



Adventures in the Pacific 1400-1850

University of North Carolina at Greensboro ◆ Spring 2017



History 207-03

Adventures in the Pacific

1400-1850

University of North Carolina at Greensboro ♦ Spring 2017
MW: 3:30-4:45 ♦ MHRA 1214



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Course Description ♦ The Pacific Ocean is the dominant geographical feature of our planet, covering more than one-third of the world's surface and a greater area than all land masses combined. Historians have described the vast expanse as an “ocean hemisphere,” a “sea of islands,” or a “water continent.” This course examines the Pacific World as a complex site of cultural encounters, trade, and conflict in global history. Readings will introduce places as different as Peruvian mines, Hawaiian beaches, Chinese seaports, and the penal colonies of New South Wales. Students will learn about fascinating persons such as Admiral Zheng He, Captain James Cook, and King Kamehameha. Moreover, the course emphasizes an interdisciplinary understanding of the past in which history intersects with fields such as anthropology and biological sciences. Topics include indigenous societies and beliefs, ocean ecologies, scientific navigation, maritime commerce, and European imperialism in the Pacific. *Field: Wider World. Markers: GHP, GN, GPM, IGS.*

Course Materials ♦ The following materials are required for reading, participation, and assignments in this course. There is no textbook for this course. All materials are available on Canvas.

- ♦ Readings
- ♦ Materials for Map Quiz
- ♦ Materials for Encounter Project
- ♦ Materials for Final Examination

Student Learning Goals ♦ In addition to thematic concerns listed in the course description and schedule, this course addresses four categories (“markers”) of learning goals necessary to satisfy General Education requirements at this university: GHP, GN, GPM, and IGS. Each category is listed below with (a) a short description placing the marker in the context of this course and (b) a list of learning objectives.

Historical Perspectives (GHP)

Interpret the Pacific World using historical thinking and methods.

LG1: Use evidence to interpret the past coherently, orally, and/or in writing.

LG3: Use a historical approach to analyze and contextualize primary sources and secondary sources representing divergent perspectives.

Global Non-Western (GN)

Assess the encounters and interaction of cultures throughout the Pacific World.

LG1: Find, interpret, and evaluate information on diverse cultures.

LG3: Describe interconnections among regions of the world (focus on Asia, Latin America, Pacific Islands, and Indigenous Peoples).

LG5: Use diverse cultural frames of reference and alternative perspectives to analyze issues.

Historical Perspectives on Western Culture—Premodern (GPM)

Evaluate the roles of Western science, commerce, and colonization in the Pacific World.

LG1: Find, interpret, and evaluate information on Western exploration of the Pacific.

LG2: Assess the role of the Pacific World in shaping new perspectives in the sciences.

LG3: Use a historical approach to analyze and contextualize sources representing Western interaction with the peoples, places, and natural resources of the Pacific World.

International and Global Studies (IGS)

Situate the Pacific World with respect to global geopolitics, economics, and migrations.

LG3: Assess the role of economics, commodities, and trade upon globalization.

LG5: Use multiple frames of reference to analyze encounters between Western and Non-Western regions of the world (focus on Asia, Latin America, Pacific Islands, and Indigenous Peoples)

Assignments and Evaluations ♦ This course evaluates students on the successful integration of lecture content, primary sources, and secondary sources. Broad categories of assessment are weighted in the following manner:

- ♦ **PARTICIPATION:** Classroom participation (discussion of primary sources, secondary sources, and artifacts) is crucial to a meaningful student experience. Students are warmly encouraged to express intellectual curiosity and to propose creative interpretations. Students will lead discussion of daily readings on a rotating basis. Furthermore, each student is expected to contribute in a substantive manner during every class meeting. The professor will assess student participation on a rubric, ranging from a score of 1 (poor) to 5 (excellent), during each class meeting.

25%
Participation

- ♦ **QUIZZES:** Throughout the semester, students will complete several quizzes concerning lecture content and readings. The professor will administer quizzes on a spontaneous basis, without prior warning. In addition, each student *must* complete a map quiz with a score of 70% or better in order to complete the course. Quiz scores average across this category.

