

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2023
Discipline: International Education
Course Number and Title: IE 200 Global Studies
Division: Lower
Faculty Name: Scott Denning,
Lori Barker,
Kelly Long,
Instructional Coordinators: Erin Fender, Adam Walsh
Semester Credit Hours: 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 on aspects of science, history, socio-economics, current issues, and intercultural competency. Our unifying narrative will explore sustainable development: the tension between global inequities or opportunity and the urgent need to respond to global environmental change. What does Global Citizenship mean in a world where billions of people aspire to greater sustenance and security at the same time that global environmental change requires a fundamental reworking of the ways we produce and use energy? From our home base in the rapidly changing global ocean, we'll visit cultures across a spectrum of prosperity. We'll learn about their unique challenges and solutions, and how we work together to shape the future.

LEARNING OBJECTIVES

Connective Narrative (CN) – Students will be able to:

1. Recognize the opportunities to act as a global citizen with capacity to improve the health and welfare of others, and the sustainability of the Earth's systems.
2. Analyze the linked challenges of poverty, equity, and energy in a world threatened by global climate change

Country and Culture Discovery (PCD) – Students will be able to:

1. Make cross-cultural comparisons that recognize similarities and differences of port country societies and cultures.
2. Define and provide examples of multiple perspectives, interconnectedness, interrelatedness, and global impact.
3. Identify key conditions and defining systems (e.g. cultural, economic, environmental, historical, political, and/or technological) of port countries in preparation for intercultural encounters.

Intercultural Competence (IC) – Students will be able to:

1. Identify their own cultural assumptions, beliefs, and biases in order to increase self-awareness.
 1. Define *culture*, *worldview*, and *imposed etics*
 2. Explain and give concrete examples for the *S's of Similarity* and *D's of Difference*
 3. Explain and give concrete examples of the Dimensions of Cultural Worldview (Kluckhohn & Strodtbeck; Landrum-Brown)
 4. Explain and give concrete examples of the Dimensions of Cultural Variation (Hofstede)
 5. Define *stereotypes*, *prejudice*, *discrimination*, and *racism*, and explain how these impact interpersonal relationships
 6. Define *intersectionality* and explain how our various cultural identities impact our sense of self and others
 7. Give concrete examples for how culture impacts interpersonal communication
2. Demonstrate an understanding of cultural differences and multicultural competence skills as a basis for effectively navigating cultural interactions.
 1. Use concepts from the intercultural portion of this course to analyze their personal experiences, the experiences of others, historical and current events
 2. Demonstrate personal progress toward *liberation of consciousness* and the development of *cultural competence*, *sensitivity*, *responsiveness*, and *humility*

Blue World (BW) – Students will be able to:

1. Demonstrate knowledge of ocean dynamics and their role in global climate systems and environmental sustainability.
2. 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.

REQUIRED TEXTBOOKS

The readings for this course will be available on the ship's intranet and in Moodle.

REQUIRED SUPPLIES

None.

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

1: Course Overview, Expectations, Introduction of the Global Studies Team and the Connective Narrative and 3 integrated course components

2: Voyagers, Sojourners, & Global Citizens

3: Global Awareness, Perspective and Cultural Maps
Lori – IC: What is culture? What is worldview?

Reading 1: Mio, Barker, Domenech Rodriguez, & Gonzalez (2020, 2023?) – Ch. 1, What is Multicultural Psychology?, pp. 3-12; Ch. 3, pp. 72-80

PCD: Perspective and Cultural Maps
Analyze McArthur's Universal Corrective Map set
World Fact Book and UN Data - Introduction to Statistical Representation

Assignment 1: World Perspectives Anticipation Guide

4: Introduction to South Asia
BW: Nature of Indian Region

Reading 2: Nature of Indian Region

PCD: History of India People, Poverty, Pollution

Reading 3: Culturegram India

5: India

PCD: Colonization and Culture Discovery

IC: Emotional Responses: S's of Similarity, Ds of Difference

Reading 4: Mio, Barker, Domenech Rodriguez, & Gonzalez (2020, 2023?) – Ch. 10, Where Do We Go From Here? Building Multicultural Competence, pp. 358-373

Assignment 2: Watch and comment: Salaam Bombay!; Fire; A Passage to India

6: Introduction to Africa

IC: Understanding Cultural Differences: Value Orientation and Worldview (Kluckhohn & Strodtbeck)

Reading 5: Hills, M. D. (2002, August 8). Kluckhohn & Strodtbeck's Values Orientation Theory. Retrieved from <https://core.ac.uk/download/pdf/10687053.pdf>

