Course Change Request

Date Submitted: 02/18/18 2:28 pm

Viewing: **MAST 252 352**: Crafts of the Maritime World

Also listed as: **MAST-352**

Formerly known as: **MAST 352**

Last approved: 08/30/17 3:20 am

Last edit: 06/15/18 9:39 am

Changes proposed by: overcomer

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**Catalog Pages referencing this course**

- Department of Liberal Studies
  - MAST - Maritime Studies (MAST)

**Programs referencing this course**

- MAST 352:
  - MINOR-MAST: Maritime Studies - Minor
  - MINOR-MUST: Museum Studies - Minor

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**Faculty Senate Number** FS.34.162

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**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Paula Morris</td>
<td><a href="mailto:morriss@tamug.edu">morriss@tamug.edu</a></td>
<td>409-740-4975</td>
</tr>
</tbody>
</table>

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**Rationale for Course**

The proposed changes are part of a routine curriculum review.

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**Course prefix** MAST  

**Course number** 252 352

**Department** Liberal Studies

**College/School** Galveston Campus

**Academic Level** Undergraduate

**Undergraduate course level justification (Select One)**

- College/Program Course Level Rubric

**Effective term**

- 2019-2020
- 2017-2018

**Complete Course Title**

Crafts of the Maritime World

**Abbreviated Course Title**

CRAFTS OF THE MARITIME WORLD

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**Catalog course description**

An exploration of various crafts, skills and aesthetic/design used in and supporting the maritime world; hands-on activities and practical experience of various skills and processes, using traditional tools required to put a ship to sea; from carpentry to rope-making, sewing canvas sails to making blocks.

**Prerequisites and Restrictions**

- Junior or senior classification.

**Should catalog prerequisites /**

No
concurrent enrollment be enforced?

Crosslistings No

Stacked No

Semester 3
Credit Hour(s) 3

Contact Hour(s) (per week): Lecture: 3 Lab: 0 Total 3 Other: 0

Repeatable for credit? No

CIP/Fund Code 3029010002

Default Grade Mode Letter Grade (G)

Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? Yes No

Program(s)

(MINOR-MAST) Maritime Studies - Minor

(BA-MAST) Maritime Studies - BA

(MINOR-MAST) Maritime Studies - BA

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for Core Creative Arts (KCRA)
## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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<tbody>
<tr>
<td>Upload syllabus</td>
<td>MAST 252 Maritime Crafts.docx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>Yes</th>
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</thead>
</table>

| Additional information | The course content is not rigorous enough to support the standards of a 300 level course. Additionally, a 2xx level course better supports the core curriculum. THIS COURSE HAS ALREADY BEEN APPROVED AS A CREATIVE ARTS COURSE FOR THE CORE CURRICULUM. The only change being made to the course is the course number. In accordance with instructions from Kristin Harper, we are resubmitting this course as MAST 252 as a new core curriculum course concurrently with this proposed change |

| Reviewer Comments | Meredith Zalesak (zalesakm) (10/12/17 9:38 am): Rollback: Rollback to withdraw from consideration. Sandra Williams (sandra-williams) (04/09/18 9:27 am): UCC approved April 2018. Janet Gonzales (janet-gonzales) (06/15/18 9:39 am): Rollback: Glitch in CARS, was not "approved" to be moved to Provost II. |

Key: 10106
MAST 252
Crafts of the Maritime World
Fall 2019

Instructor: Mr. Thomas J. Oertling  Phone: 409-741-4026
Office: SAGC 402: The Archaeology Lab.  Email: oertlint@tamug.edu
Hours: TBA or by appointment  Meeting time & location TBA

Course Description: An exploration of various crafts, skills and aesthetic/design used in and supporting the maritime world; hands-on activities and practical experience of various skills and processes, using traditional tools required to put a ship to sea; from carpentry to rope-making, sewing canvas sails to making blocks. There are no prerequisites.

Course Overview: The wooden sailing vessel is more than just a transportation vehicle resulting from the utility needs of material culture. It is a symbolic representation of strength, ability, achievement, and forms an important part of the social identity of its owners, creators, and even the society from which it was produced. The art of crafting artifacts associated with the maritime culture requires the creative synthesis of maritime knowledge, craftwork form and function, and an artistic skill utilizing the shipbuilder’s toolkit. Insofar as such efforts are driven by the notion of teamwork on the seas, the community labor of sailing necessitates innovative solutions and organization communication to craft artifacts specifically associated with nautical concepts and shipboard needs. It is for these very reasons that some of the most treasured artifacts of maritime history are those associated with the daily labor functions of ship work such as scrimshaw whale stamps, rope/knot weaves, and sails and pennants.

