COURSE DESCRIPTION
The so-called Columbian Age, ushered in by the explorations and conquests of Europeans such as Christopher Columbus and others from Portugal, Spain and northwestern Europe, is still heavily influencing global relations and affairs today. This course will begin with an examination of Portuguese and Spanish exploration, looking at the causes and consequences of each in their similarities and differences. It will move to an analysis of the Scientific Revolution and Enlightenment and how these served to create a wedge between Western Europe and most other global regions, leading to east-west as well as north-south tensions. The industrial revolution will be considered in terms of its causes and effects on peasants, workers, and specifically women. As the voyage progresses around Africa and into the Indian Ocean and East Asia, the course will identify major geographic and historical issues specific to these countries. Colonial and anti-colonial movements will be explored as well as factors leading to the two devastating world wars of the early 20th century. This course will conclude by analyzing major developments in the second half of the 20th century, including the Cold War, and major threats and opportunities in the 21st century just now beginning.

LEARNING OBJECTIVES
This course will promote the following skills and objectives by allowing the student to:

* Demonstrate familiarity with the major historical trends over the past 500 years
* Interpret these trends and events as part of a historical narrative
* Analyze the way in which local or regional events fit into a broader global context
* Focus on one specific Field Class project while describing its larger framework
* Identify aspects of modern culture in several countries with their historical roots

REQUIRED TEXTBOOKS

AUTHOR: Robert W. Strayer and Eric W. Nelson
TITLE: Ways of the World: A Brief Global History with Sources (Volume 2, Since the Fifteenth Century)
PUBLISHER: Bedford/St. Martins
ISBN #: 978-1-319-01842-9
DATE/EDITION: 2016/3rd Edition
TOPICAL OUTLINE OF COURSE

Depart Amsterdam —September 9

A1—September 11: Introduction: The Age of Reason and Eurocentrism
   Strayer, Chapter 12-13

A2—September 13: Portuguese and Spanish Exploration/Conquest

Barcelona—September 15-18

A3—September 19: The American Revolution as a Global Event
   Strayer, Chapter 16

A4—September 21: The French Revolution/Rights of Man
   Strayer, Visual Sources 16.1-16.4

No Class – September 23

A5—September 24: The Industrial Revolution and its Consequences
   Strayer, Chapter 17, Zooming In 752-53, 758-59

A6—September 26: Western Imperialism in Africa/Kwame Nkrumah
   In-class book review of Achebe, Things Fall Apart

Tema—September 27 -30

A7—October 3: Kenya and the Mau Mau Rebellion
   Strayer, Chapter 18, Visual Sources 18.1-18.4, Zooming In 810-811
   Film: Kitchen Toto

A8—October 5: South Africa’s Boer War and Beyond/Nelson Mandela
   Strayer, Chapter 22 (987-993)
   Films: Biko: Breaking the Silence and also The Power of One
Cape Town—October 7-12

A9—October 13: 19th Century Ideologies/Nationalism/Marxism/Feminism  
   Strayer, Documents 17.1-17.4, Zooming In 948-49, 954-55  
   Film: Invictus

A10—October 15: The Great War  
   Strayer, Chapter 20 (881-91)

No Classes—October 16

A11—October 18: Interwar Years/Rise of Fascism and Nazism  
   Strayer, Chapter 20 (891-906), Document 20.1

Port Louis - October 19

A12—October 21: The Jewel in the Crown/The British Empire in India  
   Strayer, Chapter 18  
   Midterm Exam

No Class - October 22

A13—October 24: Gandhi and Nonviolent Resistance  
   Strayer, Chapter 22 (975-987)  
   Film: Gandhi

Cochin - October 25 - 30

No Classes—October 31

A14—November 2: Burma/Myanmar in Colonial and Post-Colonial Times

Yangon—November 4-8

A15—November 9: French Indochina and America’s Intervention  
   Film: Vietnam: A History (Roots of a War, Part 1, 1945-53)

No class – November 11

A16—November 12: The American War in Vietnam  
   Film: Hearts and Minds

Ho Chi Minh City - November 14-18

A17—November 19: Colonized China and WWII  
   Strayer, Chapter 19 and Documents 19.1-19.4
No Class – November 21

**A18—November 22: Mao Zedong’s Communist Victory (1949) and Beyond**  
Strayer, Chapter 21 (929-947) and Visual Sources 21.1-21.4

