

Spring, 2021

REVISED SYLLABUS

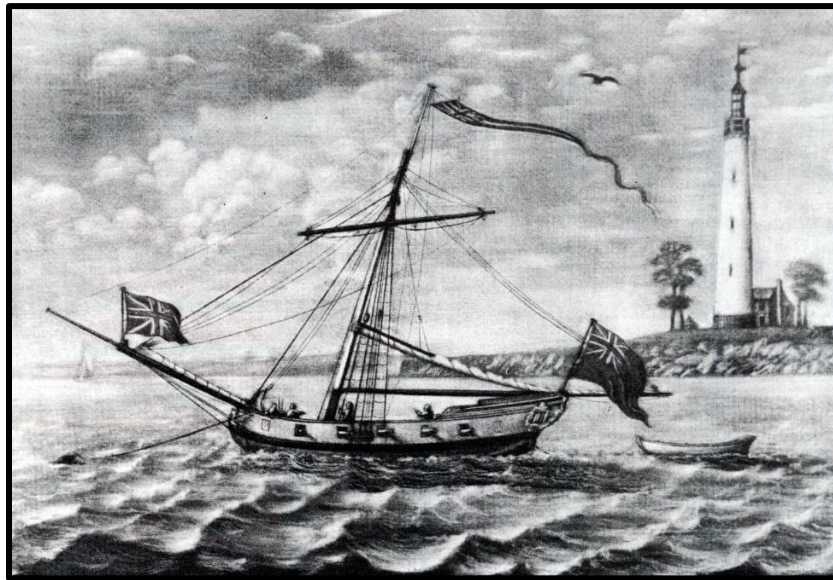
# New World Seafaring Anthropology 628

Dr. Kevin Crisman

Course Meets Tuesdays 10 a.m.-1 p.m. by Zoom (at least at the beginning)

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Office hours: Wednesday, 10 a.m. – 12 p.m. by Zoom (ID 819 899 9514) or by appointment



This course combines archaeological and historical sources to examine the development of shipbuilding, seafaring practices, exploration, waterborne trade and economic systems, and naval warfare in the Western Hemisphere (the Americas) from the fifteenth century to the beginning of the twentieth century. Particular emphasis is given to the study of shipwrecks that illuminate change and continuity in the maritime sphere.

**Text:** George F. Bass, ed. *Ships and Shipwrecks of the Americas*. London: Thames and Hudson, 1988. Copies of this book are on reserve in the Nautical Library. Other short readings are listed on the syllabus, and copies of those books or off-prints will be placed on NAP Library reserve.

## Course Schedule

### Week 1. Introduction.

- Course requirements
- Suggestions for seminar presentations
- Preparing a successful term paper
- Distribution of seminar topics

**Week 2. European Exploration and Colonization of the Western Hemisphere.**

Reading: Bass, ed., Chapters 1-4.

Lecture: "The Enterprize of the Indies": Spain, Columbus and the New World.

Seminar topics:

1. Anonymous Explorers: The Molasses Reef and Highborn Cay Wrecks.
2. Basque Whalers in the New World: The *San Juan* and Red Bay, Labrador.

**Week 3. The Spanish Seaborne Empire in the Seventeenth Century.**

Reading: Bass, ed., Chapter 5.

Lecture: The Administration and Defense of Spain's New World Empire.

Seminar topics:

1. Spanish losses in the Gulf of Mexico: The Padre Island and Emanuel Point Wrecks.
2. The Manilla Galleons: *San Felipe* (1576), *San Diego* (1600) and *Concepción* (1638).