Student Learning Outcomes:

- Recognize different types of wood and the use of specific species in ship building, and the skills necessary to make sails and other uses of cloth and canvas.
- Identify and explain proper use, terminology, care and maintenance, and the capabilities and limitations of tools used in maritime craftsmanship.
- Discover block-making; the basic mechanical device that gave sailors an advantage in moving and lifting sails and spars.
• Examine the construction of a sailing rig using nothing more than wood and fiber rope.
• Assemble, collect and twist fibers to create strands and yarns that make up rope.
• Select from historical patterns to create types of fancy knot work used to decorate ships and sailors’ personal possessions, and to carve trailboards, nameboards and figureheads.

Core Curriculum Objectives

Critical Thinking
Students will be asked to interpret and apply lecture material to hands-on activities through individual and group projects.

Communication
Students will participate in group projects, collaborate and formulate the plan for the project, and write a short description of each project describing the purpose, tools, setup, and other items of consideration about the project.

Teamwork
Several group projects throughout the semester will be used to build teamwork skills. These include building a tool, bench or support structure used in the class and for future classes; rope making, and team working shipboard block and pulley mechanisms for large project construction.

Social Responsibility
This course enhances social responsibility by engendering in the students the concept that the artifacts they create not only communicate functionality, but often messages about the technical capabilities, aesthetic sensibility, and even the ideological bent of the culture that produced it.

Texts:
Other readings as assigned

**Course Grade Determination:**
Each student's grade will be based on his/her performance on three semester exams (20% each for a total of 60%), weekly activity assignments (20%), and a final exam [not cumulative] (20%). Class attendance and active participation is expected. Reading assignments are to be completed before the topic is discussed in class.

Grading will conform to standard University grading scale: A = 90 – 100, B = 80 – 89, C = 70 – 79, D = 60 – 69, Below 60 = F.

**Absences:**
Information concerning absences is contained in the University Student Rules Section 7 ([http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html)). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**Attendance and Make-Up Policies:**
Make-up Policy: If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details ([http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html)). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.
The Americans with Disabilities Act (ADA):
The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/Disabilities.html.”

Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University at Galveston, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. The student’s commitment to the Honor Code applies to examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMUG community from the requirements or the processes of the TAMUG Honor System. For additional information: <http://www.tamug.edu/honorsystem/>.

Family Educational and Rights to Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student's social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your confidentiality.
Course Schedule

Week 1  **Introduction:**

**Safety:** Safety rules for the lab will be reviewed. Your personal safety in using *SHARP* tools is your personal responsibility. Don’t be foolish and don’t be careless.

- Respect for the tools
- Proper use

**Discussion of art in the workplace,**

**Wood:**
Cellular structure, variety of trees, hardwood vs. softwood; figure, grain, pattern.
Traditional carpentry/shipbuilding woods; compass timber vs. straight grained timber;
compression/tension wood; specific gravity
Activity: learn to identify common woods used in the maritime world

Week 2

**Tools**
Basic tools of the shipwright and student activity [squaring timber and mortise and tenon join]

- Ax, adze, hatchet        Square a timber
- Chisel and mallet       Cut a mortise
- Saw                    Saw block, cut tenons
- Drills                 Drill hole for tenon peg
- Drawknife, spokeshave  Make tenon peg

Week 3

**Tools cont’d**

Week 4

**Exam 1**

**Fibers, cord, Line**
How line is made--fibers, strands, yarns, cord, line
Use of different fibers makes different quality of line.
How tightness of twist affects strength of line.
The difference between cord/twine and line
Activity: Making line, Students will take fibers and make strands, then yarns, then line.
The line made will then be tested for strength

Week 5

**Fibers, cord, Line, cont’d**

**Exam 1, everything from the beginning of the semester**

Week 6

**Canvass**
Canvass was used to make sails and various other items on board.
Ditty bags, clothing, wind scoops, awnings, etc.
Tools of a sailmaker—palm and needle, canvas hook, Seam rubber
Activity: make ditty bag.
Week 7

Canvass, cont’d

Week 8

Exam 2

Knotwork

Knots were tied by sailors in the performance of their duty on ship, but also used for decorative purposes on personal gear.
Different decorative knots
Tools--fid, marlinspike, serving mallet
Activity: Tie a lanyard, handle for the ditty bag made in the previous session.

Week 9

Knotwork, cont’d

Splices, eye and short splice, whippings and seizings, grommets
Activity: continue working on lanyards for the ditty bags
Activity: Net-making. Nets were used in fishing and for various jobs on commercial vessels. This is one of the skills that all sailors had to have.

Week 10

Block-making

Making blocks which when used together formed tackles, were made by skilled craftsmen in shipyards and maritime communities.
Activity: Students will create two single blocks, including shells, sheaves, and pins, and then strop them and rig them to do work

Week 11

Block-making, cont’d

Exam 2, everything since Exam 1.

Week 12

Exam 3

Ship Carving

Sculptors and Carvers made figureheads, trailboards and nameboards that decorated ships bows and sterns. Various patterns and methods were used to create these.
Activity: Carve initials on a piece of mahogany or a standard pattern used in ship carving: scroll, scale, leaves, fillets, spirals, etc.

