

HIST/MAST 2210 History of the Ocean

Professor Helen M. Rozwadowski

Catalog description:

Cultural, environmental and geopolitical history of the ocean from prehistory to the present. Examines the impact of migration, industrialization, modernization, and globalization on the relationships between people and oceans.

Informed by environmental history and cultural history, the course

- establishes human connections with the ocean from prehistory to the present;
- explores how industrialization and modernization dramatically expanded use of oceanic space and resources in step with globalization; and
- reflects on how knowledge and use of the sea has contributed to the mutual influence of people on oceans and oceans on people.

Requirements (see below for details of each)

10%	Class Participation: Engagement
15%	Class Participation: Content and Quality
5%	Campus/Community Engagement Assignments
25%	Written Work
25%	Research Assignments
20%	Take Home Final

Class Participation: Engagement

- Demonstrates evidence of having done the reading carefully and come to class prepared to engage material.
- Consistently arriving to class on time
- Turning in work on time
- Participating respectfully in discussion
- Informing the instructor in advance of any absences
- Being proactive and responsive in written and oral communication with instructor and fellow students.

Class Participation: Content and Quality

- Quizzes
- In-class activities/work
- Participation in discussion
- Asking questions about the readings, authors' arguments and evidence presented

Written Work

- Short written responses to questions related to course readings. These should include full sentences and be well written and proofread. Most of these should be 500 words, plus or minus 10%. Include the word count in brackets at the end of your response.

Research Assignments

- Finding Secondary Sources Assignment (Week 4)
- Finding Primary Sources Assignment (Weeks 8-9)
- Media Assignment (once during term; see Course Materials for Assignment)

- Syllabus Assignment (Weeks 11-14)

Campus/Community Engagement Assignments – designed to promote connections between course material and the outside world.

- During the semester, you must attend, and write a 500-word response to, TWO campus or community events or exhibits related to the ocean. See Course Materials folder for suggestions. If in doubt about the appropriateness of an event or exhibit, ask ahead of time. In each of your two responses, discuss some aspect of the relevance of the event to the course, making **specific reference to a reading or readings** as well as a theme or an issue from the course.

DUE DATE: 1st CE Assignment is due Friday, Oct. 13 by noon. 2nd CE Assignment is due Friday, Dec. 1 by noon. These assignments will NOT be accepted after their due dates; if they are not turned in on time, your grade will be a zero.

Take Home Final – A take-home essay based on course readings. Due at the scheduled final exam time, with the option of preparing an outline and writing the exam during the exam time.

Week 1

Mon. Aug 28 – Introduction/Overview

Activity: Brainstorming session to explore the many uses that people make of the sea, including its surface and depths, its living and non-living resources.

In-Class Reading:

Rozwadowski, “Introduction”

Wed. Aug 30 – Natural History of the Ocean

Reading:

Callum Roberts, chapter 1, “Four and a Half Billion Years,” in *The Ocean of Life: The Fate of Man and the Sea* (Penguin Books, 2013), 11-26 (15 pp).

Rozwadowski, chapter 1, “A Long Story”, pp. 1-13.

Written Response due before class:

Identify and discuss two reasons why a historian might choose to reach back to geological time to begin a history, given that history is usually considered the study of the past through written sources? Refer to course readings in your answer. [500 words]

Week 2

Mon. Sept 4 – Labor Day – no class

Wed. Sept 6 – Prehistoric Voyaging and Use of Marine Resources

Reading:

Rozwadowski, chapter 1, “A Long Story”, pp. 14-24.

Daniel E. Lieberman, “Further Fossil Finds from Flores,” *Nature* 437(13 October 2005): 957-958 (2 pp).

John Noble Wilford, “Key Human Traits Tied to Shellfish Remains,” *The New York Times*, Oct. 18, 2007.

Curtis W. Marean, et al., “Early Human Use of Marine Resources and Pigment in South Africa During the Middle Pleistocene,” *Nature* 449(18 October 2007): 905-908 (3 pp).

Optional Reading, if interested:

Excerpts (READ pp. 287-292 and 323-336 ONLY; 19 pp) from Jon M. Erlandson, "The Archaeology of Aquatic Adaptations: Paradigms for a New Millenium," *Journal of Archaeological Research* 9(4)(December 2001): 287-350 (83 pp).

Written Response:

Based on readings from this class and the next: How has recent work in archaeology and anthropology revolutionized our understanding of prehistoric connections between people and oceans? [500 words]. Due by class time on Sept. 11.