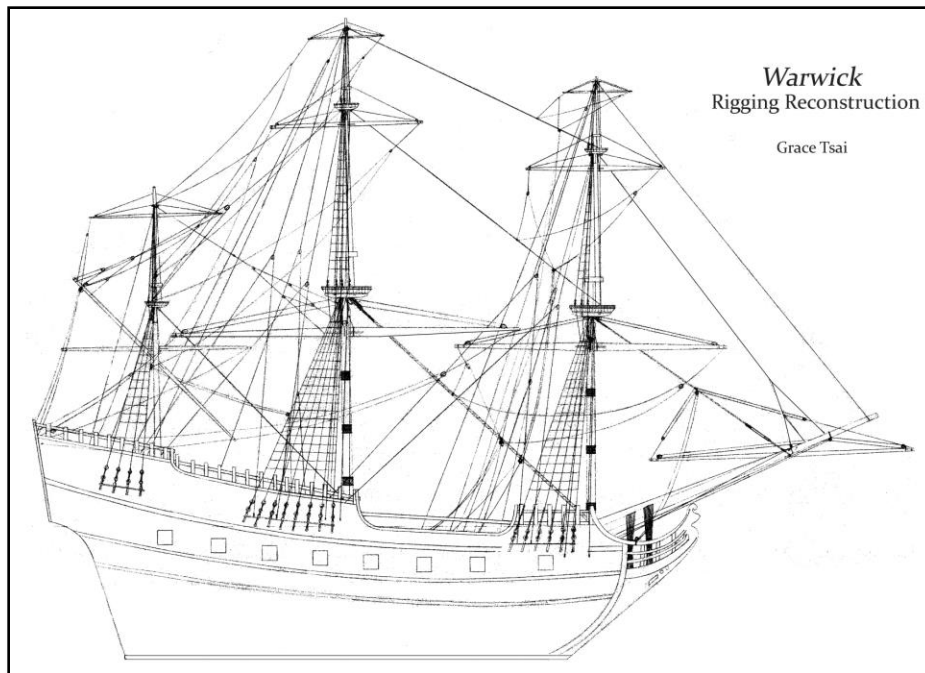
**Week 4. Northern European Colonization and Trade.**

Reading: Bass, ed., Chapter 6

Lecture: The English, French, and Dutch in the New World.

Seminar topics:

1. Bermuda's Tempest Wrecks: The English Galleons *Sea Venture* (1609) and *Warwick* (1619).
2. Texas Death Trip: La Salle's *Belle* (1686).



**Week 5. Anglo-French Conflicts in the Americas.**

Reading: Bass, ed., Chapter 7.

Lecture: War in the Wilderness: The Struggle for the North American Continent.

Seminar topics:

1. Scuttled in the Restigouche: The Frigate *Machault* (1760).
2. Jeffery Amherst's Lake Sloop *Boscawen* (1759). [Crisman]

**Week 6. Naval Aspects of the Revolutionary War.**

Reading: Bass, ed., Chapter 8.

Lecture: A Synopsis of American and British Naval Activity, 1775-1783.

Seminar topics:

1. American Naval Debacle, 1779: *Defence* and other Penobscot Wrecks.
2. British Military Debacle, 1781: *Betsy* and other Yorktown Wrecks.

**Week 7. Freshwater Fleets: The Naval War of 1812.**

Reading: Bass, ed., Chapter 9.

Lecture: A Synopsis of the War of 1812 on the Oceans and Lakes.

Seminar topics:

1. Fore-and-Afters at Fifty Fathoms: The Armed Merchant Schooners *Hamilton* and *Scourge* (1813).
2. U.S. Navy Lake Brigs: *Niagara*, *Eagle*, and *Jefferson* (1813-1814). [Crisman]

**Week 8. Inland Waters I: Canals and Ferries.**

Reading: Shaw, Ronald. *Canals for a Nation*. Lexington: University Press of Kentucky, 1990.

Read Ch. 1-2, 6-7, others if time. On reserve in NAP Library.

Lecture: Clinton's Big Ditch: The History and Engineering of the Erie Canal.

Seminar topics:

1. The Design, Construction, and Operation of Canal Boats (including the Sailing Canal Boats of Lake Champlain).
2. Horse-powered Ferries. [Crisman]

**Week 9. Inland Waters II: Steam on Lakes and Rivers.**

Reading: Bass, ed., Chapter 10.

Marestier, Jean Baptiste. *Memoir on Steamboats of the United States of America*. Mystic, Connecticut: The Marine Historical Association, Inc., 1957. On Reserve in the Nautical Library.

