New Core Component Proposal

Viewing: MARA 440-ICD: Global Economy and Enterprise Management

International and Cultural Diversity Designation

Is this course currently included in the Core Curriculum?

No

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

**Live and work effectively in a diverse and global society.**

This outcome will be reached through in-class discussions, a business role-playing exercise and daily written assignments all covering aspects of globalization, different political and economic systems, ethics, institutions, culture, trade and FDI environment, international monetary environment, and exchange rates.

**Articulate the value of a diverse and global perspective.**

This outcome will be reached by applying the above-mentioned diverse/global topics to a firm, product or technology expanding to a new international market and preparing a final written project to assess its potential success.

**Recognize diverse opinions and practices and consider different points of view.**

This outcome will be reached by extensively covering the topics of political economy (the political, economic and legal systems), as well as culture (language, religion, social structure etc.) in two separate chapters. Students will be exposed to different sources of information via videos and the use of globalEDGE (an online tool with political economy and cultural information regarding all regions in the world) to collect information for assignments.

Additional Comments

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus

[MARA 440 ICD Syllabus.doc](MARA%20440%20ICD%20Syllabus.doc)

Reviewer Comments
Course title and number: Global Economy and Enterprise Management. MARA 440 Sect. 901 & 902
Term: Fall 2017
Meeting times and location: 12:45 PM – 2:00 PM Tuesday and Thursday at MAIN 218

Course Description and Prerequisites

The purpose of this course is to introduce and make students familiar with what it takes to do international business, as well as how a multinational firm can be successful in the global economy. We will focus on the characteristics of the global economy, country differences, the global trade and investment environment, the global monetary system, the structure and strategy of international business and business operations. By the end of this course, students will be aware of the general management, organization and functional skills needed to successfully compete in a complex international business environment.

According to University Catalog this course provides an introduction to the economic, political, social and ethical environments of international business including the determinants of trade and investment patterns and the logic of government interventions in both trade and capital markets; also discussed are the structure, strategy and operations of the international firm.

Prerequisites: ECON 203, MARA 281 and senior classification

International and Cultural Diversity (ICD) course outcomes:

As an ICD course MARA 440 will enable students, upon successful completion of the course, to:

1. Consider how to live and work effectively in a diverse and global society. This outcome will be reached through in-class discussions, a business role-playing exercise and daily written assignments all covering aspects of globalization, different political and economic systems, ethics, institutions, culture, trade and FDI environment, international monetary environment and exchange rates.
2. Articulate the value of a diverse and global perspective. This outcome will be reached by applying the above-mentioned diverse/global topics to a firm, product or technology expanding to a new international market and write a final written project to assess its potential success.
3. Recognize diverse opinions and practices (including, but not limited to, economic, political, and religious opinions) and consider different points of view. This outcome will be reached by extensively covering the topics of political economy (the political, economic and legal systems), as well as culture (language, religion, social structure etc.) in two separate chapters. Students will be exposed to different sources of information via videos and the use of globalEDGE (online tool with political economy and cultural information regarding all regions in the world) to collect information for assignments.

Other Learning Outcomes

Upon successful completion of this course, students will also:

- Define globalization and explain the pros and cons of globalization
- Identify the drivers of globalization
- Explain the three economic systems and understand their strong and weak points
- Understand how the different political systems interact with the three economic systems
- Explain the different legal systems and their focus
- Explain how managers can deal with corruption in international business
- Apply the various determinants of economic development to economies in transition
- Define culture and determine how it impacts decisions in international business
- Apply cultural and language difference to business
- Understand how business ethics is impacted within various religious beliefs
- Recognize an ethical dilemma
- Discuss the causes of unethical behavior by managers
- Understand the main points of the basic trade theories, namely comparative advantage, Heckscher-Ohlin, Product life-cycle, Porter’s National Competitive Advantage
- Discuss the instruments of trade policy and their pros and cons
- Discuss arguments in favor and against free trade
- Understand the points of the various theories of Foreign Direct Investment (FDI)
- Discuss the pros and cons of FDI to the host country, along with the appropriate government policies
- Explain the evolution and current status of economic integration
- Explain whether locational advantages are regional or country specific
- Identify the determinants of foreign exchange
- Describe the primary and secondary market for foreign exchange
- Explain the history of the international monetary system
- Identify the pros and cons of a fixed and floating exchange rate system
- Explain the growth and meltdown of the global capital markets
- Describe how the global markets work
- Identify the pros and cons of the Eurocurrency markets
- Explain how risks associated with foreign exchange impact the cost of capital of multinational firms
- Understand the theory of multinational firm
- Identify the different strategies of multinational firms, namely Domestic strategy, International strategy, Transnational strategy and Global strategy and explain their benefits and costs
- Identify the different organizational structures, namely International Division, Worldwide Area Structure, Worldwide Product Division Structure, Global Matrix Structure
- Explain how organizational change is accomplished in a global setting
- Identify the different ways of entry into a foreign market, namely Export, License, Franchise, Contract manufacturing, Management contract, Turn-Key, Joint venture
- Recognize the “where”, “when” and “how” of market entry
- Explain why firms agglomerate
- Explain the pros and cons of being the first mover into a market

