

GEOG 129: OCEAN WORLDS
MW 1:30-3:00 PM. 575 McCone Hall

Instructor: Professor Sharad Chari, 543 McCone Hall, Department of Geography.

Office hours: Mon/ Wed 3:00-4:30pm, or by appointment, at 543 McCone: [sign-up](#).

Course Description

While oceans comprise about 71% of the surface of our planet, our imaginations of the world remain land-locked in continental and national frameworks. This course turns to oceanic connections, movements, livelihoods, developments and imaginations, to rethink our modern and oceanic world. We read the great oceanic novel *Moby Dick*, as we engage a range of oceanic themes, including exploration and imperial sovereignty over the seas; far-flung diasporas across the Atlantic and Indian Ocean; the motley and riotous Trans-Atlantic world of seafarers, pirates, slaves and revolutionaries; the making of a global system of indentured labor; 'blackbirding' and whiteness across the imperial Pacific; island nations cast adrift by continental histories; Caribbean thinkers who help us see the world through oceanic interconnections; island prisons and forced movements of convicts, refugees and workers; transformations of ports and shipping in an age of containerization, logistics and the industrial ocean; oceanic trash and precarious livelihoods; fantasy islands and tourist paradises alongside dying coral reefs; and other themes. We explore oceanic processes and developments, and an oceanic way of thinking, to imagine the world differently, and to imagine a different world.

Course Objectives

To gain an understanding of oceanic connections in the making of the modern world; of differences between the human geographies of different oceans; of key global events such as the rise of capitalism, slavery, revolution and global production through oceanic processes; of botanical and human intermixing across the seas; of maritime livelihoods; of dockworker struggles, containerization and global production; and of our fragile world as seen from the seas. Students will develop skills in writing, reading, critique and communication. This year, Geog 129 is an 'Art of Writing' course supported by the Townsend Center, which involves building writing skills through a combination of in-class writing, sharing of written work in class, submission of writing at various moments, and the writing of a final short critical non-fiction essay on an oceanic theme, which will be workshopped in class and produced as a course book.

COURSE OVERVIEW

Week 1 – Introduction: An Oceanic Way of Seeing
Week 2 – Thinking with the Ocean: *Moby Dick* and the World's Many Seas
Week 3 – The Mediterranean and Oceania
Week 4 – The Revolutionary and Fugitive Atlantic
Week 5 – The Indian Ocean: Labor, Conscription, Colonialism
Week 6 – Botanical Imperialism
Week 7 – Indenture and Racial Capitalism after the Abolition of the Slave Trade
Week 8 – Imperial Intimacies and Creole Islands
Week 9 – Maritime Livelihoods and Struggles
Week 10 – The Box, Logistics and the Industrial Ocean
Week 11 – Research/Writing Week: Work on papers.
Weeks 12/13 – Writing Workshops
Week 14 – Two Islands and a Bay: Loss, and the Future
Week 15 – Conclusion: Fragile Seas and Oceanic Hopes

CLASS STRUCTURE

The class uses a combination of lectures and seminar formats. Each week will include lectures on the week's theme, seminar discussion about the week's readings, discussion of *Moby-Dick* as we read chapters, and in-class writing and presentation.

For seminars, the class will recombine into small discussion groups. Discussions will begin with students from a 'lead group' for the week posing discussion questions carefully crafted to help us understand the readings in three important ways. The questions should get us to understand (1) the main argument in the readings, (2) the evidence provided, and (3) it should help us evaluate how the evidence fits with the argument, and how we might think beyond the reading. These are the three elements of critical reading. We aim to do this with every assigned reading.

Another group will lead discussion on what is happening with the Pequod that week, also by asking questions to everyone.

GRADES. Completion of all four components below is necessary to pass this course:

ATTENDANCE (10% of final grade)

DISCUSSION (30% of final grade) – Each individual in the lead group has to come up with a discussion question that helps the class with the three aspects of critical reading above. Each group leads discussion of readings twice over the semester (10% x 2) and also leads discussion on *Moby-Dick* twice.