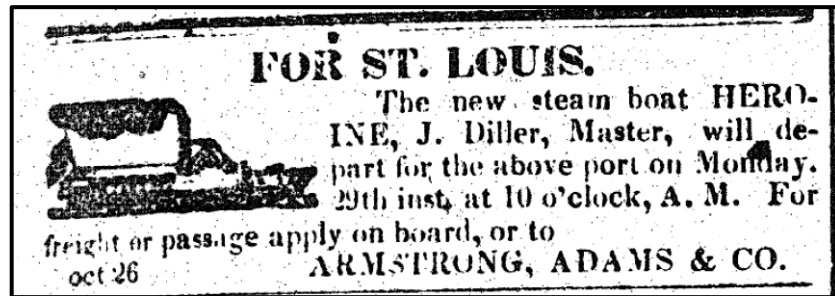
Twain, Mark. *Life on the Mississippi*. New York: Harper and Row, 1965. Chapters I-XX photocopied and on reserve in the Nautical Library.

Lecture: Brief Remarks on the Impact of Steam Propulsion on American Society.

Seminar topics:

1. Early Steamers: *Phoenix I*, *Phoenix II*, and *Lady Sherbrooke*.
2. Western River Steamboats and the Sidewheeler *Heroine*. [Crisman]

3. Great Lakes Steamers and Steamer Wrecks: the Sidewheelers *Anthony Wayne*, *Niagara*, and Propeller *Indiana*.



**Week 10. The Golden Age of Sail in the United States, 1815-1860.**

Reading: Bass, ed., Chapter 12.

Lecture: Brief Remarks on North America's Era of Maritime Enterprise.

Seminar topics:

1. Quest for Speed: Baltimore Clippers, Packets, and the Great Clippers.
2. Sail's Rising Competitor: North Atlantic Steamships, 1819-1860
3. The *Charles W. Morgan* and American Whaling.

**Week 11. A Doomed Polar Expedition and the American Civil War.**

1. The Loss and Discovery of Franklin's *Erebus* and *Terror*

Reading: Bass, ed., Chapter 11.

Lecture: Old and New Technologies: The Navies of the Civil War.

1. The Union Ironclads *Monitor* and *Cairo*.

**Week 12. The Civil War, Part II.**

Seminar topics:

3. Despoiler of the Union Merchant Fleet: The Confederate Raider *Alabama*.
4. The *Denbigh* and Other Confederate Blockade Runners.
5. Iron Coffins: *Hunley* and Other Civil-War-Era Submarines

**Week 13. Out with the Old, In with the New: Wood to Iron, Canvas to Steam.**

Reading: Skip it this week, work on your term paper instead.

Lecture: Brief Remarks on the End of the Age of Sail.

Seminar topics:

1. Twilight of Commercial Sail: Down Easters and Merchant Schooners.
2. Marine Paintings and the Nautical Archaeologist. [Crisman]

**Week 14. Presentation of Term Paper Research.**

## Course Requirements

### 1. Seminar Presentations and Discussions (50% of final grade).

During the semester each student will be assigned several topics to research and present in class. Presentations should be about 40-45 minutes in length to leave some time for discussion. Please prepare and distribute a bibliography of the sources consulted for your seminar presentation. Use of visual aids such as Powerpoint™ projections, interpretive dances, and declamatory arm waving is strongly encouraged.

Seminar presentations will be graded on the basis of their thoroughness, organization, and clarity, as well as the quality of illustrations (where appropriate) and the distribution of a bibliography of the sources consulted in preparing the presentation.

### 2. Term Paper (50% of final grade).

In addition, each student is to conduct research on some aspect of New World seafaring and prepare a professional, publishable-quality term paper on the subject. The first step, after selecting a topic and researching sources, will be to prepare a *three page* term paper proposal modeled on a thesis proposal; in the proposal you will state the nature and importance of the topic, discuss previous research and potential sources, outline your plan for analysis of the data, and summarize the significance of the proposed research. A bibliography of primary and secondary sources that you intend to use in preparing the term paper must be included. The term paper proposal is due on **February 2, 2021**.