Week 13

Ship Carving, cont’d

Week 14

Conclusions, complete all projects, discussion of skills and arts in the Maritime world.

Week 15

Final Exam
Course Change Request

Date Submitted: 03/19/18 9:59 am

Viewing: MAST 265: Elissa Sail Training

Last edit: 06/15/18 9:39 am

Changes proposed by: overcomer

<table>
<thead>
<tr>
<th>Contact(s)</th>
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<tbody>
<tr>
<td>Name</td>
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<tr>
<td>Paula Morris</td>
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</table>

Rationale for Course

The proposed changes are to meet the demand/interest of students.

Catalog course description

Elissa Sail Training (1-6). Fundamentals of seamanship on a late 19th century square-rigged sailing vessel. Students will learn to both sail and maintenance of care for the 1877 barque ELISSA, operated by the Texas Seaport Museum; lectures and activities in maritime life and seafaring history. Lectures on maritime life supplement physical activity.

Prerequisites and Restrictions

Department approval.

Should catalog prerequisites/concurrent enrollment be enforced?

No

Crosslistings

No

Crosslisted With

As A Banner Prerequisite:

部门

校/系

学术水平

有效期限

完整课程标题

主修课程

缩写课程

描述

学院/系

学院/项目课程级别框架

审批路径

1. 03/19/18 10:02 am
Paula Morris (overcomer): Approved for LIST Department Head
2. 03/19/18 10:58 am
Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 03/19/18 11:32 am
Meredith Zalesak (zalesakm): Approved for GV Committee Preparer UG
4. 03/22/18 4:11 pm
Meredith Zalesak (zalesakm): Approved for GV Committee Chair UG
5. 03/23/18 11:47 am
Patrick Louchouarn (loup): Approved for GV College Dean UG
6. 03/23/18 1:27 pm
Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 04/09/18 9:27 am
Sandra Williams (sandra-williams): Approved for UCC Chair
8. 04/11/18 4:09 pm
Jan Helgoth (helgoth): Approved for Faculty Senate Preparer

Banner Approval Path

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Sandra Williams (sandra-williams): Approved for UCC Chair
8. 04/11/18 4:09 pm
Jan Helgoth (helgoth): Approved for Faculty Senate Preparer
Course Syllabus

Stacked  | No | Stacked with
---|---|---
Semester  | 3 | Contact Hour(s) (per week):
Credit Hour(s) | | Lecture:  3 2 Lab:  0 6 Other:  0
Repeatable for credit? | No | 
CIP/Fund Code | 3099990601 |
Default Grade Mode | Letter Grade(G) |
Method of instruction | Lecture and Laboratory |
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) | No |
Will this course be taught as a distance education course? | No |
Is 100% of this course going to be taught in Texas? | Yes No |
Will classroom space be needed for this course? | No |
This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)
<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(BA-MAST) Maritime Studies - BA</td>
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<tr>
<td>Has/will this course be(en) submitted for core curriculum consideration?</td>
</tr>
<tr>
<td>Proposed Core Foundational Component Area</td>
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<tr>
<td>Approved Foundational Component Area</td>
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<tr>
<td>Has/will this course be(en) submitted for Writing or Communication consideration?</td>
</tr>
<tr>
<td>Has/will this course be(en) submitted for ICD consideration?</td>
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</tbody>
</table>
Reviewer Comments

Sandra Williams (sandra-williams) (03/19/18 9:30 am): Rollback: Syllabus missing link to Aggie Honor Code website.

Sandra Williams (sandra-williams) (03/19/18 10:58 am): Update received. Moving forward, however, UG course level justification states "prerequisites" but there are none. Should it be College/Program policy instead?

Bob Knight (bob-knight) (04/03/18 10:29 am): I agree with Sandra's comment on prerequisites.


Janet Gonzales (janet-gonzales) (06/15/18 9:39 am): Rollback: Glitch in CARS, was not "approved" to be moved to Provost II.
MAST 265 Elissa Sail Training

Fall 2019
Wednesday 9:10AM – 12:20PM
Location: TBA

Instructor Information
Name: Kristin Josvoll, Laura White
Telephone: +1 (409) 741-4522, +1 (409) 741-4067
Email: kjosvoll@tamug.edu, lauragwhite@tamu.edu
Office Hours: TBA, TBA
Office: CLB 105B, SAGC 307

Catalog Description
Fundamentals of seamanship on a late 19th century square-rigged sailing vessel; train in sailing and maintenance of the 1877 barque ELISSA (owned and operated by the Texas Seaport Museum); lectures and activities in maritime life and seafaring history

Course Description and Prerequisites
This course critically and creatively examines the fundamentals of seamanship and the culture of seafaring peoples throughout history, with a focus on a late 19th century square-rigged sailing vessel 1877 barque, ELISSA, operated by the Galveston Historic Foundation. Successful students will engage in traditional seafaring activities and use them as a lens by which to better understand historic technologies through teamwork with a diverse group of likeminded sailors. They will also be able to place what they learn of seafaring life, communities, and technologies on the 1877 barque ELISSA into the broader context of the cultures of seafaring peoples throughout histories and in various geographic locations. Finally, students will examine and evaluate material evidence of seafaring, material culture artifacts and the processes and technologies used to create them.