25%
Quizzes

- ♦ **ENCOUNTER PROJECT:** Students will complete a project assessing the immediate and long-term implications of encounters between native peoples of the Pacific World and Europeans or Americans. Students will select and synthesize appropriate primary and secondary sources in order to craft a nuanced interpretation of an encounter. The project includes four written stages: topic proposal (5%), primary and secondary sources (10%), first draft (10%), and final draft (replaces grade on first draft). Assessment areas: ideas, sources, writing, and historical thinking. Revisions permitted in stages 1-3.

25%
**Encounter
Project
(4 Stages)**

- ♦ **FINAL EXAMINATION:** Students will complete a final examination on one of two questions (student choice). The examination is given in take-home format, with all course materials available as sources for preparing an answer (outside materials not permitted).

25%
**Final
Examination**

Grading Scale

A+: 99-100	A: 93-98	A-: 90-92
B+: 87-89	B: 83-86	B-: 80-82
C+: 77-79	C: 73-76	C-: 70-72
D+: 67-69	D: 63-66	D-: 60-62
	F: 59 and lower	

☯ Course Policies ☯

Attendance Policy ♦ Students each receive two “free” absences (no documentation or other excuses are required *or* desired). For each additional absence, your final grade in this course will be reduced by 5 points, on 100-point scale. The professor may grant a “free” absence for legitimate academic or athletic activities, but scheduled work must *still* be completed on time.

Late Assignments & Make-Up Examinations ♦ Late assignments will not be accepted—no exceptions. If for any reason you cannot submit an assignment on the scheduled date, you must contact the professor *more than 48 hours prior to* the due date in order to request an alternate date. Requests for a make-up examination must be submitted to the professor *one week prior* to the regular exam date. All requests must be submitted by email.

Incomplete Grades ♦ Incompletes will not be granted as final grades for this course, except in the most dire, unavoidable, and tragic circumstances. Consideration will furthermore be based upon the future schedule or availability of the professor, and student documentation of the situation is required.

Accommodations for Americans with Disabilities Act ♦ UNCG complies with the Americans with Disabilities Act by providing a process for disclosing disabilities and arranging for reasonable accommodations (examples: tutors, service animals, testing accommodations, interpreters, testing, devices, etc.). In order to register for accommodations, please visit the Office of Disability Services (<http://ods.uncg.edu/>).

Courtesy ♦ Students are expected to maintain a high level of courtesy toward the instructor and other students. Cell phones or other devices that make noise *must* be *silenced* before entering the classroom. During discussion, positive and respectful discourse with all individuals is expected. Students are allowed to use computers during class for purposes of taking notes, accessing Canvas, and other appropriate academic purposes. Persons using computers are asked to sit in the rear third of the classroom in order to avoid distracting other students. The professor will occasionally request that the entire class activate or deactivate electronic devices, according to course activities.

Writing and Citations ♦ Your assignments should be always based on your own ideas and written in your own words. When referencing or quoting from a source, you must *properly* cite that source using Chicago Style (http://www.chicagomanualofstyle.org/tools_citationguide.html). Failure to properly attribute your work is ALWAYS considered plagiarism.

Class Notes and Materials ♦ Selling class notes for commercial gain, or purchasing such class notes in this or any other course at UNCG, is a violation of the university’s copyright policy and of the Student Code of Conduct. Sharing notes for studying purposes, or borrowing notes to make up for absences, without commercial gain, are not violations

Academic Integrity ♦ Students are expected to read, understand and adhere to the UNCG Student Code of Conduct (<http://academicintegrity.uncg.edu/complete/>). The standards address cheating, plagiarism, falsification, and other forms of academic dishonesty. **IGNORANCE IS NO EXCUSE!** The professor will report all violations of the Student Code of Conduct to the Dean of Students. Furthermore, violations will result in penalties *up to*, and *including*, an automatic grade of “F” for the course.