The term paper should be in the range of 15 to 25 pages in length (12-point font, double spaced); 20 pages is generally a good length. **Be sure the paper follows the requirements provided in my “Guidelines for Writing Your Term Paper” handout.** The paper is to be submitted on or before 5 p.m., **April 30, 2021**. Submitting your paper after this date will likely result in a lower grade.

My paper grading criteria are as follows: (“A”) research, analysis, writing, and citation are professional and with minimal editing the paper could be published as a journal article or book chapter; (“B”) paper is good in most respects, but due to shortcomings in one or more areas would require significant editing before publication would be possible; (“C”) paper is at lowest levels of acceptability, and would require major new research or re-writing to achieve publishable standards; (“D”) paper falls below lowest levels of acceptability in research, analysis, writing, and citation; (“F”) paper fails to meet all professional standards, or the professor has found evidence of plagiarism, or the assignment was never completed.

☞ Please note: I read term papers carefully, which means I read them slowly. It is possible that I may not be able to read your paper and grade it before the deadline to turn in the Spring, 2021 grades (May 12); if this occurs you will receive a temporary “Incomplete” until the paper is graded and I can submit a “Change of Grade” form. Do not be alarmed by an “Incomplete” unless you failed to turn in your paper. If you need to get the final grade on your transcript to meet a deadline (for job or graduate school applications, for example), let me know by April 20.

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### **The Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. Their phone is 845-1637.

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### **Academic Integrity**

Any form of academic dishonesty including cheating or plagiarism will not be tolerated and will result in an F for the assignment and possibly the entire course. If you are unsure what constitutes plagiarism please consult the following resource: <http://bit.ly/JVn1bo>. If you have any other questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

**The Aggie Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”**

Any questions?

See the Honor Council Rules and Procedures on the web at <http://www.tamu.edu/aggiehonor>

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### **Diversity in the Anthropology Classroom**

Respect for cultural and human biological diversity are core concepts of Anthropology. In this course each voice in the classroom has something of value to contribute to the class discussion. Please respect the different experiences, beliefs, and values of expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups or viewpoints. The Anthropology Department supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, background, citizenship, disabilities, education, ethnicity, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See <http://diversity.tamu.edu/>).

## **Campus Safety Measures During the Pandemic**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Spring 2021 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely if that option is available and should not participate in face-to-face instruction.
- Face Coverings**—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.
- Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class**, students must properly wear an approved face covering. If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students or dismiss the class in the case of a traditional face to face lecture.

## **Personal Illness and Quarantine**

Students required to quarantine must participate in courses and course-related activities remotely, if that option is available, and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See Student Rule 7, Section 7.2.2.) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7.

**Anthropology 628  
New World Seafaring  
Spring, 2021**

**Course Schedule**

|   |   |                        |
|---|---|------------------------|
| Week 1  | Introduction                                | January 19             |
| Week 2  | European Exploration and Colonization       | January 26             |
| Week 3  | Spanish Seaborne Empire                     | February 2             |
| <b>Term paper proposal and bibliography due</b> |   |                        |
| Week 4  | Northern European Colonization and Trade    | February 9             |
| Week 5  | Anglo-French Conflicts                      | February 16            |
| <del>Week 00</del>                              | <del>Snowpocalypse Week</del>               | <del>February 23</del> |
| Week 6  | Naval Aspects of the Revolutionary War      | March 2                |
| Week 7  | Naval War of 1812                           | March 9                |
| Week 8  | Inland Waters I: Canals and Ferries         | March 16               |
| Week 9  | Inland Waters II: Steam on Lakes and Rivers | March 23               |
| Week 10   | The Golden Age of Sail                      | March 30               |
| Week 11   | Doomed Polar Expedition/American Civil War  | April 6                |
| Week 12   | The Civil War, Part II                      | April 13               |
| Week 13   | Out with the Old, In with the New           | April 20               |
| Week 14   | Presentation of Term Paper Research         | April 27               |

**Term Paper Due Friday, April 30, by 5 p.m.**