



# MAST 1200



Introduction to Maritime Culture



## S Y L L A B U S

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## MAST 1200 SECTION N60 INTRODUCTION TO MARITIME CULTURE

University of Connecticut - Avery Point

Three credits.

A study of history and literature to understand the international maritime culture that links peoples, nations, economies, environments, and cultural aesthetics. CA 1 (Arts and Humanities)

Course description:

Throughout history, the sea has served as a highway, a source of food, an arena for warfare, and a stage for discovery. The Atlantic both divides and connects the lands that surround it. The Pacific served as a blank slate for European imperialists while harboring 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 actors we will study. These actors have included sailors, whalers, slaves, pirates, fishermen, shore side residents, naval officers, merchants, politicians, novelists,



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## MAST 1200

## DR. STEVEN H. PARK

scientists, 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, great joy. Their 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. This course will explore maritime history with attention to the international linkages afforded by the ocean, the distinctive cosmopolitan maritime culture created at sea, and the literature that resulted as humans interacted with the ocean.

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



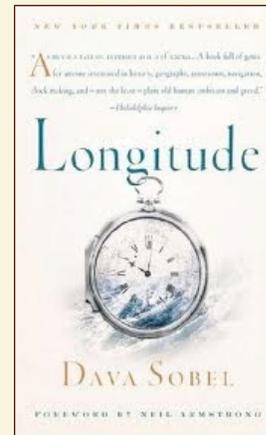
from Wikimedia Commons Shepherd1923.png

## Course Requirements

This course is built upon readings, including a mixture of primary documents, literature, and secondary material, and film. The course will be centered around the discussion of assigned readings and maritime films. Midterm and final exams: 40% short answer; 60% essay

Writing assignments:

- Response papers such as relating sea music to themes previously covered in class
  - Short research paper such as an investigation of the definition, etymology, and lore of a maritime term
- An aesthetic response such as a poem, dramatic production, or personal essay



Dava Sobel 1996, 2007  
Walker & Company, New York  
**ISBN-10: 080271529X**  
\$10.00 softcover

*Please find this book at your local library, bookstore, or order it online from you favorite service.*

*All other readings are in HuskyCT under “Library Resources.”*

# EVERY POINT ACADEMIC CENTER

## Assessment

Grades will be determined on the basis of class participation, completed reading, exams, and writing assignments.

Class participation and completed reading are central to an introductory course such as this one, so they will compose 20% of the grade.

As noted above, the midterm and final exams will be 40% short answer and 60% essay. There will also be quizzes in HuskyCT.

Other writing assignments are described above. The grade breakdown follows:

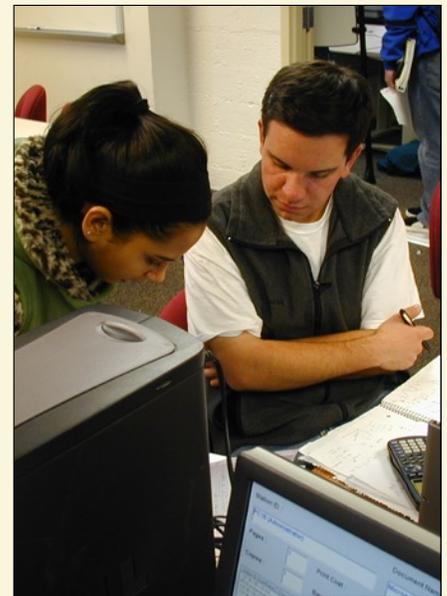
- 20% class participation and completed reading
- 5% quizzes given during regular class time
- 10% response papers (see above)
- 10% short research paper (see above)
- 5% aesthetic response (see above)
- 20% midterm
- 30% final



### **Avery Point Academic Center**

The Academic Center is available to the Avery Point community (free of charge), including students, staff, and faculty, for individual and group study; tutoring; development of reading, writing, math, and computer skills; and other assistance with academic or related subjects.