SHORT WRITTEN ASSIGNMENTS (30% of final grade) – Five 2 page mini-essays responding to questions, **due dates announced in class**. These are short creative non-fiction essays, 2 pages each (double-spaced throughout, 12-point font, 1 in margins.)

FINAL SHORT ESSAY (30% of final grade) – 5-6 pages (single-spaced, 11 point Calibri font, 1 inch margins) paper, including in your lay-out, if you wish, images that help convey the oceanic space, theme or object of your choice. **Due Nov 11** and revised by **Nov 25 noon**.

GRADING SCALE

| | | | |
|----------------|----------------|----------------|----------------|
| 97.5 – 100 A+ | 87.5 – 89.5 B+ | 77.5 – 79.5 C+ | 67.5 – 69.5 D+ |
| 92.5 – 97.5 A | 82.5 – 87.5 B | 72.5 – 77.5 C | 59.5 – 67.5 D |
| 89.5 – 92.5 A- | 79.5 – 82.5 B- | 69.5 – 72.5 C- | < 59.5 F |

LATE WORK

There are no late submissions or extensions without documented medical or family emergency. In extraordinary circumstances, extensions may be arranged ahead of time. No extensions will be granted within 24 hours of the due date.

ACADEMIC INTEGRITY

Any test, paper, report or homework submitted under your name is presumed to be your own original work that has not been submitted for credit in another course. All words and ideas written by other people must be properly attributed: fully identified as to source and the extent of your use of their work. Cheating, plagiarism, and other academic misconduct will result in a failing grade on the assignment, paper, quiz, or exam in question and will be reported to Student Judicial Affairs. This can be catastrophic, so please take this very seriously and attribute all sources, putting all text in your own words.

CITATION FORMAT

All written work should use the Chicago Manual of Style author-date format with a complete bibliography at the end. 5 points will be deducted from any submission that lacks proper citation and a bibliography. A complete guide is available here:

http://www.chicagomanualofstyle.org/tools_citationguide.html

STUDENT RESOURCES

Being a student at Berkeley can be highly rewarding experience, and there are different kinds of support to ensure this, whether through tutoring, advice on writing, support for the differently-abled, or services to help deal with pressures, stresses and personal difficulties that interrupt academic life. If you need help determining what kind of support you might need, email your professors or GSIs, come to office hours or speak to them after class, or speak to the Student Academic Advisor in Geography, [Sarah Varner](#). We are here to help you learn and flourish in this environment, so if you are having difficulties, please feel free to reach out. Please note that depending upon what you are going through, we may need to pass on the information to those suited to help you.

Berkeley Student Learning Center offers peer tutoring, writing support, and other academic resources: [Link](#)

Disabled Students' Program provides a wide range of resources to ensure equal access to educational opportunities, including advising, diagnostics, note-taking services, and academic accommodations: [Link](#)

Tang Center Services offers short and long-term counseling services to assist students with concerns including academic success, life management, career and life planning, and personal development: [Link](#)

The PATH to Care Center provides affirming, empowering, and confidential support for survivors and those who have experienced gendered violence, including: sexual harassment, dating and intimate partner violence, sexual assault, stalking, and sexual exploitation. Confidential advocates bring a non-judgmental, caring approach to exploring all options, rights, and resources. [Link](#)

TECHNOLOGY: No Robots

No cell phone use at all – not for texting or taking notes: nothing. If you need to use your phone, please take it outside; otherwise it stays in your bag on silent. No laptop use either, except for special needs. Research shows that notetaking by hand is much more effective. I understand the preference for using a laptop for notetaking, but the temptation to get on the internet during class is too great, and is a distraction for yourself and for others around you. Think of this classroom as a break from relentless connectivity, a sailboat of reflection in the world ocean.

COURSE READINGS

This is a reading and writing-intensive course. Required readings (articles) will be online on bcourses and in a course reader from Krishna Copy at 2001 University Ave, Berkeley. Further readings will be on bcourses, and may be useful for your final papers.

The required book is Herman Melville 2007 [1851] *Moby Dick*, London, Vintage Books. This edition has been ordered at the book store; this and other editions are available through independent book shops in Berkeley and surrounding areas.