Week 3

Mon. Sept. 11 – Kelp Highway

Jon M. Erlandson, et al., "The Kelp Highway Hypothesis: Marine Ecology, the Coastal Migration Theory, and the Peopling of the Americas," *Journal of Island and Coastal Archaeology* 2(2007): 161-174 (13 pp).

Geoff Bailey, "World Prehistory from the Margins: The Role of Coastlines in Human Evolution," *Journal of Interdisciplinary Studies in History and Archaeology*, 1(1)(Summer 2004): 39-50. (8 pp)

Written Response due by class time:

Based on readings from this class and the last: How has recent work in archaeology and anthropology revolutionized our understanding of prehistoric connections between people and oceans? [500 words].

Wed. Sept 13 – Different Seas

Reading:

Rozwadowski, chapter 2, "Imagined Ocean", pp. 1-16 (to section break)

Rainer F. Buschmann, chapter 1, "The Indian Ocean: A First Maritime Crossroads," in *Oceans in World History* (McGraw Hill, 2007), pp. 10-37 (27 pp).

Week 4

Mon. Sept 18 – Art, Science and the Sea

In-class film: *Proteus*

Reading:

Lynn Nyhart, film review of *Proteus* [pdf]

Written Response

As we know from course readings so far, archaeology and ecology have contributed to the emergence of new understandings of human voyaging and reliance on marine resources for food. How can art also help us understand the ocean, including when investigators like Ernst Haeckel try to know the ocean known through science? Use material from the film in your answer. Response is due Thursday Sept. 21st by noon. [500 words]

Wed. Sept 20 – No class.

Reading:

Rozwadowski, chapter 2, "Imagined Ocean", pp. 16 (from section break)-29. (this reading is due by class time on Sept. 25th but you'll need to scan it to choose your research topic).

Research Assignment:

Finding secondary sources. Pick one of the cultures/communities discussed in chapter two and find two scholarly articles (not books) about some aspect of their knowledge/conception/use of the ocean. These articles must be in humanities or social science fields, not the natural sciences. Use UConn databases to locate the articles, working with the reference librarians at AP and available through online chatting if needed. You cannot use any readings from class or ones cited in the chapter. Turn in an annotated bibliography, which means a complete citation and a 2-3 sentence summary of each article. Due Friday, Sept 22 by noon.

Week 5

Mon. Sept 25 – Different Seas II

Thomas Gladwin, chapter 2, "The Way of the Voyager," in *East is a Big Bird: Navigation and Logic on Puluwat Atoll* (Harvard University Press, 1970), 33-64 (31 pp).

Paul Rainbird, chapter 5, "Oceania: Pohnpei and the Eastern Carolines," *The Archaeology of Islands* (Cambridge University Press, 2007), 90-113 (23 pp).

Wed. Sept 27 – Different Seas III

Discussion

Bring a copy of your annotated bibliography to class. We'll be discussing the cultures and communities covered in chapter two and integrating what you've learned from your sources.

Week 6

Mon. Oct 2 – European Discovery of the Sea in the 15th and 16th centuries

Reading:

Rozwadowski, chapter 3, "Seas Connect", pp. 1-13 (to section break).

J.H. Parry, chapter 2, "Finding the Way at Sea," in *The Discovery of the Sea* (University of California Press, 1974, 1981), 24-41 (17pp).

John R. Gillis, chapter 3, "Islands as Mental Stepping Stones in the Age of Discovery," in *Islands of the Mind: How the Human Imagination Created the Atlantic World* (Palgrave Macmillan, 2004), 45-64 (19pp).

Wed. Oct 4 – Pacific World

Reading:

Rozwadowski, chapter 3, "Seas Connect", pp. 13 (from section break)-22 (to section break).

David Iglar, chapter 4, "The Great Hunt," in *The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush* (Oxford University Press, 2013), 99-128 (29pp).

Chaplin, Joyce E., chapter 3, "The Pacific Before Empire, c. 1500-1800," in *Pacific Histories: Ocean, Land, People*, ed. by David Armitage and Alison Bashford (Palgrave Macmillan, 2014), pp. 53-74.

Written response by class time:

Based on previous readings that deal with the Atlantic and this week's readings that deal with the Pacific, identify and discuss two ways that exploration of the Atlantic proceeded differently from that of the Pacific. [500 words]

Week 7

Mon. Oct 9 – Imperialism, Freedom of the Seas, and Knowledge of the Ocean

Reading:

Rozwadowski, chapter 3, "Seas Connect", pp. 22 (from section break)-28.

