Semester at Sea, Course Syllabus
Colorado State University, Academic Partner

Voyage: Spring 2017
Discipline: International Education
Course Number and Title: IE 179 Globalization: Exploring Our Global Village
Division: Lower
Faculty Name: Christopher J. Smith
Semester Credit Hours: 3

Prerequisites: None

COURSE DESCRIPTION
Globalization is one of the most powerful sources of change in the world today. It can be thought of as a process by which countries come closer together through increasing contact, communication, and trade, to create a single global system in which events in one part of the world influence individuals and communities elsewhere in the world. In the first part of the course we shall consider the major dimensions of globalization, looking at the history of the concept and exploring the impacts of economic, social and cultural forces. The focus of the course then shifts to examine one of the major events impacting our world today: China’s recent arrival on the global stage as an economic, political, and cultural power. Our analysis begins with a look at some of the internal consequences of China’s reform and restructuring over the last three decades, focussing on the state’s attempts to restructure the economy, reduce poverty, and raise the quality of life for the Chinese people. We also consider some of the external impacts of China’s globalization in Asia and Africa, emphasizing four dimensions:

- Its new-found economic strength and vitality;
- Its increasing political importance as a global superpower;
- Its struggle to locate and extract resources from all corners of the globe;
- Its attempts to persuade other states to go along with its goals and objectives without compulsion or inducement, through the use of its “soft power.”

The geography of our Spring 2017 SAS voyage allows us to take a close-up look at these processes, including a field class in Shanghai, one of the upcoming “command and control” centers of the world economy. Before and after this we visit Japan and India -- key locations in the geography of economic and political globalization – both of which have important but contentious relationships with China. We shall also visit other Asian countries – Vietnam and Myanmar – where Chinese investment, as well as political and cultural influence is increasingly crucial to national and regional economies. The last three places we visit on SAS Spring 2017 are in Africa, where China has focussed on securing the long-term energy and raw material supplies it needs to sustain its rapid development, and has invested in massive infrastructure projects in many countries. For all of these destinations lecture materials, readings, films, and field work will be utilized to give students a hands-on and dynamic look at the processes of globalization as they are evolving.

LEARNING OBJECTIVES
By the end of this this class students should be able to:
Describe the main debates and controversies surrounding globalization, with an emphasis on Asia and Africa;

- Appreciate some of the advantages and benefits that globalization (especially in economic terms) brings to parts of the “global South”;

- Appreciate China’s role in contemporary globalization trends: in cultural, economic and political terms;

- Analyze the ties and tensions of uneven global development;

- Interpret and propose solutions to the adverse consequences of globalization forces;

- Understand some of the efforts to oppose and resist the forces of globalization in different parts of the world;

- Evaluate the way in which global forces have impacts on personal choices and everyday life in a range of cities around the world.

REQUIRED TEXTBOOKS
AUTHOR: Manfred Steger
PUBLISHER: Oxford University Press
ISBN #: 978-0-19-966266-1

Note: in addition to the textbook, readings for each class topic will be available on the ship's intranet. At the end of this Syllabus is a list of these readings, with the electronic links needed to access them.

IE 179: OUR GLOBAL VILLAGE
Depart Ensenada—January 5

PART A: INTRODUCTION TO GLOBALIZATION AND TO IE 179

B1—January 8: INTRODUCING THE COURSE AND THE TOPIC

- An Introduction to IE 179: Our Global Village
- Globalization: a simple introduction
- The 3 or 4 things globalization should does best?
- Global population geography: who lives where and why?
- Global connectedness: online snapshots for 2008; 2016

Reading for Class #2:

- Introducing globalization
- Steger Chs 1 and 2
- Film: Battle in Seattle
- Townsend 2007

B2—January 10: GLOBALIZATION AND URBANIZATION: PATTERNS AND TRENDS

- Old world divisions: using numbers and words
- New world divisions using geography: the global ‘north’ and ‘south’
- The geography of global urbanization: maps and data
Global cities and the ‘world cities’ discourse
China’s hukou policy and its reform

Reading for Class #3: The globalization of lobstering Mui 2016
Film: Losers and Winners Frank & Loeken 2006

Honolulu—January 12

B3— January 13: GLOBALIZATION AND ECONOMICS: WINNERS AND LOSERS?
  ▪ Have we seen globalization before, in other historical moments?
  ▪ Why is globalization controversial? exposing some myths
  ▪ Major themes and institutions in the global economy
  ▪ Introducing neoliberalism: the past, present and future of globalization?