\*images from APAC website



# MAST 1200 COURSE OUTLINE



## *Norse long house recreation at L'Anse Aux Meadows, Newfoundland and Labrador, Canada*

image from Wikimedia Commons

### **1 – Introduction - 11 July 2016**

#### **Objectives:**

Upon completion of this module, students will be able to:

- Identify the main themes of this course and the type of questions we will address:
  - the physical entity of the ocean
  - the physical geography terminology
  - What is the ocean?
  - How do different people think differently about it?
  - How have people thought differently about the ocean over time?

#### **Activities:**

- Introductory lecture
- Read through syllabus- have a syllabus quiz

### **2 – Exploration and Imagination - 13 July 2016**

#### **Objectives:**

Upon completion of this module, students will be able to:

1. Compare and contrast examples of early exploration, such as the Phoenicians, Vikings, Polynesians, Chinese, etc. (*Norse Evidence Web Assignment*)
2. Explain the European discovery of sea routes.
  - Students will be able to explain why understanding wind patterns was paramount. (*Quiz 1 and midterm exam*)
  - Discuss decking and other newer technologies, the limits of muscle power, and improved navigation techniques (*Quiz 1 and midterm exam*)
3. Identify some basic nautical language, archetypes, and superstition. (*Quiz 1 and midterm exam*)
4. Explain why the stories of Jonah and the Ancient Mariner are so universal. (*discussion #1*)

#### **Activities:**

**Read 100 pages (found in ARES/Google books (free of charge)).**

# MAST 1200 COURSE OUTLINE



## *The Front of the Wren building at the College of William and Mary in Williamsburg, VA*

*image from Wikimedia Commons*

J.H. Parry, <i>The Discovery of the Sea</i> Introduction: One Sea and Chapter 1 A Reliable Ship	27
James Axtell, <i>Beyond 1492 : Encounters in Colonial North America</i> Chapter 2 Imagining the Other	46
Samuel Taylor Coleridge, "The Rime of the Ancient Mariner"	22
The Story of Jonah	5

1. Watch the introduction of the Exploration and Imagination lesson through a brief lecture on lecture capture
2. Complete the Norse Evidence Web Assignment.
3. Post a suggestion for a quiz question for Quiz 1 on the discussion board.
4. Participate in Discussion #1: What ship types permitted blue water travel? If Chinese and Arab peoples had sophisticated ship technology, why were the Europeans the first to reach distant lands? Discuss importance of trade and the key discovery of sea routes. Why are the stories of Jonah and the Ancient Mariner so universal? What happens to these characters when they go out on the sea? How do they change? Why?

### **3 – The Atlantic Ocean: Exploration, Imperialism, and Trade – 15 July 2016**

#### **Objectives:**

Upon completion of this module, students will be able to:

1. Summarize the basic formation of the early-modern, post-contact, pre-industrial Atlantic world. (*Quiz #1 and midterm exam*)
2. Discuss the economic and cultural links and interdependencies among places around its rim including the slave trade and its incorporation into Euro-American economic systems. (*discussion #2*)
3. Identify way in which European maritime exploration can be seen as both a great achievement while also wreaking great destruction. Explain how it is viewed in these different literary pieces. Explain the racial and ethnic elements of exploration and imperialism. (*discussion #2*)
4. Trace imperialism and those trade routes that developed from early European exploration ---and the human response to these. (*Quiz #1 and midterm exam*)

# MAST 1200 COURSE OUTLINE



A lateen-rigged caravel, *Caravela Latina*  
used for Atlantic exploration by Europeans from the  
*Iberian Peninsula*

image from Wikimedia Commons

## Activities:

### Read 113 pages (found in ARES)

Sidney Mintz, *Sweetness and Power* Chapter 2 Production

54

Daniel Vickers, *Farmers and Fishermen* Chapter 4 Fishermen 1675-1775

59

1. Watch The Atlantic Ocean: Exploration, Imperialism, and Trade through a brief lecture on lecture capture
2. Participate in Discussion #2: Until recently, historians celebrated European maritime achievements as great political, technical, and physical feats in the history of mankind. How has this changed in the last generation? Use reading, lectures, videos, and class activities to cite examples and analysis (expansion of African slavery and treatment of indigenous peoples by germs and Europeans)
3. Complete Quiz #1.

