

HUMANITIES SEA PROJECT
GROUP B (2020A Split)

DESCRIPTION

The Humanities Sea Project is designed to serve as a companion during the second sea year to challenge students to think about their place in the world and to explore their relationship with other people and other societies. Through a series of readings and writing exercises it is intended to serve as a vehicle for intellectual self-discovery. 1 credit hour.

Students are expected to do this project over the full course of their sea year.

OBJECTIVES

1. To engage students in reading historical and literary works while at sea
2. To foster development of critical and personal reflection of experiences at sea
3. To expose students to the larger issues of the diverse, global maritime environment

LEARNING OUTCOMES

The Humanities Department has specifically designed this project to be done during your sailing period. Your sea year experience should be interwoven with this project to help you conceptualize and reflect upon your time at sea. The sea project learning outcomes are as follows:

1. Think and write critically, creatively, and imaginatively about their sea year experiences
2. Explore the connections between their sea year experiences and issues raised in humanities readings, and how those issues can help them understand and interpret those experiences
3. Observe and reflect upon their place in the complex maritime world

LEARNING PROCESSES

Reading and writing assignments; both analytical and in journal format

READINGS

The following readings will be purchased for you

Sartre, *No Exit*

Kafka, *The Trial*

Tolstoy, *The Death of Ivan Ilyich*

Rachel Moran, *Paid For: My Journey Through Prostitution*

The following reading is available for download

Geertz, "Notes on a Balinese Cockfight"

<http://www.rochester.edu/college/psc/clarke/214/Geertz72.pdf>

<http://raleigh.english.ucsb.edu/wp-content/uploads/Reading/Geertz.pdf>

ACADEMIC HONESTY STATEMENT

All work is expected to be that of the student, and the student alone. In completing the writing assignments, remember that plagiarism is both cheating and stealing. Please see the academic policies handbook for a full definition of plagiarism. Students who commit any form of academic dishonesty will automatically fail for the semester. The instructor will report all academic dishonesty to the honor board. Students are allowed to consult additional works to help them understand/interpret assigned readings.

Although all work is expected to be that of the student, and the student alone, students may allow other individuals to proofread their work and offer suggestions about improving clarity. Obtaining assistance on writing is not a violation of the academic honesty policy for this course.

ASSIGNMENTS

This Humanities Sea Project is composed of three assignments. The two parts (The Life of the Mind, The Life of Others) are each worth 33% of the total grade. The writing journal (The Life Being Lived) is worth 34%.

All parts of all three assignments must be completed and passed to earn credit for the course (this includes logs in assignments 1 and 2, see below). The instructor reserves the right to alter the value of each assignment or to adjust the grading rubrics as appropriate (see appendices A, B, and C), but not in a way that will have a detrimental impact on an individual student's grade.

Assignment 1: The Life of the Mind (33%)

READING

Sartre, *No Exit*

Kafka, *The Trial*

Tolstoy, *The Death of Ivan Ilyich*

Geertz, "Notes on a Balinese Cockfight"

LOG

Students will read all the texts listed above. They must keep a reading log, indicating the date and time they read an item and the pages completed.

The log must have a signed honor statement at the top. Students should scan their log, or take a photo of their log, and save it as a .pdf file. It should be uploaded to turnitin.com along with the rest of the assignment.

The log should appear as follows:

The following reading log is an accurate reflection of my reading for this assignment.

Signed _____

DATE	TIME READING	BOOK	PAGES
01/15/17	0830-0930	Kafka, <i>The Trial</i>	33-52
01/18/17	2030-2200	Kafka, <i>The Trial</i>	52-67

WRITING ASSIGNMENT

Students must write a short essay/story/play in the style of one of the texts above that is set in a maritime environment similar to one experienced by the student. Writing can be fiction, non-fiction, or a combination. The writing must address the themes raised by the assigned reading and be at least 1400 words. All submissions will be treated as confidential and read only by Humanities faculty authorized to be involved in grading.

For example, a student might wish to write a short play that takes place on a ship in which characters deal with the complexities of other characters' personalities (based on Sartre, *No Exit*). Another student might wish to write about their experiences in feeling like an outsider on a ship (based on Geertz, "Notes on a Balinese Cockfight"). Students are encouraged to be creative in completing this assignment.