Course Schedule

Topics marked with asterisk (*) will be removed in the event of cancellation of classes due to weather or other unforeseen circumstances: *Koxinga the Pirate* (8 Mar) and *Models of Civilized Society* (19 Apr). The professor will announce changes to the course schedule by email.

Unit 1: The Pacific World

- W 18 JAN COURSE INTRODUCTION
Syllabus, Goals, and Concepts
- M 23 JAN PACIFIC ROUNDABOUT
The Geography and Idea of the “Pacific World”
📖 Katrina Gulliver, “Finding the Pacific World”



Unit 2: Peopling the Pacific

- W 25 JAN NEW AND VANISHED LANDS
Paths to Human Settlement of the Pacific
📖 Ben Finney, “The Other One-Third of the Globe”
- M 30 JAN ROAD OF THE WINDS
Navigating the Ocean Hemisphere
📖 Colin Richards, “The Substance of Polynesian Voyaging”
♦ Pacific World Map Quiz



Unit 3: Island Cultures

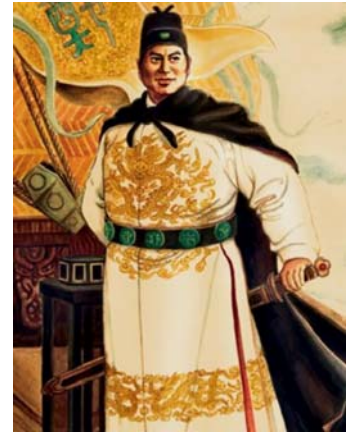
- W 1 FEB GUIDED BY THE SOUTHERN CROSS
Cultures of the Polynesian Triangle
📖 James Belich, “Rise of the Tribes”
- M 6 FEB IRON BOUND COAST
Cultures of Northwest America
📖 Michael Harkin, “Whales, Chiefs, and Giants: An Exploration into Nuu-Chah-Nulth Political Thought”



Unit 4: Exploration

W 8 FEB BLUE CHINA
Admiral Zheng He and Chinese Sea Power
📖 Louise Levathes, “The Treasure Fleet”

M 13 FEB CIRCUMNAVIGATION
Magellan’s Voyage into the Unknown
📖 Lawrence Bergreen, “A Vanished Empire”
♦ Encounter Project 1: Topic Proposal



Unit 5: The Spanish Lake

W 15 FEB MEXICO AND PERU
Spain’s Empire on the South Seas
📖 Edward Slack, “The Chinos of New Spain: A Corrective Lens for a Distorted Image”

M 20 FEB THE SILVER TRADE
Philippines and the Manila Galleon
📖 John Wills, “The Empire of Silver”



Unit 6: Navigation

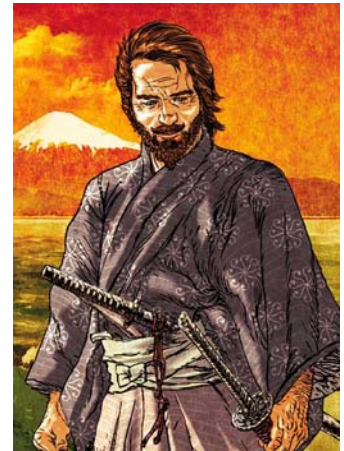
W 22 FEB THE ART OF SAILING
Crew, Vessel, and Instrumentation
📖 William and Merri Carter, “The Age of Sail: A Time When the Fortunes of Nations and Lives of Seamen Literally Turned with the Winds Their Ships Encountered at Sea”

M 27 FEB THE EXPERIENCE OF SAILING
Society in the Wooden World
📖 C.C. Lloyd, “The Conquest of Scurvy”



Unit 7: East Meets West

- W 1 MAR AD MAIOREM DEI GLORIAM
Matteo Ricci and the Jesuit Mission to China
📖 Yu Liu, “The Intricacies of Accommodation: The Proselytizing Strategy of Matteo Ricci”
- M 6 MAR NO PROFIT WITHOUT POWER
Dutch and English Merchants in Japan
📖 Ilza Veith, “Englishman or Samurai: The Story of Will Adams”
♦ Encounter Project 2: Primary and Secondary Sources