## 4 – The Atlantic Ocean as Moat and Bridge – 18 July 2016

### Objectives:

Upon completion of this module, students will be able to:

1. Identify some of the effects of technology on ocean navigation. (*Quiz 2 and midterm*)
2. Compare and contrast the stellar/lunar solutions with the technology-based solution of making a portable, seaworthy timepiece. Explain the political and technical challenges Harrison faced. (*Quiz 2 and midterm*)
3. Explain the “Atlantic Paradox.” Identify some of the implications of the Atlantic paradox for European settlers/immigrants, native American Indians, and slaves of Africa ancestry. (*Quiz 2 and midterm*)

### Activities:

### Read 198 pages (found in ARES and book purchased ahead of time)

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

23

Dava Sobel, *Longitude* 175

# MAST 1200 COURSE OUTLINE



The last, surviving, wooden whaler in the world  
The *Charles W. Morgan* at  
Mystic Seaport, Mystic, CT

*image from Wikimedia Commons*

1. Watch the Atlantic Ocean as Moat and Bridge through a brief lecture on lecture capture
2. Watch *Nova's Lost at Sea: the Search for Longitude* to better understand the technical and political aspects that made this such a difficult problem to solve. Streamed through ARES in HuskyCT.
3. Participate in an open discussion #3 about what you have read so far in class. Interact with other students' reactions on the discussion board in HuskyCT. What surprised you? What has re-enforced what you already knew?.
4. Post a suggestion for a quiz question for Quiz 2 and a longer, more substantive question for the midterm on the discussion board.

## 5 – Whaling - 20 July 2016

### Objectives:

Upon completion of this module, students will be able to:

1. Explain why *Moby Dick* has been called the “Great American Novel.” Identify some of the timeless themes. (*Quiz #2 and midterm*)
2. Identify some of the elements of the *Essex* tragedy that made their way into Melville’s classic novel. (*Discussion #4*)
3. Compare and contrast Whaling in Australia and New Zealand with New England practices. Identify sustainability – related issues. (*Quiz #2 and midterm*)

### Activities:

#### Read 89 pages (found in ARES)

Richard Ellis, <i>Men and Whales</i> Bay Whaling in Australia and New Zealand & Sperm Whaling	38
Nathaniel Philbrick, <i>In the Heart of the Sea: The Tragedy of the Whale Ship Essex</i> Preface and Chapter 1	34
Herman Melville, <i>Moby-Dick (the pulpit, the sermon)</i>	17

# MAST 1200 COURSE OUTLINE



The *L. A. Dunton* at Mystic Seaport was the “sister” vessel to the *We’re Here* used in the film *Mystic Seaport*, Mystic, CT

*image from Wikimedia Commons*

1. Watch the Whaling lesson through a brief lecture on lecture capture
2. Watch *Moby Dick* (the older Gregory Peck, 1956 one) in HuskyCT through ARES stream.
3. Complete quiz #2
4. Participate in Discussion #4. Herman Melville writes, “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 do whales and whaling attract so much literary interest? What is it about them that is so appealing? Is this the “Great American Novel?” What are some of the timeless themes of *Moby Dick*? How do you think the *Essex* influences Melville? How was whaling in the South Pacific different from what Melville describes? Also discuss the economic importance of whaling and whaling technology.
5. Review for midterm exam in discussion tool.

## 6 – Fisheries – 22 July 2016

### Objectives:

Upon completion of this module, students will be able to:

1. Identify different fishing technologies. Grand Banks fishery (hand- and long-lining; dory fishing; ice; growth of markets) (*Quiz 3 and final exam*)
2. Explain the differences between the history of inshore and offshore fisheries highlighting the statistics re: death and injury rate in the fisheries. (*Quiz 3 and final exam*)
3. Fishing has produced a very different literature than whaling: *Captains Courageous* and *The Old Man and the Sea* are very different books from *Moby-Dick*. Students will be able to explain why this is the case. Identify what is it that is inherent in these two industries that causes such a difference in the literature produced about them. (*Quiz 3 and final exam*)

### Activities:

**Read 196 pages (found in ARES and through Google books (free of charge)).**

Rudyard Kipling, *Captains Courageous* Chapters 1-5

167

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

29

# MAST 1200 COURSE OUTLINE



Anne Bonny from a Dutch version of Charles Johnson's book of pirates

*image from Wikimedia Commons*

1. Watch the Fisheries lesson through a brief lecture on lecture capture
2. Take the midterm exam.
3. Watch *The Old Man and the Sea* and *Perfect Storm* through ARES streaming in HuskyCT.
4. No discussion, quiz, or paper this module (because of the midterm exam) --but also we do not want to discuss *Captains Courageous* until everyone has finished the book.