Instructor Information

Name: Nikolaos Mykoniatis, PhD
Telephone number: 409-741-4012
Email address: mykonian@tamug.edu
Office hours: Wednesday 12PM – 3PM and by appointment
Office location: CLB 218-A (inside suite 218 to the right of Dr. Knox’s office)

Textbook and/or Resource Material


Course structure:

This class will be interactive with students and instructor engaged in discussion of the topics covered. It
will also include real-world cases and questions assigned from the book and/or articles that students should read and submit written answers, comments or be prepared to present the main points. A typical class will be split into three parts:

- In the first part, selected students will present their answers and thoughts on assigned readings or cases/questions from the book/articles based on materials covered in the previous class. The rest of the class is expected to participate.
- In the second part, the instructor will lecture on the new material.
- The third part will introduce students to the writing assignment to be presented and discussed at the beginning of the next class.

Grading Policies

There is a maximum of 100 points that can be obtained in this course and it consists of the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>10%</td>
<td>A 90-100</td>
</tr>
<tr>
<td>Daily written questions/cases</td>
<td>15%</td>
<td>B 80-89</td>
</tr>
<tr>
<td>In-class Exam 1</td>
<td>15%</td>
<td>C 70-79</td>
</tr>
<tr>
<td>In-class Exam 2</td>
<td>15%</td>
<td>D 60-69</td>
</tr>
<tr>
<td>In-class Exam 3</td>
<td>15%</td>
<td>F 0-69</td>
</tr>
<tr>
<td>Final Project – consist of a written paper</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

The final course grade is determined as follows and there is no extra credit:

A 90-100  
B 80-89  
C 70-79  
D 60-69  
F 0-59

Class Attendance

Due to the interactive nature of this course, class attendance is mandatory and record will be taken at the beginning of each class. Students that are 5 minutes late will be considered absent, as well as students that leave before the end of classes. If a student has a special reason to leave class earlier he/she must notify the instructor ahead of time.

Daily written questions/cases

This is a writing intensive course and it aims at helping students to improve and develop their written skills. Therefore, strong emphasis will be given on daily written material and you are expected to be ready to discuss their main points at the beginning of each class. You will be assigned cases and questions from the book, or articles on a daily basis that you are expected to read, critically assess and
provide short written answers (minimum 1 page and maximum 2, 1.5 space). **Your work should be typed and it will be collected each day at the end of the class. No late submission of answers will be accepted unless there is a medical reason, for which documentation is required. Written assignments must be submitted by students who are physically present.** The instructor will be asking from a student to present their answers and thoughts, with the rest of the class engaging in the discussion. **Students will receive credit (in the form of a “check mark” as opposed to an “X”) for the daily written assignments based on effort, good quality and have answered all parts (if there are, for example, two questions and a student submits only one, he/she will receive no credit).**

**In-class Examinations**

Each of the three in-class exams will be scored out of 100 and will take the weight of 15% for a total of 45 points. Exams will consist of multiple choice and true-false questions that will test students’ understanding of class terminologies and concepts learned. **If a student is unable to take a scheduled exam, they must notify the instructor prior to the exam time and provide documentation, in order for a makeup exam to be allowed.** Valid reasons for missing a scheduled exam include illness, death of immediate family members and university-excused absences. Makeups will be scheduled based on the availability of both student and instructor and will differ in form, content and difficulty from regularly scheduled exams. Makeups will typically be in essay format.

**Final Project**

Main concepts of the course will be evaluated in a final project, which will involve team research and writing. The final paper is the most important examination in this course. Students will form groups of up to 3 members and develop an original project on any international business subject of their interest. The group paper should be minimum 18 and maximum 20 pages excluding cover pages, abstract and references. The ultimate goal of the final project is to create a publishable paper. Group members are expected to **work equality** and develop their original research question, design the project and write up the manuscript. The final project will receive the maximum of 30 points, will be graded by the instructor and is due on December 13 as a hard copy (one per group) in instructor’s office. The final project will be graded based on three criteria, each taking 10 points: 1) originality and discussion of the importance of the research question, 2) formatting and correct citations and 3) demonstrated excellence on 70% of the class material. In addition the paper should have the following format: 1) A cover page with title and group names 2) an abstract of approximately 500 words, 3) an introduction (2-2.5 pages) where information about the firm or product should be provided, 4) a background/motivation section (2-3 pages) where the location of the firm’s product expansion should be discussed, the research questions stated clearly and explicitly, and the importance of research question discussed in 3-4 paragraphs, 5) an Analysis section (around 10-11 pages) where students should creatively use the class material to assess their research question, 6) conclusion/discussion of results (2-3 pages) and 7) alphabetic list of references. **All information should be cited in APA style.**

Groups will be formed in class. The instructor will devote a lecture in order to discuss with students what the written final project should look like in more detail (length, organization, citation style and the like), and help them form the groups. In addition, another lecture, in the form of a seminar, will be devoted that will aim to help students properly cite their work and organize their written project into sections. All work should be divided equally among group members in research and write-up. **Group members will be graded on the written project as a team and no individual grade will be assigned.** If lack of effort by some member(s) is noticed by the instructor, he reserves the right to discount their grade on the final project. Draft dates for the final project will be announced during the semester. The instructor will provide feedback on these drafts without a grade. However, instructor’s suggestions should be incorporated into the final paper.