Prerequisites: None

Course Structure
This course will meet once a week for three hours each week. Generally speaking, classes will consist half of discussions, lectures, and activities pertinent to global seafaring culture, and will consist half of lectures and/or hands-on activities pertinent to the technical aspects of outfitting and sailing ships during the age of sail (1400-1900). The class will sometimes meet on campus, sometimes tentatively meet on ELISSA at Pier 22, and sometimes meet at alternate locations defined well in advance.

Three out-of-the-normal time activities are planned: a rigging of a small gaff-rigged sloop, a seafarers meal, and an overnight on ELISSA. The dates for these are tentatively listed on the schedule below.

Learning Outcomes: At the end of the course, students will:
- Examine and appraise various unique aspects of the technologies, cultures, and beliefs of seafaring communities, paying particular attention to those that are shared seafaring cultures from various historical or geographic contexts.
- Relate experiences crewing and maintaining a 19th century barque to the written historical and archaeological record of the historic sailing community at large.
- Develop teambuilding skills and sense of social and cultural responsibility through the demonstration of hands-on activities sailing and maintaining a local cultural historic resource.
- Critically analyze a variety of written records pertinent to historic seafaring in various cultures.
- Practice fostering a collegial atmosphere and academic responsibility through the process of peer review and evaluation.
- Synthesize your critical assessments for your colleagues in a wide variety of methods of written and oral communication.
- Identify the logistical concerns, tools, and materials that were necessary for proficiency in historic seafaring.
Core Curriculum Objectives and Evaluations

**Critical Thinking Skills:** This course enhances critical thinking skills through reading and class discussion of key concepts and ideas in seafaring; focusing on the age of sail (14th-19th centuries) but extending to the present. These skills are evaluated through your written analysis of your learning experience in your first-hand account assignment.

**Communication Skills:** The course enhances communication skills through discussion and writing about ideas, issues, questions, and themes in first-hand seafaring accounts and course readings. These skills are evaluated directly, and also through your verbal/visual presentation and peer-review of your first-hand seafaring account assignment.

**Social Responsibility:** The course will enhance the social responsibility through reading assignments that explore social, cultural, and historical issues in seafaring focusing on the age of sail (14th-19th centuries) but extending to the present. You will be given the opportunity to reflect upon social responsibility through such groups as officers/crew, religious, cultural, and national. Your understanding of these is evaluated in your first-hand seafaring account analysis assignment and during written examinations.

**Personal Responsibility:** The course enhances personal responsibility through reading assignments that explore ethical and moral issues that arise during the maintenance and preservation of unique historic artifacts, particularly those that are indelibly tied to the identity of a location. It will also explore any possible ethical and moral issues that arise during class participation in planned activities and ship maintenance. You will be given the opportunity to reflect upon personal responsibility through such sea-related topics as interpersonal relationships on board a ship, the interrelated roles of leadership and loyalty, decision making, consequences of action and inaction, ethical uses of the sea, and voyages of quest and discovery. Your understanding of these issues is evaluated in your performance on practical and written examinations and in your first-hand seafaring account analysis assignment.

**International and Cultural Diversity (ICD) Learning Outcomes**

- **Live and work effectively in a diverse and global society**
  - Your ability to live and work effectively in a diverse and global society will be fostered through the completion of a series of course participation activities and discussions that require you to work with a diverse group of likeminded sailors occasionally INCLUDING members of the Galveston community outside of Texas A&M University.
  - You will also be required to provide peer review to your colleagues, effectively participating and communicating with others who share a different point of view and experience than you do.

- **Articulate the value of a diverse and global perspective**
  - You are allowed to select a seafaring first-hand account from ANY period and time, and you will be expected to be able to communicate clearly on the value this account. What does it provide to the overall understanding of seafaring history and culture? How does it contribute a unique and valuable voice?
  - You are encouraged to consider the ways in which ELISSA contributes to the global connectivity of Galveston (Where did she voyage? Where was she constructed? How does she connect Galveston to the global maritime world today? How did she do so in the past?), and your ability to articulate the value of this resource to the cultural identity of Galveston and Galvestonians will be evaluated in exams and class activities.

- **Recognize diverse opinions and practices (including but not limited to economic, political, cultural, gender, and religious opinions) and consider different points of view**
  - In this class, you will have the opportunity to recognize the diverse opinions and practices of historic seafarers, a particularly significant exercise because seafarers varied wildly in wealth, social status, gender, race, ethnicity, and so on in different periods and around the world. During class discussions, and during exams and in your review of a first-hand seafaring account, you will relate the diverse opinions and points of view of historic sailors to those of modern sailors. You will also have the opportunity to recognize the diverse opinions and practices of your colleagues during group activities and class discussions.

