



## **Maritime History and Culture**

### **CAS NS 322 (4 credits)**

#### **Course Catalog Description (max. 40 words):**

Explore impacts of European maritime ventures on the societies they contacted in the Atlantic or Pacific, with focus on the resulting social, political, economic, and cultural changes. Investigate responses documented in the post-Colonial literature of indigenous people.

**Instructor(s):** Sea Education Association Maritime Studies and Ocean Policy Faculty

**Location:** SEA campus in Woods Hole, MA, at sea on board one of SEA's sailing school vessels, and at port stops along cruise track.

**Prerequisites:** Admission to SEA Semester. Sophomore standing or consent of instructor.

#### **Course Philosophy and Approach:**

Ships are the primary means by which goods are moved around the globe. Until recent decades they were also the principle mode for transporting people across oceans, and millions of people migrated by choice or force from one island or continent to another by sea. The social and environmental impacts of centuries of seafaring are profound. Plants and animals, carried on purpose or dragged accidentally from one place to another in holds, on hulls, and in ballast water, have dramatically altered ecosystems around the globe. The infrastructure needed to support the transportation of cargo has changed waterfronts. Populations were decimated by diseases brought by sailors, with resultant loss of indigenous cultural practices. Today, culture is one of the commodities that is sold to cruise ship passengers arriving in even the most remote locations. In this course we seek to understand the impact of seafaring on coastal and island people. We will use two metrics of the Ocean Health Index (OHI) as guidelines: "Coastal Livelihoods & Economies" and "Tourism & Recreation." After six weeks of preliminary research in Woods Hole, we will visit four ports in either the Atlantic or Pacific, and examine the natural geography of harbors and the physical structures and alterations added to make them efficient for handling goods and people; we will look at the economics of imports and exports; and we will seek to understand the social and cultural impacts of tourism.

#### **Classes and Contact Hours:**

At our campus in Woods Hole you will find a class schedule that is familiar to you from your home campus. Days are divided into lectures, discussions, workshops and labs. We will make a field trip to Boston harbor to field test some of the methods that we will be using for understanding ports along our voyage track. Aboard the ship we have two formats for class: a daily meeting at 1430 with all hands, and an in-watch class with the morning watch (6-8 students) at 0800. (The watch rotation will bring each student to this class every third day.) At our port stops we will have both organized tours and lectures, and time for you to explore on your own and follow up on research opportunities. The faculty and local experts will help you develop a plan to take best advantage of our time in port.

The course consists of 17 hours of lectures, 10 hours of directed small-group research/workshops with faculty, 14 hours of group discussion, 20 hours of directed evidence-gathering field trips in five port stops, and 18 hours of student presentations.

### Learning Outcomes:

1. Learn **research methods** from multiple sources including primary documents, secondary scholarly literature, and the internet—where assessing the value and veracity of web pages is an essential skill for the scholar.
2. In our ports of call, develop experience in **taking what we learn and testing it against our observations** of natural landscapes, the built environment, and the knowledge and opinions of local people.
3. Practice **good communication skills** through oral presentations, both in the early stages of research where ideas can be tested, and at the conclusion of a project, where a mastery of the material can be demonstrated.
4. Foster excellence in written work, through a **writing intensive process** that includes required drafts and revisions of a research paper and collaborative editing.
5. As part of a larger program (SEA Semester programs “Global Ocean,” “Sustainability in Polynesian Island Cultures and Ecosystems,” or “Colonization to Conservation in the Caribbean”), *Maritime History and Culture* provides the humanities perspective for a **Learning Community** that takes a **multi-disciplinary view** of the relationship between people and their environment.

### Evaluation:

Final Research Paper	50%
Presentations	20%
Responses to Classmates’ Drafts	20%
Participation in Discussions	10%

### Assignments:

Your principle academic product for this course will be a research paper that will allow you to explore one of our themes in depth. You may concentrate on aspects of a single port of call, or you may make a comparison between ports. You will present your work in several stages: your proposal will be due at the beginning of week three; in week four or five you will present your work-in-progress to the class and by the end of week five you will turn in a solid draft of your paper, including your preliminary bibliography. Two of your classmates will respond to that draft in writing (as you will respond to their papers); you will make observations and collect additional information at our port stops and turn in your final paper in the last week of the course.

