



# ***Shipwrecked! Imperialism, Capitalism, Racism & Cannibalism in the Golden Age of Sail***

Fall Quarter 2013 Sem 2 B1107

8 credits – Tuesdays & Thursdays, 6-10pm – One Saturday full-day field trip

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25 seats available – Open to All – Seats reserved for Freshpersons

**E**xplore the history of imperialism and early globalization through real-life stories of shipwrecks and mutiny in this 8-credit Evening & Weekend Studies program. Learn the real history behind *The Mutiny on the Bounty*, experience the true-life story of the shipwreck that inspired Melville's *Moby Dick*, and read the horrific tale of incompetence and cannibalism following the wreck of the tall ship, *Medusa*, which inspired one of the most famous paintings of an era. Then, set sail on the waters of the Puget Sound/Salish Sea to “learn the ropes” for real on an actual wooden sailing ship. This program is not for the faint of heart but is open to any and all!

Our studies will include historical accounts of famed shipwrecks and mutiny, and the political, economic, and social contexts in which they took place. The “Age of Sail” constituted the genesis of modern western ideas about nationalism, globalization and cannibalism, and early European exploration by ship helped to create and perpetuate enduring (and often inaccurate) racial narratives that persist to this day. Together, we will debunk the distortions of history, sail the seas of literature, film, music, art, and rhetoric, and explore the many ways in which the stories, language, and traditions of tall-ship sailors continue to shape the way we understand the world. You won't have to “walk the plank” before you learn what it means to be “three sheets to the wind” or “have the devil to pay.” Above all—and this is guaranteed—no one will be “keel hauled” in the course of this program.

Program participants can expect guest speakers in the areas of music, art, and maritime studies. Program texts and films will be accompanied by lectures on the historical geographies of globalization, imperialism, and culture, as well as workshops on art and music of the period. Be prepared to learn and/or compose sea shanties and, weather permitting, sing them on the deck of a wooden ship under sail!

Book-length readings (and/or excerpts) will include: *The Bounty: the True Story of the Mutiny on the Bounty* (Caroline Alexander); *In the Heart of the Sea* (Nathaniel Philbrick); *The Wreck of the Medusa* (Jonathan Miles); *The Custom of the Sea* (Neil Hanson); *A Furnace Afloat* (Joe Jackson); *The Endurance: Shackleton's Legendary Antarctic Expedition* (Caroline Alexander); and others.

Film screenings will include: *Moby Dick* (2011, with William Hurt as Ahab); *The Mutiny on the Bounty* (1962, Marlon Brando as Capt. Bligh); *Into the Deep: America, Whaling, and the World* (from PBS).

In addition to seminars on readings and films, along with workshops on art, music, history and historiography, the program will include a full-day Saturday field trip to sail on a wooden sailing ship in the South Sound, so program participants can experience some of the conditions of life experienced by the sailors whose stories we will learn.

A rollicking time will be had by all, and we'll have salt in our veins the end of the quarter, for sure!

\* Image credit: detail from “Storm with a Shipwreck and Burning Village” by the Flemish Baroque painter Bonaventura Peeters (1614-52)

## REQUIRED BOOKS (in reading order)

- Alexander, C. (2004) *The Bounty: The True Story of the Mutiny on the Bounty*. New York: Penguin Books.
- Philbrick, N. (2001) *In the Heart of the Sea: The Tragedy of the Whaleship Essex*. New York: Penguin Books.
- Miles, J. (2008) *The Wreck of the Medusa: The Most Famous Sea Disaster of the Nineteenth Century*. Grove Press.
- Jackson, J. (2005) *A Furnace Afloat: The Wreck of the Hornet and the 4300-mile Voyage of its Survivors*. Cassell Military Press. **Note: This text is not available through the campus bookstore. Students are responsible for obtaining a copy through online sources—or, optionally, about 12 copies will available for purchase at Last Word Books, a local bookstore in downtown Olympia.**

Other required readings will be made available as PDF files for download and printing.