Reading for Class #4: Economic globalization Steger Ch 3
Film: Tiger Spirit Lee 2008

B4—January 15: GLOBALIZATION’S BEGINNINGS AND THE END OF AUTARKY
  ▪ Autarky as the extreme opposite of globalization
  ▪ The pros and cons of globalization, in theoretical terms?
  ▪ Case study I: staying with autarky in North Korea
  ▪ Case Study II: abandoning autarky in China

Reading for Class #5: Politics and globalization Steger Ch 4
Film: Warriors of Qiugang Yang & Lennon 2011

B5—January 17: GLOBALIZATION’S COUNTER-NARRATIVES: RESISTING THE INEVITABLE?
  ▪ Beyond economics: other dimensions of globalization
  ▪ The pros and cons of globalization, in real terms?
  ▪ A case study: the global geography of health and illness
  ▪ Resisting globalization: looking at both sides of the argument

Reading for Class #6: Global crises and the future Steger Ch 8
Film: White Light/Black Rain Okazaki 2007

No class January 19


B6—January 20: GLOBAL PASTS AND PRESENTS: JAPAN AS A GLOBAL POWER?
  ▪ Japan’s globalization; 19th and 20th century snapshots?
  ▪ Ending the Asian side of World War 2: revisiting Hiroshima and Nagasaki
  ▪ Japan’s bid to take over the world, and comparisons with China today?
  ▪ Japan today: a willing and potentially dangerous player in the region?

Reading for Class #7: The myth of Japan’s failure? Fingleton 2012
Film: Tokyo Tribe Sono 2014

B7—January 22: GLOBAL COMPARISONS: WHERE JAPAN CURRENTLY STANDS?
  ▪ Japan as the ‘image factory’ of the world, and its competitors? anyway?
  ▪ Japan and its ‘soft power’: has the moment already come and gone?
- The social and cultural downsides of life in post-bubble Japan
- Japan’s economic status, social standing, and political positioning?

**Reading for Class #8:**  
Mapping the China Seas  
CSIS 2014  
Film: Surviving the Tsunami  
Miyake 2015

Kobe – January 24 - 28

**B8—January 30:** GLOBAL POLITICS: THE GEOGRAPHY OF DISCORD IN THE CHINA SEAS
- Putting the S and E China Seas conflicts into geographical context
- Who are the main protagonists, and what do they want?
- (Why) should anyone be worrying about this region?
- How close will we (SAS Spring 2017) be coming to the hub of the conflicts?

**Reading for Class #9:**  
Reform In the Middle Kingdom  
Hays 2008  
Film: Watermark  
Burtynsky 2014

Shanghai – January 31 – February 5

*Field Class:* Shanghai: “Globalization Forces and China’s Economic and Urban Revolutions”  
Date: January 31st (first day in port; see below for details)

**B9—February 7:** GLOBAL ECONOMICS: HOW TO DO TOP-DOWN ECONOMIC REFORM?
- Looking at industrial China through the lenses of Edward Burtynsky
- The evolving China dream: from revolution to pragmatism?
- China economic globalization in 2017: evaluations and implications
- Xi Jinping’s new cultural revolution: where are we in Spring 2017?

**Reading for Class #10:**  
Peasants as global citizens?  
Murphy 2004  
Balzac/Little Chinese Seamstress  
Dai 2001

**B10—February 9:** GLOBAL DEMOGRAPHICS: GEOGRAPHY AND POPULATION POLICY?
- Who are the people? history, geography, and ethnicity
- The governance of population issues: both ‘quantity’ and ‘quality’
- Domestic movements: the geographies of ‘push’ and ‘pull’
- International movements: diasporic geographies along our way in 2017?

**Reading for Class #11:**  
Resisting the state, legally  
O’Brien 2013  
Uyghurs: Prisoners of the Absurd  
Henrique 2014

Ho Chi Minh City – February 10-14

**B11—February 16:** GLOBAL POLITICS I: RESISTANCE IN AUTHORITARIAN STATES
- Social control and the ‘exemplary’ state: what is expected of the people?
- Public acts of resistance in the cities and the countryside
- Cultural resistance in works of art and literature (more than just Ai Weiwei)
- Tibet and other ethnic/religious struggles in contemporary China

**Reading for Class #12:**  
USA vs PRC in the new Myanmar  
Bowie 2016  
Film: Up the Yangtze  
Chang 2007

No Class - February 17
PART C: GLOBALIZATION IN THE GLOBAL SOUTH

ASIA:

INDIA ASCENDING

B12—February 19: GLOBAL POLITICS II: RESISTANCE IN AUTHORITARIAN STATES
- Bagan sunrises and golden temples: a heavenly place, with earthly delights
- Myanmar as a ‘Cuba for the East’: getting ready to be bought and sold?
- Political reform in the new Myanmar: China and the USA in competition?
- Naypyidaw: a ghostly new capital city springs up, miles from anywhere

Reading for Class #13:
- Cultural globalization
- Steger Ch 5
- Film: They Call It Myanmar
- Lieberman 2012

Yangon – February 20-24

B13—February 26: GLOBALIZING CULTURE: CONSUMER BEHAVIOR IN THE GLOBAL SOUTH
- Consumption explodes among the new wealthy in the global south
- Life at the top and the bottom: India & China set standards for the world?
- Life in the middle: where most people (hope to) end up
- The ‘leftover’ people: women and children nobody seems to want

Reading for Class #14:
- India and China will rule the world? Manuel 2016
- China’s investments in Sri Lanka Smith 2016
- Film: Mountains may Depart
- Jia Zhangke 2015

Cochin – March 1-6

B14—February 28: GLOBALIZATION STRATEGIES COMPETING IN THE GLOBAL SOUTH
- Globalization, India style: not new, not a ‘miracle,’ and not very pretty!
- India and its globalization standing in 2017?
- Comparing and contrasting globalization strategies in India and China
- The Kerala model of (human) development: showing the way forward
- Chinese investment in Sri Lanka

Reading for Class #15:
- Globalization and the environment
- Steger Ch 6
- Film: Slumdog Millionaire
- Boyle 2008

B15—March 8: GLOBALIZATION’S DOWNSIDES I: HEALTH CONSEQUENCES
- Questioning the relationship between development and environment
- Major concerns in the global south: air & water pollution; smoking; nutrition
- India vs China: moving hand in hand toward an ‘airpocalypse’?
- Pollution goes to the movies: Smog Journeys by Jia Zhangke

Reading for Class #16:
- Urban crisis in Sub-Saharan Africa
- Hove et al 2013
- Film: Under the Dome
- Chai 2015

No Class – March 9

B16—March 11: GLOBALIZATION’S DOWNSIDES II: NEW MEGACITIES IN THE GLOBAL SOUTH
- The geography of global urbanization: front runners and laggards?
- Comparing Asia’s new urban giants: India and China
- (Some of) the costs and benefits of rapid urbanization: global south stories
- ‘Building the Dream:’ managing and planning for urbanization
Reading for Class #17: India’s gender ratio time-bomb New Statesman 2013
Film: African Metropolis Chuchu et al 2015

Mauritius March 12

B17—March 14: GLOBALIZATION’S DOWNSIDES III: GENDER VIOLATIONS WORLDWIDE
- Mapping the global geography of violence toward women
- Geography, gender, and going to the ‘loo’ in the new India
- Filming gender inequalities in the north & south: India and Singapore
- Resistance to gender inequalities in north & south: Hong Kong and India

Reading for Class #18: Fallout from neoliberal economics Todhunter 2013
Film: It’s a Girl Davis 2012

No Class – March 15

B18—March 17: GLOBALIZATION’S DOWNSIDES IV: INEQUALITY IN THE GLOBAL SOUTH
- The geography of poverty and inequality in the global south
- China’s merging and expanding rural and urban underclasses
- India’s shame! hunger and malnutrition amidst all the new wealth
- Again: urbanization as the solution to inequality and poverty in the south

Reading for Class #19: Emerging African nations? Radelet 2010
Film: Tsotsi Hood 2006

Cape Town—March 19-24

PART D: GLOBALIZING AFRICA: RESOURCE EXTRACTION AND INFRASTRUCTURE BUILDING IN THE GLOBAL SOUTH

B19—March 25: EMERGING AFRICA: GOOD NEWS IN THE RACE TOWARDS GLOBALIZATION
- A cartographer’s delight? Africa’s amazing size and diversity
- Economic globalization in Africa: trade, GDP (wealth), and FDI (investment)
- Emerging nations: the early pacesetters in a globalizing Africa
- As (or when) China re-balances, will Africa wobble (or worse)?

