

## HUMANITIES SEA YEAR PROJECT: GROUP A

### Class of 2020, A-Split

#### Contact Info:

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**Description:** The Humanities Sea Year Project is designed to serve as a companion during the second “Sea Year” and to challenge students to think about their place, on ship and on shore, in the larger maritime world and explore their relationship with and understanding of other cultures and societies. As such, it serves the humanist goal of intellectual self-discovery; and through a series of readings and writing exercises spaced out over the time at sea students will be able to “map” their individual voyages and personal journeys. Students will write an “Exploratory Essay,” a “Shipboard Journal,” and a “Journey Narrative.” 1 credit hour.

#### Course Objectives:

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

#### Course Learning Outcomes:

The Humanities department has specifically designed this project to be done during your sailing period. Your Sea Year experiences should be interwoven with this project to help you conceptualize and reflect upon your time at sea.

By the completion of the course, midshipmen will:

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.

#### Course Readings:

1. One novel from approved list in Part II (available online or in print)
2. Anjum, Faraz. “Travel Writing, History and Colonialism: An Analytical Study.” *Journal of the Research Society of Pakistan* 51, no. 2 (July-Dec. 2014): 123-48. (pdf on CD)
3. Bisumic, Boris, and John Duckitt, “What is and is Not Ethnocentrism: A Conceptual Analysis and Political Implications.” *Political Psychology* 33, No. 6 (Dec. 2012): 887-909. (pdf on CD)

4. [Herodotus](#), *The Histories*, Book 2, Chaps. 5-99, “Description of Egypt and the Egyptians.” (pdf on CD)
5. [Ibn Khaldun](#), *Al-Muqaddimah*, Chap. II, (entire) “Bedouin Civilization, Savage Nations and Tribes.” (pdf on CD) (author’s bios via hyperlink)
6. [The Art of the Travel Essay \(click on title for hyperlink\)](#)

Course readings can be found in pdf format on the Sea Year CD, on the Internet via embedded hyperlink, or for purchase at Amazon.com (or a bookseller of the student’s choice). Please refer to each component of the project for details. *It is suggested that students download internet content before going to sea in case access is limited or problematic. All online sources can be downloaded.*

**Grade Scale:**

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

**Academic Honesty Statement:**

Plagiarism is a violation of the Academy’s Honor Code. Plagiarism is a serious academic crime that can result in your expulsion from the Academy. It is also very easy to detect. Cheating on quizzes, exams, or written assignments can result in a failing grade for the term and/or by the Honor Board or Commandant’s Office. NO PONIES. Ponies, or using someone else’s work from a previous term, is regarded as cheating in this class. Please keep in mind the motto, “A Midshipman Will Not Lie, Cheat, or Steal.”

**THE PROJECT**

The project consists of three written components. Each student must complete all three components and turn them in printed form to the Humanities Department upon return from the Sea Year. See the accompanying “Instructions for Submitting the Humanities Sea Project” for detailed instructions.

**\*ALL THREE COMPONENTS ARE REQUIRED. A STUDENT WILL NOT PASS THE PROJECT IF THEY DO NOT TURN IN ALL THREE COMPONENTS.**

The three components and % of final grade:

- “Exploratory Essay” 30%
- “Shipboard Journal” 40%
- “Journey Narrative” 30%

**Part I. Orientation and Preconceptions (30% of Grade)**

*What:* 1,000-word analytical and reflective “Exploratory Essay.”  
*When:* Complete during the first 2-3 weeks at sea.

*Purpose:* To encourage the student to reflect upon their preconceptions of other societies and cultures to better understand their place in their own culture and provide meaning to their place aboard ship.

Students must read the following: (all are found in pdf format on the Sea Year CD)

Critical Essay: Boris Bisumic and John Duckitt, “What is and is Not Ethnocentrism: A Conceptual Analysis and Political Implications.” *Political Psychology* 33, No. 6 (Dec. 2012): 887-909.

Historical/Literary Excerpts:

[Herodotus](#), *The Histories*, Book 2, Chaps. 5-99, “Description of Egypt and the Egyptians.”

[Ibn Khaldun](#), *Al-Muqaddimah*, Chap. II, (entire) “Bedouin Civilization, Savage Nations and Tribes.”

\*Please click on the authors’ names to learn about them before reading the excerpts.

*Assignment Prompt:* Upon completing the assigned readings please write a short, analytical and reflective essay in which you characterize your own sense of place at sea and your approach to understanding the larger world outside your own society and culture. How do the readings challenge how you might perceive of the larger world and other cultures? You may draw upon past experiences at sea or abroad to help frame this exploratory essay, and/or contour it to reflect the anticipatory locales you may visit during this time at sea. *Please make sure you reference and/or cite ALL the readings and conform to the MLA Style Guide.*

## **Part II. Observation and Recording (40% of Grade)**

*What:* A weekly “Shipboard Journal” of key events and thoughts about your time at sea and ashore.