PCD: History of Africa Trade in Goods and Ideas

Reading 6: Culturegram Africa

7: Africa

IC: Understanding Cultural Differences: Value Orientation and Worldview (Landrum-Brown)

Reading 7: Components of Worldview Chart (Brown & Landrum-Brown, 1995; adapted by Sue, Ivey, & Pedersen, 1996))

BW: Nature of Africa

Reading 8: Nature of African region

Assignment 3: Watch PBS: Africa

8: Understanding Cultural Differences & the Three S's of Climate Change: Simple, Serious, Solvable

IC: Dimensions of Cultural Variation (Hofstede)

Reading 9: Usmani, F. (2022, March 19). Hofstede's cultural dimensions: Explanation, limitation, and examples. *Parsadi*
Retrieved from <https://parsadi.com/hofstedes-cultural-dimensions/>

BW: Three S's of Climate Change: Simple, Serious, Solvable

Reading 10: Simple, Serious, and Solvable

9: Understanding Cultural Differences (cont.)

IC: Understanding Cultural Differences: Dimensions of Cultural Variation (Hofstede) (cont.)

PCD: Political Concerns Contemporary World

10: Wind, Rain, & Currents

BW: Rains Down in Africa: Winds, Rain, and Currents

Reading 11: Wind, Rain, & Currents

11: Kenya Arts & Culture

PCD: Kenya Arts & Culture

12: Understanding Cultural Differences (cont.) and the Arab World

IC: Dimensions of Cultural Variation (Hofstede) (cont.)

Reading 12: Mio et al. (2020, 2023?)--

PCD: Arabic World: Trade, Exchange, Ideas, People

Reading 13: Culturegram MENA

Assignment 4: Arab World Anticipation Guide

13: Indian Ocean

PCD: The Indian Ocean

14: Colonialism

PCD: A Brief History of Colonialism

IC: The Colonial Mindset

Reading 14: Mille (2020, July 1). 7 Signs You Have Colonial Mentality: How centuries of colonialism has shaped how we see ourselves.

Retrieved from <https://www.milleworld.com/signs-of-colonial-mentality/>

15: Breathing of the Earth

BW: Breathing of the Earth

Reading 15: Breathing of the Earth

16: Climate Justice and Islamic Empires

BW: Climate Justice

Reading 16: Climate Justice

PCD: Islamic Empires Ibn Battuta

17: Intercultural Competence and Nature of North Africa and the Middle East
IC: Intercultural Competence: Stereotypes, Prejudice, Discrimination, and Racism

Reading 17: Mio, Barker, Domenech Rodriguez, & Gonzalez (2020, 2023?) – Ch. 6, Stereotyping, Prejudice, Discrimination, and Racism

BW: Nature of North Africa and the Middle East

Reading 18: North Africa & Middle East

18: GUEST SPEAKER: David Haberman on Comparative Religion

19: Intercultural Competence and Religious History and Contemporary Foreign Policy
IC: Intercultural Competence: Stereotypes, Prejudice, Discrimination, and Racism (cont'd)

Reading 19: Mio, Barker, Domenech Rodriguez, & Gonzalez (2020, 2023?) – Ch. 6, Stereotyping, Prejudice, Discrimination, and Racism

PCD: Religious History & Contemporary Foreign Policy

20: Jordan

PCD: Culture of Jordan

21: Building the Suez Canal

PCD: Building the Suez Canal

22: International Student Panel and the Nature of the Mediterranean

BW: Nature of the Mediterranean

Reading 20: Culturegram Cyprus

23: Cyprus: History in the present

PCD: History in the Present (Cyprus)

24: Intercultural Competence

IC: Intercultural Competence: Stereotypes, Prejudice, Discrimination, and Racism (cont.)

Reading 21: Culturegram Greece

25: Economics of Fire

BW: Economics of Fire

Reading 22: Economics of Fire

26: Greece: Mythology to Modern
PCD: Greece: Mythology to Modern

27: Greece: Western Traditions
PCD: Greece: Western Traditions

28: Heat, Drought, and Hunger
Heat, Drought, and Hunger (Scott)

Reading 23: Heat, Drought, and Hunger

Modeling Difficult Dialogues - Gender Roles.

