History 3750
Social History of Seafaring:
Maritime Culture in the Age of Sail

Dalhousie University
Winter Semester 2016
Fridays, 10:35-1:25
Room 2176 McCain building

Instructor: Jerry Bannister
Office: 3170 McCain building
Contact: jerry.bannister@dal.ca

Office Hours: Fridays, 1:30-3:30, and by appointment.

Format: Weekly class discussions with student presentations and supplemental lectures.

Description: This course explores the social history of seafaring in the age of sail. Although we will consider a range of oceanic contexts, we will focus primarily on the Anglo-American Atlantic world. The semester will be divided into three parts.

Part One offers an introduction to maritime history, the early modern period, and the age of sail. We will examine naval history and the characteristics of shipboard life for sailors serving on ships in the Royal Navy during the eighteenth century. Our focus will then shift to piracy, slavery, and the debates over whether maritime peoples were oppressed.

Part Two examines seafarers on merchant ships and the iconic image of “Jack Tar.” We will focus on the debate over Marcus Rediker’s provocative book, and issues such as gender. Our discussions will address one of the key questions in maritime history: did seafarers comprise a distinct culture, cut off from life ashore; or should we see them as part of mainstream society, tied closely to maritime ports?

Part Three examines the use of primary sources, such as diaries and memoirs. We will focus on one of the most famous and influential maritime memoir in the English language: Richard Henry Dana junior’s Two Years Before the Mast. We will consider Dana’s memoir in the context of literature and popular culture, and during class we will view the famous film, “Around Cape Horn,” based on Captain Irving Johnson’s footage of his 1929 voyage aboard the Peking.

Each part of the course is tied directly to one of the three textbooks and to the essay assignments. In addition to participating in weekly class discussions, each student will make a separate presentation on one of the weekly readings in class.
Required Textbooks


Richard Henry Dana, Junior, *Two Years Before the Mast* (Modern Library Paperbacks, 2001 [1840]).

All three required textbooks are available for purchase in paperback editions at the Dalhousie University Bookstore. All other readings will be available on the course web site. You must use the edition of Dana’s book for your assignment sold at the University Bookstore: older editions, or online versions of *Two Years Before the Mast*, will not be accepted.

Assignments and Evaluation

1) First essay, based on Rodger 20% due February 12th
2) Second essay, based on Rediker 25% due March 15th
3) Third paper, based on Dana 30% due April 6th
4) Class Grade:
   a. Presentation on a reading: 10%
   b. Attendance & class participation: 15%

This course is based primarily on class discussions rather than lectures. Attendance is mandatory. There will be no test or final exam. If you have to miss a class due to illness or an emergency, please contact the instructor as soon as possible. Keep in mind that skipping one class means missing an entire week of the course, and this would have a significant impact on your class participation grade.

For the seminar to function properly, students must complete the required readings and be willing to participate in class discussions. The class participation and attendance grade will be assigned at the end of term. Late papers will be penalized five marks per day (5%). The grading scheme follows the Department’s guidelines: [http://history.dal.ca/Student%20Resources/](http://history.dal.ca/Student%20Resources/)

Students with disabilities are encouraged to register as quickly as possible at the Student Accessibility Services. To do so, please phone 494-2836, e-mail access@dal.ca, drop in at the Killam G28, or visit their web site at [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca)
## Course Schedule

### Part One  
**Navies, Piracy, and Slavery**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction to Maritime History</strong></td>
<td>Jan 8</td>
<td>Course introduction</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>The Anglo-American Maritime World</strong></td>
<td>Jan 15</td>
<td>Lecture and discussion: the making of the Atlantic world</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Life in the Royal Navy</strong></td>
<td>Jan 22</td>
<td>Class discussion: what was it like to serve on a naval ship in the eighteenth century? Dr. Samuel Johnson famously said, in the mid-eighteenth century, “No man will be a sailor who has contrivance enough to get himself into jail; for being in a ship is being in a jail, with the chance of being drowned.” Based on the evidence in Rodger’s book, was Johnson right?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Readings: • Rodger, <em>The Wooden World</em>, chs. 4-8</td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Heroes or Villains? Piracy, Seafaring, and Slavery</strong></td>
<td>Jan 29</td>
<td>First half of class: were pirates revolutionary heroes?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Readings: • Rediker, <em>Between the Devil and the Deep Blue Sea</em>, ch. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Second half of class: how did pirates treat enslaved peoples, and what was the relationship between seafaring and slavery?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Readings: • Bialuscheswki, “Black People under the Black Flag”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Rediker and Linebaugh, “The Many-Headed Hydra”</td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>No Class</strong></td>
<td>Feb 5</td>
<td>Munro Day Holiday</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Slavery, Tattoos, and Gender</strong></td>
<td>Feb 12</td>
<td>First half of class: tattoos and slavery. What do tattoos reveal about maritime culture? And why did the crew of the <em>Regulator</em> choose to return to slavery?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Readings: • Newman, “Reading the Bodies of Early American Seafarers”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Jarvis, “Maritime Masters and Seafaring Slaves”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Second half of class: gender and seafaring. How did gender roles shift over time in maritime culture?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Readings: • Norling, “How Frought with Sorrow and Heartpangs”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>First Essay due by 4:00 on Friday, February 12th</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Study Break</strong></td>
<td>Feb 19</td>
<td>No Class</td>
</tr>
</tbody>
</table>
Part Two  Seafaring, Merchantmen, and Maritime Culture