## FIELD TRIP (SATURDAY, OCTOBER 19)

We are very fortunate to have arranged for the tall ship, *Adventuress* to welcome us aboard for a full-day Saturday field trip on the waters of South Puget Sound. This approximately 5-hour cruise will depart from the docks near Percival Landing in downtown Olympia in the mid-morning and return by mid-afternoon. Activities will include working the ropes and sailing the ship, educational seminars about life aboard a tall ship, how naturalists in the Age of Sail compare with the modern marine researchers, and more!

Further details will be given closer to the field trip date.

## SEMINARS AND CLASS PREPARATION

Seminars are, in essence, reading groups that discuss and analyze particular texts. It is expected that you will have thoroughly and thoughtfully read the assignments prior to seminar. You should come prepared with questions and comments, ready to identify key themes and make arguments that are supported by specific passages in the readings. During each seminar, two students will co-facilitate the discussion. Every member of the crew (...er—class) will be expected to lead at least one seminar session.

## WEEKLY SEMINAR PAPERS

*Every Thursday*, unless otherwise noted in class, you will turn in a 2-3 page (double-spaced, 12-point font, 1-inch margins) written reflection that connects with the current readings. Each paper should be a well-written, concise essay that focuses on one particular theme or topic from the reading, makes a clear assertion (or thesis) in your own words, and defends that assertion with properly quoted and cited evidence from one or more of our program texts. These weekly papers are an opportunity for you to demonstrate close, critical engagement with our readings, so do spend the time to make them polished. Late papers may not be accepted or evaluated for credit, and their authors may be subject to “walking the plank.”

## FINAL RESEARCH PROJECT

For your final project, you will choose and research a shipwreck that our readings do not cover, famous or not, and write a 14-15-page scholarly article about it. Criteria for the paper are as follows:

- The wrecks of *Titanic* and *Costa Concordia* are off limits. The most interesting research projects will bring to light shipwreck histories that are not already well known. If multiple students research the same shipwreck, they may be required to develop a joint presentation at the end of the quarter.
- 14-15 typed pages (not including the references list)
- At least 5 *academic* sources (at least one of which must be a book). No more than 2 websites.

- Double-spaced, 12-point font, 1-inch margins
- Thesis-driven academic prose, free of grammar and typographical errors. Quotes, citations, and references must be in APA format.

**A formal proposal for your project is due on Tuesday, October 22. A draft annotated bibliography is due on October 31.** These deadlines will approach quickly, so don't procrastinate, or there'll be "the devil to pay!"

## **FINAL PRESENTATION**

All members of the program who complete the Final Research Project will be expected to present their findings to the class. These presentations will be brief (i.e. no more than 10 minutes), and may include multi-media elements like PowerPoint, audio/visual components, as well as lecture time. Be sure to rehearse your presentation, so that you will not be cut off after the time limit has expired! Hint: 10 minutes sounds like a long time, but it goes by incredibly quickly! Your best bet is to plan for a 7-minute presentation, to leave a few minutes for Q & A....

## **PORTFOLIO**

You are required to keep an organized portfolio. It will be turned on the final day of class and returned during your evaluation conference. The portfolio must be labeled and organized chronologically in the following order:

1. Syllabus
2. Lecture and reading notes
3. Seminar Papers (in order)
4. Workshop handouts with notes
5. All readings downloaded from the program moodle with margin notes and/or highlighted passages of importance
6. Final Research Project
7. A final student self-evaluation is required for full credit

## **EVALUATIONS**

You will be evaluated based on the following criteria:

- Successful completion of all program requirements
- Adherence to the syllabus and the Articles of Conduct
- Full attendance and excellent preparation for, and full participation in, all program activities
- The quality of ideas and the writing in your papers
- Demonstration of understanding of program content and accomplishment of learning goals

**Evaluation conferences** will be held at the end of the quarter. *Credit is not the same as positive evaluation.* Students receive credit for fulfilling minimum requirements and standards. The evaluation is a statement describing the quality of the student's work. It is possible for a student to receive credit but receive an evaluation that describes poor quality work. It is also possible for a student to attend class regularly yet receive zero or reduced credit because of unsatisfactory performance.