29: Intercultural Competence
IC: Intercultural Competence: Cultural Differences in Communication

Reading 24: Mio, Barker, Domenech Rodriguez, & Gonzalez (2022, 2023?) – Ch. 4,
Cultural Differences in Communication

30: Water, Water Everywhere
BW: Water, Water Everywhere

Reading 25: Water, Water Everywhere

31: Croatia: What's in a name?
PCD: Croatia: What's in a Name?

Reading 26: Culturegram Croatia

32: Intercultural Competence
IC: Intercultural Competence: Developmental Model of Intercultural Sensitivity
(Bennett)

Reading 27: Bennett, M. J. (2004). Becoming interculturally competent. In J. S.
Wurzel (Ed.), *Toward Multiculturalism: A reader in multicultural education*.
Newton, MA: Intercultural Resource Corporation.

33: Climate Diplomacy
BW: Climate Diplomacy

Reading 28: Climate Diplomacy

34: Global Perspective and Reinventing Fire
IC: 5 Dimensions of a Global Perspective (Hanvey)

Reading 29: Hanvey, Robert, 1982. "An Attainable Global Perspective." Theory Into Practice vol. 21, no. 3, Summer, pp. 162-167.

Retrieved from <https://www.maailmakool.ee/wp-content/uploads/2015/08/hanvey-attainable-global-perspective.pdf>

BW: Reinventing Fire

Film 1: Cities of Light: The Rise and Fall of Islamic Spain (Documentary)

35: Spain: Explorers and the Sea
PCD: Spain: Explorers and the Sea

Reading 30: Culturegram Spain

36: Morocco
Reading 31: Culturegram Morocco

37: Cleaning Up Our Mess
BW: Cleaning Up Our Mess

38: Intersection of Cultures and Nonbinary Future
PCD: Intersection of cultures

Scott – BW: Nonbinary Future

Reading 32: Nonbinary Future

39: Morocco
PCD: Morocco

40: A Better World
BW: A Better World

Reading 33: A Better World

41: Portugal
PCD: Portugal: How far they went

Reading 34: Culturegram Portugal

42: FINAL CLASS: Re-Entry

Reprisal – Where we started, what we’ve learned, and where we are going

Psychological preparation for re-entry

Reading 35: Sussman, Nan, 2002. “Sojourners to Another Country: The Psychological Roller-Coaster of Cultural Transitions.” Online Readings in Psychology and Culture, 8(1). Retrieved from <https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1067&context=orpc>

Disembarkation Day – April 20

METHODS OF EVALUATION

1. Summative Evaluation 20%
 1. Comparative Experiential Project
2. GS Learning Activities 20%
 1. Product that is turned in
 2. 1 every 4 class periods = 10
3. Small Group Participation 20%
 1. Peer responses to the GS Learning Activities
 2. Students required to respond to at least one GSLA of a peer
4. Reading Responses 20%
 1. Students in small groups post a question they have about the readings and group members answer each other’s questions
 2. Students required to respond to at least one question from their peers
5. In Class Polling Activities 20%
 1. At least once each class period we ask a polling question that students must respond to

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 is mandatory. There are no excused absences, but it is at the instructor's discretion to assign a grade to the participation requirement.

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

AUTHOR: Dr. Jeffery Scott Mio
Dr. Lori A. Barker,
Melanie M. Domenech Rodriguez
John Gonzalez

TITLE: Multicultural Psychology / Edition 5

PUBLISHER: Oxford University Press

ISBN-10: 0190854952

ISBN-13: 9780190854959

DATE/EDITION: 01/29/2019 / 5th

AUTHOR: Tom S. Garrison
Robert Ellis
TITLE: Oceanography: An Invitation to Marine Science / 10th Edition
PUBLISHER: Cengage Learning
ISBN-10: 0357452755
ISBN-13: 978-0357452752
DATE/EDITION: 01/1/2021 / 10th

AUTHOR: Jeffrey D. Sachs
TITLE: The Age of Sustainable Development
PUBLISHER: Columbia University Press
ISBN-10: 0231173148
ISBN-13: 978-0231173148
DATE/EDITION: 03/3/2015

AUTHOR: Mathew Hampshire-Waugh
TITLE: Climate Change and the Road to Net-Zero
PUBLISHER: Crowstone Publishing
ISBN-10: 1527287963
ISBN-13: 978-1527287969
DATE/EDITION: May 14, 2021

FILMS

TITLE OF FILM: Cities of Light: The Rise and Fall of Islamic Spain (Documentary)
DISTRIBUTOR: Public Broadcasting Service (PBS) (2007) (USA) (TV)