Each week, you will have about 50 pages of *Moby Dick* to read in parallel, and you can enjoy listening to it being read to you through the [Moby-Dick Big Read](#).

I recommend reading alongside, taking note of themes that connect to course readings or to the topic you will be writing about. **Pace yourself in a regular reading schedule as we follow the voyage of the *Pequod* and its motley crew across our oceanic planet.**

BACKGROUND READING

There is a vast literature about oceans, islands, fishing communities, sailors, slaves, and mariners on the high seas, including classic works by Joseph Conrad, Herman Melville, Richard Henry Dana and Jules Verne; Abdulrazak Gurnah and Amitav Ghosh on different ends of the Indian Ocean; Toni Morrison, Derek Walcott, Patrick Chamoiseau and Jane Rhys on the 'Black Atlantic' and the Caribbean; Daren Kamali, Albert Wendt, Tusiata Avia and other writers of Oceania and the Pacific. Derek Walcott is the most important poets of the submerged ruins of the slave trade. Allan Sekula spent his last years photographing oceanic worlds. We'll look at some of his work at the end of this course.

COURSE OUTLINE

WEEK 1 – INTRODUCTION: AN OCEANIC WAY OF SEEING

Aug 28: INTRODUCTION: Why Think Oceanically on an Oceanic Planet?

What does it mean to think of our contemporary world from the oceans? First of all, the oceans demand that we begin with multiple origins, from multiple seas. We will try to make sense of an oceanic way of thinking of the entanglements and encounters of people and other living and non-living things, energy flows, movements of the powerful (of capital, states and empires) and the hopes and dreams ordinary people. An oceanic way of seeing allows us to see ourselves as part of a planet in flux. We will also start reading Herman Melville's great oceanic novel, *Moby-Dick*. This is also a writing course, and you'll have an opportunity to deepen the ideas and impressions that you associate with the ocean, with waves, currents, islands, beaches, the oceanic depths or surfaces of interconnection. We'll begin in class by looking at a couple of forms of oceanic writing, and you will begin experimenting with oceanic form throughout this course.

Required Reading:

Joseph Conrad. 1926. "Ocean Travel" in *Last Essays*. London: J.M. Dent & Sons, 53-8.

David Foster Wallace. 1996. "Shipping Out: On the (nearly lethal) comforts of a luxury cruise." *Harpers Magazine*. January, Folio, pp. 33-56.

Further Reading:

Alain Corbin. 1994. "Inventing the Beach" in *The Lure of the Sea: The Discovery of the Seaside in the Western World, 1750-1840*. Berkeley and Los Angeles: University of California Press, pp. 250-281.

Writing Assignment 1: Pick an oceanic region or object. What does it look and feel like to travel through this region or with this object. Be imaginative. Finish at home.

WEEK 2 – THINKING WITH THE OCEAN

Sept 4: Thinking with *Moby Dick*: Capital, Empire, Energy, Humanity

"Thar she blows!" Having begun reading *Moby Dick*, and of the insights it offers, also through CLR James' reading of the text. What might we make of the seemingly maniacal, autocrat captain of a ship, the Pequod, its motley crew, and the protagonist, Ishmael,

who veers between falling into Captain Ahab's frenzied search for a specific great white whale, while also at other times making cause with his shipmates? What *is* the white whale itself? And what does Ahab's reckless attachment to it mean? Why has the book had such enduring value, and what lessons might it offer us as we embark on our own voyage, a human geography of ocean worlds? We think about the many seas, their histories and their interconnections, as we begin our own voyage this semester.

Required Reading:

John Mack. 2013. "Different Seas?" in *The Sea: A Cultural History*, London: Reaktion Books, pp. 36-71

Philip Hoare. 2019. "Subversive, queer and terrifyingly relevant: six reasons why Moby-Dick is the novel for our times." in *The Guardian*, July 30: online [here](#)

Moby Dick, Chapters 1-9 (I-IX), pp. 1-54. (2hrs listening with the [Moby Dick Big Read](#))

Further reading:

Martin Lewis (1999) "Dividing the Ocean Sea" in *The Geographical Review*, 82, 2, 188-214.