Reading for Class #20: Global crises and globalization Steger Ch 8 (re-read)
Film: White Material Denis 2010

B20—March 27: THE RE-COLONIZATION OF AFRICA: A GLOBAL SCRAMBLE FOR POWER
- Re-visiting the colonization of Africa, with a sidebar from India
- The legacy of colonialism and the re-colonization of Africa in the 21st century
- The ‘scramble’ for Africa: stories from the 19th, 20th and 21st centuries
- Allegorizing colonization on film: District 9 (pure fantasy, with some reality?)

Reading for Class #21: Immigration into South Africa Park and Chen 2009
Film: District 9 Blomkamp 2009

No Class – March 29

B21—March 30: GLOBAL MIGRATION PATTERNS: WITH CASE STUDIES FROM AFRICA
- The geography of international migration and remittances ($ sent home)
- The myths and realities of international migration
- Global south diasporas: stories from India and Africa
- Re-making the world in Beijing’s image? Chinese settlers in South Africa

**Reading for Class #22:**
- The use of China’s ‘soft power’
  
  *Film: The Amazing Grace*
  
  Shih 2010
  
  Amata 2006

**Tema – March 31-April 3**

**B22—April 5: CHARM, FOLLOWED BY CHECKBOOK: CHINA’S ‘SOFT POWER’ IN AFRICA**
- Regime types in Africa: the good and bad news for the future
- China’s worldwide ‘soft power’ initiatives: globalization in action
- Is China’s use of ‘soft power’ a threat to the USA’s interests?
- Non-economic ‘soft power’ plans: reproductive healthcare; peacekeeping

**Reading for Class #23:**
- China’s overseas investments
  
  *Film: Nowhere in Africa*
  
  Zhou & Leung 2015
  
  Link 2003

**B23—April 7: SOUTH TO SOUTH INVESTMENT IN AFRICA: ENERGY AND INFRASTRUCTURE**
- China’s imperial aspirations: an overview of activity in Sub-Saharan Africa
- The thirst for African oil: China and the rest of the world in competition
- Mapping investments: the geography of China’s economic globalization
- Might the ups and downs in China’s economy wobble in Africa?

**Reading for Class #24:**
- Ideologies of globalization
  
  *Film: War Witch*
  
  Steger Ch 7
  
  Nguyen 2013

**B24—April 9: SUMMARIZING: GLOBALIZATION TRENDS AS SEEN ON SAS, SPRING 2017**
- Economic globalization here and now: new rules; new costs; new risks
- Political globalization: themes from around the world as we have seen it
- Exporting cultures and lifestyles: Chinatowns, everywhere we have been
- Our last port of call: Casablanca’s Chintatown?

**Study Day – April 10**

**Casablanca – April 11-April 14**

**B25 Finals – April 16:**

**Arrive Hamburg—April 19**

**REQUIRED COURSEWORK AND GRADING SYSTEM FOR IE 179 OUR GLOBAL VILLAGE**

1. **Two examinations:** Midterm (20%); Final (20%); Total = 40%

   Exams will be a combination of multiple choice questions, fill-in-the-blank questions, and short essays: all based on lecture and reading material assigned for IE 179. The two exams will be non-cumulative.

2. **Research project, presented as a powerpoint:** Worth 25%

   Students are required to prepare a powerpoint presentation in which they describe, assess and attempt to ‘measure’ the level or degree of globalization in three of the global ‘south’
countries we visit on SAS Spring 2017 (excluding Myanmar/Burma, where we have our Field Class). Based on your observations and ‘data’ collection, you are also required to make comparisons between the three global ‘south’ countries in terms of their globalization; and between each of them and the two global ‘north’ countries we begin our journey with: the USA (which is ‘home’ for most of you), and Japan (our first stop after leaving the USA).

One of the three countries you choose for this project one must be India (where we only have one port-of-call, in Cochin); one should be another country in Asia (either China or Vietnam); and one should be in Africa (either South Africa, Ghana or Morocco). Obviously, conditions for research are not optimal: you do not have time to conduct rigorous interviews or collect reliable data from other sources for this project; and you may only be visiting one part of the country, or staying close to the port. In some cases, however, your in-country travel may take you to other parts of the countries you select for this project.