### Expectations and Requirements:

- Punctual attendance is required at every class meeting.
- Active participation in class discussion is expected.
- Late assignment submissions are not accepted.

- The policy on academic accuracy, quoted below, will be strictly followed in this class.  
The papers that you submit in this course are expected to be ***your original work***. You must take care to distinguish your own ideas and knowledge from wording or substantive information that you derive from one of your sources. The term “sources” includes not only published primary and secondary material, but also information and opinions gained directly from other people and text that you cut and paste from any site on the Internet.  
***The responsibility for learning the proper forms of citation lies with you.***  
Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. Whenever ideas or facts are derived from your reading and research, the sources must be indicated. (Harvard *Handbook for Students*, 305)
- Considerations for use of internet sources:  
As you browse websites, assess their usefulness very critically. Who posted the information and why? Can you trust them to be correct? Authoritative? Unbiased? (It’s okay to use a biased source as long as you incorporate it knowingly and transparently into your own work.) Keep track of good sources that might be useful for subsequent assignments, and annotate in your bibliography any sites you cite. Your annotation should include the name of the author or organization originating any material that you reference. If you can’t identify the source, don’t use it!
- Human sources:  
Some part of your research will be in formal presentations and casual conversations in our ports of call. SEA has developed a written consent form, translated into local languages, which you must present to anyone who provides you with information that you might use in your papers or in our shipboard blog. Do not quote from people or use their images without their written permission. The forms are archived at SEA’s office in Woods Hole at the end of each trip.
- Style Guides:  
Two Harvard style guides, *Writing With Sources* and *Writing With Internet Sources*, are available on the course website and will serve as our standards for citations for papers. Please use 12-point Times font, with double spacing.

**Preliminary Reading List** (additional texts related to specific destinations will be added):

Columbus, Christopher. *The Four Voyages of Christopher Columbus*, edited and translated by J.M. Cohen (Penguin Edition, 1992).

Cook, James. *A Voyage to the Pacific Ocean; Undertaken by the Command of His Majesty, for Making Discoveries in the Northern Hemisphere*. London, 1784.

Cronon, William. *Changes in the Land: Indians, Colonists and the Ecology of New England*. Hill and Wang, 2003.

Henry, Teaira. *Voyaging Chiefs of Hawai'i*, edited by Dennis Kawaharada (University of Hawaii, 1995).

Kincaid, Jamaica. *A Small Place*. New York: Farrar, Straus, and Giroux, 2000.

Krieger, Alex, and David Cobb. *Mapping Boston* (Cambridge, MA: The MIT Press, 1999).

Leventhal Map Center of the Boston Public Library. "Boston and Beyond: A Bird's Eye View of New England" (online exhibit). [http://maps.bpl.org/boston\\_and\\_beyond/#/boston/](http://maps.bpl.org/boston_and_beyond/#/boston/)

Seed, Patricia. "Taking Possession and Reading Texts: Establishing the Authority of Overseas Empires," *The William and Mary Quarterly, Third Series*, (Apr., 1992).

Walcott, Derek. "The Sea is History," from *The Star Apple Kingdom* (New York: Farrar, Straus and Giroux, 1979).

Wendt, Albert. "Toward a New Oceania," 1976, *Norton Anthology of Literature*.

Whitehill, Walter Muir, and Lawrence W. Kennedy, *Boston: A Topographical History*, Third Edition, enlarged (Cambridge, MA: Belknap Press, 2000).