**Hurricane Harvey special circumstances note (lectures, schedule and attendance)**

Hurricane Harvey has been devastated for Texas and its local communities. Due to these special
circumstances the current semester has been delayed for a week but will not be extended. To accommodate that, and to catch up effectively and without sacrificing important class material, some in-class non-essential discussion points and parts from the PPP slides will be either skipped or quickly summarized by the instructor.

The instructor understands that some students have evacuated the area and need additional time to return to the university or have experienced a flooding or other unfortunate event and need time to cope and adjust. For that reason, the instructor will be flexible with attendance in the second week of the semester (see below). Students who have experienced a delay coming back to the university or have experienced a flood or other unfortunate event must notify the instructor in written form (email) explaining the reason for which an attendance accommodation should be provided.

### Course Topics, Calendar of Activities, Major Assignment Dates

The schedule below is subject to modification, based on our progress, as we move through the material but exam dates and reviews are fixed. The instructor will be updating the schedule and announcing changes, if necessary. Students are expected to keep themselves up to date with the schedule by a) showing up for class and b) checking daily their email. Daily written assignments will be announced at the end of each class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Syllabus review; Globalization</td>
<td>Book Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Globalization; National Differences in Political Economy</td>
<td>Book Chapter 1, 2</td>
</tr>
<tr>
<td>3</td>
<td>Political Economy and Economic Development; Differences in Culture</td>
<td>Book Chapter 3 and 4</td>
</tr>
<tr>
<td>4</td>
<td>Differences in Culture; Ethics in International Business</td>
<td>Book Chapter 4 and 5</td>
</tr>
<tr>
<td>5</td>
<td>Ethics in International Business; In-class business simulation</td>
<td>Book Chapter 5</td>
</tr>
<tr>
<td>6</td>
<td>In-class exam 1 (10/03); Seminar on written final project (10/05); International Trade Theory</td>
<td>Book Chapter 6</td>
</tr>
<tr>
<td>7</td>
<td>International Trade Theory; The Political Economy of International Trade</td>
<td>Book Chapter 6 and 7</td>
</tr>
<tr>
<td>8</td>
<td>The Political Economy of International Trade; Discussion related to written final project; Paper draft due (10/19)</td>
<td>Book Chapter 7</td>
</tr>
<tr>
<td>9</td>
<td>Foreign Direct Investment; Regional Economic Integration</td>
<td>Book Chapter 8 and 9</td>
</tr>
<tr>
<td>10</td>
<td>In-class exam 2 (10/31); The Foreign Exchange Market</td>
<td>Book Chapter 10</td>
</tr>
<tr>
<td>11</td>
<td>The Global Capital Market; The Strategy of International Business</td>
<td>Book Chapter 12 and 13</td>
</tr>
<tr>
<td>12</td>
<td>The Strategy of International Business: The Organization of International Business</td>
<td>Book Chapter 13 and 14</td>
</tr>
<tr>
<td>13</td>
<td>The Organization of International Business: Entry, Thanksgiving-no class 11/23</td>
<td>Book Chapter 14</td>
</tr>
<tr>
<td>14</td>
<td>Entry Strategy and Strategic Alliances</td>
<td>Book Chapter 15</td>
</tr>
<tr>
<td>15</td>
<td>No classes</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Dec 13 final paper due by noon as hard copy at instructor’s office and</td>
<td></td>
</tr>
</tbody>
</table>

Page 5 of 7
Other Pertinent Course Information

- No food, drinks, or tobacco products are allowed in the classroom.
- No electronic devices are allowed including cell phones, laptops, tablets etc. in the classroom. **A student warned more than once about classroom manner will automatically receive the grade of zero in attendance participation.**
- Only registered students are allowed in the class

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/services/dssprocedures.htm](http://www.tamug.edu/counsel/services/dssprocedures.htm).

Academic Integrity
For additional information please visit: [http://www.tamug.edu/HonorSystem](http://www.tamug.edu/HonorSystem)

“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. Students will be required to state their commitment on 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 see [www.tamug.edu/HonorSystem](http://www.tamug.edu/HonorSystem).

Statement on Absences and Make-up Policy
Information concerning absences is contained in the University Student Rules Section 7 at [www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf](http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf). 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. Make-up work will only be made possible in the instance of an excused absence.