WEEK 3 – OCEANIC HISTORIES AND GEOGRAPHIES: MEDITERRANEAN & OCEANIA

Sept 9 and 11: From Braudel's Mediterranean to Oceania

Fernand Braudel's massive history of the Mediterranean is interesting from a geographical perspective, because it pays attention how the physical environment shapes human action. Braudel's incredibly ambitious project emphasizes big-picture synthesis as well as regional differences. Damon Salesa's short piece, on the islands of Oceania, argues that some oceanic histories are routinely forgotten, unlike the Mediterranean. In further reading, Marcus Rediker argues for a 'people's history of the sea' and Steinberg tries to get at what the ocean meant for 'pre-modern' societies.

Required Reading:

Fernand Braudel. 1995 [1973]. "Mainland Coastlines," "The Islands" (selection) and "The Atlantic Ocean" in *The Mediterranean and the Mediterranean World in the Age of Philip II*. Vol I. Berkeley and Los Angeles: University of California Press, pp. 138-158, 224-230.

Damon Iarema Salesa. 2012. "The World from Oceania." In Northrop, Douglas ed. *A Companion to World History*. Wiley-Blackwell.

Moby Dick, Chapters 10-19 (X-XIX), pp. 54-105.

Further Reading:

Marcus Rediker. 2004. "Toward a people's history of the sea." In *Maritime Empires: British Imperial Maritime Trade in the Nineteenth Century*, edited by David Killingray, Lincoln, Margarette and Nigel Rigby, 195-206. Woodbridge: The Boydell Press

Philip Steinberg. 2001. "Ocean-space in non-modern societies" in *The Social Construction of the Ocean*. Cambridge: Cambridge University Press, pp. 39-67.

Writing Assignment 2: How do you think of the oceanic history of the region or object you are interested in? How accessible or knowable is it? How is it known, or unknown?

WEEK 4 – THE VIOLENT, REVOLUTIONARY AND FUGITIVE ATLANTIC

Sept 16 and 18: Trans-Atlantic Capitalism, Revolution and Fugitive Dreams

The North Atlantic was key to making the modern world. Linebaugh and Rediker's classic shows how Europeans imagined the capitalist system while it was still in formation by turning to antiquity, to the myth of Hercules vanquishing the many-headed hydra. The monstrous 'hydra' are the many threats to capitalism created by the system itself. Linebaugh and Rediker argue that the revolutions across the Atlantic were linked by rebellious people who would later be divided by race and nation. They also argue that when seafarers took over pirate ships, they instituted a new kind of democratic order. The Atlantic was also the site of the dreaded Middle Passage; slave ships were literally factories of terror, as Rediker writes. Former slaves also emerged from incredible dehumanization to become intellectuals like Olaudah Equiano. Saidiya Hartman retraces the journey from Ghana in a memoir that points to the idea of 'fugitivity,' the escape of that part of life that could never be stolen. The idea of the fugitive or maroon is central to powerful works of fiction like Toni Morrison's *Beloved*.

Required Reading:

Peter Linebaugh and Marcus Rediker. 2000. Introduction and "Chapter 5: Hydrarchy: Sailors, Pirates and the Maritime State" in *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*. Boston: Beacon Press, pp. 1-7 & 143-173.

Marcus Rediker. 2008. "History from below the water line: Sharks and the Atlantic slave trade." In *Atlantic Studies*, 5, 2: 285-297

Saidiya Hartman. 2007. "Prologue: The Path of Strangers" from *Lose Your Mother: A Journey Along the Atlantic Slave Route*. New York: Farrar, Straus and Giroux, pp 3-18.

Moby Dick, Chapters 20-32 (XX-XXXII), pp. 105-159.

Further Reading:

Kevin Dawson (2009) "Swimming, Surfing and Underwater Diving in the Early Modern Atlantic Africa and the African Diaspora." In Carina Ray and Jeremy Rich eds. "Navigating African Maritime History," *Research in Maritime History* 41, pp. 81-116.

Marcus Rediker 2007. *The Slave Ship: A Human History*. London: John Murray.

