

## **MAST 1200—Introduction to Maritime Culture Syllabus**

MAST 1200-801 Introduction to Maritime Culture

Fall 2016

3 Credit UConn Early College Experience (ECE) course for Manchester High School

Time: Period 7

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### **Course Overview**

Throughout human history, the sea has served as a highway, a source of food, and arena for warfare, and a stage for discovery. The “Atlantic World” both divides and connects the continents that surround it. The vast Pacific was seen by Europeans as an empty vessel ripe for conquest even though it harbored ancient maritime societies.

Through this course, students will consider the ocean itself as a natural environment whose fate is entwined with that of the human race. We will examine sailors, whalers, slavers, pirates, fishermen, residents of the shore, naval officers, merchants, politicians, novelists, scientists, artists, musicians and policy makers.

Humans have responded to the ocean, the largest object on earth, with a mixture of emotions: wonder, fear, comfort, terror, spirituality, practicality, playfulness, absolute seriousness, foreboding, a sense of inadequacy, and great joy. We will explore and discuss these aspects of the maritime experience.

The human response to what Herman Melville calls the “watery part of the world” was often written down, for humans are driven to put their experience of the ocean into words. Besides the written word, we will also analyze paintings, photographs, music and films that examine the “watery world.”

### **Learning Objectives:**

The following themes will be woven throughout the topic areas covered in the course:

- technology and the effects of technological change
- nautical language, archetypes, and superstition
- social history: the role of class, race, and gender in maritime history
- naval strategy, policy, and action
- exploration and imperialism

- the balance of recreation and work
- the experience of seafarers
- coming of age, or the exploration of the individual
- the imagination
- ethics of survival

Students will be expected to read and write effectively on these themes. Students will also be expected to discuss and analyze primary and secondary sources related to the themes. Lastly, students will be expected to use technology to create presentations and solve problems.

**Textbooks & Readings:**

The Life of Pi by Yann Martel

Captains Courageous by Rudyard Kipling

Various Readings will be provided during the course. Please see the Academic Calendar and Course Schedule for information about those readings.

**Grading:**

Students will be expected to read extensively and be up to date in their readings for class discussion. They will be expected to discuss readings in class in small groups and as a class. They will also be required to write short papers centered on the themes and questions of the units.

Students will be expected to use technology to conduct research and present their findings in class. Grading will be based on the school wide rubrics for Reading, Writing, Problem Solving, Presentations and Technology.

If you are having trouble please seek out help before or after school. I am also available during "Power Hour" for help

The grading breakdown will be:

- Class Participation/Discussion 25%
- Papers/Tests 40%
- Projects/Presentations 25%
- Quizzes 10%

### **Course Policies:**

All students are expected to adhere to the code of conduct below. Remember we are all in this together so

- (1) Be honest! Please do your own work and your share when working with other. It is unfair to expect a few to carry the load for all. Any cheating or unacknowledged work of others will be cause for discipline. (Please refer to pages 34-35 of the student handbook for penalties and consequences)
- (2) Be civil to each other! I will treat you as an adult and expect you to reply in kind. Respect each other. Listen and contemplate other points of view and interpretations. This also requires being on time to class and turning off all electronics.
- (3) If you miss something, make it up! If you miss an assignment please come and arrange with me to make it up. Since discussion is such a vital part of the class you will have a hard time scoring a good grade if you miss class. The longer you wait to make up an assignment the greater the chance of the quality of that assignment declining.
- (4) Assignments due dates are listed on the assignment sheets and communicated via email. Your assignments also need to be submitted via email by midnight of the date assigned. **LATE WORK WILL SEE A REDUCTION IN GRADE PER THE RUBRIC.**

### **Academic Calendar & Course Schedule**

#### **Unit 1—Introduction (August 28-September 3)**

Analyze and discuss the intellectual and cultural discovery of the seashore and the deep ocean. Start to focus on nautical language, archetypes, and superstition.

#### Readings:

“From Davy Jones’ locker to the Foot Locker: The Case of the Floating Nikes”  
Selections from the Book of Genesis, (Chapters 6-9) & Psalm 107 (verses 23-30)  
Tlingit account of Orca/A Creation Story  
Excerpts from Homer’s *The Odyssey*, (Book V & Book XII)  
Excerpt from Helen Rozwadowski, *Fathoming the Ocean*, Chapter 1: Fathoming the Fathomless

Films:

Oceans (excerpts)  
The Odyssey (excerpts)

Themes/Questions:

Tools and terms of the ocean  
The physical entity of the ocean and physical terminology of the ocean  
What is the ocean?  
How do people think differently about the ocean?  
How has thought about the ocean changed over time?