Drops
The policy for drops is that of the University. Friday, September 5th, is the last day to drop without a record. Friday, November 20, is the last day for Q drop. An incomplete will not be given under any circumstance.

Maritime Administration Majors
Maritime Administration (MARA) majors must, as a graduation requirement, have a grade of "C" or better in the following courses: ECON 202, ECON 203, ACCT 229, ACCT 230 and SCMT 303, or their equivalent in the case of courses that are transferred from other academic institutions. A MARA major who receives a grade of less than "C" will repeat the course until such time as they receive a grade of "C" or better. Texas A&M University does not have a grade replacement policy; grades for all courses remain on the transcript and are a part of the calculation of overall and in-major grade point ratios (GPR). Additionally, as a graduation requirement, MARA majors are required to have a GPR in-major of 2.25 or higher. The courses that are used in calculating this value are found in that section of the catalogue that describes the Maritime Administration curriculum.

Family Educational and Rights to 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. 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 privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Contacting You
The department will use your TAMUG and/or TAMU mail address as the primary means of contacting you. Please check your email account several times a week.
New Core Component Proposal

Viewing: **MARS 210-ICD : Marine Geography**

Last edit: 03/27/18 3:42 pm
Changes proposed by: retchled

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Retchless</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>210</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complete Course Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Marine Geography</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviated Course Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MARINE GEOGRAPHY</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Crosslisted With</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Credit</th>
<th>Hour(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Proposal for:  
International and Cultural Diversity

**International and Cultural Diversity Designation**

Is this course currently included in the Core Curriculum?  
Yes

Which Foundational Component Area?  
Social & Beh Sci

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

**Live and work effectively in a diverse and global society.**

Journal Assignment 1: Students describe at least three ways in which they use, depend on, or enjoy the coast. It is stressed that these ways can be direct (e.g. "I like to go fishing on the beach") or indirect (e.g. "I like to eat fish that others catch along the shore"), local (e.g. fishing near Galveston) or global (e.g. fish for sushi caught off the coast of Japan). Discussion highlights the connection of the local to the global, particularly in the coastal realm.

Journal Assignment 5: Students discuss small scale fishing and human relationships with coastal ecotone in the context of local traditions, economies, and cultures from around the world. Students also consider the sustainability of such local relationships in the face of the forces of global economic and climatological change.

Student-prepared and led PowerPoint presentation of a chapter from the Alongshore text: discussion of the chapters from this book consider the cultural diversity/makeup and societal use of coastal environments through history, with a focus on New England but with discussion of Native American and other North Atlantic coastal and sea-faring cultures as well.

**Articulate the value of a diverse and global perspective.**

Journal Assignment 1: Students consider and describe, among other things, the personal value of their connection with global coastal areas.

Journal Assignment 5: Students consider the value of small-scale fishing operations in terms of supporting livelihoods and rich interactions with the coastal zone. They contrast these livelihood-based perspectives of small scale fishers with those of large, globalized commercial ventures, including consideration of how local operations and livelihoods may change with future globalization and commercialization.
Recognize diverse opinions and practices and consider different points of view.

Journal Assignment 2: Students identify their favorite beach, describe its physical characteristics, present photographs of it, and explain why they like it. Students share their selections of beaches from around the world with the class; through discussion, students learn to appreciate different perspectives on what makes a beach desirable.

Journal Assignment 3: Students consider how the experience of a disaster in a far-away place might inform local experience of a similar disaster.

Student-prepared and led PowerPoint presentation of a chapter from the Alongshore text: through review of the chapters of Alongshore and the resulting presentations and class discussion, students come to recognize that the coastal zone has been, and continues to be, subject to numerous viewpoints: coast as sublime wilderness, coast as marginal and backward wasteland, coast as place of quaint nostalgia, coast as place of harborage and commerce, coast as place of danger and hazard, coast as resource for fishing and salt marsh pasture, coast as place of recreation, and coast as place of health.

Additional Comments

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus  MARS210_Fa17_syllabus.pdf
Reviewer Comments  Patrick Louchouarn (loup) (04/11/18 5:34 pm): Small typo in first learning outcome: "Students describe at least three ways in which they use" should read "Students describe at least three ways in which they use"
gregg-curtis-allen (05/04/18 11:09 am): Approve for ICD accreditation. Respectfully, Gregg Allen.
MARINE SCIENCES 210_401 – MARINE GEOGRAPHY
Fall 2017
Tuesday 5:30-8:20, Kirk 207

Course Description

Introduction to the physical (geographic and geomorphic) and cultural patterns of the coastal zones of the world. Interrelationships between the physical forms and the processes, and the cultural patterns used to analyze human use and sometime abuse of the sea and coastal zones. Physical forms and processes will include such things as various shapes of our coastlines and coastal environments and the processes which form them; continental drift (what caused the coasts to be in their current locations); climate affecting our coastal environments, and management techniques for the changing coastal environments as a result of population pressures as well as rising sea level. There is an examination of the cultural diversity/makeup and societal use of our coastal environments, especially as provided with the historical scrutiny of the book “Alongshore” where such things as: early use of salt marshes, development of harbors, coast-artillery emplacements, alongshore behavior of the “locals” (e.g., New England versus Texas Gulf Coast) and the changing of “coastal” perceptions and cultural use of coastal environments over time are discussed.