Olaudah Equiano (2001 [1794]) *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavas Vassa, the African, Written by Himself*. New York and London: W.W. Norton.

WEEK 5 – THE INDIAN OCEAN

Sept 23 and 25: The Indian Ocean as an Old/New Sea

We turn next to the Indian Ocean, beginning with Zanzibari Abdul Sheriff's work on whether this ocean can be likened to Braudel's Mediterranean. Jon Hyslop's piece turns to the rise of steamships in the 19th century, which brought African and Asian workers onto British merchant ships, to face hostility from British seafarers who feared the entry of cheap labor into their workplaces. In further readings, Lakshmi Subramaniam and Sugata Bose point to long-standing circuits of trade and commodities in the Indian Ocean. Lauren Benton returns to piracy between competing empires, including expanding, maritime European colonialisms but also the powerful, land-centric Mughal Empire in South Asia, which left its mark on power over the seas.

Required Reading:

Abdul Sheriff. 2014. "Globalisation with a Difference." In Abdul Sheriff and Enseng Ho eds. *The Indian Ocean: Oceanic Connections and the Creation of New Societies*. London: Hurst, pp.11-41.

Jonathan Hyslop. 2009. "Steamship Empire: African, Asian and British Sailors in the Merchant Marine c.1880-1940", *Journal of Asian and African Studies*, 44:1, 49-68.

Moby Dick, Chapters 33-41 (XXIII-XLI), pp. 159-206.

Further Reading:

Lakshmi Subramanian (2010) "Commerce, Circulation and Consumption: Indian Ocean Communities in Historical Perspective." In Jamal, Ashraf and Shanti Moorthy eds. *Indian Ocean Studies*. London: Routledge, pp. 136-157.

Sugata Bose (2006), "Flows of Capitalists, Labourers and Commodities" in the History of Globalization" in *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Cambridge: Harvard University Press, pp. 72-121.

Lauren Benton (2009) *A Search for Sovereignty: Law and Geography in European Empires*. Cambridge: Cambridge University Press, pp. 162-6, 208-221.

Writing Assignment 3: What are some of the puzzles, paradoxes or secrets that are part of the oceanic history of the region or object you are interested in? Feel free to experiment in the form of your answer.

WEEK 6 – BOTANICAL COLONIALISM

Sept 30 and Oct 2: Botanic colonialism and Black Diasporic Plant Movement

We turn this week to plant movements, beginning with Richard Grove's account of the oceanic movement of ideas of 'Eden' alongside European colonialism. Islands and botanical gardens were places of invention of environmental thought, partly to deal with the way in which European colonialism also degraded the landscapes it drew into its fold. European botanists would soon come to realize their dependence on indigenous knowledge, but in fact African slaves also transported plants as well as knowledge about agriculture and food to the New World. Judith Carney and Richard Rosomoff have accounted for some of these forgotten geographical histories across the oceans. In further reading, Carney's *Black Rice* rethinks the importance of slave knowledge in the functioning of the plantation systems that dominated their lives.

Required Reading:

Richard Grove. 1995. "Edens, islands and early empires" in *Green Imperialism: Colonial expansion, tropical island Edens and the origins of environmentalism, 1600-1860*. Cambridge: Cambridge University Press, pp. 16-42.

Judith Carney and Richard N. Rosomoff. 2009. "Maroon Subsistence Strategies" and "Botanical Gardens of the Dispossessed" in *In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World*. Berkeley: University of California Press, pp. 80-99, 123-138.

Prof Carney is giving the Carl Sauer Lecture at Berkeley, Oct 23 evening: please attend.

HariPriya Rangan. 2015. "Baobab trees trace the African diaspora across the Indian Ocean" in *The Conversation*, September 20. Online [here](#).

Moby Dick, Chapters 42-50 (XLII-L), pp. 207-258.

Further Reading:

Judith Carney. 2001. Introduction, "Chapter 5: African Rice and the Atlantic World" and "Chapter 6: Legacies" in *Black Rice: The African Origins of Rice Cultivation in the Americas*. Cambridge: Harvard University Press, 1-8 and 142-177.