Unit 8: Between Land and Sea

- W 8 MAR KOXINGA THE PIRATE*
Colonial Conflict on Formosa
📖 Tonio Andrade, “A Chinese Farmer, Two African Boys, and a Warlord”
- F 10 MAR *Last day to withdraw from a course without receiving a WF (Withdraw Failing) grade.*
- 11-19 MAR *Spring Break*
- M 20 MAR GOING NATIVE
Beachcombers and Castaways
📖 Tim Severin, “Marooned: The Metamorphosis of Alexander Selkirk”



Unit 9: Captain Cook

- W 22 MAR SCIENTIFIC NAVIGATION
The Transit of Venus and Terra Australis Incognita
📖 John Gascoigne, “Cook, the Sea, and Culture Contact in the Pacific”
- M 27 MAR CHARTING THE PACIFIC
The Northwest Passage and Sandwich Islands
📖 Scott Ashley, “How Navigators Think: The Death of Captain Cook Revisited”



Unit 10: Mar Columbiana

W 29 MAR COLUMBIA AT SEA
Sea Otters and the Golden Round
📖 Valerie Mathes, “Wickaninnish, a Clayoquot Chief, as Recorded by Early Travelers”

M 3 APR THE BATTLE FOR OWYHEE
Kamehameha, Proxy War, and Hawaiian Unification
📖 Peter Mills, “Neo in Oceania: Foreign Vessels Owned by Hawaiian Chiefs before 1830”



Unit 11: Colonization

W 5 APR THE FATAL SHORE
Convicts, Transportation, and New South Wales
📖 Alan Frost, “‘As it Were Another America’: English Ideas of the First Settlement in New South Wales at the End of the Eighteenth Century”
♦ Encounter Project 3: First Draft

M 10 APR INVASION AT AOTEAROA
The British Subversion of New Zealand
📖 Christina Thompson: “A Dangerous People Whose Only Occupation is War: Maori and Pakeha in 19th-Century New Zealand”

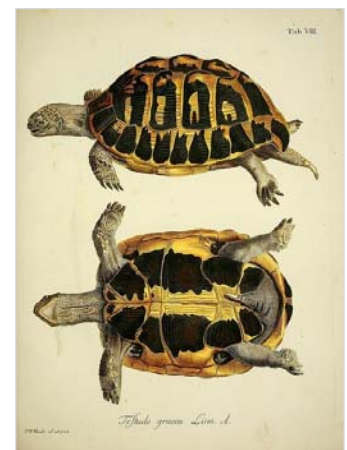


Unit 12: Ecology

W 12 APR LEVIATHAN
Industrialization and the Whaleship
📖 David Igler, “The Great Hunt”

F 14 APR *Spring Holiday*

M 17 APR VOYAGE OF THE BEAGLE
Natural History in the Pacific
📖 William Howarth, “Darwin and Melville in the Galapagos”



Unit 13: Cosmopolitans

- W 19 APR MODELS OF CIVILIZED SOCIETY*
Missionaries and Entrepreneurs
📖 Nicholas Thomas, “A Plan of Great Extent and Importance”
- M 24 APR NOTHING BUT MONEY
Canton and the Opium War
📖 Matt Matsuda, “The World that Canton Made”



Unit 14: Reflections

- W 26 APR WINDOW ON THE WEST
Shanghai and the International Settlement
📖 Jeremy Taylor, “The Bund: Littoral Space of Empire in the Treaty Ports of East Asia”
- M 1 MAY GOLDEN GATE
San Francisco and Chinatown
📖 Charles Lockwood, “Tourists in Gold Rush San Francisco”
♦ Encounter Project 4: Final Draft
- W 3 MAY *Reading Day*
- M 8 MAY ♦ Final Examination Due