“Weekly” means once per week (may include multiple entries from days within the week).

*When:* Throughout the entire sea year experience.

*Purpose:* To reflect and comment upon your experiences and thoughts during the second year voyage(s). This journal will help you “map” your experiences and aid in your interpreting the meaning of your time aboard ship and ashore. (Note: This is not a journal about your tasks and jobs completed aboard ship. “I did this... I did that...” You have other projects that ask for that info. Think of it more like a diary).

*Readings:* Each student should choose a reading that deals with sea voyages and foreign excursions from the list provided. No formal writing assignment is attached to the reading, but the student should engage with the themes of the book and its characters and discuss them in their entries *throughout their time at sea.*

\*\*Failure of the Journal component will lead to a failing Sea Project grade. Please adhere to these guidelines and turn in a full and complete journal. You may exceed the expected word length but not fall short.

*Current List* (available via web hyperlink unless indicated):

Joseph Conrad, [Lord Jim](#) (1900)

Richard Hughes, [In Hazard](#) (1938) \*Buy at Amazon.com

Richard Maury, [The Saga of the Cimba](#) (1938) \*Buy at Amazon.com

Herman Melville, *Typee* (1846)  
Herman Melville, *Redburn* (1849)  
Virginia Wolf, *The Voyage Out* (1915)

*Journal Format:* Please organize entries under Weekly Headings. For example: Week 5 (Dec. 4-11, 2016). Make sure each entry includes the date, time, and location (even if only a compass or gps point). There is no set length for any entry, nor any set amount of entries required per week or month; so long as it is comprehensive and covers the sea year. The completed Journal is expected to be roughly 4,000-5,000 words. Please follow MLA style guidelines for punctuation, grammar, etc. **\*\*Your Journal will NOT be shared and will remain CONFIDENTIAL.**

### **Part III. Mapping the Journey (30% of Grade)**

*What:* 1,500-word reflective essay as a “Journey Narrative” during the final two weeks at sea.

*Purpose:* To encourage the student to reflect upon the sea year journey with reference to their journal.

Reading: Faraz Anjum, “Travel Writing, History and Colonialism: An Analytical Study.” *Journal of the Research Society of Pakistan* 51, no. 2 (July-Dec. 2014): 123-48. (pdf on CD)

[The Art of the Travel Essay \(click on title for hyperlink\)](#)

*Assignment Guidelines:* “Map” your sea year and explain it through written composition by reflecting on your experience aboard ship and ashore, using your Shipboard Journal from Part II as a primary source. Make sure this is a true “narrative of a journey” and not simply a reflection. In what ways did the experience challenge your preconceived notions about the world and its peoples? With respect to your Journal what experiences and ideas remain with you and stand as the most important or profound facets of your physical and intellectual journey? So long as you follow MLA style guidelines you may be as creative as you wish in the writing of your account (for example, you may use first person, third person, an account through a series of letters sent home describing the journey, etc).

### **Part IV. Concerning the Grading Rubrics**

Each component has its own Grading Rubric (See below). The degree to which a student meets the criteria within each rubric is broken down as such vis-à-vis letter grades:

Outstanding: ..... A range  
Effective: ..... B range  
Satisfactory: ..... C range  
Needs Improvement: ..... D range  
Unacceptable: ..... F range below 60%

In order to achieve an “Outstanding” on any component and on the project in general, the grader must be able to check all the boxes in each dimension of every rubric. Any combination of unchecked boxes relegates a component to something less than an Outstanding. The level of achievement (from strong too weak) of any checked box is left to the discretion of the grader. Any significant problems or issues may entail comments placed at the bottom of the component’s rubric for the student’s edification.

## **SUBMISSION INSTRUCTIONS FOR YOUR HUMANITIES SEA YEAR PROJECT**

1. You must submit a paper copy of your final paper to the Humanities Department on Sea Project Collection Day, the same day that you submit all of your other sea projects.
2. Make sure you complete all three components as you will not receive a passing grade for an “incomplete” package submission.
3. Staple the enclosed Grading Rubric for Part I on top of your “Exploratory Essay”. Do the same for the Rubrics for Parts II and III to those respective components. Make sure you print your name on each grading rubric in the space provided.
4. Arrange the submission packet in order of the components: 1, 2, & 3. Use a paper clip to attach the three parts together. Insert into a manila envelope with your name clearly marked on the outside of the envelope.
5. You must bring YOUR project only to the Humanities Department office (2nd Floor of the Fitch Building) and put it in the Sea Year Project Collection Box.
6. Allow sufficient time for grading. Once graded you will be contacted and instructed to pick up your package in the Humanities Department office.
7. Failure to follow these instructions will result with a failing grade for your Humanities Sea Years Project.

