

**Department:** INTD

**Course No.:** 166W

**Credits:** 3

**Title:** Ports of Passage

**Contact:** Maritime Studies/Pr. Joe Comprone , Associate Vice Provost

**Content Area:** CA4 Diversity and Multiculturalism

**Diversity:** CA4 International

**WQ:** W

**Catalog Copy:** INDT 1XXW; Ports of Passage. Three Credits. Prerequisite ENG110 or 111. A selection of readings concerning ports around the world. Interdisciplinary readings will explore the cultural and historical significance of the port as a setting of philosophical and commercial exchange.

**Course Information:** Course goals and objectives: Ports of Passage will be offered as an elective to fulfill the diversity and multicultural and general education requirement. An interdisciplinary W course focusing on ports from around the world as a setting of personal, cultural and historical passage and a geographical site of import-export that reflects cross-cultural exchange. The course will be appropriate for both the Maritime and continuing Studies students as Avery Point .

*Course requirements:* By including fiction and non-fiction, the course should enhance students writing and research skills by encouraging them to draw connections between different disciplines and their own reflection . Students would keep a journal responding to their cultural differences they experience in their readings. After class discussion and review by the instructor, these journal entries would evolve into formal response essays. Students will do one research essay on one port. The class will also watch foreign films that are thematically relevant to the texts and ports to help them visualize the foreign locations. Video clips will be shown to the class as a whole and then the films will be made available to the students to watch at home. Students will also take a final exam in essay format. Major themes: The course will use the port as a setting of cultural and historical passage as well as a meeting place of contrasts. Themes covered in the literature will bridge the personal concerns of the characters with those of the community. The coming of age or loss of innocence theme connects to the larger issues of modernization, civic and ecological responsibility. The perception of and by the foreigner reinforces the multicultural focus. The interdisciplinary readings and journals will assist the students in making thoughtful connections between literature, history and their own world.

**Meets Goals of Gen Ed.:** Become articulate: The course will meet the current writing requirements for a W course and enrollment will be limited to 19 students. Special attention will be given to the writing process. Students will record their responses to the readings in a journal.

After a review of their journals with the instructor, students will use their journal entries as a basis for short formal essays. By using both fiction and non-fiction, the course would enhance student research skills by giving them a basic foundation to draw together different disciplines. Acquire intellectual breath and diversity: By reading texts from and about a variety of countries, the students will be introduced to different cultural experiences. Readings will be selected to introduce the diversity of ports from the small fishing ports to the industrial 'modern' global ports. In the Suez Canal unit, students will be introduced to Egyptian culture, the aspirations behind the canal and the canal's historical significance in the geography of the Middle East. Acquire awareness of their era and society: Students will be introduced to the cultural and economic influences of the port on current politics. Students may elect to research foreign policy, socio-economic or ecological issues in relation to the host country of the ports for their research paper. Acquire consciousness of the diversity of human culture and experience; Each port will contain at least two readings giving the students not only a look at the breadth of human experience from a global perspective but also within that specific cultural location. Students will be encouraged in their responses to reflect on the concerns they share with those voiced in the texts and to appreciate cultural differences. Acquire a working understanding of the process by which they can continue to acquire and use knowledge: In their research paper, students will be encouraged to use a variety of sources, not only referred sources but also newspapers, and museum visits as well as creative use of the available web references. The readings and their responses will serve as springboards to inspire students to pursue their intellectual and academic interests.

**CA4 Criteria:** Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and or modes of creativity: In the proposed syllabus, works by Americans traveling abroad searching for spiritual rejuvenation are juxtaposed with a text by an author of the host country to bring to life the contrasting perceptions and human experience. The selected texts can include academic, social realistic texts and experimental literary texts to introduce students to diverse modes of creativity and research.

**W Criteria :** W Courses 1. Student journal entries done on a bi-weekly basis will assist students in exploring their own ideas and responses to the text. The entries will also help the students brainstorm and organize their ideas for more formal essays. Students will write three formal essays of 3 pages and one research paper of 7 pages. Students will also take an essay final exam. 2. Individual conferences, class discussion and written commentary will be the modes of writing instruction. Students will have their research topic and sources approved by the instructor before beginning their paper. 3. The instructor will help the student utilize their journals to formulate an outline for their formal essays. After a review of an essay draft with the instructor, students will then be expected to revise their essay for their final grade. The instructor will also supervise the research process for the research paper. Recommended research sources will be made available to students on the class web. The Syllabus will inform students that they must pass the "W" component of the course in order to pass the course.

**Supplementary Information :** Presently, several faculty members at Avery Point could teach the Ports of Passages course. Faculty members include : Lynne Rogers, Ph.D., Nancy Steenburg, Ph.D. and Professor Joe Comprone ,AVP .

**Ports of Passage** : an interdisciplinary course focused on the port as a setting of personal, cultural and historical passage and a geographical site of import and export that reflects cross cultural currents. The transitions explored in the selected literary texts reflect the changes and conflicts initiated by the port as a location of exchange.

