

HH3018
Environmental History of the Oceans
Nanyang Technological University

Semester 2, AY2023/24

A. Course Details

Academic units: 3

Meeting time: To be announced

Venue: To be announced

Instructor: Mr. **Soh** Chuah Meng Esmond

Email: esmond.soh@ntu.edu.sg

Office hours: By appointment

In this course, students will explore the innovative field of marine environmental history, investigating the intricate connections that different communities share with a world of water, encompassing oceans, seas, littoral zones, and various waterways. Despite its significance in human history, culture, and society, the marine world remains relatively unexplored compared to land-based histories. The curriculum not only scrutinizes the anthropogenic impact on these water bodies but also delves into the discipline's approach to a geographical feature shaped by national borders and challenged by practical realities on the ground and a diversity of maritime actors.

Embracing a comparative and thematic approach, students will explore issues, methods, problems, and possibilities in studying environmental history across diverse bodies worldwide. This interdisciplinary module encourages students to engage with anthropogenic-environmental interactions throughout history and delve into topics rarely associated with marine environmental histories, such as histories of science, postcolonial theory, gender, and the histories of nations and religions. Tailored for history students and open to anyone interested in the oceans' past, the module provides a comprehensive overview of key themes and debates in marine environmental history.

B. General Expectations

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

Absenteeism

Any absence from class without a valid reason will have a direct impact on your overall course grade. It is of utmost importance that you adhere to the following guidelines regarding valid reasons for your absence.

Valid reasons for missing a class session are limited to the following:

1. Falling ill: In case of illness, a medical certificate must be provided as supporting documentation.
2. Participation in approved activities organized by NTU: An excuse letter from the relevant bodies must be submitted to validate your absence.

In the event that you are unable to attend a lecture, it is mandatory that you notify the course instructor via email prior to the commencement of the class. Failure to do so may result in the absence being considered unexcused. Absences from class due to any other reasons must be supported by official documentation, such as a time chit or a signed communication bearing the letterhead of the organization(s) with which you are associated. **However, it is essential to note that the acceptance or rejection of these documents solely lies within the discretion of the instructor.**

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor if you need any clarification about the requirements of academic integrity in the course.

Citations and Reference Style

All citations are to be rendered in footnotes and accompanied with a complete bibliography rendered in the Chicago 16th or 17th Manual of Style. All submitted assignments should be typed in single-space, Times New Roman font, size 12, and the margins justified (inclusive of footnotes, which should be in Times New Roman font, size 10). **Your overall essay's grade will suffer in the face of deviation from these guidelines and/or sloppy citations.** Familiarise yourself with the difference between a footnote citation and bibliographic entry.

Policy on Late Submissions

For each day for which an assignment is late, the total grade will be dropped by one. For example, an assignment worthy of an A+ that is late by a day will only be given an A grade, while one that is late by two days will be graded out of A- and so on. On a case by case basis, in the face of a medical emergency or extenuating circumstances, deadlines may be extended if students request for them **via email**. Extensions that are requested via Telegram or WhatsApp will be ignored and deemed void.

Generative Artificial Intelligence Policy (GAI) For This Class

The assistance may be employed in the development of the assignment/project submission only in the following ways indicated, provided all the conditions and requirements set herein and all the rules of proper academic integrity have been honestly observed. This applies for the **Final Essay (40%)** assignment component of this module.

You are **ONLY** allowed to use GAI for Syntax and Grammar Refinement in Language for your assignment submissions in this class.

The final write-up's substance must originate from the student's independent effort. Students are required to maintain a digital record illustrating the utilization of the GAI assistant. This record should be a Word document containing the student's draft prior to employing GAI for language refinement. The content in this document must be entirely the student's own original work, except for any other permissions granted herein for GAI assistance.

A. Submission of Digital Paper Trail

A dedicated section within the NTULearn assignment platform will be opened, where students are required to submit the provided paper trail under their own name. This submission should occur approximately alongside the assignment submission.

B. Non-compliance with Paper Trail Requirements

Students must be aware that failure to submit this paper trail fully and promptly might lead to the presumption of improper intention or purpose in connection with any relevant academic integrity proceedings related to the assignment submission. Deliberate failure to comply could even be considered an independent academic integrity violation.