ELECTRONIC COURSE MATERIALS

AUTHOR: Michael D. Hills
ARTICLE/CHAPTER TITLE: Kluckhohn and Strodtbeck's Values Orientation Theory
JOURNAL/BOOK TITLE: Online Readings in Psychology and Culture
VOLUME: 4
DATE: 8-1-2002
PAGES: 1-14
RETRIEVED FROM: <https://core.ac.uk/download/pdf/10687053.pdf>

AUTHORS: Dr. Jeffery Scott Mio
Dr. Lori A. Barker,
Melanie M. Domenech Rodriguez
John Gonzalez
BOOK TITLE: Multicultural Psychology
CHAPTERS: 1, 4, 6, 10,
VOLUME: 5th (maybe 6th)
DATE: 1-29-2019 (6th edition to be released in 2023)
PAGES: 1- 496

AUTHOR: Mark Monmonier
CHAPTER TITLE: Introduction
BOOK TITLE: How to Lie with Maps
EDITION: 3rd
DATE: 2018
PAGES: 1-7

AUTHOR(S): Mille Team
ARTICLE TITLE: 7 Signs You Have Colonial Mentality: How centuries of colonialism has shaped how we see ourselves
DATE: 7-1-2020
RETRIEVED FROM: <https://www.milleworld.com/signs-of-colonial-mentality/>

AUTHOR(S): Fahad Usmani
ARTICLE TITLE: Hofstede's Cultural Dimensions: Explanation, Limitation, and Examples
DATE: 3-19-2022
RETRIEVED FROM: <https://parsadi.com/hofstedes-cultural-dimensions/>

AUTHOR: Robert Harvey
ARTICLE/CHAPTER TITLE: An Attainable Global Perspective
JOURNAL/BOOK TITLE: Theory Into Practice
VOLUME: 21
DATE: Summer 1982
PAGES: 162-167
RETRIEVED FROM <https://www.maailmakool.ee/wp-content/uploads/2015/08/harvey-attainable-global-perspective.pdf>

AUTHOR: Nan M. Sussman
ARTICLE: Sojourners to Another Country: The Psychological Roller-Coaster of Cultural Transitions
JOURNAL: Online Readings in Psychology and Culture
VOLUME: 8
DATE: 2002
PAGES: 1-11
RETRIEVED FROM
<https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1067&context=orpc>

AUTHOR: Milton J. Bennett

ARTICLE/CHAPTER TITLE: Becoming Interculturally Competent

JOURNAL/BOOK TITLE: In J.S. Wurzel (Ed.), Toward Multiculturalism: A reader in multicultural education.

DATE: 2004

PAGES: 13

Components of Worldview Chart (Brown & Landrum-Brown, 1995; adapted by Sue, Ivey, & Pedersen, 1996))

Evrard, Amy Y., "What All Americans Should Know about Women in the Muslim World: An Introduction" (2016). What All Americans Should Know About Women in the Muslim World. 12. <https://cupola.gettysburg.edu/islamandwomen/12>

Ancient Greece, the Middle East and an ancient cultural internet:

<https://www.theguardian.com/education/2013/jul/11/ancient-greece-cultural-hybridisation-theory>

Ober (2008). What the Ancient Greeks Can Tell Us About Democracy. Annual Review of Political Science 11(1).

<https://www.annualreviews.org/doi/10.1146/annurev.polisci.11.112006.143750>

Brence (2014) The Unbearable Lightness of Casablanca: In Defense of a Committed Cosmopolitanism. The Journal of Speculative Philosophy. Vol. 28, No. 4. pp. 422-437.

<https://www.jstor.org/stable/10.5325/jspecphil.28.4.0422>

The Black Mediterranean and the Politics of the Imagination:

<https://merip.org/2018/10/the-black-mediterranean-and-the-politics-of-the-imagination>

J Wilcox, B Kolosz, & J Freeman (2021) Carbon Dioxide Removal Primer,

<https://cdrprimer.org/read>

David Roberts (2017). The Key to Tackling Climate Change: Electrify Everything. Vox.

<https://www.vox.com/2016/9/19/12938086/electrify-everything>

David Roberts (2019). The Case for Conditional Optimism on Climate Change. Vox.

<https://www.vox.com/energy-and-environment/2018/12/28/18156094/conditional-optimism-climate-change>

Scott Denning (2022). Building a Better World: Climate Justice in the 21st Century. (in prep for SAS sp23)

ProQuest CultureGrams for each country included in the SP23 voyage:

<https://about.proquest.com/en/products-services/culturegrams/>