

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2023
Discipline:	Liberal Arts
Course Number and Title:	LB 173 Encountering the Global
Division:	Lower
Faculty Name:	Dr. Kelly Long
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

Introduction to arts and humanities within a global cultural context via interdisciplinary approaches and cultural materials, or texts broadly conceived from the fields of literature, history, music, film, the visual arts, popular culture, etc., for a greater appreciation and experience of global cultures.

This course investigates cultural narratives, artistic depictions, documentary and entertainment film, and historical events through a variety of in-and-out-of-class activities designed to help us learn more about countries we'll be visiting and connections between them historically and in the present. We will explore cultural epics, classic tales, arts, critical historic events, and natural phenomenon to analyze how these "texts" have reflected, shaped, and guided understandings of self and others. Throughout our study we will seek to contrast, compare, and chronical the exchange of goods, ideas, and people across time, place and culture.

LEARNING OBJECTIVES

Students will be able to:

Explain the historical context in which narratives and artistic representations were created. Compare and contrast literature, fine arts, performance art and film representations from diverse cultures.

Build Self-Awareness by assessing how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

Engage in activities designed to open inquiry about places on our voyage.

ASSESSMENTS:

Participation in weekly activities, team work, reading and film discussions - 40%

Craft a reflective and summative journal/narrative of their own (medium open) journey. Students will select an episode from their narrative to share with the class. 20%

Short written responses – 10%

Field Class Experience – 20%

Comparative Experiential Project (span four countries) – 5%
(Ask a question or make an observation – for presentation)
Quizzes and Exams - 5%

REQUIRED TEXTBOOKS

Articles, historical documents, images, and documentary and mainstream film will be used in this course. These resources will be used in alignment with each class session and will be accessible through the course Moodle platform, the ship broadcast, or in the Ship's library. Students must purchase two books, *Moving Mumbai* and *The Alchemist*.

Selections from:

Ramayana <https://www.gutenberg.org/files/24869/24869-pdf.pdf>

The Legend of Liyongo <https://africanpoems.net/epic/introduction-to-epics/>

The Arabian Nights

The Travels of Ibn Battutah (The Rihla)

The Odyssey

Paulo Coelho, The Alchemist

- ASIN : 0062390627
- Publisher : HarperOne; Anniversary edition (September 9, 2014)
- Hardcover : 208 pages
- ISBN-10 : 0007155662
- ISBN-13 : 978-0062390622

REQUIRED SUPPLIES

Camera or phone with a camera; Art supplies – if desired; Personal journal

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

Class Sessions

Guiding Questions:

How have people from this place depicted themselves, their beliefs, and cultural values through literature, art, architecture and film?

How have people from other cultures depicted people of this place?

What inputs have influenced your views of this place and its people/cultures?

1: Community Building

- Voyage Community Values
- Academic integrity
- Inclusive language
- Field Work, Field Class
- Comparative Experiential Projects

Course Content Overview:

- The Oceans and Seas of our Voyage – geography and history
- Connecting Themes – the past in the present; flow of goods, ideas, cultures/people

Activity: Effective group work and dialogue protocols

2: Indian Ocean Voyagers: Ancient Epics to Bollywood

Historical Foundations –

- Ancient History and Sacred Texts: *Upanishads, Bhagavad Gita*

- British East Indies Company to Republic of India

Read and discuss - Ramayana excerpts

3. Images of India

View: Indian Independence and Partition

- <https://www.choices.edu/video-playlist/?unit=422>

- Salaam Bombay* - documentary

- Slumdog Millionaire* – Hindu-Muslim Conflict; scenes of India

- Opening of Life of Pi* - religions

4. Contemporary India

Past to Present - *Choices Activity*: Partition of India

5. Field Course Experience preparation

OR

Historical Overview: Trade of Goods, People, and Ideas – Voyagers between India and Africa

6. Reflections on your field course experience – share out

Journal/travel narrative due before class session 8

Detailed assignment description on Moodle

7. East Coastal Africa – Swahili Coast

Read and Discuss: *The Legend on Liyonga* <https://africanpoems.net/epic/introduction-to-epics/>

Class Activity: Building a Road Across Africa

8. View: *Africa's Great Civilizations* PBS

9. Africa Colonialism

View: <https://www.choices.edu/video-playlist/?unit=408>

Activity: sources documents, maps, photo analysis and case studies

10. Comparing need and capacity – India and Africa

Activity: African Colonialism continued

view: *The First Grader*; *Out of Africa*

11. The Persian World to Arabic and Islamic Regions (Middle East North Africa)

Historical Overview and Islamic Golden Age

12. Arabian Nights- Classical literature

Read and Discuss: *Arabian Nights* <https://www.gutenberg.org/files/128/128-h/128-h.htm#chap01>

[Sinbad the Sailor https://www.gutenberg.org/files/47285/47285-h/47285-h.htm](https://www.gutenberg.org/files/47285/47285-h/47285-h.htm)

13. Islamic and Arabian world of Ibn Battuta

Activity: Mapping the journey of Ibn Battuta

Read and Discuss: Selections from Rihla

<https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta/journey/red-sea-east-africa-and-arabian-sea-1328-1330>

14: Religious intersections

View: Petra - Lost City of Stone

What cultures are represented in this famous “pink city of stone?”