C. Declaration and Acknowledgement of GAI Use

All students are obligated to sign and submit a declaration, as detailed in Appendix 1 of the syllabi, along with the assignment/project write-up. Appendix 2 provides detailed instructions on what you are expected to prepare and upload for the Digital Paper Trail.

C. Assessment

1. Class Participation (10%)

Before class, students will post a question on the theme of the class based on their readings in NTULearn. This question must reflect their comparison and contrast of the different readings that are assigned that week. Students are also expected to participate actively in class discussions and contribute to the case study presentations of their colleagues (see below). Disruptive behaviour, such as constant tardiness, doing unrelated assignments or cyber-slacking during lectures, presentations, or class discussion, **will adversely affect your participation score**. In addition, although I welcome a variety of informed opinions of controversial topics in class, I have **no tolerance for ad hominem remarks or personal attacks** and will not hesitate to refer the transgression to the department for further disciplinary action if necessary.

2. In-Class Writing Assignment (30%)

Between weeks 3 and 13, I will administer a total of five in-class tests during the final 30-40 minutes of the seminar each week. This can range from a primary source analysis, a real-life scenario where your knowledge of the history of the readings is needed, a historiographical review, or an exercise in communicating your citations properly in annotated footnotes. **I may also bring up material which has been presented during the second hour of class (see below) – another reason why you should listen attentively and take meaningful notes.** All responses must be submitted to me by the end of class, otherwise your attendance will be deemed null and void. **Given the time sensitive nature of this assignment, there are no opportunities for make-ups and replacement tests.**

You are not allowed to use any GAI for this component of the assessment. Transgressors will be reported to the History Department for disciplinary action if I find them using this on the sly. Have a sense of fair play – Do to others what you want done to yourself.

Formative feedback will be given in-person and to the entire class in the week following each test. Each assignment will be scored according to the following rubric:

- Outstanding – 5-6 marks.
- Average – 3-4 marks.
- Needs Improvement – 1-2 marks.

3. Historical Case Study and Primary Source Activity (20%)

From week three onwards, students will be divided into nine groups for this assignment, where they will facilitate a 40-minute-long discussion. They must select a dish, historical event or personality related to the history of the oceans (or its related waterways) and connect their case study of choice to the week's themes and assigned readings. For the first 10-15 minutes of their presentation, presenters will introduce the class to their case studies, before assigning suitable primary sources (translated into English if necessary) to their audience for perusal. In the last 10 minutes of their presentation, presenters must condense the class's contribution and synthesise them with their own research and observations.

All the groups must submit a proposal describing their topic of study to the instructor at least a week before their presentation and gain his approval via email or face-to-face consultation. To do well in this assignment, presenters do not necessarily need to lead the class to a "correct" answer. Instead, they are graded based on how they have engaged with the week's themes, assigned readings, how coherently they have structured the session and selected their sources to encompass different ways of interpreting the same issue in history. I will reward presentations which adopt a creative format when engaging with their audience.

To establish a comprehensive digital paper trail and maintain equitable group collaboration, a Google Docs will be created to function as your "information archive." This document will record all group interactions, research, and actions. Please note the addition of your email address, esmondsteaching@gmail.com, to the list. In the event of disputes concerning unequal group participation, the content contributed to these Google Docs and, if applicable, Google Slides, will be factored in alongside other forms of documentation. Hence, it is recommended that you log in using a distinguishable email address, allowing changes to be tracked in real time. I will not accept explanations like "we shared the document as a link accessible to anyone,

so my contribution was marked as ‘anonymous’ during document evaluation for peer assessment or moderation (see below). **This serves as a cautionary note.**

A thorough rubric will be released during the start of the semester. For starters, the following guidelines should suffice:

- Do **not** read from slides, from a script, or your phones. **Your grade will be compromised if you do otherwise.** This is supposed to be an impassioned pitch, and you are expected to prepare for your presentation ahead of time. Convene with the [LCC Communications Cube](#) if you need help preparing for your presentations.
- I expect everyone to pay full attention to the speakers. Note-taking during this time is only limited to pen and paper. **I will not hesitate to penalize individuals in their class participation grade if they are caught cyber-slacking or doing things unrelated to the class during the presentations of others.**

As a rule, all group members will receive the same grade, **but I will penalise individuals who do not contribute adequately.** If any single member requests a peer evaluation, all group members must submit an online evaluation form by 1900 hours on the presentation day. The form serves as a guide for potential moderation. I may contact the group, collectively or individually, for further evidence backed by clear, reliable and timestamped documentation. Claims without documentation will be dismissed, as hearsay is not acceptable as evidence.