In addition, students must write a preface for the assignment. The preface should be at least 300 words and should explain why the student decided to do the assignment in this particular way. It should explain the inspiration for the writing and discuss the process of finding that inspiration. It must include the title of the assigned text used and address the specifics of that text relevant to the writing.

EVALUATION

See Appendix A for additional instructions and the evaluation rubric.

Assignment 2: The Life of Others (33%)

READING

Rachel Moran, *Paid For: My Journey Through Prostitution*

LOG

Students will read all the texts listed above. They must keep a reading log, indicating the date and time they read an item and the pages completed.

The log must have a signed honor statement at the top. Students should scan their log, or take a photo of their log, and save it as a .pdf file. It should be uploaded to turnitin.com along with the rest of the assignment.

The log should appear as follows:

The following reading log is an accurate reflection of my reading for this assignment.

Signed _____

DATE	TIME READING	BOOK	PAGES
02/09/17	1100-1245	Moran, <i>Paid For</i>	122-147
02/10/17	2200-2300	Moran, <i>Paid For</i>	147-166

WRITING ASSIGNMENT

Students must write a piece of a story, in the style of Moran's text, written through the eyes of someone they encountered during their sea year travel whose life experiences have been different than the student. Writing can be fiction, non-fiction, or a combination, and should be at least 1400 words. All submissions will be treated as confidential and read only by Humanities faculty authorized to be involved in grading.

Students may choose to write about a shipmate they came to know well, or about someone they casually interacted with for only a few moments such as a dockworker, waiter, or taxi driver. Students should feel free to be creative in completing this assignment.

In addition, students must write a preface for the assignment. The preface should be at least 300 words and should explain why the student decided to do the assignment in this particular way. It should explain the inspiration for the writing and discuss the process of finding that inspiration.

EVALUATION

See Appendix B for additional instructions and the evaluation rubric.

Assignment 3: The Life Being Lived (34%)

WRITING ASSIGNMENT

Students will write 13 journal entries (approximately one every two weeks) of at least 350 words that address the following questions. Questions may be answered in any order. All submissions will be treated as confidential and read only by Humanities faculty authorized to be involved in grading. All entries must be typed.

At the top of each entry, the student must provide the dates and locations in which the student worked on the writing.

The title should appear as follows:

Question 4: What can I become?

Completed 03/16/17

Coordinates at completion (42.213, -175.119)

On board USNS Big Horn
Pacific Ocean, Los Angeles to Yokohama, Japan

QUESTIONS

1. Why am I here?
2. Am I good? Why?
3. Why is my life meaningful?
4. What can I become?
5. What do I fear? Why?
6. What do I like? Why?
7. What is education? Am I educated?
8. Do I make good decisions? Why?
9. How do I contribute?
10. Am I a careful observer?
11. Am I sensitive to the needs of others?
12. What is leadership?
13. How will I be different after sea year? Why?

EVALUATION

See Appendix C for additional instructions and the evaluation rubric.

GRADING SCALE

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	60-66
B-	80-83	F	0-59
C+	77-79		

SUBMISSION

1. All reading logs must be submitted at the Humanities Department on Sea Project Collection Day in Fitch. All logs must be clearly labeled and inserted into the Sea Project Submission Box. All logs must be handwritten.
2. All writing assignments for Assignment 1 and 2 must be uploaded to turnitin.com. The turnitin.com class number is 19080799 and the enrollment password is "taffet" (without the quote marks).
3. Journal entries can be submitted either via turnitin.com, or with a paper copy in the Sea Project Submission Box. Entries must be typed. Journal entries submitted via turnitin.com should be submitted as a single document.

APPENDIX A

In grading the writing assignment, the instructor will expect the student to have followed the following steps:

1. Read the assignment carefully.
2. Developed an organizational plan, before starting to write, in which they mapped out the structure of their work.
3. Proofread their draft multiple times and, to the best of their ability, eliminated all problems with grammar and sentence structure.
4. Looked carefully at each sentence to ensure that it clearly and concretely made a point.
5. Ensured that each paragraph made sense as a single unit, that it had no organizational problems, and that it clearly and concretely made a point.
6. Looked carefully at each element of the assignment to ensure that the reader, who may be unfamiliar with the context of the writing, has been given enough information so that it will make sense.