Assessment:

Compare & Contrast Short Essay (submit paper copy and online, TBA)

**Unit 2--Exploration & Imagination (September 4-12)**

Analyze the early exploration of the ocean, by such people as the Phoenicians, Vikings, Polynesians, Chinese, etc. Review the European discovery of sea routes. Continue to focus on the topic of nautical language, archetypes, and superstitions.

Readings:

Excerpt from J.H. Parry, *The Discovery of the Sea*  
Excerpt from James Axtell, *Beyond 1492: Encounters in Colonial North America*  
Samuel Taylor Coleridge, "The Rime of the Ancient Mariner"  
The story of Jonah  
Excerpt from Hobson Woodward, *A Brave Vessel*, Chapter 4 "Hurricane"  
Excerpts from William Wood, *New Englands Prospect*, Chapters 9 and 12; The Second Part: Chapter 16

Films:

The Rime of the Ancient Mariner  
Magnificent Voyage of Christopher Columbus (excerpt)  
1492: Conquest of Paradise (excerpt)  
Master & Commander (excerpt)  
The Viking Deception

Themes/Questions:

Technology/Ship design and architecture  
Importance of trade and discovery of sea routes  
Why are the stories of Jonah and the Ancient Mariner so universal?  
What happens to these characters when they go to sea?  
How do they change? Why?

Assessment:

Short Essay on Rime of the Ancient Mariner (submit paper copy and online, TBA)

**Unit 3--The Atlantic Ocean: Exploration, Imperialism, and Trade (September 15-23)**

Analyze the imperialism and trade routes that developed from early European exploration and the human response to these ventures.

Readings:

Sidney Mintz, *Sweetness and Power*, Chapter 2: Production

Excerpts from Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*

Excerpt from Venture Smith, *A Narrative of the Life and Adventures of Venture A Native of Africa*

Daniel Vickers, *Farmers & Fishermen: Two Centuries of Work in Essex County, Massachusetts, 1630-1850*, Chapter 3

Anne Farrow, Joel Lang & Jenifer Frank, *Complicity: How the North Promoted, Prolonged, and Profited from Slavery*, Chapter 5 "Newport Rum, African Slaves"

William Walling, "The Wonderful Providence of God Exemplified in the Preservation of William Walling"

Britton Hammon, "Out of the Paw of the Lion"

Robert Champlin, "Accounting for the Slave Trade"

Films:

Roots (excerpts)

Themes/Questions:

Analyze the formation of the "Atlantic World" and examine the economic and cultural links and interdependencies between places around the rim.

Focus on the incorporation of the slave trade and slavery into the Euro-American economic system

Exploration can be seen as both great achievement and great destruction: How is it viewed in these readings?

What are the racial and ethnic elements of exploration and imperialism?

**Unit 4--The Atlantic Ocean as Moat and Bridge (September 24-October 2)**

Analyze the effect of technology on ocean navigation as well as the effect of the American Revolution and early United States naval policy on the Americans' perspective on the Atlantic Ocean.

Readings:

Benjamin Labaree, "The Atlantic Paradox," article in *The Atlantic World of Robert G. Albion*, edited by Benjamin Labaree

Dava Sobel, *The Illustrated Longitude*

Archibald MacLeish, "Portrait of a Yankee Skipper"

Excerpt from "Journal of a Lady of Quality"

Films:

Longitude

NOVA: Lost at Sea-the Search for Longitude

Themes/Questions:

Analyze the effect of technology on ocean navigation

Analyze the effect of the American Revolution and early US naval policy on

Americans' perspective on their place in the "Atlantic World"

What are the racial and ethnic elements of the Atlantic as "moat and bridge?"

**Unit 5—Whaling (October 3-October 14)**

Survey native whaling, ownership of stranded whales, and shore whaling. Examine the "golden age" of whaling and sealing in the Atlantic and Pacific.

