**Oceans and Empires**

“Empire” has been among the most enduring forms of political organization from ancient times through modern history, persisting across centuries, continents, and cultures. This seminar will focus on the development of oceanic empires, with a primary focus on overseas European expansion, from ca. 1450-1900. The course does not aim at comprehensive coverage but instead develops comparative analyses of maritime empires, especially various European case studies. A special emphasis of the seminar will be on understanding cultural encounters, strategies of rule, and the effects of new patterns of global trade on colonial and imperial culture and politics. Sub-themes of the seminar will include readings and discussion regarding the relationship between maritime empires and global commodities, labor regimes, the environment, and science and technology. By the end of the seminar, students will have gained substantial knowledge of global maritime empires and world geography, and should also have demonstrated the ability to identify and assess various approaches to the study of oceans, empires, and imperial expansion.

**Student Learning Outcomes**

The professor, assisted by the writing instructor and supporting librarians, will introduce the students to the nature of primary and secondary sources and the different ways in which these are used. Students will, with guidance from the instructors and the librarians, conduct research on a specific topic related to oceans and empires. In doing so, students will be required to use the library. A series of workshops and labs with the research librarian(s) and writing instructor will focus on topics such as reading critically, writing essays, doing research, and citations; at least two of these workshops will be in the library. In class discussions, in formal oral presentations, and in written work, students will learn how to analyze texts and to develop and defend their own arguments.

**Course Requirements**

1. **Class attendance** is a basic yet critical component of this seminar—prompt and regular attendance is expected of every student. If you miss more than four (4) classes, you will be in jeopardy of passing the course; in other words, you are allowed four total absences without penalty; any additional absences may be excused only under exceptional circumstances and solely at the discretion of the instructor.
2. **Two Reading Response Papers** [4-5 pgs]: 25% (12.5% ea.)
   - Papers on Spence and Césaire must be handed in at the end of class on the relevant due dates; no credit will be given for late papers. Prompts will be given for these papers.
3. **One Document Analysis** [3-4 pgs]: 15%
   - This assignment is designed to build toward the final research thesis/annotated bibliography.
4. **One Final Research Thesis w/Annotated Bibliography** [5-6 pgs]: 20%
5. **Weekly Paragraph/Journal**: 15%
6. **Class Participation/Presentations**: 15%
7. **Information Literacy [Library Modules]**: 10%
   - All four (4) Library Modules must be completed by Week VIII (10/18). “Using Information Ethically” should be completed first, then the modules must be completed in order. The modules are accessed via the Blackboard site (i.e., MyLMU Connect).
***STUDENTS MUST COMPLETE ALL ASSIGNED COURSE WORK IN ORDER TO RECEIVE A PASSING GRADE FOR THE COURSE***

Work Expectations: This seminar is 3.0 credit hours. As per the LMU Credit Hour policy, this means that in addition to our three weekly class meetings, you are expected to be working a minimum of six hours per week on course work (reading, writing, etc.). See http://www.lmu.edu/Assets/LMU+Credit+Hour+Policy_Final.pdf.

Required Reading
Anthony Pagden, *Peoples and Empires*
Jonathan Spence, *The Memory Palace of Matteo Ricci*
Miles Ogborn, *Global Lives: Britain and the World*
Aimé Césaire, *A Tempest*
*Blackboard Readings (articles, documents/sources, writing exercises, etc.)*

All books are available for purchase or rent at the LMU Bookstore (Von der Ahe Building). All books will also be on course reserve at Hannon Library.

INSTRUCTOR CONTACT INFO:
Dr. Kevin P. McDonald
Email: kevin.mcdonald@lmu.edu
Telephone: 310-258-8648
Office Location: UHall 3517
Office Hours: MW 12:30-1:30pm and by appt.

Writing Instructor: Mr. Ben Woodson

Please Note: the instructor reserves the right to make modifications to the syllabus. Students will be notified of any change to the original syllabus both verbally in class as well as electronically via the course Blackboard site.

CLASSROOM POLICIES
Respect for the teaching and learning environment is expected at all times. Your cooperation in this regard is much appreciated by your instructor and fellow students. Violations of these rules may result in your removal from the classroom.

ELECTRONIC DEVICES: Please turn off and put out of sight all electronic devices, especially mobile phones, during class-time. The interruptions and/or distractions they cause disrupt class and interfere with the learning process. Students are permitted to take notes on their laptop or tablet but will be required to sit in the front of the classroom.

BEHAVIOR: Students are expected to arrive on time and be prepared for class. Toleration for opinions different from your own is a bedrock principle of higher education—please be open to all viewpoints, and be prepared to defend your opinions with evidence and examples from the readings.

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Disruptive behavior that is persistent or significantly interferes with classroom activities may be subject to disciplinary action. A student may be referred to the Office of Student Judicial Affairs if their behavior constitutes a violation of the conduct code.

**FOOD/DRINK**: food is not allowed in the classroom. However, drinks such as bottled water, coffee, etc. are allowed if consumed quietly.