Much of the information needed for researching this topic and preparing your presentation can be conducted before arriving in the country in question, including lecture materials, assigned readings, and the results of your own library or web-based research. Obviously, the more work you do up-front, the more your work will stand out from that of other students in the course; but the truly exciting part of this project involves the work you do off the ship. You have a unique opportunity here to make observations in and interact with the country in question. As a student on this Semester at Sea voyage, you can do something that is not often possible in an academic setting, involving active or “experiential” learning, conducted outside the classroom, off the ship, in a city and country you probably have never been to before. Most of the “data” you collect will not be quantitative, and your research may not be considered to be “scientific” in the traditional sense. It will be subjective: influenced by who you are, by the way you look at the world, and by the preparations you make to open your eyes to what is out there.

You should combine your on-ship research with the “data” you collect from the field, and use all of this to prepare your powerpoint presentation (maximum number of slides = 50). In your presentation you should: 1) describe exactly what you did; 2) discuss the sources you made use of; 3) summarize your results and conclusions; and 4) indicate what you might have done differently if you had more time and unlimited resources to conduct your research.

Note: the powerpoints will not be presented in class, and will be evaluated and graded only by the Instructor, although in some cases (assuming everyone is in agreement) you may want to show some of them either to the class group, or to other segments of the shipboard community.

3. **Three short film essays: Each worth 5%, total = 15%**
Throughout the course we shall be watching clips from both documentary and feature films that are set in and represent certain aspects of the cities and countries we are visiting. At the beginning of the course you will receive a list (A) of the feature films we shall be discussing in class, as well as another list (B) of other feature films set in the countries we visit. All of these films will be available in DVD format, either in the ship’s library or the Instructor’s own collection. Each student will prepare short papers on **two** of the films
discussed in class (List A), and a third of your own choosing (from List B). In your papers (max 3 pages, 2000 words for each) a maximum of one page should be devoted to describing the film in question (its plot, characters, ending, interpretations etc); and two pages evaluating how and exactly why you think the film contributes: a) to the field of (for want of a better term: ‘Globalization Studies’; and b) specifically, to the content and academic objectives of IE 179: Our Global Village.

Note: the three films you select for your essays must be from three different countries.

4. Field class written assignment: Worth 20%

Students will be required to prepare a written report based on the field class activities. In writing the report students will focus on a number of specific questions identified by the Instructor, and will attempt to combine their field work experiences with the reading materials assigned for the projects (see below for more details).

Summary of Grades for IE 179: Our Global Village

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exams</td>
<td>40%</td>
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<tr>
<td>Research project (ppt)</td>
<td>25%</td>
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<tr>
<td>3 Film essays X 5%</td>
<td>15%</td>
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<tr>
<td>Field class report</td>
<td>20%</td>
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FIELD CLASS IN SHANGHAI FOR IE 179: OUR GLOBAL VILLAGE

Note: The field class for this (and all SAS Spring 2017 courses) is mandatory for all students enrolled. Students should not book individual travel plans or a Semester at Sea sponsored trip on the day of the field class. In this class the fieldwork component constitutes 20% of the contact hours for each course, and will be developed and led by the instructor.

Title: Shanghai: “Globalization Forces and China’s Economic and Urban Revolutions”

Date: January 31st (first day in port)

Description (subject to change, depending on time constraints and availability of local experts). The field class will begin at the United States Consulate, where students will be briefed by experts on some of the history and geography of Shanghai’s extraordinary rise to economic and cultural prominence in contemporary China. Students will also meet with local urban experts to hear about some of the problems faced by a city of this scale, and to learn about the planning strategies for containing the city and making its future development sustainable. Visits will also be arranged to the Pudong district on the east side of the river from the old colonial core, including (if time allows): a tour to the summit of one of the city’s tallest buildings; and a visit to the Shanghai Urban Planning Exhibition Center, to see the three-dimensional model of urban Shanghai, which shows the existing urban structure and the spatial dimensions of alternative plans for the future. Both activities will help students to grasp the sheer immensity of this sprawling city, and to appreciate its role in China’s globalization and economic development over the past three decades.
Objectives: “To provide students with the information needed to assess and evaluate the extraordinary growth of Shanghai and its metropolitan region, in economic, demographic and spatial terms, and to help them understand the city’s pivotal role in China’s development.”

FIELD CLASS ASSIGNMENT: Written Report (worth 20% of total grade)
Students will be required prepare a written report (5-7 pages) describing and evaluating the field class activities, focusing on the extent to which the field class prepared and enabled then to fulfill the intended objectives (see above).