Michael Reidy & Helen M. Rozwadowski, "The Spaces In-Between: Science, Ocean and Empire," *Isis* 105 (2)(2014): 338-351. (13 pp)

Chandra Mukerji, chapter 2, "The Development of State Interest in Science in the 19th Century," in *A Fragile Power: Scientists and the State* (Princeton University Press, 1990), 22-38 (16 pp).

Wed. Oct 11 – Monsters in the Sea

Reading:

Richard Ellis, chapter, "Sea Serpents," in *Monsters of the Sea: The History, Natural History, and Mythology of the Oceans' Most Fantastic Creatures* (Alfred A. Knopf, 1994), 37-74 (37 pp).

Michael Capuzzo, *Close to Shore: A True Story of Terror in an Age of Innocence* (New York: Broadway Books, 2001), 68-98 (30 pp).

Wayne Soini, "Introduction," in *Gloucester's Sea Serpent* (Charleston & London: The History Press, 2010), 13-21 (9 pp).

DUE DATE: Campus Engagement 1 Assignment is due Friday, Oct. 13th by noon.

Week 8

Mon. Oct 16 – "Discovery" of the Depths and Submarine Telegraphy

Reading:

Rozwadowski, chapter 4, "Fathoming All the Ocean," pp. 1-19 (to section break).

John Gordon Steele, chapter 8, "Lightning Through Deep Waters," in *A Thread Across the Ocean: The Heroic Story of the Transatlantic Cable* (Walter & Company, 2002), 121-141 (20 pp)

Research Assignment:

Finding primary sources. Pick an ocean history topic that interests you and find 2-4 primary sources that you could use to investigate that topic. A primary source is something created at the time period you are studying. Turn in a list (using complete citations) and write a brief description of each primary source explaining how you think it contributes to ocean history (2-5 sentences each). Refer to specific questions or themes discussed in class. Due Thursday, October 26th by noon.

Wed. Oct 18 – Domesticating the Ocean

Reading:

Rozwadowski, chapter 4, "Fathoming All the Ocean," pp. 19 (from section break)-27.

Bernd Brunner, chapter, "A Strong Intensive Desire," *The Ocean at Home: An Illustrated History of the Aquarium* (New York: Princeton Architectural Press, 2003; first published in English in 2005), 38-58 (20 pp).

Gregg Mitman, chapter 7, "A Ringside Seat in the Making of a Pet Star," *Reel Nature: America's Romance with Wildlife on Film* (University of Washington Press, 2nd ed., 2009), 157-179 (22 pp).

Week 9

Mon. Oct 23 – Industrialization of Fisheries

Reading:

Rozwadowski, "Industrial Ocean," pp. 1-12 (to section break).

Jeffery Bolster, chapter 6, "An Avalanche of Cheap Fish," in *The Mortal Sea: Fishing the Atlantic in the Age of Sail* (Belknap Press of Harvard University Press, 2012), 223-264 (41pp).

Wed. Oct 25 – 20th century Whaling and Guano Industries

Reading:

Rozwadowski, "Industrial Ocean," pp. 12 (from section break)-20 (to section break).

And *EITHER*:

Kurkpatrick Dorsey, chapter 3, "World War and the World's Whales," *Whales & Nations: Environmental Diplomacy on the High Seas* (Seattle & London: University of Washington Press, 2013), 91-128 (37 pp).

OR:

Cushman, Gregory T. "The most valuable birds in the world': International Conservation Science and the Revival of Peru's Guano Industry, 1909-1965." *Environmental History* 10(3)(2005): 477-509 (32 pp).

Written Response due by class time:

For Bolster, Cushman OR Dorsey, in what ways does this history of marine resource extraction contribute to ocean history, and in what ways does it not do so? Hint: for the latter, think about what kinds of questions, evidence or analysis might make it more focused on the ocean's history. [500 words]

Week 10

Mon. Oct 30 – World War, Oceans, and Science

Reading:

Rozwadowski, "Industrial Ocean," pp. 20 (from section break) - 30.

Ronald Rainger, "Science at the Crossroads: The Navy, Bikini Atoll, and American Oceanography in the 1940s," *Historical Studies in the Physical and Biological Sciences* 30(2) Military Patronage and the Geophysical Sciences in the United States (2000): 349-371 (22 pp).

Wed. Nov 1 – Cold War Ocean

Reading:

Jacob Darwin Hamblin, "Environmental Diplomacy in the Cold War: The Disposal of Radioactive Waste at Sea during the 1960s," *International History Review* 24:2 (2002), 348-375 (27 pp).