## Grading Rubric for “Exploratory Essay”

Name: \_\_\_\_\_

Points: \_\_\_/30

Dimension	Description	Degree	Points
<b>Analysis &amp; Synthesis</b>  <b>1-10 pts</b>	<input type="checkbox"/> Essay is organized and deals directly with the prompt <input type="checkbox"/> Understands concept of ethnocentrism <input type="checkbox"/> Discusses ethnocentrism in within a historical context <input type="checkbox"/> Connects ideas to real-world experience or situations	Outstanding Effective Satisfactory Needs Improvement Unacceptable	
<b>Reflection</b>  <b>1-10 pts</b>	<input type="checkbox"/> Reflects upon personal values and attitudes <input type="checkbox"/> Connects to past experience at sea <input type="checkbox"/> Articulates recognition and/or acceptance of new ideas <input type="checkbox"/> Addresses how such ideas may or may not alter perceptions during current sea year	Outstanding Effective Satisfactory Needs Improvement Unacceptable	
<b>Use of Sources</b>  <b>1-5 pts</b>	<input type="checkbox"/> References sources in reply <input type="checkbox"/> Understands the content of the sources <input type="checkbox"/> Delineates point of view of the authors	Outstanding Effective Satisfactory Needs Improvement Unacceptable	
<b>Conventions</b>  <b>1-5 pts</b>	<input type="checkbox"/> Grammar, spelling and punctuation correct <input type="checkbox"/> Follows MLA Format <input type="checkbox"/> Effective syntax and word usage	Outstanding Effective Satisfactory Needs Improvement Unacceptable	

**TOTAL** \_\_\_\_\_

## Grading Rubric for “Shipboard Journal”

Name: \_\_\_\_\_

Points: \_\_\_/40

Dimension	Description	Degree	Points
<b>Substance and Quality</b>  <b>1-10 pts</b>	<input type="checkbox"/> Journal is neat, organized and chronological <input type="checkbox"/> Provides details of challenges living aboard a commercial/military vessel <input type="checkbox"/> Explains role on ship without simply listing jobs or “what I did today”. Did the experience match your expectations? <input type="checkbox"/> Elaborates on time off ship and in foreign cultures (if applicable)	Outstanding Effective Satisfactory Needs Improvement Unacceptable	
<b>Reflection</b>  <b>1-10 pts</b>	<input type="checkbox"/> Reflects upon personal experience aboard ship and in port(s) <input type="checkbox"/> Connects to past experience at sea <input type="checkbox"/> Ponders place in larger maritime world <input type="checkbox"/> Addresses how sea year experience has challenged/changed personal views	Outstanding Effective Satisfactory Needs Improvement Unacceptable	
<b>Use of Novel &amp; Exploratory Essay</b>  <b>1-10 pts</b>	<input type="checkbox"/> References novel in entries <input type="checkbox"/> Understands the novel’s themes <input type="checkbox"/> Applies novel’s story to current sea year experience/shipboard experience <input type="checkbox"/> Elaborates on ideas introduced in the Exploratory essay	Outstanding Effective Satisfactory Needs Improvement Unacceptable	
<b>Conventions</b>  <b>1-10 pts</b>	<input type="checkbox"/> Weekly format, completeness <input type="checkbox"/> Grammar, spelling and punctuation correct <input type="checkbox"/> Follows MLA Format <input type="checkbox"/> Effective syntax and word usage	Outstanding Effective Satisfactory Needs Improvement Unacceptable	

**TOTAL** \_\_\_\_\_

## Grading Rubric for “Journey Narrative”

Name: \_\_\_\_\_

Points:    /30

Dimension	Description	Degree	Points
<b>Literary Quality and Creativity</b>  <b>1-20 pts</b>	<input type="checkbox"/> Narrative evokes sense of travel and individual journey of discovery <input type="checkbox"/> Prose explains and informs in a dynamic fashion rather than listing events. <input type="checkbox"/> Provides overall meaning to the sea year experience <input type="checkbox"/> Focuses on the transformative effect of travel on the individual	Outstanding Effective Satisfactory Needs Improvement Unacceptable	
<b>Use of Shipboard Journal</b>  <b>1-5 pts</b>	<input type="checkbox"/> Draws from events and ideas contained in shipboard journal <input type="checkbox"/> Provides reference points to important events <input type="checkbox"/> Refers to ships, co-workers, and people encountered during sea year	Outstanding Effective Satisfactory Needs Improvement Unacceptable	
<b>Conventions</b>  <b>1-5 pts</b>	<input type="checkbox"/> Grammar, spelling and punctuation correct <input type="checkbox"/> Follows MLA Format <input type="checkbox"/> Effective syntax and word usage	Outstanding Effective Satisfactory Needs Improvement Unacceptable	

**TOTAL** \_\_\_\_\_