



***Shipwrecked!* Maritime Disasters and Their Lessons for Management**

Mondays & Wednesdays – 6-9:30pm – Sem2 C4107

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WELCOME ABOARD! From the *Titanic*, to the *Edmund Fitzgerald* to the *Costa Concordia*, modern-day shipwrecks have captivated us all. But what can we learn from these disasters? Students in this program will study not only the specifics of these and other maritime tales of loss and woe, along with their pop-culture fallout in music, film, and other media, but also the lessons they offer for effective management in business, military, and other high-stakes "mission-based" projects in structured social environments. The captain on the bridge of a ship shares many commonalities with the manager of a health care team, the owner of a business, a union leader, a military officer, the head of a household, or anyone else in a leadership position. If you want to hone your leadership skills--or better understand the ways in which social organizations can succeed or fail--then this class is for you.

Modern shipwrecks will constitute the metaphorical lens through which we consider these matters, and numerous case studies of maritime failure will be our main focus. In addition, we will review nautical history, geography and cartography, navigation, some basic physics, and study the evolution of maritime technology, which has allowed for both extraordinary advances and colossal blunders. We will also consider and critique the ways in which modern shipwrecks have been included in popular culture, from Gordon Lightfoot's emblematic "Wreck of the Edmund Fitzgerald" and James Cameron's *Titanic*, to the plight of the small boat pleasure-cruiser in Robert Redford's *All is Lost*.

But the broader theme of the program will be not only understanding how and why certain modern shipwrecks have come to pass, but what specific "breakdowns" in social coordination help to explain them, and how one might avoid similar breakdowns in a range of environments, at sea or otherwise. Ships' captains and their crews have long stood as metaphors for other structured social undertakings. This program will offer a rich theory-to-practice study plan relevant to anyone hoping to assume a leadership role in a mission-driven social environment, and wanting to better understand how mission-driven social organizations can succeed--or fail--in reaching their goals.

Credits may be awarded in Maritime Studies, Organization & Management, and Academic Research & Writing.

Professor: Dr. John Baldrige is an experienced skipper of sailboats 30-50 feet in length, and a scholar of institutional theories of labor and management. His knowledge is further informed by close friends who are/have been captains of tall sailing ships and nuclear submarines.

Required Texts (Everyone Reads):

- *Ninety Percent of Everything*, by Rose George
- *Bridge Resource Management for Small Ships*, by Daniel Parrott
- *The Little Book of Big Management Theories and How to Use Them*, by J. McGrath & B. Bates
- *NTSB Marine Accident Report: Grounding of the U.S. Tankship Exxon Valdez on Bligh Reef, Prince William Sound Near Valdez, Alaska*, by the National Transportation Safety Board
- *The Ten Commandments for Business Failure*, by Donald Keough
- *Last Dance of the Vestris*, by Clint Olivier

Elective Texts (Everyone Chooses One of the Following)

- *The Smartest Guys in the Room: the Amazing Rise and Scandalous Fall of Enron*, by B. Mclean & P. Elkind
- *Run to Failure: BP and the Making of the Deepwater Horizon Disaster*, by Abrahm Lustgarten

Optional Text

- *Turn the Ship Around!: A True Story of Turning Followers into Leaders*, by L. David Marquet

CLASS FORMAT

This program will be a mix of student-led seminars, faculty-led presentations and workshops, and a few film screenings. As a student-centered class, the responsibility lies with each program member to complete all readings and assignments *on time*, and to participate fully in seminar discussions and workshop activities. Academic research and writing will be at the heart of the program, and peer review and feedback will be part of that process.

SPRING QUARTER RESEARCH PROJECT

Early in the program, students and faculty will use our readings to develop an analytical template for considering case studies in failure at sea. This should help with the organization of their writing in the Spring Quarter Research project.

Students in this program will conduct their own research and write a 12-15 page academic research paper on their choice of the following:

- A modern shipwreck not covered in the course materials (i.e. 20th or 21st century)
- A business failure case study not covered in the course materials

The paper will require at least eight (8) non-web sources, including at least three (3) primary sources, and will use the APA Style for citations and references. A first draft will be due by mid-quarter, and writing workshops involving peer/faculty review and editing will be held during class times to assist with multiple revisions.

KEY LEARNING GOALS for this program include:

- Developing an analytical template for identifying and understanding the causes of management failure in maritime and other contexts
- Becoming familiar with a range of theoretical approaches to management and assessing how useful they might be in various real and hypothetical situations
- Learning more about the merchant marine sector of the US national and international economic systems
- Improving academic research and writing skills, including Standard English grammar and the coherent organization of ideas in short essays

STUDENT-LED SEMINARS AND CLASS PREPARATION

Seminars are, in essence, reading groups that discuss and analyze particular texts, and they will be a very significant part of our program. It is expected that you will have thoroughly and thoughtfully read the assignments prior to seminar. You should come prepared with questions and comments, ready to identify key themes and make assertions that are supported by specific passages in the readings. During each seminar, one student (identified in advance) will take on a leadership role in facilitating the discussion. Every member of the crew (...er—class) will be expected to lead at least one seminar session.