No prerequisites

Learning Outcomes

1. Describe how “perception” of the “Coastal Realm” has changed through time …
   intertidal wilderness, hazards, small boating versus open ocean sailing
2. Analyze coastal settlement (population settlement patterns) through time
3. Discuss the utilization of the coastal and ocean resources (from fishing to mineral exploitation) … utilization often varying with cultures
4. Develop an appreciation of the various “colloquialisms” concerning the “Coastal Realm” such as New England versus the Texas Gulf.
5. Generalize the mechanisms for continental drift and examine various earth cycles
6. Understand macro-scale ocean circulation systems and processes for formation of waves and tides
7. Describe ocean fisheries; sustainability versus exploitation and major players (nations) in the commercial fishing arena
8. Review development of “Ocean Laws”, UN Laws of the Sea, International laws/treaties and “common understandings concerning the High Seas” as well as identify state versus national laws regarding coasts and coastal waters
9. Explain susceptibility and vulnerability of the coastal waters to water pollution and the various methods pollution is distributed to these waters, such as by drainage systems
10. Identify various natural processes which shape our coasts and the seven common types of coastlines
11. Review weather and climate affecting our coasts
12. Examine changing climate and rising sea levels and resulting effects on the world’s coastal environments
13. Summarize methodologies to protect coastlines from erosion and rising sea levels (hard versus soft-coastal forms of protection)
14. Describe how “perception” of the “Coastal Realm” has changed through time … intertidal wilderness, hazards, small boating versus open ocean sailing

Students are expected to attend every class session.
Notes of lecture material will be posted as study guides on eCampus.

Instructor Information

Robert Mohler, PhD
Email: mohler_r@tamu.edu
Office hours: by appointment before class or after and via Chat Room (WebCT)
Wednesday @5:30 p.m.

Textbooks


Students will be responsible for all lecture materials as well as outside reading assignments and can expected to be tested on any segment thereof.

There are 10 journal assignment, each are due at class time and are in sequential order following the lectures. Article 1 is due prior to the next class and is to be submitted electronically through eCampus. Assignments will generally require less than one page of writing (but at a minimum 250 words); some may also require gathering photos or diagrams from online sources. You must include a link to any online sources used (and a title and author for any print sources) each assignment is worth 10 points, late submissions are a maximum of 5 points, as you have a schedule for when items are due, you should be able to plan around submission.

Again, summary notes of the lectures will be posted on eCampus, as well as the syllabus.

Note: I will have a copy of the Stilgoe text on reserve in the library.
Grading Policies

EXAMINATIONS – 3 one-hour examinations 3 @ 100 points each

Weekly Journals 100 points
400 possible points

Grading --
360-400  A
320-359  B
280-319  C
240-379  D
< 239    F

For each test the grading scale consists of:  A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = <60

The top score on each exam will be increased to 100 and the same increase will be added to every other exam. For instance, if the top score is 95, five points will be added to every exam in the class. The last exam is not cumulative.

Students will present a case study (e.g. Stilgoe chapter from Alongshore). These will be PowerPoint presentation, due on the day listed on the syllabus and worth 15 points. They will be used to supplement your total score. Late work will not be accepted, the syllabus provides dates for scheduling purposes on your part.

Course Topics, Calendar of Activities/Required Readings

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Stilgo</th>
<th>Pilkey et al</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>9/05</td>
<td>Introduction and Overview</td>
<td>Intro</td>
<td>C1</td>
</tr>
<tr>
<td>Week 2</td>
<td>9/05</td>
<td>Types of Coastlines</td>
<td></td>
<td>C2</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/12</td>
<td>Ocean Circulation, Waves &amp; Tides</td>
<td>C1&amp;2</td>
<td>C4</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/19</td>
<td>Currents &amp; The Beach Profile</td>
<td>C3</td>
<td>C4 - p88-92</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C5</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/26</td>
<td>Examination: Fisheries &amp; Ocean Law</td>
<td>C4</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>10/03</td>
<td>Water Pollution &amp; Drainage Systems</td>
<td>C5</td>
<td>C6</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/10</td>
<td>Landforms: Running Water &amp; Glaciers</td>
<td>C6</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>10/17</td>
<td>Landforms of Wind (Coastal and Arid)</td>
<td>C7</td>
<td>C8</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/24</td>
<td>Examination: Beach Creatures -- Tracks, Trails and Traces</td>
<td>C8</td>
<td>C9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>10/31</td>
<td>Climate, Weather Phenomena</td>
<td>C9</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>11/07</td>
<td>Changing Climates &amp; Future Coasts</td>
<td>C10 &amp; 11</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>11/14</td>
<td>Global Warming</td>
<td>C12</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>11/21</td>
<td>Coastal Protection and Modification</td>
<td>C13</td>
<td>C12 &amp; 13</td>
</tr>
</tbody>
</table>
Week 14  11/28  Examination

Note: I reserve the right to slightly modify the order/content of the lecture outline

*Please do not use electronic devices in class, and silence all cell phones. Do not text/message during class (remember the Aggie Honor Code), and no Internet surfing during class.*

**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/services/dssprocedures.htm](http://www.tamug.edu/counsel/services/dssprocedures.htm).