**ACADEMIC HONESTY**: Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process” which appears in the LMU Bulletin 2010-2011 (see the following: http://www.lmu.edu/about/services/registrar/Bulletin/Bulletins_in_PDF_Format.htm.)

**Special Accommodations**: Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall # 224, x84535) as early in the semester as possible. All discussions will remain confidential. Please visit www.lmu.edu/dss for additional information.

**EMAIL COMMUNICATION**: At times I will communicate with the entire class using campus email systems, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address. I will do my best to respond to your emails within 1-2 days of receipt. If I have not responded in 72 hours, please email me again or visit me in office hours.

**Emergency Preparedness**: To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain. For more safety information and preparedness tips, visit http://www.lmu.edu/emergency.
### Grading for Class Participation

<table>
<thead>
<tr>
<th>Frequency and Quality</th>
<th>A (13-15 points)</th>
<th>B (10-12 points)</th>
<th>C (9-11 points)</th>
<th>D/F</th>
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</thead>
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<tr>
<td>Attends class regularly and <em>always contributes</em> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives.</td>
<td></td>
<td>Attends class regularly and <em>sometimes contributes</em> to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but <em>never contributes</em> to the discussion in the aforementioned ways.</td>
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### Overall Grading Rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

### COURSE SCHEDULE

**WEEK I: The Sea and History (8/26, 8/28, 8/30)**
Course Introduction
The Ancient Mediterranean: *Mare Nostrum*
Writing Workshop 1

**Readings:** Pagden, *Peoples and Empires*, Intro, ch. 1-3 (pp. xv-46)
Document: Ancient Roman Expansion
Assignment: What is an Empire?

**Part 1: The Atlantic World**

**WEEK II: Atlantic Explorations (9/4, 9/6)**
9/2: HOLIDAY (Labor Day)
The Reconquista and Iberian Expansion

**Readings:** Pagden, ch. 4; *Crosby, “The Fortunate Isles”*
Documents: Papal Bull, Columbus, Gambia, Ceuta
WEEK III: Clash of Empires (9/9, 9/11, 9/13)
The Spanish Conquest
The Mines of Potosí

Documents: Iberian Expansion

WEEK IV: Colonial North America (9/16, 9/18, 9/20)
English Disasters: From Roanoke to Jamestown
The Search for Commodities: Fish and Furs

Readings: Ogborn, ch. 1-3; Pagden, ch. 7
Documents: Jamestown, Newfoundland

WEEK V: Caribbean Islands (9/23/ 9/25, 9/27)
Sugar and Slaves
LIBRARY Workshop 1 (9/27)

Readings: Ogborn, ch. 8-9
Documents: Slavery and the Slave Trade

WEEK VI: Maritime Labor (9/30, 10/2, 10/4)
Sailors and the Seafaring World
Privateers, Buccaneers, and Pirates

Readings: Ogborn, ch. 5-7; Pagden, ch. 8
Documents: Pirates

WEEK VII: Atlantic in Revolt (10/7, 10/9)
Avengers of the New World
10/11= HOLIDAY (Autumn Day)

Readings: Ogborn, ch. 10
Documents: Slave Resistance/Revolt; Atlantic Revolutions

Part 2: The Indian Ocean World

WEEK VIII: The Indian Ocean System (10/14, 10/16, 10/18)
Carracks and Caravels
The Portuguese Empire in Maritime Asia

Readings: *Eaton, “Multiple Lenses: Calicut”; begin Spence, Matteo Ricci
Documents: Da Gama

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WEEK IX: Cultural Encounter in Asia (10/21, 10/23, 10/25)
Missionaries in India and China
LIBRARY Workshop 2 (10/25)

Readings:  Spence, *Matteo Ricci*
Assignment: Spence DRAFT DUE

WEEK X: East India Companies (10/28, 10/30, 11/1)
John Company at Work
Indo-Atlantic World?

Readings:  Ogborn, ch. 4
Assignment: Spence Reading Response papers DUE

**Part 3: Imperial Turn in the Pacific**

WEEK XI: A Sea of Islands (11/4, 11/6, 11/8)
Empire and Enlightenment
Voyages to the South Sea

Readings:  Ogborn, ch. 11; Pagden, ch. 9
Documents

WEEK XII: Mutiny and Punishment (11/11, 11/13, 11/15)
Breadfruit and the *Bounty*
Island Chains

Readings:  *Benton, “Island Chains”; Ward, “Networks of Empire”*
Documents

WEEK XIII: Research (11/18, 11/20, 11/22)
Individual Meetings
PRIMARY SOURCE ANALYSIS due

Readings:  Begin *A Tempest*

11/27, 11/29: HOLIDAY (Thanksgiving)

Readings:  Finish *A Tempest*

WEEK XV: Conclusion (12/2, 12/4, 12/6)
Césaire, *A Tempest* PAPERS DUE
Final Presentations

FINAL THESIS/ANNOTATED BIBLIOGRAPHIES DUE Fri. 12/13