Shanghai—November 24-29

**A19—November 30: WWII: From Pearl Harbor to Hiroshima**  
Strayer, Chapter 20 (906-921), Document 20.2, Zooming In 912-13  
In-class book review of Hersey, *Hiroshima*

Kobe—December 2 - 6

**A20—December 7: The Cold War/American and Soviet Tension**  
Strayer, Chapter 21 (947-966)

**A21—December 9: Post-WWII Institutions and Feminism**  
Strayer, Chapter 23 (1036-41) and Document 22.4

**A22—December 11: The Third/Emerging/Developing World**  
Strayer, Chapter 23 (1023-36)  
Field Project due

No Class – December 12

**A23—December 13: Global Terrorism and Islam in the Modern World**  
Strayer, Chapter 23 (1042-1052) and Zooming In 988-89  
Wright: “The Man Behind bin Laden”

**A24—December 15: Modern Global Challenges: Environment/Inequality**  
Strayer, Chapter 23 (1052-63), Faces of Globalization 1064-72

Honolulu – December 16

Study Day – December 18

**A25—December 19; A Day Finals**

San Diego—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
Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Fall 2017 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 at least 20% of the contact hours for each course, and are developed and led by the instructor.

1st choice – Cochin: Mohandas Gandhi Trust (NGO)/Local Village
Objective: To visit the Gandhi Trust and learn about the continuing influence of this world-know leader on the country of his origin. The visit to a local village should complement the lecture by demonstrating how NGOs and others are trying to implement changes that benefit the local citizens financially and culturally. Lunch will be held in a local cooperative restaurant followed by a discussion with a local expert on cooperative ventures in this area. The field class would conclude with a visit to a local cooperative.

2nd choice – Yangon – Twante Tour
Objective: To visit the small town of Twante via ferry and coach beginning with a small local market and some of the local pottery workshops. Lunch will be held in a local cooperative restaurant followed by a discussion with a local expert on cooperative ventures in this area and how they work in the interest of the local population. The field class will conclude with a visit to a Buddhist monastery orphanage.

The evaluation of the filed class will be in the form of a 3-5 page paper (in addition to any images or artifacts the student might want to share in class – these would not be considered part of the evaluation, only the paper itself). This assignment is due on or before class A22. The student will attempt to answer the following questions for this assignment:
1. What was the greatest single lesson this field class taught you about this specific place?
2. In what ways was this locale different from all other places we have visited on our journey?
3. What was the role of locally-based businesses/NGOs and how successful were these in improving the lives of the local people? What improvements/changes could you suggest?
4. What will you most remember about this visit? What is imbedded in your memory, and why?

Independent Field Assignments
Independent field assignments will be an important part of this class and will encompass experiences in several different ports. This component will become part of both the Midterm and Final Exams in the form of a question: “How did your experience/observation in any of the ports visited prior to this exam inform you as to how that port/country fits into a global whole? What did our class and Global Studies best prepare you for in each of these countries, and what was most surprising or disturbing about your experience there?” The examples used for this component of the exams should be different from that of the Field Project. This question will account for approximately 20% of each of these two exams.
METHODS OF EVALUATION / GRADING SCALE

EVALUATION CRITERIA:
- Review of Achebe, Things Fall Apart A6 20%
- Midterm Exam (including field assignment) A12 20%
- Review of Hersey, Hiroshima A19 20%
- Field Project A22 20%
- Final Exam (including field assignment) A25 20%

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>
</thead>
<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%:</td>
</tr>
<tr>
<td>93-96%: A</td>
<td>83-86%: B</td>
<td>70-76%: C</td>
<td></td>
</tr>
<tr>
<td>90-92%: A-</td>
<td>80-82%: B-</td>
<td>60-69%: D</td>
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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.

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 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.

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 AND FILMS FOR THE LIBRARY

AUTHOR: None at present
TITLE:
PUBLISHER:
ISBN #:
DATE/EDITION:

Films:
Kitchen Toto
Biko: Breaking the Silence
The Power of One
Invictus
Gandhi
Vietnam: A History (S. Karnow)
Hearts and Minds

ELECTRONIC COURSE MATERIALS
AUTHOR: Lawrence Wright
ARTICLE/CHAPTER TITLE: “The Man Behind bin Laden”
JOURNAL/BOOK TITLE: The New Yorker
VOLUME:
DATE: September 16, 2002
PAGES: 56-85

ADDITIONAL RESOURCES
None at present