## 7 -- Life at Sea, or Coming of Age and the Exploration of the Individual – 25 July 2016

### Objectives:

Upon completion of this module, students will be able to:

1. Identify who went to sea and why? Explain the culture of life and work at sea ---and how individuals grew and changed at sea. (*Quiz 3 and final exam*)
2. Describe the culture of life and work at sea. Explain how did the individual grow and change as a result of being on the ocean? Identify some of the music, technology, recreation, and work at sea. (*Quiz 3 and final exam*)
3. Compare and contrast the life of piracy with the life of a merchant seafarer, privateer, or navy sailor. Compare and contrast the life of a most eighteenth-century women on land and the self-liberation of Bonny and Read. (Discussion #5)

### Activities:

#### Read 220 pages (found in Google books and ARES)

Rudyard Kipling, <i>Captains Courageous</i> (continued from last week) Chapters 6-10 (finish the book)	154
Bolster, W. Jeffrey. <i>Black Jacks : African American Seamen in the Age of Sail</i> Chapter 3 - The Way of A Ship	33
Margaret Creighton and Lisa Norling, eds., <i>Iron Men, Wooden Women: Gender and Seafaring in the Atlantic World, 1700-1920</i> Chapter 1 Liberty beneath the Jolly Roger: the Lives of Anne Bonny and Mary Read, Pirates	33

# MAST 1200 COURSE OUTLINE



image from Wikimedia Commons

## Mystic Seaport as viewed from the Mystic River

- Watch the Life at Sea, or coming of Age and the Exploration of the Individual lesson through a brief lecture on lecture capture
- Watch *Captains Courageous* through stream in HuskyCT through ARES
- Post a suggestion for a quiz question for quiz #3 on the discussion board.
- Participate in Discussion #5. In what ways have authors used the sea as a “proving ground” for the individual? For Harvey? For Anne and Mary? What opportunities did seafaring life provide for black men? How did Anne and Mary practice a form of “self-liberation” that made their lives so very different from most eighteenth-century women in the Atlantic world?
- Role play: the scene is the trial of Bonny and Read. We will divide the class into two groups and assign the role of Admiralty court judge, defense team for the female pirates, prosecutor representing the interest of the Crown, jury members from various backgrounds:
  - Merchant seafarer/African American able seaman/Common seafarer from a privateer/Sea Officer (lieutenant commander) in Royal Navy/Shipmaster from a merchant vessel
 Students will contribute varying perspectives on the plight of Bonny and Read.

## 8 – Ports and Coastal Seafaring Communities 29 July 2016

### Objectives:

Upon completion of this module, students will be able to:

1. Explain the development of port cities and coastal seafaring communities. (*Final exam*)
2. Identify people who worked on the sea from the shore and also those who supported seafarers. (*Final exam*)
3. Compare and contrast the lives of men and women in seafaring communities. Explain the role of gender in their work and their families. (*discussion question #6*)

### Activities:

#### Read 129 pages (available through ARES)

Sara Orne Jewett, *The Country of the Pointed Firs* Chapters 1-5

21

John Millington Synge, “Riders to the Sea,” *The Aran Islands*, Part I

13

Lisa Norling, *Captain Ahab Had a Wife : New England Women & the Whaleshery, 1720-1870* Chapter 2

63

32

# MAST 1200 COURSE OUTLINE



26th President of the United States

Theodore Roosevelt

*image from Wikimedia Commons*

1. Introduce the Ports and Coastal Seafaring Communities lesson through a brief lecture on lecture capture.
2. Watch *The Man of Aran* film through HuskyCT in ARES stream.
3. Complete quiz #3.
4. Participate in Discussion # 6. How is the experience of the sea different for people working from the shore? Is it profoundly different from the experience of those who went out to sea to make their living? What was the experience of those who supported seafarers from the shore? Are there gender-based differences? What are they, and why are they different? Do those gender-based differences change over time? Who writes about these experiences: those involved or outsiders? Why?
5. Start working on upcoming paper assignment.

