COURSE DESCRIPTION

In this course we will analyze the concept of globalization from an interdisciplinary perspective and look at its many ramifications across our interconnected world today. We will discuss the impact of globalization on communities and nations and see how the dynamics of “center” and “periphery” are being redefined. Course readings will allow us to frame our understanding of globalization in the context of international flows of immigration, diasporas, intercultural communications across borders, the circulation of knowledge, etc. We will use a comparative approach so that students will be able to consider issues related to national cultural politics and national identity constructions from a global perspective. Students will create a final project on a topic of their choice that represents different dimensions of globalization in countries explored on the SAS voyage.

LEARNING OBJECTIVES

1. Identify connections among multiple world regions.
2. Articulate key global issues.
3. Demonstrate familiarity with world history and current international affairs.
4. Critically evaluate the ideas and arguments of others as well as one’s own views.
5. Effectively communicate ideas and arguments.

REQUIRED TEXTBOOK

Required text (E-book or Print edition):

AUTHOR: Shawn Smallman and Kimberly Brown
TITLE: Introduction to International and Global Studies
PUBLISHER: University of North Carolina Press
ISBN #: 978-0807871751
TOPICAL OUTLINE OF COURSE

Departure Hamburg, Germany—September 9

B1—September 12:
  • Defining Globalization
    Lecture: Defining Globalization
    Discussion I.1: Defining Globalization
    Reading: Smallman and Brown, Introduction

B2—September 14:
  • The History of Globalization
    Video: Globalization I - The Upside: Crash Course World History #41: https://www.youtube.com/watch?v=5SnR-e0S6Ic
    Discussion I.2: The History of Globalization
    Reading: Smallman and Brown, Chapter Two: History

Barcelona and Valencia, Spain — September 15-18

B3—September 20:
  • Explaining Globalization
    Lecture: Explaining Globalization
    Discussion I.3: Explaining Globalization
    Video: Thomas Friedman Time Interview: https://www.youtube.com/watch?v=Z2FjOuopDeY

B4—September 22:
  • Economic Globalization
    Lecture: Economic Globalization
    Discussion II.1: Economic Globalization
    Reading: Smallman and Brown, Chapter Three: Economic Globalization

Study Day — September 23: No Class

B5—September 25:
  • The Global Economy
    Lecture: The Global Economy
    Discussion II.2: The Global Economy
    Reading: Joseph Stiglitz, *Globalization and Its Discontents*, Ch. 1 (pp. 3-22)
Tema, Ghana — September 27-30

B6—October 1:
  • Corporate Social Responsibility

Lecture: Corporate Social Responsibility

Discussion II.3: Corporate Social Responsibility

Reading: Daniel Litvin, *Empires of Profit: Commerce, Conquest and Corporate Responsibility* (2004), Ch. 7 (pp. 227-248)

Community Programming — October 2: No Class

B7—October 4:
  • Political Globalization

Lecture: Political Globalization

Discussion III.1: Political Globalization

Reading: Smallman and Brown, Chapter Four: Political Globalization

Cape Town, South Africa — October 7-12

B9—October 14:
  • Global Governance and the Future of Power

Discussion III.2: Global Governance

Video: Joseph Nye on Global Power Shifts (TED):
https://www.youtube.com/watch?v=796LfXwzIUk


Study Day —October 16: No Class

B10—October 17:
  • Global Security

Discussion III.3: Global Security

Reading: Smallman and Brown, Chapter Seven: Security
Port Louis, Mauritius — October 19

B11—October 20:

• Cultural Globalization / Migration

Lecture: Diversity and the Refugee Crisis

Discussion IV.1: Migration

Videos:

1. The European Refugee Crisis and Syria Explained: [https://www.youtube.com/watch?v=RvOnXh3NN9w](https://www.youtube.com/watch?v=RvOnXh3NN9w)

Reading:


Study Day — October 21: No Class

B12—October 23:

• Globalization and Media

Lecture: Globalization and Media

Discussion IV.2: Globalization and Media

Videos: N’Dour and Peter Gabriel Perform “In Your Eyes”: [https://www.youtube.com/watch?v=iRSktm7GCmk](https://www.youtube.com/watch?v=iRSktm7GCmk)

Reading:

1. Smallman and Brown, Chapter Five, pp. 109-120 (“Flows of Information” through Conclusion)
Cochin, India — October 25-30
- Globalization and Liberalizations of International flows in India
  Reading:  
  - International capital flows; trade liberalization; welfare; growth; poverty; unemployment; cultural pluralism, etc..
  - Reflections on India visit

Reflection and Study — October 31: Global Studies Reflection

B13—November 1:
- Globalization and Religion
  Lecture: Globalization and Religion

Discussion IV.3: Globalization and Religion

Reading:

B14—November 3:
- Asia and Globalization
  Reflections and discussion about India’s Experience
  Presentations of Case Studies

Yangon, Myanmar — November 4-8

B15—November 10:
- Religious Politics in Myanmar

Reading:
  - Presentations on Myanmar
  - Group discussions/debates

Community Programming — November 11: No Class

B16—November 13:
- Reflections on Myanmar’s visit. Impact of Globalization on Myanmar’s economic, political and cultural spheres?
  - Individual presentations on religious conflicts in the country

Ho Chi Minh City, Vietnam — November 14-18
- The Global and the Local in Contemporary Vietnam

Reading:
Colonialism and its cultural legacies. What are the language politics in Vietnam?