**Textbook and/or Resource Material**

Cheap sketchbook (ideally unlined paper)

Any additional assigned readings will be posted on eCampus.

Recommended but not required:


**Grading Policies**

Grade scale (%): A=100-90, B=89-80, C=79-70, D=69-60, F=less than 60

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<thead>
<tr>
<th>Grading Assignment</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td><strong>Course Participation</strong></td>
<td></td>
</tr>
<tr>
<td>Required hours of ship service with GHF</td>
<td>10%</td>
</tr>
<tr>
<td>Classroom attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance to, and participation in, special events</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Written Analysis of First-Hand Seafaring Account</strong></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Peer Review of First-Hand Seafaring Account</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Verbal/Visual Presentation of First-Hand Seafaring Account</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Rigging Quiz (part practical, part written/drawn)</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Final Exam (part practical, part written/drawn)</strong></td>
<td>20%</td>
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Additional detailed information about the assignments, including rubrics for assessment, will be given in separate handouts.

**Attendance and Make-up Policies**

Attendance and participation is required as a part of the final course grade. There are mandatory in-class demonstrations and activities; therefore, days that you miss must be made up within 30 days with proper documentation/university approved excuse. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code. Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1) Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence: (i) Texas A&M University Explanatory Statement for Absence from Class form available at [http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html), or (ii) Confirmation of visit to a health care professional affirming date and time of visit.
Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. If you have an unexcused absence, your attendance and participation grade will reflect accordingly based on the grade guidelines. Information concerning absences is contained in the University Student Rules Section 7 [http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**Decorum and Civility**

Because this class is so focused on student interaction and group discussion, discourteous behavior will not be tolerated. Discourteous behavior includes playing on cell-phones or laptops in class, excessive off-task discussion, and disrespectful behavior toward your peers or instructors. Penalties for discourteous behavior at its worst may result in ejection from class. You may read more about classroom behavior in the TAMU Galveston student rules: [http://www.tamug.edu/studentrules/Academic_Rules/21_Classroom_Behavior.html](http://www.tamug.edu/studentrules/Academic_Rules/21_Classroom_Behavior.html)

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**Course Schedule (Tentative)**

**Week:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit/Topic</th>
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<tbody>
<tr>
<td>Week 1: Aug. 29</td>
<td>Introduction to course objectives, syllabus, and assignments Intro to <em>Elissa</em>, and intro to ship geography, and line handling (Tentative <em>Elissa</em> visit)</td>
</tr>
<tr>
<td>Week 2: Sept. 5</td>
<td>Profiling a Profession: Group identity, origins, gender, class, and race of seafaring populations Propelling the ship: sailing rigs, masts, and spars (Tentative <em>Elissa</em> visit) CHOOSE FIRST HAND ACCOUNT FOR APPROVAL</td>
</tr>
<tr>
<td>Week 3: Sept. 12</td>
<td>History of <em>Elissa</em> and Galveston seafaring Propelling the ship: running and standing rigging, sails (Tentative <em>Elissa</em> Visit)</td>
</tr>
<tr>
<td>Week 4: Sept. 19</td>
<td>The Great Unknown: accounts of seafaring and discovery Ship’s Equipment: steering, centerboards, and ground tackle</td>
</tr>
<tr>
<td>Week 5: Sept. 26</td>
<td>Rigging Written and Practical Quiz (Tentative <em>Elissa</em> Visit) TENTATIVELY September 29: Experience 1-Rigging a Small Vessel (Houston)</td>
</tr>
<tr>
<td>Week 6:Oct. 3</td>
<td>Shipboard hierarchy, living quarters, and work routines (with shanties) Keeping the Water Out!: The maintenance of vessels (<em>Elissa</em> Visit)</td>
</tr>
<tr>
<td>Week 7: Oct. 10</td>
<td>Shipboard diversions and comforts Maritime arts and crafts, knot work, sail making and line making</td>
</tr>
<tr>
<td>Week 8: Oct. 17</td>
<td>Pathology of a Profession: the diet and health of a sailor TENTATIVELY October 20: Experience 2: A Sailor’s Meal</td>
</tr>
</tbody>
</table>
Week 9: Oct. 24  S.O.S.! Coping with disasters on the water
Navigation Technology – sextants, quadrants, helm, dead reckoning

Week 10: Oct. 31  Memento Mori: Attitudes toward death and remembrance in seafaring communities
Maritime folklore and ghosts at sea
FIRST HAND ACCOUNTS First Submission

Week 11: Nov. 7  Jack Tar the Seafaring Warrior: Naval life in the age of sail
Ships ordinance: Fight, flee, or surrender?
FIRST HAND ACCOUNT PEER REVIEWS DUE

Week 12: Nov. 14  The Sea Harvesters: Fisherman and Whalers
Lading the Ship: Ballast, containers, and stowage

Week 13: Nov. 21  NO CLASS – READING DAY (Thanksgiving Break)

Week 14: Nov. 27  Experience 3: An Overnight Aboard (Elissa Visit)

Week 15: Dec. 5  First-hand account Presentations
FINAL HAND IN FIRST HAND ACCOUNTS
Review for exam

Final Exam - TBA  Written Final Exam

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**Americans with Disabilities Act (ADA)**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/Disabilities.html.