Failure to include the preface to the assignment will result in an automatic 20 point reduction in the grade for this assignment.

All submissions should be double-spaced and in one of the following standard serif fonts: Times New Roman, Cambria, Baskerville, Palatino, Big Caslon, or Georgia. Failure to use one of these fonts and/or to use double space will result in a 5 point reduction in the grade for this assignment.

Assignment 1 Rubric

	A range	B range	C range	D range	F
Message (50%)	Submission has a clear and compelling central message. Writing is crafted with awareness of the assigned readings and reflects an effort to present original ideas connected to those readings. Writing meets length requirements and responds to assignment prompt. Preface clearly explains the logic and inspiration for the writing.	Submission has a clear message. Writing is mostly crafted with awareness of the assigned readings and reflects an attempt to present original ideas connected to those readings. Writing meets length requirements and responds to assignment prompt. Preface explains the logic and inspiration for the writing.	Submission has an unclear message. Writing crafted with a limited awareness of the assigned readings and does not reflect an attempt to present original ideas that are connected to those readings. Writing meets length requirements and responds to assignment prompt. Preface explains the logic and inspiration for the writing, but does not present a complete explanation of either.	Submission has no substantive evidence of a clear message. Writing crafted without an awareness of the assigned readings and does not present original ideas that are connected to those readings. Writing does not meet length requirements and/or does not respond to assignment prompt. Preface is ineffective in explaining the logic and inspiration for the writing.	Does not complete the assignment.
Clarity and style (25%)	All sentences are grammatically correct and	Most sentences are grammatically	Many sentences are grammatically	Submission is full of grammatical	Does not complete the assignment.

	clearly written. No words are misused. Submission has been spell-checked, proofread, and has obviously been through a set of revisions. Writing is sophisticated enough to convey complex ideas.	correct and clearly written. An occasional word is misused and a few sentences may be structured awkwardly. Submission has been spell-checked, proofread, and revised, though a few grammatical and stylistic problems remain. Writing is sophisticated enough to convey complex ideas.	incorrect or not clearly written. Many words are misused and a few sentences may be structured awkwardly. Submission has been spell-checked, proofread, and revised but still contains obvious errors. Reader's ability to understand essay may be compromised by these errors. Writing is not sophisticated enough to convey complex ideas.	errors and unclear writing. Reader has a difficult time understanding submission because of errors. Writing is not sophisticated enough to convey complex ideas.	
Organization (25%)	Writing flows naturally from point to point. Reader is given enough information to understand how all the parts of the work connect to each other.	Writing flows from point to point, but reader is not always given enough information to understand how the parts of the work connect to each other, or how they help advance the assignment.	Writing does not flow from point to point. The reader is often not given enough information to understand how the parts of the work connect to each other, or how they help advance the assignment.	Writing does not flow naturally. In most cases, the reader is not given enough information to infer the connections between pieces of the assignment.	Does not complete the assignment.
	Pass				Fail
Log (pass/fail)	Reading log completed accurately and presented in the format explained in the assignment. Log indicates that all assigned works have been read. Log is signed.	Not Applicable	Not Applicable	Not Applicable	Reading log not completed accurately and/or not presented in the format explained in the assignment. Log indicates that not all assigned works have been read. Log is not signed.

APPENDIX B

In grading the writing assignment, the instructor will expect the student to have followed the following steps:

1. Read the assignment carefully.
2. Developed an organizational plan, before starting to write, in which they mapped out the structure of their work.
3. Proofread their draft multiple times and, to the best of their ability, eliminated all problems with grammar and sentence structure.
4. Looked carefully at each sentence to ensure that it clearly and concretely made a point.
5. Ensured that each paragraph made sense as a single unit, that it had no organizational problems, and that it clearly and concretely made a point.
6. Looked carefully at each element of the assignment to ensure that the reader, who may be unfamiliar with the context of the writing, has been given enough information so that it will make sense.