4. Final Essay (40%)

With the help of relevant primary and secondary sources, students are required to write a 2500-word essay on any topic related to the environmental history of the oceans and its related water bodies. This assignment aims to showcase your ability to conduct thorough research and present a coherent argument. It is essential to utilize the Chicago Manual of Style for citations and references, ensuring accuracy and adherence to academic standards. Prior to the deadline, the completed essay must be uploaded onto Turnitin. The specific deadline for this assignment will be communicated later.

I strongly advise students to consult me in-person or via Zoom in preparation for this assignment. **By week 4, everyone must submit a proposal describing their topic of study to the instructor and gain his approval via email.** The grading rubric for this assignment will be made available by the second week of class.

The deadline for this essay will be announced later.

D. Course Outline

1. Theoretical Frameworks and Approaches

Required Reading:

- Gillis, John R. “Filling the Blue Hole in Environmental History.” In *The Future of Environmental History: Needs and Opportunities*, edited by Kimberly Coulter and Christof Mauch. RCC Perspectives, no. 3 (2011): 16–18.
- Andaya, Leonard Y. “Water in the Study of Southeast Asia.” *KEMANUSIAAN: The Asian Journal of Humanities* 25 (2018): 21-38.
- Oreskes, Naomi. “Scaling up our Vision.” *Isis* 105, no. 2 (2014): 379-391.

2. Maritime Spaces and Waterways

Required Reading:

- Fernando, Tamara. "Mapping Oysters and Making Oceans in the Northern Indian Ocean, 1880–1906." *Comparative Studies in Society and History* 65:1 (2023): 53-80.
- Sutter, Paul S. "Nature's agents or agents of empire? Entomological workers and environmental change during the construction of the Panama Canal." *Isis* 98, no. 4 (2007): 724-754.
- Rediker, Marcus. "History from Below the Water Line: Sharks and the Atlantic Slave Trade." *Atlantic Studies* 5, no. 2 (2008): 285-297.

Further Reading:

- Heidbrink, Ina. "The Oceans as the Common Property of Mankind from the Early Modern Period to Today." *History Compass* 6 (2) (2008): 659–672.
- Adas, Michael. "Continuity and Transformation: Colonial Rice Frontiers and Their Environmental Impact on the Great River Deltas of Mainland Southeast Asia." In *The Environment and World History*, 191-208. Berkeley: University of California Press, 2009.
- Fernando, Tamara. "Seeing Like the Sea: A Multispecies History of the Ceylon Pearl Fishery 1800–1925." *Past & Present* 254:1 (2022): 127–160.
- Wee, Vivienne. "Jemberang and Alam Melayu: Crossing the Straits of Melaka, Singapore and Riau." *Journal of the Malaysian Branch of the Royal Asiatic Society* 91, no. 2 (2018): 124-133.
- Ahlberg, Karin. "Who Cares about Jellyfish? An Environmental Legacy of the Suez Canal Begins to Surface." *International Journal of Middle East Studies* 54, no. 4 (2022): 764-771.
- Watts, Sheldon. "Cholera and the maritime environment of Great Britain, India and the Suez Canal: 1866–1883." *International Journal of Environmental Studies* 63, no. 1 (2006): 19-38.
- Taylor, Philip. "Water in the shaping and unmaking of Khmer identity on the Vietnam-Cambodia frontier." *TRaNS: Trans-Regional and-National Studies of Southeast Asia* 2, no. 1 (2014): 103-130.
- Lockard, Craig A. "'The Sea Common to All': Maritime Frontiers, Port Cities, and Chinese Traders in the Southeast Asian Age of Commerce, ca. 1400-1750." *Journal of World History* 21, no. 2 (2010): 219–47.
- Demuth, Bathsheba. *Floating Coast: An Environmental History of the Bering Strait*. WW Norton & Company, 2019.
- Powell, Miles. "Harnessing the Great Acceleration: Connecting Local and Global Environmental History at the Port of Singapore." *Environmental History* 27, no. 3 (2022): 441-466.
- Pearson, Michael N. "Littoral Society: The Concept and the Problems." *Journal of World History* 17, no. 4 (Dec., 2006): 353-373.
- Johannes, Robert Earle. *Words of the Lagoon: Fishing and Marine Lore in the Palau District of Micronesia*. University of California Press, 1981.
- Poulsen, B. "The Renaissance Sea: Perceptions in Danish and Norwegian topography." *International Journal of Maritime History* 14 (2) (2002): 284–292.