**Academic Integrity**
For additional information please visit: http://www.tamug.edu/HonorSystem
"An Aggie does not lie, cheat, or steal, or tolerate those who do."

**Statement on the Family Educational Rights and Privacy Act (FERPA)**
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to https://howdy.tamu.edu and clicking on the “Directory Hold Information” link in the Student Records channel on the MyRecord tab. Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

The complete FERPA notice to students and the student records policy is available at the Office of the Registrar webpage: http://registrar.tamu.edu/Catalogs,-Policies-Procedures/FERPA/FERPA-Notice-to-Students#0-StatementofRights.

Items that can never be identified as public information are a student’s social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.
Statement on Course Evaluations
The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for Texas A&M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is a critical component used to improve curriculum and teaching. Each faculty member values your input to improve his/her methodology. Your comments can also significantly impact the mix and membership of faculty. The PICA website is available at http://pica.tamu.edu or your Howdy portal.

Assignment Guidelines

MAST 265 Elissa Sail Training I

Written/Practical Exams and Quizzes (30% of overall grade)
Exams will take place in class on the day listed in the syllabus. They will consist of multiple-choice, fill-in-the-blank, and short answer questions, and must be completed in the class time allotted. You may be required to complete or label rudimentary sketches or diagrams for your exams...if so, paper will be provided but it is advised that you bring pencils and erasers rather than pens.

Practical portions of exams and quizzes will focus on identification of various elements or artifacts of historic rigging or seamanship. Please note that with a few exceptions (knot tying, etc) proficiency will NOT be an assessed quality of this class...it’s more important that you participate than that you master every skill!

Participation Points (30% of overall grade)
This is a course in which students actively and collectively participate in the thoughtful discussion and team activities. What constitutes participation? While assessment of your participation will depend most heavily on your regular constructive and relevant contributions (either verbal, physical, or material) to class discussions and activities, in recognition of the fact that individual students have different participation styles, the following will also be taken into account: completion of in-class writing/drawing exercises; occasional partner and small group conversations ; small group presentations or debates; appropriate use of professor office hours and e-mail to address questions, confusions, or thoughts relating to specific readings, to assignments, or to the course in general.

Each student will begin the semester with a full allotment of participation points. Excessive unexcused absences (more than one), failure to participate in class or group activities, lack of preparedness, failure to present drafts, failure to come to class having read pertinent information, and so on, will result in the loss of participation points,
while the behaviors listed above can earn participation points back. Students will be notified of their participation progress throughout the semester, and given suggestions for how to improve their course participation. Participation via completion of required service hours will be assessed based on report from appropriate TSM authorities.

**First-Hand Seafaring Account Assignment (40% of overall grade)**
**First-Hand Account (20% of overall grade) First Sub. Oct. 31, Final Sub. Dec. 5.**
**First Hand Account Peer Review (10% of overall grade) Due Nov. 7**
**Verbal/Visual Presentation of First-Hand Review (10% of overall grade) Due Dec. 5**

In the first weeks of class, we will discuss first-hand seafaring accounts – diaries, autobiographies, memoirs, or letters that account an event, experience, or situation in the first-person – in other words, first-hand experiences. These accounts provide excellent anecdotal information and perspective into the seafaring life and mentality of sailors and seamen. For this assignment, you will be required to select a true, first-hand journal or memoir describing a voyage, a series of voyages, or a career at sea, and analyze the author’s account. Then you will also be peer-reviewing another student’s analysis of their first-hand account selection. Once these are completed, you will present to the class – verbally and visually – your analysis of the first-hand account you selected.

**First-Hand Seafaring Account: (Due Oct. 31)**
You are required to select a TRUE, first-hand journal or memoir describing a voyage, a series of voyages, or a career at sea. Your selection must be approved beforehand by the instructor. You will then write a review that provides the historical context for the account and summarizes the book’s contents, highlighting references to the outfitting and sailing of vessels. This might include, but does not have to be limited to, the topics listed in your syllabus.

CRITICAL ASSESSMENT OF YOUR REVIEW WORK IS KEY TO SUCCESS IN ON THIS ASSIGNMENT. A simple summary will not be sufficient, please endeavor to apply your best analytical skills to this assignment. What does this account tell us about contemporary ship construction and seafaring technology, seafaring practices, shipboard life and routines, or the cultures and communities of seafarers? How useful is it likely to be for maritime archaeologists or historians? What is the writer’s viewpoint? What motivated the author to write this account? How authentic does it appear to be?

