Seafaring is among the most complex and labor-intensive of all human endeavors, and those who follow the sea must adapt to a life of privation and mortal peril. The era between 1450 and 1950 saw the expansion of seafaring to a worldwide scale. This seminar-format course draws upon primary documents, archaeological evidence, contemporary images, and scholarly studies (and, in three instances, 20th-century cinematic interpretations of seafaring life) to investigate the mariners who sailed the ships: their origins, work routines, living conditions, common attitudes, and varied experiences. The course will also seek to identify broader trends in maritime communities and global seafaring in the early-modern era.

Week 1. **Introduction to Seafaring Life and Maritime Communities.**
1. Objectives, course requirements, assignment of seminar topics. [Crisman]
2. **Special Feature:** *BATTLESHIP POTEMKIN* (or, Abused Russian sailors lead a proletarian revolt; 1925, 67 minutes).

Week 2. **Profiling a Profession: Group Identity, Origins, Gender, Class and Race of Seafaring Populations.**
Week 3. **Shipboard Hierarchy, Living Quarters, and Work Routines.**
1. Patterns of Shipboard Hierarchy, Occupational Organization, and Discipline in the early-Modern Era.
2. Divisions of Shipboard Living and Working Space as Seen in the Documentary and Archaeological Record. [Crisman]
3. “Stamp the Capstan ‘Round”: Daily Work Routines on Sailing Ships (presentation to include discussion of music as a tool for synchronizing group labor).

Week 4. **The Diet and Health of the Sailor.**
1. Scourge of Sailors: The Causes and Treatments of Scurvy, Yellow Jack and Other Common Diseases or Injuries of Mariners.
2. Pipe All Hands to Dinner: Archaeological and Documentary Evidence of the Shipboard Diet: Storage, Preparation and Consumption of Food.

Week 5. **Deprivation and Sensuality, Life and Death.**
1. Sing Ho! for the Pipe and Bowl: The Sailor’s Shipboard Diversions and Comforts.
2. “A Trip Ashore, He Does Adore”: Interactions Between Sailors and Shore-Side Communities.

Week 6. **To the Ends of the Earth: European Mariners of the 15th-17th Centuries.**
2. Evidence of Crew and Passenger Life from VOC Shipwrecks.

Week 7. **Special Feature:** *CAPTAIN BLOOD* (or, Pirate life as it should have been, with Errol Flynn and Olivia de Haviland; 1935, 119 minutes).

Week 8. **Bloodthirsty Pirate, Menial Laborer, Noble Proletariat.**
2. MUTINY!: Famous Incidents from the Early-Modern Era.
3. Gentle Lad, Merry Mischief-Maker, Sage Observer, Drunkard, Buffoon and Brawler: Contemporary Images of the Sailor. [Crisman]

Week 9. **Jack Tar the Seagoing Warrior: Naval Life in the Age of Sail.**
2. Rolling Out the Upper Crust: The Royal and U.S. Navy Officer Corps.
Week 10.  **The Sea Harvesters: Fishermen and Whalers.**
1. Fishermen and Fishing Communities in the 18th and 19th Centuries.
3. Occupational Therapy: Arts and Handicrafts of the Sailor.

2. Mirror of the Times: Work, Race, Class, and Gender on North American Lake and River Steamboats. [Crisman]

Week 12.  **New Technologies, Booming Times: Seafaring in the 19th Century (pt. II).**
1. “O Tale of Woe!”: The Influence of Fatal Steamboat Accidents on American Travel, Politics, and Society. [Crisman]
2. Engineers, Stokers and Sailors in the New Age of Steam, Iron, and Coal.
3. Temporary Mariners: The Varied Experiences of 19th-Century Trans-Atlantic Passengers.