**Family Educational and Rights to 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. 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 privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

**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, your howdy portal, or by scanning
Core Curriculum Management

Date Submitted: 02/20/18 1:33 pm

Viewing: **MAST 411** - **ICD 411**: International Maritime Culture

Last edit: 02/20/18 1:33 pm

Changes proposed by: overcomer

**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>
</tbody>
</table>

Course Prefix: MAST  
Course Number: 411

Academic Level: UG

Complete Course Title: International Maritime Culture

Abbreviated Course Title: INTNL MARITIME CULTURE

Crosslisted With: 

Semester Credit: 3

Hour(s): 

Proposal for: International and Cultural Diversity

Recertify this course for International and Cultural Diversity designation? Yes

---

**International and Cultural Diversity Designation**

Is this course currently included in the Core Curriculum?

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

- Live and work effectively in a diverse and global society.
- Articulate the value of a diverse and global perspective.
- Recognize diverse opinions and practices and consider different points of view.

Additional Comments

---

**International and Cultural Diversity Designation Recertification**

Is this course currently included in the Core Curriculum? No

---

**Approval Path**

1. LIST Department Head  
   JoAnn DiGeorgio-Lutz (joanne-a-lutz): Approved for LIST Department Head
2. GV College Dean UG  
   Patrick Louchouarn (loup): Approved for GV College Dean UG
3. CCC Preparer  
   Barbara West (barbwest): Approved for CCC Preparer
4. CCC Chair  
   Kristin Harper (kharper): Approved for CCC Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services
List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.

- There are multiple assignments in the class in which students address living and working in a diverse and global society. The first area centers around reading *A Year on the Mekong* in which there are four (4) reflective essays in which students consider fundamental questions such as how does a river like the Mekong unite or divide communities? How does modernity clash with culture, and what are the students’ own ontological views of the world and cultures we are reading.
- Additionally, there are also reflective assignments that ask students to consider the seafood industry and the food supply chain and the relationships and interconnectedness of the factors associated with human rights abuses as sea.

Articulate the value of a diverse and global perspective.

- There are several structured class discussions and reflective essays on the readings that ask students to address diversity and global matters. For example, I ask them to reflect on the different cultural, linguistic, culinary, economic, and political circumstances that the author of *A Year on the Mekong* experiences as he travels through Tibet, China, Thailand, Laos, Cambodia, Burma, and Vietnam.
- Students are also required to research a topic within the parameters of the course materials and to present their research in the form of a poster at the undergraduate research symposium held every spring at TAMUG. They also present their research in-class to develop oral communication skills.

Recognize diverse opinions and practices and consider different points of view.

- Students have written assignments that ask them to reflect on the interconnectedness of all the issues we discussed that contribute to the issue of Fisherman Slaves. They also reflect on the paradox that while rescuing fisherman slaves is commendable, how do we prevent these people from falling back into the poverty trap that contributes to the overall problem?
- Written exercises and class discussions ask students to relate all the reading material and to compare the differing points of view.
- Students also discuss why they consider some regions more prone to these practices than others and to consider different points of view that drive the practice of human trafficking and slavery at sea—that is the viewpoint of all the actors engaged in these practices from consumers (who are often unaware) to traffickers (who engage in the practice for profit).

Additional Comments

**Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.**

Attach Course Syllabus

- MAST 411 ICD Syllabus.docx
- MAST 411 Curriculum Committee Approval.pdf

Reviewer Comments

gregg-curts-allen (05/04/18 8:59 am): Approve for ICD submission. Respectfully, Gregg Allen
Catalog description: Strategies used in the exploitation of marine, coastal, and island habitats throughout human evolutionary history and the variety and complexity of adaptations in such environments; lectures and group discussions with occasional slide or movie presentations.

Prerequisites: Junior or senior classification.

Course Objectives: The purpose of this course is to broadly examine a variety of maritime cultures and the maritime communities that dwell along the Mekong river, exploring their cultures as well as challenges to their existence. Additionally, we examine the interconnectedness of various perspectives and points of view. We also examine the philosophical bases for the development of the universal declaration of human rights (UDHR) and to understand the ongoing debate over universality, culture, and human rights and the applicability and presence of those rights for seafarers, fishers and others working at sea throughout the world. This course also contains a research component.

This is a W course and to receive W credit for this course, you must pass the W component—see writing requirements listed in this syllabus.