Gary Kroll, chapter 6, "Technophobia and Technophilia in the Oceanic Commons: Thor Heyerdahl and Jacques Cousteau during the American Cold War," in *America's Ocean Wilderness: A Cultural History of Twentieth Century Exploration* (University Press of Kansas, 2008), 152-188 (36 pp).

Written Response:

Identify and discuss differences that might be due to the almost two decades between when *Undersea Fleet* was written and *Sealab 2020* produced (make sure you find out the publication/creation dates!). Using class readings as secondary sources, explain

why you think these differences relate to the context of the time each was created. [500 words] Due by class time on Wed Nov. 8th.

Week 11

Mon. Nov 6 – Undersea Frontier I

Reading:

Rozwadowski, chapter 6, “Ocean Frontier,” pp, 1-15 (to section break).

Research Assignment:

Begin Syllabus Assignment

Wed. Nov 8 – NO CLASS

Reading:

Frederik Pohl and Jack Williamson, “Undersea Fleet,” [My copy is in *Undersea Trilogy* (Baen Books, 1954, 1982), pp. 163-340. You are responsible for getting a used copy of this book.]

Watch an episode or two of Sealab 2020 (*not* 2021!) on YouTube (episodes are about 19 minutes (without commercials!), so be sure you’ve found an entire episode).

Week 12

Mon. Nov 13 – Undersea Frontier II

Reading:

Rozwadowski, chapter 6, “Ocean Frontier,” pp, 15 (from section break)-27.

Discussion of “Undersea Fleet” and Roz, chapter 6

Primary Source Response:

Choose from among a selection of primary sources relating to the “ocean frontier” time period and analyze the primary source (excerpt or image) using class readings as secondary sources. [500 words] Due by class time.

Wed. Nov 15 – Role of Scientists and Consumers in Fisheries

Reading:

Carmel Finley, chapter 5, “Shaping Fisheries Science,” in *All the Fish in the Sea: Maximum Sustainable Yield and the Failure of Fisheries Management* (University of Chicago Press, 2011), 82-99 (17 pp).

Andrew F. Smith, chapter 2, “Looks like Chicken,” in *American Tuna: The Rise and Fall of an Improbable Food* (University of California Press, 2012), 26-45 (19 pp).

Thanksgiving Break

Monday, Nov. 20 – Friday, Nov. 24

Week 13

Mon. Nov. 27 – The Accessible Ocean

Reading:

Rozwadowski, chapter 7, “The Accessible Ocean,” pp. 1-15 (to section break).

Wed. Nov 29 – Whales and the Environmental Movement

Readings:

Rozwadowski, chapter 7, "The Accessible Ocean," pp. 15 (from section break)-22.

D. Graham Burnett, "A Mind in the Water: The Dolphin as Our Beast of Burden," in *Orion* (May/June 2010): 38-51 (13 pp).

Frank Zelko, chapter 8, "The Reenchanted Whale," in *Make it a Green Peace!: The Rise of Countercultural Environmentalism* (Oxford University Press, 2013), 181-194 (13 pp).

Wesley Marx, chapter 9, "The Star-Crossed Whale," in *The Frail Ocean* (New York: Ballantine Books, 1967), 111-128 (17 pp).

DUE DATE: Campus Engagement 2 Assignment is due Friday, Dec. 1st by noon.

Week 14

Mon. Dec 4 – *Shifting Baselines*

Reading:

Rozwadowski, "Epilogue"

Daniel Pauly, "Anecdotes and Shifting Baselines Syndrome of Fisheries," *Trends Ecol. Evol.* 10(1995): 430 (1 p).

Carl Safina, chapter 2, "A Shoreline Remembrance," in *Shifting Baselines: The Past and Future of Ocean Fisheries* (Island Press, 2011), 13-20 (8 pp).

Wed. Dec 6 – *The Sea Without Us?*

Reading:

Alan Weisman, chapter 19, "The Sea Cradle," in *The World Without Us* (New York: Picador, 2007), 328-344 (16 pp).

Research Assignment:

Syllabus Assignment due Friday, Dec. 8 by noon.

Final Exam

Final exam week for Fall 2017 takes place from Monday, December 11th through Sunday, December 17, 2017. Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Trudy Flanery in the Student Affairs Office to discuss the possibility of rescheduling this exam.

Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Student Affairs Office with any questions. Thank you in advance for your cooperation.