Part 2 - Hope for the Future  
[Ocean Stewardship Coalition](#)  
[Marine Stewardship Council](#)

48: India: Processing what we saw and learned

49: NO CLASS #9

50 NO CLASS #10.

Disembarkation Day – December 22

Writing Assignments

Assignment 1: Blue World – *Think like an Ocean*

*Thinking like a Mountain* is a term coined by Aldo Leopold in his book *Sand County Almanac*. Leopold discusses the thought process as a holistic view on where one stands in the entire ecosystem. To think like a mountain means to have a complete appreciation for the profound interconnectedness of the elements in the ecosystems. It is an ecological exercise using the intricate web of the natural environment rather than thinking as an isolated individual or in our case, a single component of the oceanic realm.

NOW - Think like an ocean - Imagining what you would experience, 'think', and 'feel' as a tiny organism, nutrient particle, or cubic meter of seawater as you move around in the open ocean. Reflect on the interconnectedness of the oceanic ecosystem as you travel through this huge realm initially as a tiny component – growing, photosynthesizing or eating, being eaten or absorbed, decaying and re-emerging as trapped energy in a new life form. Where did you start out and where did you end up? Or is there an end?

In a 500-600 word essay, use creative license to describe your journey and role in the first-person narrative. Based on our discussions in class and your readings, emphasize “the intricate web of the natural environment” in the open ocean.

## **Assignment 2: Intercultural competence and cultural orientations**

In our Global Studies course you have learned about cultural orientations, why they are being used in cross-cultural studies and how they can be used to expanding culture-specific intercultural competences.

In this 500-600 word assignment you are asked to reflect upon one selected critical cultural incident which you have experienced in one of the countries we have visited so far on our journey. It can be a situation that you have experienced whilst communicating with people from this culture or it can be a situation that you have observed/witnessed which happened between other people. The assignment aims at a deeper reflection of cultural orientations which influenced the situation. In the assignment, please use the following steps:

1. Describe the critical incident: provide a title, explain what happened in the situation, who was involved in the situation and describe clearly the cultural factors impacting on this situation. Describe the incident from the beginning to the end and conclude in the end how the situation was resolved.
2. In a second step you use the cultural orientations which you know from the theories we discussed in this course. Choose maximal 5 cultural orientations and explore and analyze the described critical incident based on the cultural orientations which impacted on the situation. Describe how the cultural orientation impacted in detail and provide interpretations why they were impactful. Put yourself into the perspectives of the different individuals involved into the situation and describe from more than one perspective how the cultural orientations impacted.
3. Finally, compare this critical incident to a similar situation at home and explain what similarities and differences exist between such an incident at home and in the selected culture.

## **Written Assignment 1: Eurovision – The Politics and Culture of Diversity and Inclusion**

“Established in 1956, the Eurovision Song Contest (ESC) is the world's largest popular music event and one of the most popular television programmes in Europe, currently attracting a global audience of around 200 million people. As it is based on national entries, Eurovision provides case studies of how countries have imagined and branded themselves for a pan-European audience, while its voting results have been used as a measure of how different national publics perceive each other. Furthermore, political issues such as minority rights have been highlighted there through the performances of members of ethnic and sexual minorities, while other entries have taken environmental and peace causes as their theme.”<sup>[1]</sup>

Eurovision is at one and the same time an idealized vision of European unity and a contest that shows the warts and challenges of its transnational ideal. It is a contest that is expressly designed to be apolitical but often profoundly reflects the social, political and cultural tensions of the day, both in the country's nominations for their annual entry and in voting to determine the annual winner. In short it is a window into Europe and the issues and challenges facing Europe today.

In this assignment we will use the most recently completed Europe Song Contest (ESC) in Turin, Italy in May 2022 to investigate the issue of multiculturalist Europe. Building on the theme of Glocalism we will consider how the ESC itself promotes a vision of multicultural inclusion at the same time Europe is struggling with issues of immigration and refugees.

### **Assignment:**

In a 500-600 word essay address the following questions:

- 1) Based on the readings and materials what are the central issues facing immigrants and minority communities in the country you are examining?
- 2) What does this person's or group's life experiences tell you about the issues of immigration and inclusion in the country they are representing?
- 3) How does their music and performance address the issues of immigration and minority rights either globally or in the country that they represent?

### **METHODS OF EVALUATION**

Assignments and assessments for this course include the following:

1. Lectures. Attend all lectures, and complete periodic and unannounced in-class writing exercises. Attend only the section (0830 - 0930 or 1000 - 1100) in which you are enrolled.
2. In-Class Writing. Respond, during some lectures, to questions periodically posed by the instructors. Submit your responses as you exit the class or when requested to do so. These responses are graded as pass/fail, they must be submitted in the section within which you are enrolled, will be used for attendance purposes, and cannot be made up.
3. Reading/Viewing. Carefully read assigned articles and essays, and view assigned films that will be screened on the loop during the times they are available.
4. Exams. There is one major midterm exam for this course, which will be primarily multiple-choice and short answer and two quizzes. Exams and the quizzes will cover lecture material as well as essential information and arguments from the required readings and films.
5. Written Assignments. There are two required assignments for this course described in detail below.

The allocation of points for your course grade is as follows:

- 25% Midterm exam: Primarily multiple-choice and short answer, given on the evening of assigned day
- 20% Final Test- Primarily multiple-choice and short answer, given on the evening of assigned day
- 15% Assignment #1 – Blue Waters
- 15% Assignment #2 Intercultural Competencies
- 15% Assignment #3– Eurovision
- 10% In-class writing on 3x5 cards, throughout the semester, each graded as pass/fail.

These exercises cannot be made up, but the single lowest grade (typically a “fail” because of absence) will be dropped.

## 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**

None

### **FILMS**

None

### **ELECTRONIC COURSE MATERIALS**

None

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<sup>[1]</sup> Dean Vuletic, *Post-War Europe and the Eurovision Song Contest*, (Bloomsbury Press, London: 2019).