B17—November 20:
- Vietnam between Traditions and Modernity. Students reflections after the visit.

Study Day — November 21: No Class

B18—November 23:
China and Globalisation: How do the Chinese deal with the impacts of the global economic and cultural markets?
Students Reflections presented in small groups.

Shanghai, China — November 24-29

Reading:
https://www.washingtonpost.com/business/reconsidering-the-value-of-globalization/2015/04/24/7b5425c2-e82e-11e4-aee1-d642717d8afa_story.html

B19—December 1:
- What does globalization mean for China’s economic development?

Reading:
http://www.globalpolicyjournal.com/blog/24/05/2012/what-does-globalization-mean-china%E2%80%99s-economic-development

Kobe, Japan — December 2-6

B20—December 8:
- Impact of globalization on Japanese language and culture

Reading:
http://buna.arts.yorku.ca/japanese/ejlt/globalization.pdf

B21—December 10:
Reflections and group discussions on Japan’s visit

B22—December 12:
* Globalization and the Environment
  -Lecture: Globalization and the Environment
  -Discussion V.1: Globalization and the Environment

Reading:
Smallman and Brown, Chapter Eleven (pp. 305-333)
Study Day — December 12: No Class (International Date Line Crossing (2 days)

B23—December 14:
- Environmental Issues
Reading:

Honolulu, Hawaii — December 16
Hawaii and the Americas: Challenges and Opportunities in the Global market
Students reflections and presentations after the visit

B24—December 17:
* The Future of Globalization
  - Lecture: Course Summary and Conclusion
  - Discussion VI: The Future of Globalization

Reading:
1. Smallman and Brown, Conclusion (pp. 359-371)

Study Day — December 18: No Class

B25—December 20: Final Exam

Arrive San Diego, California — December 23

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 independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course is on Friday, 28 September in Tema, Ghana.

**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 at least 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class: Tema, Ghana
Description: In this field class, we will interview individuals of different age ranges about the impact of globalization on their daily lives. We will learn about people’s reactions to the flow of international goods, information, etc. within the African context. Students will have first-hand interactions with natives to experience a different culture and to get acquainted with the Ghanaians’ look at the local and the global.

The grading will be based on
1) Eight well-researched interview questions
2) A 5-page reaction paper about the interviewing process, its content and its outcome in understanding people’s position vis-à-vis of globalization.

Objectives:
1. Understanding the impact of globalization on Ghanaians’ culture
2. Deepening students critical understanding of the positive and the negative impacts of globalization on third world countries
3. Encourage students to live a multicultural experience

Approximately six months prior to voyage departure, the Academic Dean and the ISE Director of Academic Programs will notify you which of the two proposals have been approved. They will also assist in the development and finalization of the field class.

Independent Field Assignments
As you reflect on the objectives of your course, consider how specific experiences in port might enhance course material. Articulate this experiential component in this section of your syllabus. Also include recommended independent site visits and associated assignments. Define your expectations for how students should incorporate all of the ports of call into the curriculum, and what they will accomplish in completing specific independent field assignments. Field Assignments should span multiple ports and not be limited to the field class experience, although they may certainly incorporate it. Explain how students will document the completion of these experiences (e.g., a paper, presentation, project, or journal). Describe how these experiences will be evaluated.

Experiential Assignments:
These assignments are at the CORE of students learning experiences throughout the voyage. Each student will be required to write a critical reaction to different cultural facets of the visited countries. Students should be able to develop a holistic view of the realities we will be experiencing either on the ship or during our port visits. Besides post-port presentations and reflections on the country visited, students will be asked to provide me with a portfolio that contains all their work during the voyage. Each piece of work will be evaluated independently and according to the parameters indicated above.

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 SAS partner institution).

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

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
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<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than</td>
</tr>
<tr>
<td>93-96%: A</td>
<td>83-86%: B</td>
<td>70-76%: C</td>
<td>60%: F</td>
</tr>
<tr>
<td>90-92%: A-</td>
<td>80-82%: B-</td>
<td>60-69%: D</td>
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METHODS OF EVALUATION

Final grades will be determined as follows:

Total: 1000 points (100%)

1. Quizzes: 200 points total (20%)
2. Discussion / Participation: 100 points total (10%)
3. Field Class: 200 points total (20%)
4. Group Project: 150 points (15%)
5. Argumentative Essay: 200 points (20%)
6. Final Exam (Proctored): 150 points (15%)

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

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.

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 the student’s home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is
provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

**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.

**FILM REQUEST**

None

**ELECTRONIC COURSE MATERIALS**

None

**ADDITIONAL RESOURCES**

None