Maritime Studies Learning Outcomes: At the end of the course students will

1. Discover the diversity of maritime cultures that dot the Mekong River;
2. Recognize the increasing global awareness of the explicit requirement for protection of, the respect for, and effective remedies for human rights abuses at sea;
3. Identify the international development of effective, enforceable and accountable remedies for human rights abuses at sea; and
4. Evaluate the various investigating and monitoring agencies (both governing and non-governing) of abuses of human rights at sea.

International and Cultural Learning Outcomes: At the end of the course students will:

1. Recognize how to live and work effectively in a diverse and global society;
2. Describe and articulate the value of a diverse and global perspective;
3. Recognize diverse opinions and practices (including but not limited to economic, political, cultural, gender, and religious opinions) and consider different points of view.
**Required Readings:**

The River’s Tale: A Year on the Mekong by Edward A. Gargan

Fisherman Slaves: Human Trafficking and the Seafood We Eat by Martha Mendoza, Robin McDowell, Margie Mason, Ester Htusan and the Associated Press

Additional reading material from The Sea & Civilization provided by the instructor on ecampus—see required readings in course schedule section of the syllabus.

**Assignments and Grades:**

1. **Participation:** 10 points

2. **Reflective essays:** 45 points—see instructions in syllabus. There are 9 reflective essays worth 5 points each throughout the semester. Remember—each essay must be at least 750 words and conform to the directions below.

3. **Undergraduate research poster presentation and paper:** 45 points. You are required to pick a research topic on some area/issue of relating to a maritime community reflected in the readings in consultation with me and to display your research in the form of a poster presentation at the university undergraduate research symposium TBD. Additionally, you are required to submit an accompanying paper on your research topic of approximately 7-10 pages exclusive of bibliography. I will provide you with specific details about the contents of the posters and the range of topics and details on the paper in a separate handout. There are specific due dates for this assignment listed in the syllabus. The entire assignment is worth 45 points total with credit being given for the final poster and your submitted materials indicated in the syllabus.

**Absences and Make-up Policy:** Information concerning absences is contained in the University Student Rules Section 7 (http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html). 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).

If an absence is excused, you will have the 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 you and me. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. You are responsible for providing satisfactory evidence to substantiate the reason for the absence. Reasons for absences that are considered excused by the university are found in Student Rule 7 referenced above. The fact that these are university-excused absences does not relieve you 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.

**Grading Scale:** 100-90=A; 89-80=B; 79-70=C; 69-60=D; below 60=F.

**Additional Class Policy:** As a member of this class and the university I expect you to take your education seriously. A university education is something that you earn and in order to respect the
integrity of that education you are expected to come to class prepared. This means that you have read the assigned material prior to coming to class. You are required to take an active role in the learning process as well as responsibility for your learning. I do not give extra credit.

Instructions for reflective essays: typed, double-spaced, page numbering on bottom right, 1 inch margins, 12 point Times New Roman font, separate cover sheet for your name. I will not read reflective essays that are not formatted correctly and they will be returned with a zero for that assignment.

Reflective writing is evidence of reflective thinking. Your individual reflective essays can be “free” and unstructured but should demonstrate critical thinking and personal engagement with the reading material. Your individual reflections should be approximately 750-1000 words in total. For the reflective assignments I suggest several prompts to guide your essay. In cases where there are multiple prompts, you may expand on one idea or respond to multiple prompts.

Tentative Reading and Course Outline:

January 16  Introduction to the course and overview of the syllabus.
January 21  Geography of the oceans
January 23  Read: Taking to the Water from The Sea & Civilization(instructor provided).

Reflective Essay 1: reflect on the interactions of diverse cultures and communities and the influences that led societies to “take to the water”(ICD outcome 3)

January 28  Research lecture on posters and framing your research questions, tentative topics due/watch short video on You Tube Hyperlinked below before coming to class.

https://www.youtube.com/watch?v=0GWvY3FJi3Y

January 30  Read: The Silk Road of the Seas from The Sea & Civilization (Instructor provided)

February 4  draft abstracts due
Read:  Gargin Introduction and Chapter 1
Consider for class discussion: What does Gargan mean when he writes that the Mekong divides more than it unites? What impact does the diversity of language, food, governance, religion, and economic conditions have in the region and why doesn’t the river serve as a source of unity? (ICD outcome 1,2, 3)

February 6  Read: Gargan chapters 2 and 3

Reflective Essay 2: reflect on the different cultural, linguistic, culinary, economic, and political circumstances of the different communities that Gargan encounters on his journey to date, what does Gargan reflect on throughout his travels.(ICD outcomes 1, 3).
February 11  
**Read:** Gargan chapter 4 and 5  
Consider for class discussion: What does cultural intrusion mean for a culture? Discuss why Gargan is seeking unvandalized cultures and what does it mean when modernity clashes with a culture? How do we understand our own culture relative to other cultures? (ICD outcome 1,2,3)