## **EXPECTATIONS**

The faculty member assumes that students have well-rounded college-level skills. In case of deficiencies in basic skills, students are expected to take advantage of on-campus resources, including the Writing Center and the QuaSAR. The faculty member does not assume that students initially will be conversant with critical terminology or special techniques for discussing the works to be assigned. It is assumed that, by the

end of the program, students will have developed the ability to think, speak, and write effectively about the materials and themes of the program. Students are expected to fully participate in all aspects of the class, to thoroughly prepare for each class session, and to complete all assignments on time. Late assignments may not be evaluated. Attendance and being on time for class are essential. Unexcused absences, late, incomplete, or unsatisfactory completion of assignments or plagiarism will constitute grounds for loss of credit.

Faculty are expected to be prepared for lectures and class sessions, to provide feedback on written assignments in a timely manner, to be available for consultation by appointment and to provide a written evaluation of the student’s overall work in the program. Please refer to covenant for further details.

## ADDITIONAL INFORMATION

**Access Services:** If you are a student with a *documented disability* that requires arrangements, technology or expense to ensure full access to this program, please contact Meredith Inocencio in the Access Services Office (Library 2153 or 360-867-6348 or [inocenc@evergreen.edu](mailto:inocenc@evergreen.edu); website: <http://www.evergreen.edu/access/> ). In order to make accommodations, your program faculty must be informed no later than the second week of the quarter *by the student and in writing from Access Services*.

**On Critical Writing:** Blaise Pascal once wrote a long, drawn-out letter to a friend, then apologized in the postscript that he didn’t have time to write a short one. As your faculty, I subscribe to what Thomas Jefferson once noted: “the most valuable of all talents is that of never using two words when one will do.” Clear, concise critical writing requires time, reflection and effort.

## SHIPWRECKED! TENTATIVE FALL 2013 SCHEDULE:

This schedule is subject to change to better meet the needs of program participants, including the addition of and/or alteration of readings and noted class activities. Students are responsible for noting schedule changes that are announced in class.

Wk	CLASS DATE AND ACTIVITIES	READINGS TO COMPLETE & ASSIGNMENTS DUE
Week 1	<b>Tuesday, October 1</b> <ul style="list-style-type: none"> <li>• Introduction to the Program</li> <li>• Sign-up (i.e. Covenant)</li> <li>• Sea Shanties I</li> </ul>	Signed Program Covenant
	<b>Thursday, October 3</b> <ul style="list-style-type: none"> <li>• Basic Sailing Theory and Info</li> <li>• Seminar</li> <li>• Research Project Q &amp; A</li> <li>• Sea Shanties II</li> </ul>	<b>Readings Due:</b> Opening Reading on Tall ships and Sea Shanty Reading/Lyrics
Week 2	<b>Tuesday, October 8</b> <ul style="list-style-type: none"> <li>• Seminar</li> <li>• What is an <u>annotated bibliography</u>?</li> <li>• Navigation Workshop I: creating a crude astrolabe</li> </ul>	<b>Readings Due:</b> <i>The Bounty</i> , Pt. I; Additional reading TBD