**Course Calendar:**

Topic	Readings/Assignments Due
<p><i>Week 1 (4 hrs)</i></p> <p><b>Lecture:</b> Introduction to the themes, readings, and expectations for the course.</p> <p><b>Workshop on Pilot Charts:</b> How winds and currents influence the paths of voyages.</p> <p><b>Lecture: The Placement of Ports Part I:</b> How geography influences settlement patterns and maritime commerce; introduction to our first and second port stops.</p> <p><b>Lecture: The Placement of Ports Part II:</b> How geography influences settlement patterns and maritime commerce; introduction to our third and fourth port stops.</p>	
<p><i>Week 2 (7 hrs)</i></p> <p><b>Lecture:</b> Introduction to the Ocean Health Index (OHI) Metrics and Indices</p> <p><b>Lecture:</b> “Coastal Livelihoods &amp; Economies” (Applying OHI metrics to our port stops, part I.)</p> <p><b>Data-Gathering Workshop:</b> “Coastal Livelihoods &amp; Economies” (Applying OHI metrics to our port stops, part II.)</p> <p><b>Field Trip:</b> The Port of Boston and Reading the Waterfront: Boat and walking tours of the harbor, and visit to the map collection at the Boston Public Library.</p>	<p><b>Take the “Plagiarism Self Test” on the course website before Monday.</b></p> <p><b>Readings:</b>            Alex Krieger and David Cobb, <i>Mapping Boston</i>            William Cronon, <i>Changes in the Land: Indians, Colonists and the Ecology of New England</i>            Walter Muir Whitehill and Lawrence W. Kennedy, <i>Boston: A Topographical History</i></p>
<p><i>Week 3 (4 hrs)</i></p> <p><b>Lecture:</b> The Consequences of Voyaging and Contact, Part I: European trans-Atlantic Expansion</p>	<p><b>First Assignment, due on Monday:</b> <i>In a one-page proposal, describe your intended research project. Include at least three sources</i></p>

<p><b>Lecture:</b> The Consequences of Voyaging and Contact, Part II: Polynesian Migration</p> <p><b>Lecture:</b> The Consequences of Voyaging and Contact, Part III: European and American Voyages to the Pacific</p> <p><b>Small-group Discussions:</b> Readings</p>	<p><i>in an annotated bibliography. This is the start of your research, not the end of it, so you should express bold and creative ideas with the expectation that your project will evolve and change as you locate and process source material.</i></p> <p><b>Readings:</b>  <i>The Log of Columbus</i>, excerpts from James Cook’s <i>Journals</i>          Teuira Henry, <i>Voyaging Chiefs of Hawai’i</i>          Derek Walcott, “The Sea is History”</p>
<p><i>Week 4 (6 hrs)</i></p>	
<p><b>Lecture:</b> “Tourism &amp; Recreation”: Cultural and Environmental Sustainability in a Changing World (Appying OHI metrics to our port stops, part III.)</p> <p><b>Data-Gathering Workshop:</b> “Tourism &amp; Recreation”: Cultural and Environmental Sustainability in a Changing World (Appying OHI metrics to our port stops, part IV.)</p> <p><b>Workshop</b> on sources, reading lists and research questions, and introduction to writing and editing standards.</p> <p><b>Small-group Discussions:</b> Readings.</p>	<p><b>Student presentations will take place every day this week at 0900.</b> <i>You will present your work-in-progress in a fifteen-minute presentation to the class. Be prepared to talk about your sources, your plan for additional research in our port stops, and your expectations of what you might find.</i></p> <p><b>Readings:</b>          R.W. Butler, “Model of the Life-Cycle of Tourism”          Jamaica Kincaid, <i>A Small Place</i>          Albert Wendt, “Toward a New Oceania”</p>
<p><i>Week 5 (7 hrs)</i></p>	
<p><b>Lecture:</b> Conducting research in our ports of call: developing questions and standards for citations and obtaining permission to quote human sources.</p> <p><b>Lecture:</b> The International Law of the Sea</p> <p><b>Lecture:</b> Modern Ships and Ports: Cargo and passenger management, infrastructure, and environmental consequences</p>	<p><b>Student presentations will take place every day this week at 0900</b></p> <p><b>Second Assignment, due on Thursday: Draft of your research paper.</b> <i>Your paper should start with an idea. This will evolve into your clearly stated hypothesis. The body of your paper should present your evidence, place it in a context of previous research, and develop your argument. In lieu of a conclusion, you should describe your plan for gathering</i></p>