Course will include selected fiction, memoirs and historical essays as well as films to assist students with visualization of the foreign port settings. Interdisciplinary yet related readings will foster the connection between the cultural and the historical contexts. The course is divided into five units each serving as an introduction to selected significant ports around the world, including Asia, the Middle East and Africa .

Prerequisites: English 110 or 111

Students will keep a bi-weekly journal to record their responses to the different cultural texts. These journal entries will be due at the end of each week. Students may elect to turn in their journals on the class website. Attention in journals should be reflective responses to cultural differences and similarities. Students will use their journal entries as a springboard for three short formal essays. The journals and short formal essays will highlight the process of developing ideas for critical writing. As a W course, the student will have an opportunity to revise their essay to improve their mechanical writing skills. Students must pass the W component of this course in order to pass the course.

Students will also conduct research on one of the ports covered in the class and write a 7 page research paper. Research topics should reflect points of interest inspired by the student journals. By using both fiction and nonfiction, the course would enhance the student research skills by giving them a basic foundation to draw together different disciplines. Individual field trips that take advantage of the university's proximity to museums and seaports will be encouraged as one resource for their research. The instructor will supervise the individual research papers and assist the student in selecting appropriate topics and research materials. Research sources will be available on the class website. Students will take a final exam of essay format. Students must pass the W component of this course in order to pass the course.

Unit One: Boston and the Opening of Japan

In 1854, Commander Perry traveled to Japan for a port for the whaling ships to refuel. With Boston 's whaling industry, Bostonians were very interested in fostering Japanese American relations yet ironically, as a country previously closed to westerners, old Japan came to crystallize an alternative to American commercial industrialization.

Week One

First Class: Chapter One and the Conclusion from Christopher Benfey's *The Great Wave*; *Gilded Age Misfits*, *Japanese Eccentrics* and *the Opening of Old Japan* .

Second Class: *The Japanese Influence on American culture*. Walt Whitman's "The Errand Bearers" on the American mission to Japan and selected imagist poetry including Erza Pond.

First Journals due.

Week Two:

Class One: Introduction to Noh Drama and the debate between tradition and modernization (which connects with the Suez canal unit)

Class Two: W.B. Yeats and the Noh Drama.

Second Journal due

Week Three:

Class One: "Prize Stock" by Kenzaburo Oe . The story of a captured black American pilot during WWII narrated by a young Japanese boy.

Class Two: Journals due. Writing Workshop to organize thoughts for first formal essay.

Week Four:

Class One: Formal essay due.

Begin the Suez Canal Unit the great dream of the late nineteenth century. Chapter from Zachary Karabell's Parting the Desert.

Class Two: East meets West, city versus country, the rise of Arab nationalism and the Suez Canal in the 1967 War. Arab film clips about General Nassar . Journals due.

Week Five: Contemporary Egyptian fiction simultaneously intensely nationalistic and critical. These two works introduce the diversity of Egyptian society and dispel the idea of the Arab World as one stuck in a time warp.

Class One and Two: Latifa al- Zayyat's novel , The Open Door , a coming of age novel of the 1950's centered around the Suez Crisis of 1956

Class Two: Journals.

Week Six:

Class One: Ibtihal Salem, Children of the Waters , contemporary and experimental vignettes

Class Two: Instructor-Student conferences to discuss second formal essay and student progress. Students are to bring journal entries to the conference.

Week Seven: Begin unit on the ports of North and South Africa

Class One: Hand in final draft of second formal essay.

The ports of Morocco , Tangiers and Casablanca

Paul Bowles, *The Spider's House*, set at the end of French colonization and early independence of Morocco, ties in thematically with Westerners looking to the East for spiritual rejuvenation (*note: Camus ' The Plague , set in the Algerian port Oran , could replace Bowles*)

Class Two: Finish Paul Bowles. Journal entries on Bowles.

Week Eight:

Class One: Leila Abouzeid , *The Year of the Elephant* . Introduction to Arab feminism , the disillusionment post independence ties in with Vietnam unit and also deals with issues of gender, and the subsequent poverty of westernization.

Class Two: Finish Leila Abouzeid . North African film clips.

Week Nine:

Class One: Athol Fugard . *Master Harold and the Boys*. Coming of age and the responsibilities of socio-economic privilege

Class Two: Athol Fugard , John Kani and Winston Ntshona , *Sizwe Bansi is Dead* : the fight against apartheid. Formal Essay due.

Week Ten:

Begin unit on Havana and the political transition under Fidel Castro

Class One: Graham Greene's career with British Intelligence and his espionage novel, *Our Man In Havana*

Class Two: Finish *Our Man in Havana* . Discussion of secondary sources for research papers and approval of research paper topics.

Week Eleven:

Class One: Christina Garcia's *Monkey Hunting* , introduces the waves of Chinese labor migration to Cuba and the United States . As an American Cuban, Garcia's novel reinforces the course's thematic cross cultural and diversity focus. This unit lends itself to student research on Cuban immigrants to the United States under Castro.