WEEK 7 – INDENTURE AND RACIAL CAPITALISM AFTER ABOLITION

Oct 7 and 9: Global Indentured Labor, 'Blackbirding' and the 'White Pacific'

The abolition of the Atlantic slave trade did not end the global movement of forced labor across the world's oceans. Debt and other means were used to force people into very arduous conditions of work, particularly through a global system of indentured labor. In the 17th and 18th centuries, indentured workers moved across the Atlantic to European settler colonies; in the 19th and early 20th centuries, a massive Afro-Asian flow of indentured workers was linked to plantation societies across the Indian Ocean, Australasia, the Caribbean, South-East Asia and the South Pacific. In the Pacific, the practice of "blackbirding" in Oceania after the US Civil War linked the end of the slave trade to the emergence of an insular Australian nationalism and the 'White Australia' policy.

Required Reading:

Clare Anderson. 2009. "Convicts and Coolies: Rethinking Indentured Labour in the Nineteenth Century." In *Slavery & Abolition*, 30, 1: 93-109.

Gerald Horne. 2007. "Introduction," "Blackbirding" and "Toward a 'White' Australia" in *White Pacific: U.S. Imperialism and Black Slavery in the South Seas after the Civil War*. Honolulu: University of Hawai'i Press, pp. 1-16, 33-47 and 146-160.

Moby Dick, Chapters 51-58 (LI-LVIII), pp. 258-308.

Further Reading:

Richard B. Allen 2014. "Slaves, Convicts, Abolitionism and the Global Origins of the Post-Emancipation Indentured Labor System." In *Slavery & Abolition*, 35, 2: 328-348.

Uma Kothari. 2013. "Geographies and Histories of Unfreedom: Indentured Labourers and Contract Workers in Mauritius." In *The Journal of Development Studies*, 49, 8: 1042-1057.

Suvendrini Perera. 2009. "Chapter 3: Bodies, Boats, Borderscapes" in *Australia and the Insular Imagination: Beaches, Borders, Boats and Bodies*, New York: Palgrave MacMillan. pp. 53-73.

Writing Assignment 4: Identify oceanic thinkers who have emerged from or in relation to the oceanic region or object you are interested in? What do they have to say, and how do they say it? If the thinkers are silenced in various ways, you might help us understand this as well.

WEEK 8 – CREOLE ISLANDS AS CRUCIBLES OF OCEANIC THOUGHT

Oct 14 and 16: Creole island thinkers

We continue to look at islands as places reshaped by oceanic histories and geographies of labor, race and empire, to become fundamentally mixed or creole sites. Creolization, this process of mixture, has also produced some of our planet's most profound thinkers. We will read the diasporic London-Jamaican thinker Stuart Hall writing about his life, and we will read one of his interlocutors, fellow Caribbean thinker who lived in the US and in London as well, C.L.R. James, who wrote a book about *Moby-Dick* while awaiting the verdict about his potential deportation from the U.S. In further reading, Marina Carter's fascinating interview with Khal Torabully, who came up with the idea of 'coolitude' helps us understand why creolization is so important to island thinking.

Required Reading:

Stuart Hall. 2017. "Thinking the Caribbean: Creolizing Thinking" in *Familiar Stranger: A Life Between Two Islands*. Durham and London: Duke University Press, pp. 61-94.

CLR James. 1985 [1953]. "The Captain and the Crew" and "The Crisis" in *Mariners, Renegades and Castaways: The Story of Herman Melville and the World We Live in*. Lebanon NH: Dartmouth College Press, pp. 3-48.

Moby Dick, Chapters 59-72 (LIX-LXXII), pp. 309-360.

Further Reading:

Marina Carter and Khal Torabully. 2002. Excerpt from *Coolitude: An Anthology of the Indian Labour Diaspora*. London, Anthem Press, pp. 143-213.

Françoise Vergès. 2003. "The island of wandering souls: Processes of creolisation, politics of emancipation and the problematic of absence on Reunion Island." In R. Edmond and V. Smith eds. *Islands in History and Representation*. London: Routledge. pp.162-176.