SEMINAR PAPERS

Every week, for *each* assigned reading, program members are required to complete—and bring to class—a short written reflection (i.e. one full double-spaced page), usually in response to specific prompts from the faculty. Each paper should be a well-written, concise essay that responds to the prompt(s), makes a clear assertion (or thesis) in your own words, and defends that assertion with properly quoted and cited evidence from one or more of our program texts. These weekly papers are an opportunity for you to demonstrate close, critical engagement with our readings, so do spend the time to make them polished—i.e., your *best* academic prose, coherently organized, and free of grammar and syntax errors. *Repeated patterns of grammar, usage, or syntax errors in class writings may lead faculty to require additional documented online self-study and self-testing, customized for a student's particular writing problems.* Late papers may not be accepted or evaluated for credit.

FINAL PRESENTATION

All members of the program who complete the Final Research Project will be expected to present their findings to the class. These presentations will be brief (i.e. no more than 10 minutes), and may include multi-media elements like PowerPoint, audio/visual components, as well as lecture time. Be sure to rehearse your presentation, so that you will not be cut off after the time limit has expired! Hint: 10 minutes sounds like a long time, but it goes by incredibly quickly! Your best bet is to plan for a 7-minute presentation, to leave a few minutes for Q & A....

PORTFOLIO

You are required to keep an organized portfolio. It will be turned on the final day of class and returned during your evaluation conference. The portfolio must be labeled and organized chronologically in the following order:

1. Syllabus and signed Program Constitution
2. Your detailed lecture and reading notes
3. Seminar Papers (in order)
4. Workshop handouts with notes
5. Any/all readings downloaded from Canvas with any margin notes and/or highlighted passages of importance
6. Final Research Paper and Annotated Bibliography
7. All drafts of the Research Paper and Annotated Bibliography
8. Research notes and documents
9. A draft student self-evaluation (required for full credit)

A student evaluation of faculty is also required, submitted to the online system before evaluation conferences. You can keep this confidential until after your credits are posted (this is recommended).

EVALUATIONS

You will be evaluated based on the following criteria:

- Successful completion of all assignments, workshops, and other requirements
- Full attendance and excellent preparation for, and full participation in, all program activities
- The quality of ideas and the writing in your papers
- Demonstration of understanding of program content and accomplishment of learning goals
- Adherence to the syllabus and the Articles of Conduct

Evaluation conferences will be held at the end of the quarter. *Credit is not the same as positive evaluation.* Students receive credit for fulfilling minimum requirements and standards. The evaluation is a statement describing the quality of the student's work. It is possible for a student to receive credit but receive an evaluation that describes poor quality work. It is also possible for a student to attend class regularly yet receive zero or reduced credit because of unsatisfactory performance.

EXPECTATIONS

The faculty member assumes that students have well-rounded college-level skills. In case of deficiencies in basic skills, students are expected to take advantage of on-campus resources, including the Writing Center and the QuaSAR. The faculty member does not assume that students initially will be conversant with critical terminology or special techniques for discussing the works to be assigned. It is assumed that, by the end of the program, students will have developed the ability to think, speak, and write effectively about the materials and themes of the program. Students are expected to fully participate in all aspects of the class, to thoroughly prepare for each class session, and to complete all assignments on time. Late assignments may not be evaluated. Attendance and being on time for class are essential. Unexcused absences, late, incomplete, or unsatisfactory completion of assignments or plagiarism will constitute grounds for loss of credit.

Faculty are expected to be prepared for lectures and class sessions, to provide feedback on written assignments in a timely manner, to be available for consultation by appointment and to provide a written evaluation of the student's overall work in the program. Please refer to the program covenant/constitution for further details.

ADDITIONAL INFORMATION

Access Services: If you are a student with a *documented disability* that requires arrangements, technology or expense to ensure full access to this program, please contact Meredith Inocencio in the Access Services Office (Library 2153 or 360-867-6348 or inocenc@evergreen.edu; website: <http://www.evergreen.edu/access/>). In order to make accommodations, your program faculty must be informed no later than the second week of the quarter *by the student and in writing from Access Services.*

On Critical Writing: Blaise Pascal once wrote a long, drawn-out letter to a friend, then apologized in the postscript that he didn't have time to write a short one. As your faculty, I subscribe to what Thomas Jefferson once noted: "the most valuable of all talents is that of never using two words when one will do." Clear, concise critical writing requires time, reflection and effort.

SHIPWRECKED! TENTATIVE WINTER 2016 SCHEDULE:

This schedule is subject to change to better meet the needs of program participants, including the addition of and/or alteration of readings and noted class activities. *Students are responsible for noting schedule changes that are announced in class.* ALWAYS CHECK CANVAS for the latest plans.