If needed, a session in the computer lab will be scheduled to assist students in finding appropriate secondary sources for their research paper.

Class Two: Finish Monkey Hunting . Hand-in bibliography of secondary sources for research papers. Journals due.

Week Twelve:

Class One: Workshop on citations and plagiarism. Outline of research papers due.

Class Two: Begin the small ports of Vietnam . Begin Kien Nguyen's The Tapestries , historical novel set in Vietnam before French colonization. As an American Vietnamese writer, his works ties in with cross-cultural and immigration themes.

Week Thirteen:

Class One: Hand in rough draft of research paper. Informal class presentations of research findings.

Class Two: Finish the Tapestries . Instructor hand backs rough drafts of research.

Week Fourteen:

Class One ; Hand in Final Drafts of Research papers. Vietnamese film, Three Seasons, three post American-Vietnam War stories, including one American veteran's search for his illegitimate daughter.

Class Two: Vietnamese novel, Duong Thu Huong's Memories of a Pure Spring , the post-war disillusionment and the relationship between art and the community.

Brainstorm as a class for final exam.

Final Exam: An essay that discusses the Vietnamese works.

Grading:

Research paper: 15%

Final Exam: 15%

Class participation: 10%

Journals and formal essays: 60%

## **INTERDEPARTMENTAL CURRICULA & COURSES COMMITTEE - CURRICULAR ACTION & APPROVAL TRANSMITTAL FORM**

### **SUMMARY INFORMATION**

COURSE NUMBER (OR PROPOSED           INTD 1XXW

NUMBER)	
COURSE TITLE	PORTS OF PASSAGE
INITIATING DEPARTMENT OR ACADEMIC UNIT	MARITIME STUDIES, AVERY POINT CAMPUS
CONTACT PERSON	LYNNE ROGERS (& MARGARET LAMB)
UNIT NUMBER	AVERY POINT (& 2151)
PHONE	203 284 9359 (& 6-5829)
EMAIL	lynnrog@yahoo.com; <a href="mailto:LYNN.ROGERS@uconn.edu">LYNN.ROGERS@uconn.edu</a> ( & <a href="mailto:Margaret.Lamb@uconn.edu">Margaret.Lamb@uconn.edu</a> )
FACULTY PROPONENT(S)	PROFESSOR JOE COMPRONE
DEPT. HEAD(S) CONFIRMING	PROFESSOR JOE COMPRONE, AVP
RESOURCE AVAILABILITY	
<b>CURRICULAR ACTION REQUIRED</b>	
100-LEVEL INTD COURSE	NEW
	Group 1
	Group 4
	W skill
200-LEVEL INTD COURSE OPEN TO SOPHOMORES	
200-LEVEL INTD COURSE THAT SATISFY GENERAL EDUCATION REQUIREMENTS (GROUPS 1-4)	
INTD COURSE THAT SATISFY SKILL COMPETENCIES (W, Q, Info. Literacy, Computer Technology, 2 nd language)	
OTHER 200-LEVEL INTD COURSE	
EXPERIMENTAL INTD COURSE – PROGRAM BASED	
EXPERIMENTAL INTD COURSE – NON-PROGRAM BASED	
<b>ACCOMPANYING DOCUMENTS</b>	
SENATE C&C CURRICULAR ACTION FORM	
GEOC C&C CURRICULAR ACTION FORM	[YES]
SYLLABUS	[YES]
<b>SUMMARY OF IISP ACTION TAKEN</b>	
IISP DIRECTOR APPROVAL	February 17, 2005
REPORT TO IISP COMMITTEE	February 17, 2005
IISP COMMITTEE APPROVAL	February 22, 2005
ASSOC. DEANS COMM. APPROVAL	APPROVED March 2, 2005
TRANSMITTAL TO SENATE	March 9, 2005

COMMITTEE  
ACTION REQUIRED FROM SENATE  
COMMITTEE  
**IISP COMMENTS**

[APPROVAL REQUIRED BY GEOC]

Considered by IMJR Committee on 2/22/05

Only one matter was raised: An explanation was requested why this was proposed as an INTD course, rather than a MAST course. Susan Lyons at Avery Point replied: "When I talked to Helen Rozwadowski about this course, she took it to the MAST c&c committee, who endorsed it heartily as an interdisciplinary course rather than a MAST one. At the moment, MAST courses are limited to independent studies, internships, the introductory course, and the capstone course, and I understand from Helen that this is an intentional strategy, at least for the first few years of the program's development". Lynne Rogers amplified the Avery Point rationale: "We went with the INTD rather than a MAST course to be able to meet the diversity requirements and also to allow for flexibility in the teaching of the course. It started out as an English course but then we realize with the INTD readings, an historian could teach the class as well as someone who has a background in literature. As a W class, one objective would be to enable students to pull together different disciplines in their writing/research-another reason for the INTD listing".

**Chair's action:** Forwarded to Associate Deans for consideration with the above question and answers added.