**TECHNICAL GUIDELINES**
Your written assignment should be 7 pages of original composition, double-spaced, Times New Roman, 12pt. font, 1 inch margins all the way around. Include a cover page and reference page (cover and reference pages are NOT included in your page count). You do not need to include an abstract. Failure to do this will result in an automatic 8 point deduction.

You must include in-text citations from at least 3 different sources from your readings and outside sources within your paper, following university guidelines, and a list of sources consulted at the end of the paper. Failure to do this will result in an automatic 8 point deduction.

The rubric by which your work will be graded is attached. On the first submission due date, bring to class TWO copies of your review. On one paper, write your name, the date, the title of the work you reviewed, The other copy should include the date, the title of the work you reviewed, but NOT YOUR NAME.

After receiving peer review and group discussion of your essay, you will have the opportunity to make the necessary changes and re-submit your essay. It is important that you critically analyze the advice and suggestions you are given by your colleagues, to determine which are the most pertinent and valid rather than making sweeping, and possibly unnecessary, changes to your work.

**Book Review Feedback: (Due Nov. 7)**
In the same way that plagiarism destroys trust between colleagues, anonymous peer review enhances the quality and accuracy of the data and ideas shared among colleagues. In this course, each student will review one book review, assessing content and the author’s style, focus, syntax, and appropriate style for the genre.
The reviewer should focus on the "big picture" rather than worrying about correcting errors. Think about whether the paper:

- meets the assignment requirements
- has a clear thesis
- stays on topic
- has a clear purpose or goal
- makes a strong argument
- offers persuasive evidence or coherent information
- has clear organization
- uses writing suitable for the specified audience
- is formatted correctly

Reviewers can write on the paper but should not rewrite it. Their comments are essential, but they should be readers instead of editors or teachers. Reviewers don’t need to rewrite or rephrase but instead should focus on explaining their reactions.

Reviewers can point out strengths as well as weaknesses and should ask questions about anything that confuses them. For example, they can point out where they would like to see more details or evidence or where they felt most interested or engaged.

**Method**

Effective peer response depends on respectful communication between the reader and the writer. Reviewers, remember to take the other person’s work seriously. Writers, remember to take the reviewer’s opinions seriously.

- **Be tactful.** No hurting people’s feelings. You can say what you need to without being harsh. Remember that people are not likely to listen or learn if they are worried about an attack or feeling bad about themselves.

- **Be honest.** Don’t lie. Someone is coming to you for help. Don’t just read the paper, shrug, and say, “Yeah, it’s fine,” or “Looks good.”

- **Be specific.** General comments like “You need to work on organization” are not helpful. Instead, describe where the problem is. Does the fourth paragraph seem random? Does the information in the body of the paper seem to wander away from the issue laid out in the thesis? Are you lost as to what the second paragraph is even about? Clearly specify the problem and talk about potential ways to fix it.

- **Be yourself.** Don’t try to be your instructor. Instead, read and respond as a peer—someone who has certain types and kinds of knowledge. You are uniquely positioned to contribute to your peer’s writing, and to learn from what he or she has to say.

**TECHNICAL GUIDELINES**

Reviews should be one page of original composition, double-spaced, Times New Roman, 12pt. font, 1 inch margins all the way around. Include a cover page and reference page (cover and reference pages are NOT included in your page count). You do not need to include an abstract. Failure to do this will result in an automatic 8 point deduction.

On the due date, bring to class TWO copies of your review. On one paper, write your name, the date, the title of the work you reviewed. The other copy should include the date, the title of the work you reviewed, but NOT YOUR NAME.

**Verbal/Visual Presentation of First Hand Seafaring Review: (Due Dec. 5)**

You will be required to briefly present your thoughts of your first-hand account to the class at the end of term. Please do your best to give your colleagues an informed review of the work…your goal is to convince them that the book is a worthwhile read (or not!) from the perspective of someone who wishes to learn about historic seafaring.