Wk	CLASS DATE AND ACTIVITIES	READINGS TO COMPLETE & ASSIGNMENTS DUE
Week 1	Monday, March 28 <ul style="list-style-type: none"> • Introduction to the Program • Games and Introductions • Discussion and “Name Game” 	Signed Program Covenant
	Wednesday, March 30 <ul style="list-style-type: none"> • Seminar on Ch. 1-3 • Lecture/workshop on political economy, globalization, maritime trade & business • What is an <u>annotated bibliography</u>? What is a <u>primary source</u>? In-class practice. • Navigation Lecture/Workshop I 	Readings Due: <i>90% of Everything</i> (Ch. 1-3)
Week 2	Monday, April 4 <ul style="list-style-type: none"> • Library workshop • Seminar on <i>90% of Everything</i> 	Readings Due: <i>90% of Everything</i> (Ch. 4-End)
	Wednesday, April 6 <ul style="list-style-type: none"> • Seminar on <i>BRM</i> + Analytical Frame Workshop I • Management Theory Round Table 	Readings Due: <i>Bridge Resource Management</i> (Intro – Ch. 3) <i>The Little Book of Big Management Theories (LBBMT)</i> (Section 1)
Week 3	Monday, April 11 <ul style="list-style-type: none"> • Seminar on <i>BRM</i> + Analytical Frame Workshop II • Film: <i>Italian Cruise Ship Disaster</i> + small group analysis using our analytical frame • (weather permitting): Navigation Workshop II 	Readings Due: <i>Bridge Resource Management</i> (Ch. 4-10)
	Wednesday, April 13 <ul style="list-style-type: none"> • (weather permitting): Navigation Workshop II [Alternate workshop: knot-tying] • Management Theory Round Table • Library/research time 	Readings Due: <i>LBBMT</i> (Section 2) Due: (at the end of class) Research Project Proposal with at least 3 annotated primary sources

Week 4	Monday, April 18 <ul style="list-style-type: none"> • FIELD TRIP: PORT OF OLYMPIA (6pm sharp!) • Debrief on campus – 8:15pm 	Readings Due: <i>Bridge Resource Management</i> (Ch. 11-End)
	Wednesday, April 20 <ul style="list-style-type: none"> • Management Theory Round Table • Seminar on <i>BRM</i> + Analytical Frame Workshop III • Lecture/Workshop on College Research & Composition I 	Readings Due: <i>LBBMT</i> (Section 3)
Week 5	Monday, April 25 <ul style="list-style-type: none"> • Individual meetings/Week 5 reflections 	Readings Due: NTSB Report on <i>Exxon Valdez</i> (entire report)
	Wednesday, April 27 <ul style="list-style-type: none"> • Seminar on NTSB Report • Management Theory Round Table • Writing Peer Workshop I 	Readings Due: <i>LBBMT</i> (Section 4) Due: Research Paper Introduction and outline (with minimum 6 annotated sources)
Week 6	Monday, May 2 <ul style="list-style-type: none"> • Seminar • Lecture/Workshop on College Composition II • Segments from <i>Titanic</i>? 	Readings Due: <i>Last Dance of the Vestris</i> (entire book)
	Wednesday, May 4 <ul style="list-style-type: none"> • Management Theory Round Table • Film: <i>Death of the Edmund Fitzgerald: Deep Sea Detectives</i> + analytical seminar 	Readings Due: <i>LBBMT</i> (Section 5)
Week 7	Monday, May 9 <ul style="list-style-type: none"> • Seminar • Writing Peer Workshop II 	Readings Due: <i>Ten Commandments of Business Failure</i> (entire book) Due: Research Paper Full Draft (with minimum 6 annotated sources)
	Wednesday, May 11 <ul style="list-style-type: none"> • Management Theory Round Table • Film: <i>All is Lost</i> + analytical seminar + movie reviews by sailors • (weather permitting): Navigation Workshop II 	Readings Due: <i>LBBMT</i> (Section 6)
Week 8	Monday, May 16 <ul style="list-style-type: none"> • Seminar • (weather permitting): Navigation Workshop II • Research/Library time 	Readings Due: <i>The Smartest Guys in the Room</i> –OR– <i>Run to Failure</i> (first half)
	Wednesday, May 18 <ul style="list-style-type: none"> • Seminar • Management Theory Round Table • (weather permitting): Navigation Workshop II 	Readings Due: <i>LBBMT</i> (Section 7)

Week 9	Monday, May 23 <ul style="list-style-type: none"> • Seminar • Management Theory Round Table • Academic Statement/Self-Eval Workshop • Review of Program 	<u>Readings Due:</u> <i>LBBMT</i> (Section 8) <i>The Smartest Guys in the Room –OR–</i> <i>Run to Failure</i> (conclusion) Sign up for Presentation Week times Sign up for Eval Conferences
	Wednesday, May 25 <ul style="list-style-type: none"> • Research Day 	
Week 10	Monday, May 30 <ul style="list-style-type: none"> • Potluck • Presentations I 	<u>Due:</u> Research Paper Final Draft
	Wednesday, June 1 <ul style="list-style-type: none"> • Presentations II 	<u>Due:</u> Portfolios
	EVALUATION CONFERENCE WEEK	Evaluation Conferences