

Macalester College (Fall 2015)

Professor Karin Vélez

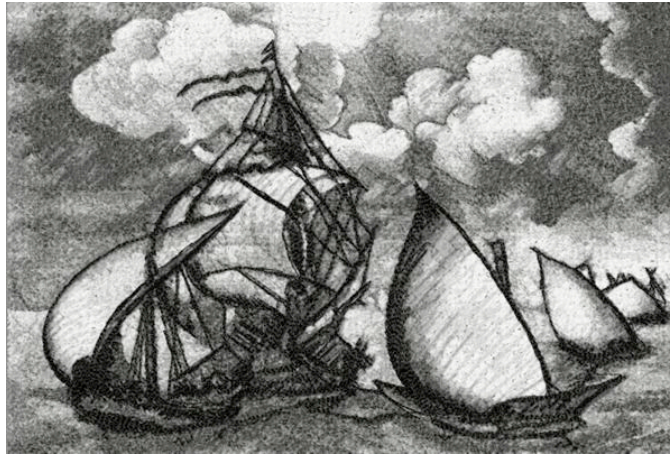
**HIST 353-01:
OCEANS IN WORLD HISTORY**

Class Meetings: *Old Main 003*
MWF 10:50-11:50

Office: Old Main 306
Hours: M 1 – 4 pm or by appt.
Phone: 651-696-6254
*Email: kvelez@macalester.edu

“For humankind the ocean is a hostile environment. Yet between 1450 and 1850 the discovery that all the seas were one and the projecting of economic and political power on a global scale reshaped the course of history. In the process, this dangerous and poorly understood place, where people could venture but never remain, came to occupy a pivotal position in human affairs.”

October 7-9, 2010, OIEAHC Conference, *The Age of Sail*,
<<http://oieahc.wm.edu/conferences/AgeSail/intro.html>>, accessed 1/12/11



A Fleet of Galleys Escorted By a Caravel, by Pieter Bruegel (1525-69)

Welcome to the History Department’s latest take on Oceans! In the early modern period, people started to venture farther outward into oceans that had previously been understood as dangerous and hostile environments. This course takes the Age of Sail and the Atlantic, Pacific and Indian Oceans as starting points to track changes in human approaches to boundless waters. We will consider two questions in particular:

- How have oceans functioned as a means of global integration as well as division?**
- How are *historians* using oceans to further the study of *world* (vs. regional) history?**

Some of the themes we will consider include diaspora, port cities, banditry, trade, and imperial encounters.

COURSE FORMAT

This is a 300-level history course, meaning it is both reading and writing intensive. It is designed for you to practice (and question) the writing conventions followed by professional historians. We will start the semester by considering five different historians’ interpretations of oceans. In November, during the last part of the semester, you will write a 10-15 pp. research paper in which you will present your own original interpretation of a historical source related to an ocean. Our initial readings are intended as models and springboards for you to chart your own navigational path with this paper.

Please note: your research paper is *not* a Wikipedia-style entry in which you spew out everything you can find in secondary sources about your chosen ocean. It is an exercise in historical analysis that begins with an interesting primary source or historical document. In trying to understand your primary source selection, you will look to secondary material; finally, you will make a case for how your particular document has complicated or changed how you think about an entire ocean. You will be using a specific, small historical case study to make a well-informed argument about an ocean.

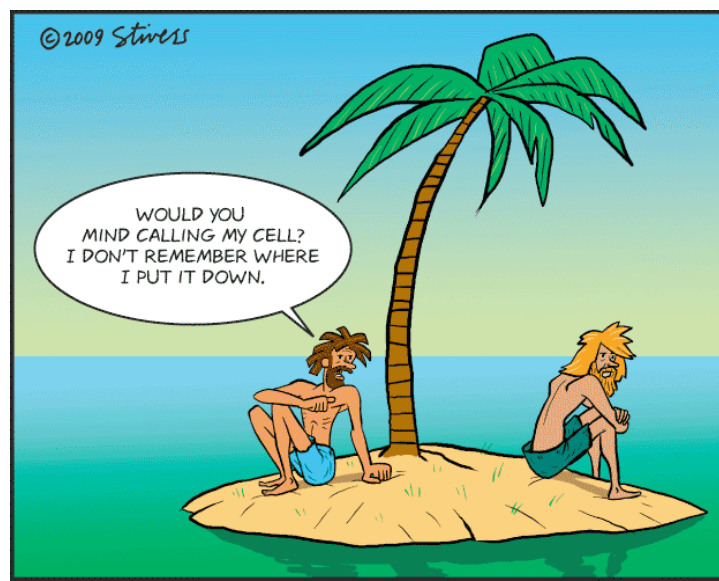
REQUIRED TEXTS (available at Macalester Bookstore)