	<b>Thursday, October 10</b> <ul style="list-style-type: none"> <li>• <u>Library Workshop</u> (explore the maritime history in the TESC Library!)</li> <li>• Seminar</li> <li>• <u>Basic Sailing Theory and Info Reminder</u> (presentation)</li> </ul>	<u>Readings Due:</u> <i>The Bounty</i> , Pt. II;
Week 3	<b>Tuesday, October 15</b> <ul style="list-style-type: none"> <li>• (weather permitting): Navigation Workshop II</li> <li>• Film: <i>Mutiny on the Bounty</i></li> <li>• Seminar</li> <li>• <u>Basic Sailing Theory and Info Reminder</u> (brief workshop—based on wind, rules of the road, tides, currents, etc.)</li> </ul>	<u>Readings Due:</u> <i>The Bounty</i> , Pt. III; Additional reading TBD
	<b>Thursday, October 17</b> <ul style="list-style-type: none"> <li>• (weather permitting): Navigation Workshop II [Alternate workshop: knot-tying]</li> <li>• Seminar</li> <li>• Sea Shanties III: Shanty Sing in Preparation for <i>Adventuress</i></li> </ul>	<u>Readings Due:</u> <i>The Bounty</i> , Pt. IV; shanty lyrics sheet...
*	<b>SATURDAY, OCTOBER 19</b>	<u>FIELD TRIP: Tall Ship Sail Aboard <i>Adventuress</i></u>
Week 4	<b>Tuesday, October 22</b> <ul style="list-style-type: none"> <li>• (weather permitting): Navigation Workshop II</li> <li>• Lecture on College Research &amp; Composition I</li> <li>• Seminar</li> </ul>	<u>Readings Due:</u> <i>In the Heart of the Sea</i> , Pt. I; Additional reading TBD  <u>Due:</u> Project Proposal
	<b>Thursday, October 24</b> <ul style="list-style-type: none"> <li>• GUEST LECTURE: Ann Story, art historian (6-7pm)</li> <li>• Seminar</li> </ul>	<u>Readings Due:</u> ; <i>In the Heart of the Sea</i> , Pt. II
Week 5	<b>Tuesday, October 29</b> <ul style="list-style-type: none"> <li>• (weather permitting): Navigation Workshop II</li> <li>• Film: <i>Moby Dick</i></li> <li>• Seminar</li> <li>• Individual meetings/Week 5 reflections</li> </ul>	<u>Readings Due:</u> ; <i>In the Heart of the Sea</i> , Pt. III; Additional reading TBD
	<b>Thursday, October 31</b> <ul style="list-style-type: none"> <li>• Film: PBS, <i>Into the Deep</i></li> <li>• Seminar</li> </ul>	<u>Readings Due:</u> ; <i>In the Heart of the Sea</i> , Pt. IV  <u>Due:</u> Annotated Bibliography draft

Week 6	<b>Tuesday, November 5</b> <ul style="list-style-type: none"> <li>GUEST LECTURE: David Nicandri, historian and Evergreen Board of Trustees member</li> <li>Seminar</li> </ul>	<b>Readings Due:</b> ∴ <i>Wreck of the Medusa</i> , Pt. I; Additional reading TBD
	<b>Thursday, November 7</b> <ul style="list-style-type: none"> <li>Seminar</li> <li>Lecture on College Composition II</li> <li>Academic Statement Workshop</li> </ul>	<b>Readings Due:</b> ∴ <i>Wreck of the Medusa</i> , Pt. II; Additional reading TBD
Week 7	<b>Tuesday, November 12</b> <ul style="list-style-type: none"> <li>(weather permitting): Navigation Workshop II</li> <li>Seminar</li> <li>TBD</li> </ul>	<b>Readings Due:</b> ∴ <i>Wreck of the Medusa</i> , Pt. III;
	<b>Thursday, November 14</b> <ul style="list-style-type: none"> <li>Seminar</li> <li>(weather permitting): Navigation Workshop II</li> </ul>	<b>Readings Due:</b> ∴ <i>Wreck of the Medusa</i> , Pt. IV
Week 8	<b>Tuesday, November 19</b> <ul style="list-style-type: none"> <li>Seminar</li> <li>(weather permitting): Navigation Workshop II</li> </ul>	<b>Readings Due:</b> ∴ <i>A Furnace Afloat</i> , Pt. I; Additional reading TBD
	<b>Thursday, November 21</b> <ul style="list-style-type: none"> <li>Seminar</li> <li>(weather permitting): Navigation Workshop II</li> </ul>	<b>Readings Due:</b> ∴ <i>A Furnace Afloat</i> , Pt. II
	<b>THANKSGIVING BREAK</b>	<b>NOVEMBER 25-29, 2013</b>
Week 9	<b>Tuesday, December 3</b> <ul style="list-style-type: none"> <li>Seminar – discussion of class</li> <li>Research Project Discussion</li> <li>Academic Statement/Self-Eval Workshop</li> </ul>	<b>Readings Due:</b> ∴ <i>A Furnace Afloat</i> , Remainder  Sign up for Presentation Week times Sign up for Eval Conferences
	<b>Thursday, December 5</b> <ul style="list-style-type: none"> <li>Research &amp; Writing Day</li> </ul>	
Week 10	<b>Tuesday, December 10</b> <ul style="list-style-type: none"> <li>Presentations I</li> </ul>	
	<b>Thursday, December 12</b> <ul style="list-style-type: none"> <li>Presentations II</li> </ul>	
	<b>EVALUATION CONFERENCE WEEK</b>	Evaluation Conference