## 9 -- Maritime Frontier and Maritime Encounters Overseas – 1 August 2016

### Objectives:

Upon completion of this module, students will be able to:

1. Explain the origins of U.S. Imperialism and A. T. Mahan's and President Theodore Roosevelt's roles in navalist policy. (*discussion #7 and final exam*)
2. Describe some encounters between sailors and native people in the South Pacific. (*discussion #7 and final exam*)
3. Identify A.T. Mahan and explain how he shaped maritime policy. After American independence and the Monroe Doctrine, describe where sailors went and whom they encountered. Describe the "new" New World. (*discussion #7 and final exam*)

### Activities:

#### Read 88 pages (found in ARES and Google books, free of charge)

James Butler, <i>Sailing on Friday: The Perilous Journey of America's Merchant Marine</i> Chapter 8	22
Somerset Maugham, "Vessel of Wrath"	38
Alfred Thayer Mahan, <i>The Influence of Sea Power upon History, 1660-1783</i> Preface and Introductory	28

# MAST 1200 COURSE OUTLINE



***Sabino*** (1908 steamship)  
at Mystic Seaport, Mystic, CT

*image from Wikimedia Commons*

1. Introduce the Maritime Frontier and Maritime Encounters Overseas lesson through a brief lecture on lecture capture.
2. Watch *Mutiny on the Bounty* and the *Amistad Mutiny* through HuskyCT in ARES.
3. Submit a short two-page research paper (480-600 words) on the definition, etymology, and lore of a maritime term. It will be harder to get at the etymology of the word. You have access to the full OED through the library's website. Please upload to SafeAssign.
4. Participate in Discussion #7. What were the effects of South Seas encounters on both sailors and 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?

## 10 -- Sail to Steam – 5 August 2016

### Objectives:

Upon completion of this module, students will be able to:

1. Compare and contrast the experience of sailors under sail and steam power. (*Discussion #8 and Final Exam*)
2. Identify changes in technology and its effect on sailors. (*Discussion #8 and Final Exam*)
3. Explain what was lost because of this change as well as what was gained. (*Discussion #8 and Final Exam*)
4. Identify ways in how vessels are portrayed before and after the shift in technology. (*Discussion #8 and Final Exam*)

### Activities:

#### Read 75 pages (available in ARES)

John Malcolm Brinnin, *The Sway of the Grand Saloon; a Social History of the North Atlantic* Sections 1 - IV

50

Eugene O'Neill, "The Hairy Ape"

25

# MAST 1200 COURSE OUTLINE



***Sabino*** (1908 steamship)  
at Mystic Seaport, Mystic, CT

*image from Wikimedia Commons*

1. Watch the Sail to Steam lesson through a brief lecture on lecture capture.
2. Watch the privately-produced 1929 film *Around Cape Horn* filmed by Irving Johnson during his 1929 voyage on the Barque ***Peking***
3. Participate in Discussion # 8. 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? Huge, understaffed clipper ships are the last gasp of the dying age of sail; discuss changes to work and workers at sea. Incorporate the leadership style of Johnson's skipper on the ***Peking***.

## 11 -- Development of Ocean Science and the Oceans as Global Commons 8 August 2016

### Objectives:

Upon completion of this module, students will be able to:

1. Explain the use of science to try to understand and control fishery fluctuations. (*final exam*)
2. Compare Europe's rising nineteenth and twentieth-century nationalism with increasing internationalism in marine policy. (*final exam*)
3. Identify some of the early voyages of scientific discovery related to the ocean, ocean currents, temperatures, salinity, tides, wave activity, and earthquakes. (*final exam*)
4. Outline the basic accomplishments of the Law of the Sea conventions. (*debate, final exam*)

### Activities:

#### Read 75 pages in ARES

Margaret Deacon, *Scientists and the Sea, 1650-1900 : A Study of Marine Science* Chapters 9 & 10.