The rubric by which your work will be graded is attached.
Plagiarism Policy
Plagiarism consists of passing off someone else’s ideas, words, or writing as your own. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. PLEASE NOTE THAT YOU MUST BE PARTICULARLY VIGILANT AGAINST PLAGIARISM IN A CLASS WITH WRITING ASSIGNMENTS. For example, if you write a COMPLETELY original paper based on several sources but do not cite these sources clearly in the text and in the bibliography, you are committing plagiarism. Evidence of plagiarism will result in a failing grade. Plagiarism is one of the worst academic sins, for it destroys the trust among colleagues without which research cannot be safely communicated. For more information about plagiarism, please consult the Texas A&M University Galveston Student Rules:
http://www.tamug.edu/honorsystem/descriptions.html
<table>
<thead>
<tr>
<th>Rubric for Book Review</th>
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<tbody>
<tr>
<td><strong>Focus, Purpose, Thesis, Hypothesis (Controlling Idea) 20%</strong></td>
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<tr>
<td>Masterful</td>
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<td>Skilled</td>
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<td>Able</td>
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<tr>
<td>Developing</td>
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<tr>
<td>Novice</td>
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<td>(Way Off)</td>
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<tr>
<td><strong>Ideas, Support, and Development (Evidence) 25%</strong></td>
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<tr>
<td>Masterful</td>
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<td>Skilled</td>
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<tr>
<td><strong>Structure, Organization 20%</strong></td>
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<td>Skilled</td>
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<td>Novice</td>
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<td>(Way Off)</td>
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<tr>
<td><strong>Audience, Tone, and Point-of-View 10%</strong></td>
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<td>Masterful</td>
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<tr>
<td><strong>Sentence Structure (Grammar) 10%</strong></td>
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<td>Masterful</td>
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<tr>
<td><strong>Mechanics and Presentation 10%</strong></td>
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<td>Masterful</td>
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<tr>
<td><strong>Vocabulary and Word Usage 5%</strong></td>
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<td>Masterful</td>
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<td>Developing</td>
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<td>Novice</td>
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</table>
Presentation Rubric
Date: ____________________________
Name: ____________________________
Subject: ____________________________
Total Time of Presentation (less than 15 minutes): __________(0/5)

1. Was the presentation organized and did it follow a logical progression?
   1 2 3 4 5

2. Was the information presented accurate and free of error?
   1 2 3 4 5

3. Did the presenter involve students, hold their attention, and control the class as needed?
   1 2 3 4 5

4. Was the estimated time of the lesson used effectively?
   1 2 3 4 5

5. Was the topic presented enthusiastically?
   1 2 3 4 5

6. Was the presentation innovative or creative?
   1 2 3 4 5

7. Was the presentation polished and professional?
   1 2 3 4 5

8. Was the presenter adequately prepared to answer questions?
   1 2 3 4 5

9. Did the presenter adequately address the question prompts in the syllabus?
   1 2 3 4 5

TOTAL__________________________
Course Change Request

Date Submitted: 03/08/18 4:06 pm

Viewing: POLS 366 : Political Conflicts of the Middle East

Last approved: 02/09/18 3:22 am
Last edit: 06/15/18 9:48 am
Changes proposed by: overcomer

Catalog Pages referencing this course
- Department of Political Science
- International and Cultural Diversity Requirements
- POLS - Political Science (POLS)

Programs referencing this course
- BA-MAST: Maritime Studies - BA

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paula Morris</td>
<td><a href="mailto:morrisp@tamug.edu">morrisp@tamug.edu</a></td>
<td>409-740-4975</td>
</tr>
<tr>
<td>John Robertson</td>
<td><a href="mailto:jrobertson@tamu.edu">jrobertson@tamu.edu</a></td>
<td>979 845 2511</td>
</tr>
</tbody>
</table>

Rationale for Course
Edit
The proposed changes are part of a routine curriculum review.

Course prefix: POLS
Course number: 366

Department: Liberal Studies
College/School: Galveston Campus
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
Prerequisites
All prerequisites will be enforced through COMPASS.

Galveston

Complete Course Title
Political Conflicts of the Middle East

Abbreviated Course Title
POLIT CONFLICTS MIDDLE E

Catalog course description
The course seeks to provide students with an understanding of the internal, regional, and international politics of the Middle East; study of with a focus on selected political conflicts; the conflicts and the influence of the region's cultures, religions, and natural resources and resources, as well as outside political forces.

Prerequisites and Restrictions
Grade of C in POLS 206; junior or better in POLS 206; junior senior classification or senior classification or approval of instructor.

Should catalog prerequisites /
**Enforced Prerequisites / Concurrent Enrollment**

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>)</th>
<th>Concurrency?</th>
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<tbody>
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<tr>
<td>Stacked</td>
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<th>Semester</th>
<th>Credit Hour(s)</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture:</th>
<th>Lab:</th>
<th>Other:</th>
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Repeatable for credit? No
CIP/Fund Code 4510010001
Default Grade Mode Letter Grade(G)
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(BA-MAST) Maritime Studies - BA</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for No
core curriculum consideration?

Has/will this course be(en) submitted for Writing or Communication consideration?  No

Has/will this course be(en) submitted for ICD consideration?  Yes No

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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation No

Additional information We are revising the catalog description to conform with the new protocol requiring sentence fragments instead of complete sentences. Additionally, a minimum grade of "C" in the prerequisite POLS 206 will now be required.

Faculty Senate Agenda Item F.5.36.044

Reviewer Comments

Sandra Williams (sandra-williams) (03/08/18 5:02 pm): Syllabus not required for this type of change.


Janet Gonzales (janet-gonzales) (06/15/18 9:48 am): Rollback: Glitch in CARS, was not "approved" to be moved to Provost II.

Key: 13407