February 13  
**Read:** Gargan 6 and 7  
**Reflective Essay 3:** how do the cultures on the Mekong change as Gargan makes his way along the Mekong? How does food (rice), religion (Buddhism) and conflict enrich this voyage and your understanding of the Mekong? What is Gargan’s ontological world view—how does his world view compare with those he meets along his journey? Reflect on your own ontological view of the world and cultures we are reading about? (ICD outcome 1,2,3)

February 18  
**Read:** Gargan 8 and 9  
**Reflective Essay 4:** reflect on Gargan’s details about Cambodia, Vietnam and the impact of war on these societies? What observations does he make about the youth in these societies, gender roles, and the influence of Buddhism on their ability to develop? (ICD outcome 3).  
**Revised abstracts due**

February 20  
**Read:** Gargan 10  
Consider for class discussion: how has your understanding of the world and our place in it changed after reading A Year on the Mekong? In what ways can we connect with the diverse cultures we encountered and in what ways are we separate?

February 25  
**Read:** the Universal Declaration of Human Rights (UDHR)  
**Reflective Essay 5:** Write about your understanding of human rights. After reading the UDHR, what impressed you the most? Reflect on the specific rights included in the charter, are there any rights that could have been included? How can we define and measure the right to adequate food, housing, rest, etc. and what about cultural relativism and the application of certain human rights? (ICD outcome 1)  
**Research bibliography due**

February 26  
Early efforts and human rights at sea  
**Read Kevin Bales** (instructor provided)  
Watch the two short film on slavery at sea.  

https://www.youtube.com/watch?v=qNwoqLBwKs  
**Reflective Essay 6:**—what impacted you the most about these short videos? Why do you believe that human rights abuses still exist on this
scale today given the numerous advances made in the field of human rights? Why do you believe these abuses continue today? How does the plight of these fisherman gain public attention? What are some of the obstacles to overcoming these abuses?

February 27

Slavery at Sea—introduction

Read: Why fish? At http://futureoffish.org/why-fish
Read: Fisherman Slaves, Preface, Chapter 1 and Chapter 2

Class for class discussion: consider the linkages between food security among the communities we have discussed so far and the impact of dwindling fish stocks (for multiple reasons we already discussed) and how this relates to slavery at sea. (ICD outcome 3)

March 4

Slavery at Sea

Read: Fisherman Slaves, Chapters 3 and 4

Draft of your poster due and updated bibliography

March 6

Slavery at Sea

Read: Fisherman Slaves, Chapters 5 and 7

Reflective Essay 7 reflect on the factors discussed in the readings and class lectures that give rise to slavery at sea, why are some regions more prone to slavery than others? Do incorporate insights from Gargan’s book and how poverty, migrants, depleted fish stocks, and the damming of the Mekong play a role in this crisis. ICD outcome 1,3)

Consider for class discussion: What economic, political, social and historical factors contribute to the dilemma of seafood slavery in one region more than the other? (ICD outcome 3)

March 18-25

Lecture on State’s right to fish. rise of industrial fishing, and small scale fishing communities

Mar 27-April 3

Stateless at Sea: The Moken of Burma and Thailand

Read: Human Rights Watch report on the Moken
Read: Case study of the Bangladeshis and Rohingyas

Reflective Essay 8 due April 3: reflect on the paradox of the applicability of human rights to the Moken; what are the most problematic aspects of extending and protecting human rights for this population? What are the recommendations that HRW make with regard to this population and reflect on the ability to correct for these injustices. How does this compare to the case study of the Bangladeshis and Rohingyas? (ICD outcome 2)

Final draft posters due

Abstracts need to be submitted for the symposium by March 30
Posters due to RGSO (see deadline on website)
April 8-10  Poster presentations in class

April  Undergraduate Research Symposium TBD

April 15-17  Lecture on Laundering and Marketing of Stolen Fish
Deprivation of migrants and refugee rights at sea
Review the work of Sea-Watch and their rescue blog.

April 22-24  Rescue and international organizations
**Read: Fisherman Slaves, chapter 6**
Deprivation of Liberty at Sea and Missing Seafarers
**Read** about the plight of missing seafarers
[https://www.missingseafarers.org/](https://www.missingseafarers.org/)
**Reflective Essay 9: Due April 30**
Reflect on the interconnectedness of all the issues
we discussed that contribute to the issue of Fisherman Slaves. Also
while rescuing fisherman slaves is commendable, how do we prevent
these people from falling back into the poverty trap that contributes to
the overall problem? (ICD outcome 2,3).

May 1  Final paper due. MAST students are reminded to submit materials
in your assessment portfolio.

**Academic Integrity:**

“An Aggie does not lie, cheat, or steal or tolerate those who do.” I will not tolerate cheating on
exams or plagiarism on assignments. If you cheat or plagiarize you will not receive any credit for
the reflexive essay or poster assignment. For further information please see the Honor Council
Rules and Procedures at [http://www.tamug.edu/HonorSystem](http://www.tamug.edu/HonorSystem)

**Students with Disabilities:**

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 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](http://www.tamug.edu/counsel/Disabilities.html)