34

Helen Rozwadowski, *The Sea Knows No Boundaries : A Century of Marine Science under Ices* Introduction and Chapter 1

41

# MAST 1200 COURSE OUTLINE



## RMS *Titanic* April 1912

*image from Wikimedia Commons*

1. Introduce the Development of Ocean Science and the Oceans as Global Commons lesson through a brief lecture on lecture capture.
2. Listen to the podcast *Who owns the oceans?* By Josh Clark in ARES in HuskyCT.
3. Participate in a debate about the pros and cons for the United States to ratify the Convention (signed in 1994, but not ratified).
- 4.

### 12 – Ethics of survival – 12 August 2016

#### Objectives:

Upon completion of this module, students will be able to:

1. Discuss the issues of class and privilege and the role it played in ocean travel. (*final exam*)
2. Explain why shipwreck stories continue to intrigue us. (*final exam*)
3. Explain what it is about shipwreck stories that captures our imagination, that is eternal and transcends culture. (*final exam*)

#### Activities:

##### Read 22 pages (available in ARES)

Stephen Crane, "The Open Boat"

65

1. Watch the Ethics of survival lesson through a brief lecture on lecture capture.
2. Watch 1997 film "*Titanic*"
3. Study the survivor chart for the *Titanic*. Which group had the highest likelihood of survival? Which had the least?
4. Submit final one-page (280-300 words) response paper. What was your favorite topic about which to learn in this class? Why? Which did you like least? Why do you think that is the case? What would you like to see added to this class that we did not cover? Please submit your paper to Assignment tool in HuskyCT.

# MAST 1200 COURSE OUTLINE

## 13 – Poetry – 15 August 2016

### Objectives:

Upon completion of this module, students will be able to:

1. Explain how authors have used the sea as a symbol. (*discussion #9 & final exam*)
2. Compare sea poetry with other forms of literature. (*discussion #9 & final exam*)
3. Discuss why the sea such an inspiration, even for an inland poet such as Emily Dickinson. (*discussion #9 & final exam*)

### Activities:

#### Read 17 pages (available in ARES)

T.S. Eliot “Dry Salvages” 9

Emily Dickinson “I started early, took my dog” and “Wild Nights!” 2

Robert Hayden “Middle Passage” 6

1. Watch the poetry lesson through a brief lecture on lecture capture.
2. Discussion #9: How is the sea used as a symbol in these works? How is creating poetry of the sea different from creating other forms of literature? Why is the sea such an inspiration, even for an inland poet such as Emily Dickinson?

## Summary – 17 August 2016

Review for the final exam.

The importance of the oceans today as reflected in literature of the sea

Themes/questions to include: What forms of sea literature are being written now? Why? How are they different from what was written before? Summary of all themes and questions discussed in the course.

## Final Exam - 19 August

The above schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.

# ACADEMIC MISCONDUCT AT UCONN



## What is considered academic misconduct for undergraduate students?

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same or substantially the same papers

or projects in two or more courses without the explicit permission of the instructors

- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

## Why does the University of Connecticut have a policy regarding academic integrity and academic misconduct?

The University of Connecticut is an institution that is dedicated to learning. Through the [UConn Creed](#), students are encouraged to

practice both personal and academic integrity. Integrity, honesty, and fairness are the foundation of the educational process. Academic misconduct violates these principles, and

- Taken from [http://www.community.uconn.edu/academic\\_integrity\\_students\\_faq.html](http://www.community.uconn.edu/academic_integrity_students_faq.html)

If you are suspended or expelled from the University as a result of academic misconduct, a notation of suspension or expulsion will be put on your transcript.

### Avery Point offers 4-year bachelor's degree in Maritime Studies

Maritime Studies is an interdisciplinary undergraduate major that embraces the liberal arts as the foundation for exploring humankind's critical and continually evolving connections with

the world's waterways and watersheds. The Maritime Studies Program combines rigorous liberal arts training in recognized humanities and social science disciplines such as History, English, Geography, Economics, Political Science and Anthropology with specialized courses, interdisciplinary

seminars, and research and internship opportunities that focus on issues, traditions, and problems that influence life in maritime regions. courses, interdisciplinary seminars, and research and internship opportunities that focus on issues, traditions, and problems that influence life in maritime regions.