<p><b>Lecture:</b> SEA ships in distant ports of call: regulations, relationships, restrictions, protocols, and permissions.</p>	<p><i>information in our ports of call. Read in advance the guidelines for editing your classmates' papers, as this can make your own paper stronger.</i></p>
<p><i>Week 6 (7 hrs)</i></p>	
<p><b>Writing and Editing Workshop I</b> (3 hours) In groups of three, we will go over the drafts of research papers, using the responses from your classmates to guide our conversations.</p> <p><b>Writing and Editing Workshop II</b> (3 hours)</p> <p><b>Final discussion of sources for the ship:</b> remember you will not have access to the internet when we are underway, so you must bring in advance all of the source materials that you think you will need for your project.</p>	<p><b>Third Assignment, due on Sunday by noon:</b> Read and comment on the papers of two of your classmates. Read in advance the "Editing Guidelines" posted on the course website and follow the checklist there. Your thoughtful one-page responses should restate the central ideas of the papers you are reading and provide feedback on content and clarity.</p>
<p><i>Week 7 – At sea (8 hrs)</i></p>	
<p><b>Afternoon class/lecture:</b> Introduction to history and geography of first port stop</p> <p><b>Two or three field trips:</b> Tour of harbor facilities, local history and/or culture museums, historic and religious sites, tourist office, marine station, marine protected areas; and time on own for project research</p> <p><b>Afternoon class/discussion:</b> Debriefing the first port stop</p> <p><b>In-watch discussion 1:</b> Maps and charts of the harbor: details of infrastructure we observed. What are the economic and environmental consequences of maritime commerce?</p> <p><b>In-watch discussion 2:</b> Local materials on cultural tourism: how is the place perceived by locals? By visitors? What are the economic and social impacts of tourism?</p>	
<p><i>Week 8 – At sea (8 hrs)</i></p>	
<p><b>Afternoon class/lecture:</b> Introduction to</p>	

<p>history and geography of second port stop  <b>Two or three field trips:</b> Tour of harbor facilities, local history and/or culture museums, historic and religious sites, tourist office, marine station, marine protected areas; and time on own for project research  <b>Afternoon class/discussion:</b> Debriefing the second port stop  <b>In-watch discussion 1:</b> Maps and charts of the harbor: details of infrastructure we observed. What are the economic and environmental consequences of maritime commerce?  <b>In-watch discussion 2:</b> Local materials on cultural tourism: how is the place perceived by locals? By visitors? What are the economic and social impacts of tourism?</p>	
<p><i>Week 9 – At sea (8 hrs)</i></p>	
<p><b>Afternoon class/lecture:</b> Introduction to history and geography of third port stop  <b>Two or three field trips:</b> Tour of harbor facilities, local history and/or culture museums, historic and religious sites, tourist office, marine station, marine protected areas; and time on own for project research  <b>Afternoon class/discussion:</b> Debriefing the third port stop  <b>In-watch discussion 1:</b> Maps and charts of the harbor: details of infrastructure we observed. What are the economic and environmental consequences of maritime commerce?  <b>In-watch discussion 2:</b> Local materials on cultural tourism: how is the place perceived by locals? By visitors? What are the economic and social impacts of tourism?</p>	
<p><i>Week 10 – At sea (8 hrs)</i></p>	
<p><b>Afternoon class/lecture:</b> Introduction to history and geography of fourth port stop  <b>Two or three field trips:</b> Tour of harbor facilities, local history and/or culture museums, historic and religious sites, tourist</p>	



<p>office, marine station, marine protected areas; and time on own for project research</p> <p><b>Afternoon class/discussion:</b> Debriefing the fourth port stop</p> <p><b>In-watch discussion 1:</b> Maps and charts of the harbor: details of infrastructure we observed. What are the economic and environmental consequences of maritime commerce?</p> <p><b>In-watch discussion 2:</b> Local materials on cultural tourism: how is the place perceived by locals? By visitors? What are the economic and social impacts of tourism?</p>	
<p><i>Week 11 - At sea (9 hrs)</i></p>	
<p><b>Afternoon class/presentations I:</b> Six students will present their research and conclusions to the group in a twenty-minute presentation.</p> <p><b>Afternoon class/presentations II:</b> Six students will present their research and conclusions to the group in a twenty-minute presentation.</p> <p><b>Afternoon class/presentations III:</b> Six students will present their research and conclusions to the group in a twenty-minute presentation.</p>	
<p><i>Week 12 – At sea (3 hrs)</i></p>	
<p><b>Afternoon class/presentations IV:</b> Six students will present their research and conclusions to the group in a twenty-minute presentation.</p>	<p><b>Penultimate day of the trip:</b> Final Revisions of papers due. All consent forms must be complete and turned in.</p>