1. Rainer Buschmann, *Oceans in World History* (2007)
2. Peter Linebaugh & Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* (2000)
3. Glynis Ridley, *The Discovery of Jeanne Baret* (2011)
4. Terry Glavin, *The Last Great Sea: A Voyage through the Human and Natural History of the North Pacific Ocean* (2000)
5. Giancarlo Casale, *The Ottoman Age of Exploration* (2010)

<u>Overview of Grading:</u>	
Attendance & Participation (23 class mtgs; 2 2-pt mtgs with prof. on primary source & draft)	27%
Paragraph responses to reading (8 regular: 2 pts each, 1 “über”: 4 pts)	20%
Preliminary paper components (2 pts: Proposal, biblio., topic presentation, peer review)	8%
First draft	10%
Final presentation of research paper	5%
Final draft of research paper	30%
<u>MAJOR DEADLINES:</u>	
Weds. 10/28: Proposal, preliminary bibliography, topic presentation	
Mon. 11/9: First draft	
Monday 12/7: Final draft	

CLASSROOM ETIQUETTE

- Please be respectful and do not bring food, gum, cell phones or small animals to class.
- Laptops are not permitted in class except by permission of the instructor.
- Be aware: Tardiness & unexplained absences impact *both* your attendance *and* your participation grades.
- Late assignments will be reduced by one full grade for each calendar day late.
- Honor Code: Macalester College is committed to the principles of intellectual honesty and integrity. All members of the community are expected to maintain complete honesty in all academic work, presenting only what is their own work in tests & assignments. Plagiarism will result in dismissal from class with a failing grade.
- Nota Bene:** I encourage any students with significant athletic or extracurricular commitments, disabilities, chronic illness, or concerns about study skills to speak with me *early in the term* about accommodations. On campus, you can find additional information and assistance from Associate Dean of Students Lisa Landreman at the Office of Student Affairs, 119 Weyerhauser, 651-696-6136, llandrem@macalester.edu. You can also find one-on-one assistance with writing from peer tutors and professional counselors at the MAX Center (x6121 daytime or x6193 evening), Kagin Commons. Call ahead to make an appointment.



SCHEDULE OF ASSIGNMENTS & LECTURES

Readings and assignments are due at the beginning of class on the date listed.

* = *small written assignment to hand in*
** = *major written assignment(s) to hand in*

Week One: Why Oceans?

Weds. 9/2: Introductions

Fri. 9/4: In class: Primary sources on Oceans



I. HOW DO HISTORIANS TALK ABOUT OCEANS?

Week Two: Historical sketches of oceans

Mon. 9/7: No class—Labor Day

*Weds. 9/9: Skim Buschmann, entire.

Due: Paragraph #1: What is historically important and interesting about oceans? Make reference to the introduction and all four chapters.

In class: Sign up for conferences and presentation dates for the term.

*Fri. 9/11: Pick one chapter/ocean from Buschmann and read it carefully; bring calendar dates for conference.

Due: Paragraph #2: What makes your chosen ocean (or theme) unique, or worth study?

Week Three: The Atlantic I

*Mon. 9/14: Linebaugh & Rediker, Introduction & Chapter 1

Due: Paragraph #3: How do the authors characterize the Atlantic?
Include details, & your opinion about this.

Weds. 9/16: Linebaugh & Rediker, Chapters 2 & 3

In class: How to choose and locate your primary source.

Fri. 9/18: Linebaugh & Rediker, Chapters 4, 5, 6

Week Four: The Atlantic II

*Mon. 9/21: Linebaugh & Rediker, Chapters 7 & 8.