Readings:

Excerpts from Herman Melville, *Moby Dick*

*Moby Dick* (Graphic Novel) adapted by Bill Sienkiewicz

Excerpts from Eric Jay Dolin, *Leviathan: The History of Whaling in America*

Excerpts from Owen Chase, "Narrative of the Most Extraordinary and Distressing Shipwreck of the Whale-Ship Essex, of Nantucket"

Excerpt from Nathaniel Philbrick, *In the Heart of the Sea: The Tragedy of the Whaleship Essex*

Excerpt from Edouard A. Stackpole, *The Sea-Hunters: The New England Whalemens During Two Centuries, 1635-1835*

Excerpts from "She Was a Sister Sailor" *The Whaling Journals of Mary Brewster, 1845-1851*

Films:

Moby Dick

Into the Deep: America, Whaling and the World

Revenge of the Whale

Moby Dick: The True Story

Themes/Questions:

Examine the music, technology, and economic importance of whaling

Melville wrote "To produce a mighty book, you must choose a mighty theme.

No great and enduring volume can ever be written on the flea, though many there be who have tried it." Do you agree with Melville? Why or why not?

Why do whales and whaling attract so much literary interest?

What is it about the whale that makes them so appealing?

Field Trip:

Mystic Seaport

Assessment: Whaling Project (submit paper copy and online, TBA)

**Unit 6—Fisheries (October 15-23)**

Examine the Grand Banks fishery (hand- and long-lining; dory fishing; ice; growth of markets), oyster fisheries and the high death rate in the fisheries. Discuss and analyze the very different literature produced by the fisheries.

Readings:

Rudyard Kipling, *Captains Courageous*

Mark Kurlansky, *Cod: A Biography of the Fish That Changed the World*, Chapters 3, 4, 7, and 8

Excerpt from Daniel Vickers, *Farmers and Fishermen: Two Centuries of Work in Essex County, Massachusetts, 1630-1850*, Chapter 4

Excerpt from Sebastian Junger, *The Perfect Storm: A True Story of Men Against the Sea*

John M. Kochiss, *Oystering from New York to Boston*

Films:

Captains Courageous

The Perfect Storm (excerpts)

Swords

Deadliest Catch

Themes/Questions:

Analyze fishing technology and examine the history of inshore and offshore fisheries

Analyze and discuss statistics re: death and injury rate in the fisheries

Why has the fisheries produced a very different literature than whaling?  
What is inherent in these two industries that causes such a difference in  
the literature produced about them?

**Assessment: Mid Term Exam**

**Unit 7--Life at Sea, or Coming of Age and the Exploration of the Individual (October 24-  
November 3)**

Focus on who went to sea. Examine the culture of life and work at sea and analyze how  
individuals grew and changed at sea.

Readings:

Joseph Conrad, *Youth; A Narrative*

Excerpts from W. Jeffrey Bolster, *Black Jacks: African American Seamen in the  
Age of Sail*, Chapter 3

Excerpts from Margaret Creighton and Lisa Norling, eds., *Iron Men, Wooden  
Women: Gender and Seafaring in the Atlantic World, 1700-1920*, Chapter 1

Excerpts from Richard Henry Dana, *Two Years Before the Mast*

Excerpts from David Cordingly, *Under the Black Flag: Romance and the Reality of  
Life among the Pirates*, Chapter 1

Excerpt from Edouard A. Stackpole, *The Sea-Hunters: The New England  
Whalemen During Two Centuries, 1635-1835*, Chapter 29 Mutiny at Midnight

Films:

Two Years Before the Mast (excerpt)

True Caribbean Pirates (excerpt)

Blackbeard: Terror at Sea (excerpt)

Master & Commander (excerpts)

Themes/Questions:

Examine the culture of life and work at sea

Analyze the music, technology, social history of life at sea

Focus on the difference between work and recreation at sea

Analyze and explain the lure of piracy

Explain who went to sea and why?

How did the individual grow and change as a result of being on the ocean?

Assessment: Short Essay on Youth by Conrad (submit paper copy and online, TBA)



### **Unit 8—Ports and Coastal Seafaring Communities (November 5-November 14)**

Analyze the development of port cities and coastal seafaring communities. Examine the people who worked on the sea from the shore and those who supported the seafarers.

#### Readings:

Excerpts from Sara Orne Jewett, *The Country of the Pointed Firs*  
John Millington Synge, "Riders to the Sea," *The Aran Islands*  
Excerpts from Lisa Norling, *Captain Ahab Had a Wife: New England Women & the Whalefishery, 1720-1870*, Chapter 2  
Excerpt from Briton Cooper Busch, "Whaling Will Never Do for Me"; *The American Whaleman in the Nineteenth Century*, Chapter 10  
Excerpt from James Tertius de Kay, *Chronicles of the Frigate Macedonian, 1809-1922*, Chapter 1  
Excerpt from Nathaniel Philbrick, *In the Heart of the Sea: The Tragedy of the Whaleship Essex*, Chapter 1 Nantucket

#### Films:

Man of Aran  
Quest for the Sea

#### Themes/Questions:

How is the experience of the sea different for people working from the shore?  
What are the gender-based differences for those who supported seafarers from the shore and how did they change over time? Why?