15. Colonialism in the MENA region and the Post WWI era

View: Lawrence of Arabia

16: Suez Transit to Mediterranean

Read and discuss Excerpt: The Creation of the Suez Canal

What cultures are reflected in this technological creation? What impacts has it had?

17. Connections and reflections date

Activity: Venn Diagram and other comparative tools

Begin: Paulo Coelho, *The Alchemist*

18. Mediterranean World

Historical and Geographic Overview

Read excerpts: The Iliad and Odyssey

How have foundational epics shaped a sense of self-identity in the region?

1954 film with Kirk Douglas – *Ulysses*; 2019 Armand Assante, *The Odyssey miniseries*,

19. Homage to the Greeks and Turks

Read and Discuss: Shelly, Byron, Romantic Era

Moodle Selections

20. Mediterranean travels Historical Accounts

View - Zorba the Greek

21. Spanish explorers – Morocco and Portugal
Travel in the region, sea voyages, world exploration
View: *Don Quixote de la Mancha*

22. Northern Africa - Morocco

Discuss: Paolo Coelho *The Alchemist*

23. Iberian Peninsula – Portugal

24: Final Class – synthesis activity – comparative experiential project

25—FINAL CLASS – reflections and synthesis

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 this course.

Outcomes:

We will have a guided opportunity to see how history, religion, and cultural traditions are reflected in sacred architecture, art and museums. This experience will introduce students to chronology and intersection of various religious, economic, and social structures.

Through visits to museums, historical and sacred sites, contemplation of arts, music and other creative performances, this field course will help students develop their knowledge and understanding of ways that humans have given expression to varied social, religious, and cultural values that inform social structures, cohesion, and dissonance within and across countries. Students will gain insight to historical contexts in which these cultural expressions were created; will ask questions into the economic and political structures

supporting those creative projects; and consider the ways that artistic representations reflect upon the traditional and emerging values of the culture.

Field Class Assessment:

Assignment: Throughout the course and as part of the field class, students craft a journal of personal reflections that may be recorded in written, photographic, artistic, or scrapbook medium. These personal reflections will accrue over the course of our country visits, providing a source of information on which to form cultural comparisons and contrasts, and to chronicle personal growth and development throughout the voyage. Additionally, reflections crafted during and immediately following the field class will form a basis for ongoing comparison and analysis for all other ports and topics in the course, connecting it to the Comparative Experiential Project. Students will select from and share reflections of their cumulative observations, chronicling change over time and personal growth as they reflect upon their initial ideas and responses to countries.

Assessment section – 20% of grade

Comparative Experiential Project

The CEP is a required comparative assignment that spans multiple countries and affords students an opportunity to observe contrasts and comparisons between cultures and countries based on a subject of their own choice.

Students in LB 173 will select a “lens of analysis” through which they will observe, chronicle, and reflect upon their experiences, observations, and learning in four ports of our voyage. Students will use this lens to reflect upon ports/countries in comparison with others. Students might consider architecture, people on the street, children, commercial enterprises, bill boards/advertisements, evidence of historical figures, phenomenon in nature, or any other common phenomenon as their point of focus.

Students will reflect upon class materials (epics, literature, film, documentaries) and will use writing, photos, sketches, soundscape, or scrapbook collections to compare these “produced depictions of others” with their own experiences and observations across four countries. For a final presentation to the class, students will present their views of the port/country and discuss their personal growth as an observer and experiencer of other cultures over the course of the voyage.

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 and participation will be scored.

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform me prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. I will make reasonable efforts to enable students to make up work. In the event of a conflict in regard to this policy, students may appeal using established procedures from CSU.

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.

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

Selected Chapters for course pack:

Paulo Coelho, The Alchemist

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- ISBN-10 : 0007155662
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FILMS

Mira Naar, Salaam Bombay
Slumdog Millionaire
Life of Pi
Africa's Great Civilizations PBS
The First Grader
Out of Africa
Petra - Lost City of Stone
Lawrence of Arabia
Man of La Mancha
Ulysses (1954)

ELECTRONIC COURSE MATERIALS

<https://www.bl.uk/learning/cult/inside/corner/sea/ofstories.html>

selections from: *Ramayana and Shahname*

The Legend of Liyongo <https://africanpoems.net/epic/introduction-to-epics/>

Arabian Nights <https://www.gutenberg.org/files/128/128-h/128-h.htm#chap01>

Sinbad the Sailor <https://www.gutenberg.org/files/47285/47285-h/47285-h.htm>

Selections from *Out of Africa* - <https://www.goodreads.com/work/quotes/1189079-out-of-africa>

[Downloads/231448482-The-Rehla-of-Ibn-Battuta_text.pdf](#)

Ibn Battuta – The Rihla

Digging to India <https://www.jstor.org/stable/3830220>

The Odyssey - <http://classics.mit.edu/Homer/odyssey.html>

<https://www.choices.edu/video-playlist/?unit=408>

Indian Independence and Partition

<https://www.choices.edu/video-playlist/?unit=422>

Salaam Bombay - documentary

Slumdog Millionaire

Life of Pi

Africa's Great Civilizations PBS

View: <https://www.choices.edu/video-playlist/?unit=408>

The First Grader
Out of Africa

[Arabian Nights](https://www.gutenberg.org/files/128/128-h/128-h.htm#chap01) <https://www.gutenberg.org/files/128/128-h/128-h.htm#chap01>

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