WEEK 9 – MARITIME LIVELIHOODS

Oct 21 and 23: Smuggling, Trafficking, Illicit Trades

We shift gears to maritime livelihoods, by returning to pirates, but alongside smugglers and traffickers, from the Arabian Sea to South East Asia. We find these 'informal' activities of working-class maritime communities widespread in our contemporary world. We will pay close attention to Tagliacozzo's work in South-East Asia, but think about it in relation to Johan Mathew on trafficking labor in the Arabian Sea. Further reading gets into livelihoods around fishing and their relationship to piracy as well.

Required Reading:

Eric Tagliacozzo. 2005. "The Smuggling of Narcotics and" "Counterfeiters Across the Frontier" in *Secret Trades, Porous Borders: Smuggling and States Along a Southeast Asian Frontier, 1865-1915*. New Haven, CT: Yale University Press, pp. 186-229.

Johan Mathew. 2016. "Trafficking Labor" in *Margins of the Market: Trafficking and Capitalism Across the Arabian Sea*. Oakland, CA: University of California Press, pp. 52-81.

Moby Dick, Chapters 73-84 (LXIII-LXXXIV), pp. 360-411.

Further Reading:

Jatin Dua. 2013. "A Sea of Trade and a Sea of Fish: Piracy and Protection in the Western Indian Ocean" in *Journal of East African Studies*, 7, 2, 353-370.

Ajantha Subramanian. 2009. Chapters 4 and 5 in *Shorelines: Space and Rights in South India*. Stanford: Stanford University Press, pp.143-204.

Becky Mansfield. 2011. "Modern" industrial fisheries and the crisis of overfishing. In Richard Peet, Paul Robbins, and Michael Watts eds. *Global Political Ecology*. London: Routledge. pp. 84-99.

Writing Assignment 5: In what ways is the oceanic history of the region or object you are interested in also a history of labor, work or livelihood? How has this been changed or threatened in recent times? Think imaginatively about this question, especially if the answer is not obvious.

WEEK 10 – DOCKWORKERS, THE BOX, AND THE INDUSTRIAL OCEAN

Oct 28 and 30: A Pacific Journey of Containerization, Logistics and Struggle

This week we turn to dockworkers lives in transition, from a high point of dockworker unionism in the US West Coast (including in our back yards) to the history of 'the box'; containerization is part of a broader 'revolution' in logistics and 'intermodalism' (the movement of containers across air, rail and oceanic modes of transport) which has fundamentally transformed shipping, ports and commodity flows around the world. We shift to thinking about these transformations in the Pacific, as they affect our landscape.

Required Reading:

Marc Levinson. 2006. "The world the box made" and "Ports in a storm" in *The Box: How the Shipping Container Made the World Smaller and the World Economy Bigger*. Princeton, NJ: Princeton University Press, pp. 1-15 and 189-211.

Moby Dick, Chapters 85-93 (LXXXV-XCIII), pp. 411-463.

Further Reading:

Bruce Nelson. 1998. "The 'Lord of the Docks' Reconsidered: Race Relations among West Coast Longshoremen, 1933-61" in Cal Winslow ed. *Waterfront Workers: New Perspectives on Race and Class* Chicago: University of Chicago Press, 155-192.

Edna Bonacich and Jake B. Wilson. 2008. "Maritime Workers" in *Getting the Goods: Port, Labor, and the Logistics Revolution*, Ithaca, NY: Cornell University Press, 159-198.

Cowen, Deborah. 2014. Introduction and "The Labor of Logistics: Just-in-time Jobs" in *The Deadly Life of Logistics: Mapping Violence in Global Trade*. Minneapolis and London: University of Minnesota Press, pp. 1-21 and 91-127.

Professor Laleh Khalili, Queen Mary University of London. This is her [blog](#) and some talks, focusing largely on maritime transformations in the Middle East:

_2015 "[Sinews of War & Trade](#)"

_2015. "[The geopolitics of maritime transportation in the Middle East](#)"

_2016. "[Quartermasters of capital](#)" on Taqeed, December.