Assessment: Mock Facebook Page Project (submit paper copy and online, TBA)

### **Unit 9—Maritime Frontier and Maritime Encounters Overseas (November 17-25)**

Examine the causes and consequences of United States imperialism. Analyze the writings of A.T. Mahan. Focus on encounters between sailors and native peoples in the South Pacific.

#### Readings:

Excerpt from A. T. Mahan, *The Influence of Sea Power Upon History, 1660-1783*  
Excerpts from James Butler, *Sailing on Friday: The Perilous Journey of America's Merchant Marine*  
Somerset Maugham, Selected stories, such as "Rain" or "Vessel of Wrath"  
Jack London, *Koolau the Leper*  
C. Bradford Mitchell, "The Pride of the Seas"

Films:

The Massie Affair  
Mutiny on the Bounty (excerpts)  
The Bounty (excerpts)  
Sea Tales: The True Story of Mutiny on the Bounty  
The Simpsons: The Wettest Story Ever Told

Themes/Questions:

Who is A.T. Mahan and how did he shape maritime policy?  
Where did sailors go and whom did they encounter when they got there?  
What was the effect of this encounter on both sailors or islanders?  
How did their encounter with the South Seas shape the imagination of sailor writers such as Jack London?  
Why has the *Bounty* story been the inspiration for so many books and movies?

**Unit 10—Sail to Steam (November 26-December 8)**

Analyze the rise of the clipper ship and the dying age of sail. Examine the changes to work and workers at sea brought on by steam.

Readings:

Excerpts from John Malcolm Brinnin, *The Sway of the Grand Saloon; A Social History of the North Atlantic*  
Eugene O' Neil, "The Hairy Ape"  
Nicholas Dean, "The Brief, Swift Reign of the Clippers"

Films:

Around Cape Horn  
The Great Ships: Clippers

Themes/Questions:

Changes in technology and its effects on sailors  
What were the changes to work and workers at sea as vessels were converted from sail to steam?  
How did writers respond to this profound change?  
What was lost and was anything gained by this transformation?  
What is the difference in how vessels are portrayed before and after the shift in technology?

### **Unit 11—Ethics of Survival (December 9-17)**

Examine survival at sea and how issues of class and privilege enter into the discussion. Analyze shipwreck stories and their place in culture.

#### Readings:

Paul Tough, *"Man Overboard"*

Stephen Crane, *"The Open Boat"*

Laura Hillenbrand, *"Unbroken, A World War II Story of Survival, Resilience, and Redemption"* Chapters 12-17

#### Films:

Lifeboat

A Night to Remember (excerpts)

Titanic (excerpts)

#### Themes/Questions:

The will to survive

Who do shipwreck stories continue to intrigue us?

What about shipwreck stories is eternal and transcends culture?

#### Assessment:

Short Essay on The Open Boat (submit paper copy and online, TBA)

### **Unit 12—Poetry, Painting & Photographs (December 18-January 7)**

Examine the sea as a symbol. Analyze poetry, paintings, and photographs that have the sea as a theme.

#### Readings:

Hart Crane, *"Cutty Sark"*

Robert Hayden, *"The Middle Passage"*

Walt Whitman, *"As I Ebb'd with the Ocean of Life"*

Marianne Moore, *"The Fish"*

George Oppen, *"Product"*

Elizabeth Bishop, *"At the Fishhouses"*

Edgar Allen Poe, *"MS. Found in a Bottle"*

Henry Wadsworth Longfellow, *"The Wreck of the Hesperus"*

Robert Lowell, *"The Quaker Graveyard in Nantucket"*

Themes/Questions:

The sea as symbol

How is creating poetry, paintings or photographs of the sea different from creating literature?

Why is the sea such an inspiration, even for an inland poet such as Emily Dickinson?

Assessment: Video Project combining poetry and art (submit online, TBA)

**Unit 13—Summary (January 8-16)**

Examine the importance of the oceans today as reflected in the literature of the sea.

Readings:

Yann Martel, *Life of Pi*

Themes/Questions:

What forms of literature about the sea are being written now? Why?

How are they different from what was written before?

Summation of themes and questions discussed in the course

**Assessment: Final Exam**