Week 8  Jack Tar and Beyond
Feb 26  First half of class: how does Lemisch define “Jack Tar”?  
Reading:  • Lemisch, “Jack Tar in the Streets”
Second half of class: what does the case of Ashley Bowen reveal about “Jack Tar”?  
Reading:  • Vickers, “Beyond Jack Tar”  
• Vickers, “An Honest Tar”

Week 9  Between the Devil and the Deep Blue Sea
March 4  Class discussion: were seafarers different from other people?  What were the dominant features of merchant seafaring in the eighteenth century? How does Rediker’s account compare with Rodger’s portrayal of life aboard naval ships?  
Reading:  • Rediker, Between the Devil and the Deep Blue Sea

Week 10  Debating Maritime History
March 11  First half of class: responses to the Rediker thesis. How did maritime historians react to Rediker’s book?  
Reading:  • Roundtable on Between the Devil and the Deep Blue Sea  
Second half of class: the Vickers thesis. How is Vickers’ perspective different from Rediker’s view?  
Reading:  • Vickers and Walsh, “Young Men and the Sea”

Second Essay due by 4:00 on Tuesday, March 15th

Part Three  Interpreting Memoirs of Seafaring: Two Years Before the Mast

Week 11  Two Years Before the Mast
March 18  What does Dana’s memoir reveal about maritime history?  
Readings:  • Dana, Two Years Before the Mast  
• Captain Irving Johnson, “Around Cape Horn” (short film viewed in class)

Week 12  Good Friday Holiday
March 25  No class

Week 13  Course Conclusion
April 1  Course conclusion and discussion of final essays  
Final Essay due by 4:00 on Wednesday, April 6th
Class Attendance and Participation

Regular attendance is essential for the successful completion of this course. Attendance will be taken during every class. If you have to miss a class due to illness or an emergency, please contact me as soon as possible.

For the class to function properly, students must complete the required readings and be willing to participate in class discussions. The class participation grade, worth 15% of your overall assessment, will be based on your attendance and contributions to class discussions. This grade will be assigned at the end of the semester, and will be separate from your in-class presentation on a weekly reading.

Presentation on a Reading

In addition to participating in the regular seminar discussions, each student will make a separate in-class presentation based on one of the required readings. Every student will be assigned a specific reading from the course syllabus for their presentation, and a schedule of presentations will be circulated early in the semester. Each student will speak to the seminar for five minutes at the beginning of the class that covers their reading. Your job is to introduce the reading and offer questions to assist our discussion. No written report is required, but this oral presentation is worth 10% of your final grade.

Online Weekly Readings

PDF versions posted on the course web site


The criteria for both the oral and written assignments will be discussed thoroughly in class. If you have any questions or require additional information, please let me know during class, speak to me during my office hours, or send me an email.

First Essay

The first assignment is an essay based on the first textbook, N.A.M. Rodger, Wooden World: An Anatomy of the Georgian Navy. Students are asked to write an essay on the following question: What does Rodger’s book reveal about the lives of sailors serving aboard ships in the Royal Navy? Dr. Samuel Johnson famously said, in the mid-eighteenth century, “No man will be a sailor who has contrivance enough to get himself into jail; for being in a ship is being in a jail, with the chance of being drowned.” Based on the evidence in Rodger’s book, was Johnson right?

This assignment is straightforward: you are required to answer the question based on material taken directly from Rodger’s book. It is not a book review: your job is to use the information contained in Rodger’s book, rather than to offer a critique of it. This assignment should be no less than 1,500 words in length. It should be approximately 1,500-2,500 words (about 6-10 typewritten pages), and papers up to 15 pages in length will be accepted.

Please note that complete references and citations are required for this assignment: see the guidelines listed below. The citations must be to the assigned textbook. The assignment is due by 4:00 on February 12th. Late papers will be penalized five marks per day (5%). Extensions will be given only for documented medical or personal emergencies.

Your essay must be based largely on Rodger’s book. It should cover the major points in the book, such as living conditions, discipline, food, and desertion. You are welcome to include
some references to the other articles discussed in class (e.g., Newman or Jarvis), but references to material outside the course syllabus will not be accepted.

**Second Essay**

The second assignment is a book review of the second textbook, Marcus Rediker, *Between the Devil and the Deep Blue Sea*. This assignment contains two main components. First, you should summarize the major topics discussed by Rediker, cover the principal themes, and identify the authors’ central argument. You should also discuss Rediker’s theoretical or ideological perspectives, as well as his use of quantitative or qualitative methodologies.