WEEK 11 – Nov 4 and 6: No class RESEARCH AND WRITING WEEK

Use this week to work on your **final research paper** on the oceanic object or region of interest to you – draw on the pieces you have written, but feel free to shift focus or to deepen the parts that are most interesting to you. Be as creative as you like, and also think about what makes the piece of writing 'oceanic.' The final paper is 5-6 pages, single spaced, 11 point Calibri font, 1 in margins. with images of any kind (with attribution) embedded within the layout. Compress the reference list at the end. I'll explain why this format. Due on bcourses at 5pm on Friday Nov 8. Think also about how you plan to present the paper and your oceanic object or region briefly in 5-6min in class. You can use 1 or 2 powerpoint slides if you like, sent to me in advance, by the morning of Nov 12.

Required Reading:

Moby Dick, Chapters 94-107 (XCIV-CVII), pp. 463-520.

FINAL PAPERS DUE FRI NOV 8 5PM online on bcourses.

WEEK 12: WRITING WORKSHOP

Nov 11: Public Holiday:

Nov 13: WRITING WORKSHOP 1

Required Reading:

Moby Dick, Chapters 108-129 (CVI-CXXIX), pp. 521-588.

WEEK 13: WRITING WORKSHOPS

Nov 18: WRITING WORKSHOP 2

Nov 20: *Moby-Dick* Final Discussion

Required Reading:

CLR James. 1985 [1953]. "The Catastrophe" in *Mariners, Renegades and Castaways: The Story of Herman Melville and the World We Live in*. Lebanon NH: Dartmouth College Press, pp. 49-68.

Moby Dick, Chapters 130 (CXXX)-Epilogue, pp. 588-634.

Revise your final paper using feedback from the workshop. Please come to [my office hours](#) (or make an appointment to meet me) as well to discuss your final papers.

WEEK 14: TWO ISLANDS AND A BAY: LOSS, AND THE FUTURE

Nov 25: Diego Garcia, the Lost Island of Lemuria, and the Interconnections of the Bay of Bengal

The occupation of Diego Garcia in the Chagos archipelago is the focus of David Vine's study of dispossession and struggle. Oceans force us to think about ongoing imperial and military power as forcing new forms of dispossession and marronage on the world's people. Ramaswami's story of a lost island continent in the Indian Ocean, a Tamil Atlantis called 'Lemuria' tells us something about loss and longing. Finally, Sunil Amrith's history of people whose lives criss-crossed the Bay of Bengal, connecting this sea-region in a thick world of interaction shows the effects of sea-level rise in this region in which people and environments will suffer considerably. But he argues that we can learn from their history of interaction, to hope for a different future.

Required Reading:

David Vine. 2009. Excerpts from *Island of Shame : The Secret History of the U.S. Military Base on Diego Garcia*. Princeton, NJ : Princeton University Press, 1-40, 56-71, 180-196.

Further Reading:

Sumathi Ramaswamy. 2000. "History at Land's End: Lemuria in Tamil Spatial Fables." In *The Journal of Asian Studies*, 59, 3: 575-602

Sunil Amrith. 2013. *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants*. Cambridge, MA: Harvard University Press, pp. 1-5, 251-276.

FINAL PAPERS DUE NOV 25, 12 noon.

HAPPY THANKSGIVING

WEEK 15: FRAGILE SEAS AND OCEANIC HOPES

Dec 2: CONCLUDING CLASS

The oceans have become dumping grounds for global trash, but these massive oceanic gyres as well as the effects of microplastics in the oceans also force (we hope) humans to consider our future on this planet. Lehman is a human geographer of the ocean who helps us connect oceanic waste with the histories that are submerged in the ocean – untold histories of seafarers, pirates and slaves who we have encountered in this course. We conclude the course by drawing from the many currents that we have encountered in thinking about the human geography of our oceanic planet. As oceans warm and as waters rise, the oceans bear our most vital hopes for the future, as the poet Édouard Glissant reminds us.

Jessica Lehman 2017 "Blue History." In *The New Inquiry*, February 6. Online at <https://thenewinquiry.com/blue-history/>

Édouard Glissant 1997. "The Open Boat" in *Poetics of Relation*. Ann Arbor, MI: University of Michigan Press, pp. 5-9.