Due: Paragraph #4: Choose either the chapter 7 or chapter 8 case study. How do the people and event described change the way you think about this ocean?

Weds. 9/23: Linebaugh & Rediker, Chapter 9 & Conclusion.

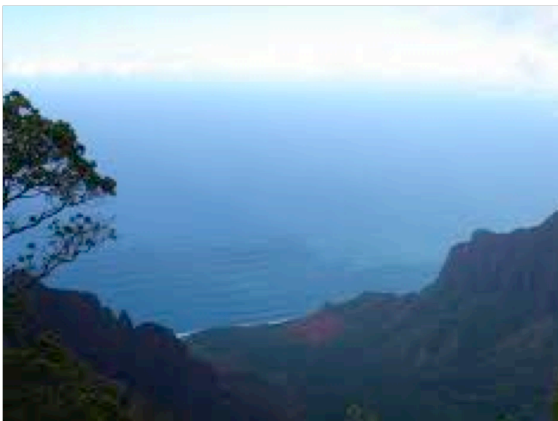
Fri. 9/25: *No class—Look ahead to Jeanne Baret assignments*

Week Five: Reconciling Jeanne Baret and Oceans

Mon. 9/28: Discovery of Jeanne Baret, Intro through Chapter 6

Weds. 9/30: Discovery of Jeanne Baret, through Epilogue

*Fri. 10/2: Due: **UBER**-Paragraph #5: Write your own **1-2 pp.** version of Jeanne Baret's life, but this time, make the ocean(s) the star. Come to class ready to explain the changes you made.



Week Six: The Northern Pacific I

*Mon. 10/5: Glavin, pp. v-12
(preliminary pages & introduction)

Due: Paragraph #6: How does the author characterize the Pacific? How does this compare to what we read on the Atlantic? Include details, & your opinion on this

Weds. 10/7: Glavin, chapters 1 & 2

Fri. 10/9: *Primary Source Conferences*

Week Seven: The Northern Pacific II

*Mon. 10/12: Glavin, chapters 3, 4 & 5

Due: Paragraph #7: Which people and/or characters catch your interest in this presentation of the Pacific? How do they relate to the ocean?

Weds. 10/14: Glavin, Chapters 6 & 7

Fri. 10/16: *Primary Source Conferences*



Week Eight: The Indian Ocean I

*Mon. 10/19: Casale, pp. i through Chapter 1 (p. 33)

Due: Paragraph #8: How does the author characterize the Indian Ocean? What is his argument, and how does it compare to how the previous authors have described the Atlantic & Pacific?

Weds. 10/21: Casale, chapters 2-5

Fri. 10/23: *No class-- Happy Fall Break!*

Week Nine: The Indian Ocean II

*Mon. 10/26: Casale, chapters 6-7, and pp. 239-248 (endnotes)

Due: Paragraph #9: Choose an endnote that surprises or intrigues you. Why do you find it interesting? How does the information in your endnote change or affect your interpretation of Casale?

**Weds. 10/28: Research proposal (3-4 pp.) & 1-page preliminary bibliography due (with at least 5 secondary sources).

In class: Presentations of topics (5 min.)

Fri. 10/30: *No class*



II. RESEARCH PAPERS

Week Ten: *No class meetings; independent work on first drafts*

Week Eleven: First Drafts

**Mon. 11/9: *Two hard copies of FIRST DRAFT due, by 5 pm, to professor*

Week Twelve: Meetings about revision

Mon. 11/16: *In class: Peer review of draft*

Weds. 11/18: *Meetings with professor about first draft*

Fri. 11/20: *Meetings with professor about first draft*

Week Thirteen: Second Drafts

Mon. 11/23: *Optional submission of second draft to professor*

Happy Thanksgiving!

Week Fourteen: Presentations

*Mon. 11/30: *Presentations; presenters bring 3 hard copies of handout.*

*Weds. 12/2: *Presentations; presenters bring 3 hard copies of handout.*

Fri. 12/4: *Concluding thoughts on Oceans.*

Week Fifteen: Final draft

**Mon. 12/7: *Final draft due in hard copy, by 5 pm, to professor (Old Main 306)*