Specific Questions the Report must focus on:
Based on the field activities of the day, and combining personal experiences and information gathered in the field with the material provided in the readings assigned for this project (see below), students are required to produce a written report focusing on the following themes:

a) To what extent would you assess that Shanghai is a “World City,” comparable to and the equal with other cities such as London, Paris, Berlin, New York, and Tokyo? Note: this part of the report requires you to combine your own assessments of Shanghai – based on the field class activities and your observations – with the results of published studies conducted in cities around the world (see some of the assigned readings below for some of the methods used to designate “World” or “Global” city status);

b) What specific actions and policies has the state implemented to foster Shanghai’s urban and economic development since the beginning of the reform process (in the early 1980’s)?

c) What specific differences can you identify between the way Shanghai was deliberately prepared for its development surge, and the way other “World” or “Global” cities” (see above) have developed over time? Finally:

d) In the specific context of Shanghai, what can you add to the debate conducted by urban experts on the role of rapid urban growth in the reduction of poverty? What are the benefits and what are the costs of urban growth on this scale, and what might the city of Shanghai be able to contribute to other cities in the “global south” that are embarking on similar trajectories?

Report Length and Required Format: 2000-2500 words of text (at approx. 300 words/page = about 7-8 pages). Illustrations, bibliography, and title page will occupy additional pages. Make sure you include your exact wordcount. The paper must be typewritten (12 point type); double spaced, with 1 inch margins; on one side of the page only, with page numbers in the bottom right corner; and have a full cover sheet (you’re your name, date, class, and report title). The report should be illustrated with any maps, graphs, or photographic images (labelled as Figure 1, 2 etc) and/or tables (labelled as Table 1, 2, etc.) that are relevant to your argument. The sources of all secondary data must be cited. Use whatever citation system you are comfortable with, but be consistent and complete. Anything that is not your original idea or based on your own observations is obviously common knowledge must have its source cited.

Deadline: February 17th 5:00 pm. Please submit a paper version of the report and an electronic version of the paper by midnight on the same day to the Instructor.
Suggested Reading Resources: to help out your own observations into context, and to broaden the information provided during your day in the field, some of the following sources might be helpful (in addition to your own sources):

Shanghai-specific sources:
- Steffan Lehman (2012) “Can Rapid Urbanisation Ever Lead to Low Carbon Cities? The Case of Shanghai in Comparison to Potsdamer Platz, Berlin” Sustainable Cities and Society Vol 3 (July), pp. 1–12; See: https://www.infona.pl/resource/bwmeta1.element.elsevier-ec3d5550-9f91-3ef1-b0b9-46784793d318

China-wide and generic sources:
- Aaron, M. Renn (2012) “What is a Global City?” NewGeography (online); See: http://www.newgeography.com/content/003292-what-is-a-global-city
METHODS OF EVALUATION / 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>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
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<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>97-100%: A+</td>
<td>Good</td>
<td>87-89%: B+</td>
<td>Satisfactory/Poor</td>
<td>77-79%: C+</td>
</tr>
<tr>
<td></td>
<td>94-96%: A</td>
<td></td>
<td>84-86%: B</td>
<td></td>
<td>70-76%: C</td>
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<tr>
<td></td>
<td>90-93%: A-</td>
<td></td>
<td>80-83%: B-</td>
<td></td>
<td>60-69%: D</td>
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</tbody>
</table>

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.

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 memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than December 15, 2016 to academic@isevoyages.org.

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.”

**ELECTRONIC COURSE MATERIALS FOR IE 179**

In addition to the chapters assigned from the textbook for this course (Steger, 2013, see Syllabus), many of the classes have required readings from other sources – mostly recent journal articles, newspaper and other media stories – that will be available on the ship’s Intranet. These readings and links to them are listed below:

**Reading for Class #3:** The globalization of lobstering Mui 2016
See: [https://bangordailynews.com/2016/05/16/business/this-tiny-maine-town-is-staking-its-future-on-chinese-foodies/](https://bangordailynews.com/2016/05/16/business/this-tiny-maine-town-is-staking-its-future-on-chinese-foodies/)

**Reading for Class #7:** The myth of Japan’s failure? Fingleton 2012

**Reading for Class #8:** Mapping the China Seas CSIS 2014

**Reading for Class #9:** Reform in the Middle Kingdom Hays 2008

**Reading for Class #10:** Peasants as global citizens? Murphy 2004
See: [DOI: http://dx.doi.org/10.1017/S0305741004000025](http://dx.doi.org/10.1017/S0305741004000025)

**Reading for Class #11:** Resisting the state, legally O’Brien 2013

**Reading for Class #12:** USA vs PRC in the new Myanmar Bowie 2016

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