Second, you must offer a critical analysis of the reading. You must assess the book by examining relevant issues, such as the use of evidence or the logic of an argument. In assessing Rediker’s argument, ask yourself a series of questions. Is it logical and persuasive? What kind of evidence does Rediker use and is it sufficient? Does the book have a bias or rely on faulty reasoning? The purpose of this assignment is not to describe simply what the book is about, but rather to advance your own assessment. The analysis is up to you – your review might be positive, negative, or a mix of both – but *you must comment specifically on the content of the book*. Your essay must be based on Rediker’s book, though you must also include references to the Roundtable review covered in Week 10, as well as one other article from the weekly readings.

Please note that **complete references and citations are required for this assignment**: see the guidelines listed below. The citations must be to the assigned textbook. The assignment is due by **4:00 on March 15th**. Late papers will be penalized five marks per day (5%). Extensions will be given only for documented medical or personal emergencies. This assignment should be no less than 1,500 words in length. It should be approximately 1,500-3,500 words (about 6-12 typewritten pages), and papers up to 20 pages in length will be accepted.

**Third Essay**

The third and final assignment is based on a primary source: *Two Years Before the Mast*, by Richard Henry Dana, junior. Students are asked to write an essay on the following question: **What does Dana’s account reveal about the history of seafaring?**

This assignment is straightforward: you are required to answer the question based on material taken directly from Dana’s memoir. This assignment should be no less than 2,000 words in length. It should be approximately 2,000-3,000 words (about 8-12 typewritten pages), and papers up to 20 pages in length will be accepted.

Please note that **complete references and citations are required for this assignment**: see the guidelines listed below. The citations must be to the assigned textbook. The assignment is due by **4:00 on April 6th**. Late papers will be penalized five marks per day (5%). Extensions will be given only for documented medical or personal emergencies.
Your essay must be based on Dana’s memoir. It should cover the major points in the story of Dana’s voyage. In addition to citing Dana’s memoir directly, you are expected to include references to at least three other readings drawn from the course syllabus, in order to place your discussion in context. You must use the 2001 edition of Dana’s book, sold at the Bookstore, for your assignment; older editions, or online versions of Two Years Before the Mast, will not be accepted.

Guidelines

Assignments must conform to the History Department’s guidelines. Assignments should have a proper title page; the text must be double spaced, with standard margins and fonts; and all pages must be numbered. Students must ensure that their essays have sufficient references in the proper format, using footnotes or endnotes. Essays must have an introduction, a clear argument, a conclusion, and a bibliography. References must be inserted whenever a direct quotation is used and/or whenever the paper cites specific information drawn from a source. These references must include specific page citations. Assignments must be proofread, clearly organized, and written at a university level. Please consult the History Department’s guidelines, which are available at: http://history.dal.ca/Student%20Resources/Style_Guide.php

The criteria for the assignments will be discussed thoroughly in class. Plagiarism will be dealt with according to the university regulations. As a student in this class, you are required to keep an electronic copy of any assignment you submit, and the course instructor may require you to submit that electronic copy on demand. All assignments must be either handed to the instructor in person or placed in my drop-box (number 71), in the McCain FASS building. Do not push papers under the instructor’s door. Please note that the History Department’s main office does not accept student papers. Late papers will be penalized five marks per day (5%). Extensions will be given only for documented medical or personal emergencies.

Student Accommodation

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.
Academic Integrity

All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections of the academicintegrity.dal.ca website. Ignorance of such policies is no excuse for violations.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, adherence to the values of academic integrity and related policies is a requirement of being part of the academic community at Dalhousie University. Academic integrity means being honest in the fulfillment of your academic responsibilities thus establishing mutual trust. Fairness is essential to the interactions of the academic community and is achieved through respect for the opinions and ideas of others. “Violations of intellectual honesty are offensive to the entire academic community, not just to the individual faculty member and students in whose class an offence occurs.” [Intellectual Honesty section of University Calendar]

How can you achieve academic integrity?

- make sure you understand Dalhousie’s policies on academic integrity
- give appropriate credit to the sources used in your assignment such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
  - Use RefWorks to keep track of your research and edit and format bibliographies in the proper citation style http://www.library.dal.ca/How/RefWorks
- do not download the work of another from the Internet and submit it as your own
- do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor
- do not write an examination or test for someone else
- do not falsify data or lab results

[these examples should be considered only as a guide and not an exhaustive list]
What will happen if an allegation of an academic offence is made against you?

I am required to report a suspected offence. The full process is outlined in the Discipline flow chart and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- The AIO decides whether to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive an INC (incomplete) grade until the matter is resolved
- If you are found guilty of an academic offence, a penalty will be assigned ranging from a warning to a suspension or expulsion from the University and can include a notation on your transcript, failure of the assignment or failure of the course. All penalties are academic in nature.

Where can you turn for help?

- If you are ever unsure about ANYTHING, contact the course instructor
- Academic Integrity website
  - Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Center
  - Assistance with proofreading, writing styles, citations
- Dalhousie Libraries
  - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service
  - Assists students with academic appeals and student discipline procedures.
- Senate Office
  - List of Academic Integrity Officers, discipline flow chart, Senate Discipline Committee