Week 13.  **Seafaring Experience in the First Half of the 20th Century.**
1. A New Breed of Sub-Seafarers: Submariners in Two World Wars.
2. **Special Feature:** *The Cruel Sea* (based on the novel by Nicholas Monserrat, who served on R.N. corvettes during World War II; 1953, 121 minutes).
Anthropology 603
Course Requirements

1) Seminar Presentations and Discussions (40% and 10%, respectively, of final grade)

During the semester each student will be assigned several seminar topics to research and present in class (there are 30 seminar topics available; the number you are assigned will depend upon the size of the class). Presentations should be about 40-45 minutes in length, followed by 10 minutes of questions and discussion. Prepare and distribute a bibliography of the sources consulted for your seminar presentation (make sure it has the presentation title, your name, and that the professor gets a copy). Use of visual and auditory aids such as Powerpoint™ projections, photocopied handouts, chalkboard illustrations, slides, musical selections, and interpretive dances is strongly encouraged. A concertina is available for sea shanty singers.

Seminar presentations will be graded on the basis of their thoroughness, organization, and clarity, as well as their inclusion of illustrations and maps, and the distribution of a bibliography of sources consulted in preparing the presentation.

Attendance of all classes and active participation in discussions are strongly encouraged. Chronic unexcused absences will result in a lower grade.

2) Project 1. Read and review of a primary account of seafaring life. (10% of final grade)

Select an original journal or memoir describing a voyage, a series of voyages, or a career at sea (see the Hakluyt Society publications for examples). Your selection must be approved by Dr. Crisman beforehand. Prepare a 6 to 8 page review (plus citations and bibliography) that provides a brief historical context for the account and summarizes the book’s contents, highlighting references to seafaring life and maritime communities. This might include, but does not have to be limited to, the seminar themes listed in your syllabus. What does this account tell us about contemporary maritime society, shipboard life, routines, and material culture? What is the writer’s viewpoint – officer, ordinary sailor, or passenger? What motivated the author to write this account? How reliable does it appear to be? And, how useful is it likely to be for nautical archaeologists?

Be scholarly and informative, yet succinct. Reference specific pages in your text. Maps or tables summarizing voyages, vessel types, duties, or other types of data are welcome. Be sure to follow my ‘Guidelines for Term Papers’. Begin looking for your book Week 1. Complete selection and approval by Week 3 (September 9). Review due by 5 p.m. on Monday, October 21, 2019. Late papers will receive a lower grade.
3) Project 2. The term paper. (40% of final grade)

Research, write, edit, and submit a professional, publishable-quality term paper on a subject that relates to seafaring life and maritime communities between 1450 and 1950. 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 separate 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 by class time on Monday, September 23, 2019.

The term paper text can be no longer than 20 pages (12-point font, double spaced); citations, bibliography, illustrations, and appendices do not count as the 20 pages. The paper should adhere to the requirements and recommendations provided in my “Guidelines for Writing Your Term Paper” handout. The paper is to be submitted on or before 5 p.m., Thursday, December 5, 2019. Submitting your paper after this date, unless you have a truly compelling excuse for the delay, will 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.

• 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 Fall, 2019 grades (December 16); 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 by December, 2019 (for job or graduate school applications, for example), please let me know when you submit the paper for grading.
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. The telephone number is 845-1637.

Academic Integrity Statement:
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Any questions about this?
See the Student Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor

Diversity in the Anthropology Classroom
Respect for cultural and human biological diversity are core concepts of Anthropology. Anthropological research provides perspectives and data that can be used to examine many current social issues that may be appropriate to discuss in this class. Students and faculty should expect to both defend and critique diverse points of view in a respectful manner. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. There is no justification for discrimination or hateful speech or behavior in any form. The Anthropology Department supports the Texas A&M University commitment to diversity, and welcomes all individuals regardless of all age, background, citizenship, disability, education, ethnicity, family status, gender, gender identity, geographical origin, language, military experience, political view, race, religion, sexual orientation, socioeconomic status, and work experience (See http://diversity.tamu.edu/).

Title IX and Statement on Limits to Confidentiality
Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student records and policies laws, University employees – including instructors – cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counselling Service (https://scs.tamu.edu).

Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.