Failure to include the preface to the assignment will result in an automatic 20 point reduction in the grade for this assignment.

All submissions should be double-spaced and in one of the following standard serif fonts: Times New Roman, Cambria, Baskerville, Palatino, Big Caslon, or Georgia. Failure to use one of these fonts and/or to use double space will result in a 5 point reduction in the grade for this assignment.

Assignment 2 Rubric

	A range	B range	C range	D range	F
Message (50%)	Submission has a clear and compelling central message. Writing is crafted with awareness of the assigned readings and reflects an effort to present original ideas. Writing meets length requirements and responds to assignment prompt. Preface clearly explains the logic and inspiration for the writing.	Submission has a clear message. Writing is mostly crafted with awareness of the assigned readings and reflects an attempt to present original ideas. Writing meets length requirements and responds to assignment prompt. Preface explains the logic and inspiration for the writing.	Submission has an unclear message. Writing crafted with a limited awareness of the assigned readings and does not reflect an attempt to present original ideas. Writing meets length requirements and responds to assignment prompt. Preface explains the logic and inspiration for the writing, but does not present a complete explanation of either.	Submission has no substantive evidence of a clear message. Writing crafted without an awareness of the assigned readings and does not present original ideas. Writing does not meet length requirements and/or does not respond to assignment prompt. Preface is ineffective in explaining the logic and inspiration for the writing.	Does not complete the assignment.
Clarity and style (25%)	All sentences are grammatically correct and clearly written. No words are misused.	Most sentences are grammatically correct and clearly written. An occasional	Many sentences are grammatically incorrect or not clearly written. Many words are	Submission is full of grammatical errors and unclear writing. Reader has a	Does not complete the assignment.

	Submission has been spell-checked, proofread, and has obviously been through a set of revisions. Writing is sophisticated enough to convey complex ideas.	word is misused and a few sentences may be structured awkwardly. Submission has been spell-checked, proofread, and revised, though a few grammatical and stylistic problems remain. Writing is sophisticated enough to convey complex ideas.	misused and a few sentences may be structured awkwardly. Submission has been spell-checked, proofread, and revised but still contains obvious errors. Reader's ability to understand essay may be compromised by these errors. Writing is not sophisticated enough to convey complex ideas.	difficult time understanding submission because of errors. Writing is not sophisticated enough to convey complex ideas.	
Organization (25%)	Writing flows naturally from point to point. Reader is given enough information to understand how all the parts of the work connect to each other.	Writing flows from point to point, but reader is not always given enough information to understand how the parts of the work connect to each other, or how they help advance the assignment.	Writing does not flow from point to point. The reader is often not given enough information to understand how the parts of the work connect to each other, or how they help advance the assignment.	Writing does not flow naturally. In most cases, the reader is not given enough information to infer the connections between pieces of the assignment.	Does not complete the assignment.
	Pass				Fail
Log (pass/fail)	Reading log completed accurately and presented in the format explained in the assignment. Log indicates that all assigned works have been read. Log is signed.	Not Applicable	Not Applicable	Not Applicable	Reading log not completed accurately and/or not presented in the format explained in the assignment. Log indicates that not all assigned works have been read. Log is not signed.

APPENDIX C

All submissions should be double-spaced and in one of the following standard serif fonts: Times New Roman, Cambria, Baskerville, Palatino, Big Caslon, or Georgia. Failure to use one of these fonts and/or to use double space will result in a 5 point reduction in the grade for this assignment.

Assignment 3 Rubric

	Pass	Fail
Requirements of the assignment (pass/fail)	Student used header format as indicated in the writing assignment. Student completed all 13 journal essays. All meet length requirements. All address one of the assigned questions. Student took the assignment seriously and attempted to write, as clearly as they could, thoughtful responses to the assigned questions.	Student may not have done one of the following: used the header format as indicated in the writing assignment, completed all 13 journal essays, submitted journal entries that met the length requirement, and addressed the assigned questions. Equally as important, student did not take the assignment seriously and did not attempt to write, as clearly as they could, thoughtful responses to the assigned questions.