3. Colonialism, Migration and Travel

Required Reading:

- Pastore, Christopher L. *Between Land and Sea: The Atlantic Coast and the Transformation of New England*. Cambridge, MA: Harvard UP, 2014, selections.
- Taylor III, Joseph E. *Making Salmon: An Environmental History of the Northwest Fisheries Crisis*. University of Washington Press, 2009, selections.
- Blouin, Katherine. "Beyond the Nile: Orientalism, environmental history, and ancient Egypt's Mareotide (northwestern Nile Delta)." *History Compass* 15, no. 10 (2017): e12397.

Further Reading:

- Bentz, Linda, and Todd J. Braje. "Chinese Abalone Merchants and Fishermen in Nineteenth-Century Santa Barbara, California: A Study of Export Networks." *Journal of Chinese Overseas* 14, no. 1 (2018): 88-113.
- Rosenthal, Gregory. "Workers of the World's Oceans: A Bottom-Up Environmental History of the Pacific." *Resilience: A Journal of the Environmental Humanities* 3 (2016): 290-310.
- Elias, Ann. *Coral Empire: Underwater Oceans, Colonial Tropics, Visual Modernity*. Duke University Press, 2019.
- Harris, Lynn B. "Maritime Cultural Encounters and Consumerism of Turtles and Manatees: An Environmental History of the Caribbean." *International Journal of Maritime History* 32, no. 4 (2020): 789-807.
- Chen, H. T. *Taiwanese Distant-Water Fisheries in Southeast Asia 1936–1977*. Research in Maritime History, Vol. 39. St John's: International Maritime Economic History Association, 2009.
- Rahn, Phillips Carla. "Visualizing Imperium: The Virgin of the Seafarers and Spain's Self-Image in the Early Sixteenth Century." *Renaissance Quarterly* 58, no. 3 (2005): 815-856.
- Magra, Christopher P. "The Fraternity of the Sea: Family, Friendship and Fishermen in Colonial Massachusetts, 1750–1775." *International Journal of Maritime History* 22, no. 2 (2010): 113-128.
- McKenzie, Matthew. *Clearing the Coastline: The Nineteenth-Century Ecological and Cultural Transformations of Cape Cod*. UPNE, 2011.
- Walker, Barbara Louise Endemaño. "Engendering Ghana's Seascape: Fanti Fishtraders and Marine Property in Colonial History." *Society & Natural Resources* 15, no. 5 (2002): 389-407.

4. Primary Sources and Methodological Considerations

Required Reading:

- D'Arcy, Paul. "Connected by the Sea: Towards a Regional History of the Western Caroline Islands." *The Journal of Pacific History* 36, no. 2 (2001): 163–182.
- Thurstan, Ruth H., Sarah M. Buckley, Juan C. Ortiz, and John M. Pandolfi. "Setting the Record Straight: Assessing the Reliability of Retrospective Accounts of Change." *Conservation Letters* 9, no. 2 (2016): 98-105.
- Thurstan, Ruth H., Alexander B. Campbell, and John M. Pandolfi. "Nineteenth Century Narratives Reveal Historic Catch Rates for Australian Snapper (*Pagrus auratus*)." *Fish and Fisheries* 17, no. 1 (2016): 210-225.

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- Barrett, J. H. “Fish Trade in Norse Orkney and Caithness: A Zooarchaeological Approach.” *Antiquity* 71 (1997): 616–638.

Further Reading:

- Vickers, Daniel. *Farmers and Fishermen: Two Centuries of Work in Essex County, Massachusetts, 1630-1850*. UNC Press Books, 1994.
- Barrett, James H., Alison M. Locker, and Callum M. Roberts. “The Origins of Intensive Marine Fishing in Medieval Europe: The English Evidence.” *Proceedings of the Royal Society of London. Series B: Biological Sciences* 271, no. 1556 (2004): 2417-2421.
- Barrett, James H., Alison M. Locker, and Callum M. Roberts. ““Dark Age Economics” Revisited: The English Fish Bone Evidence AD 600-1600.” *Antiquity* 78, no. 301 (2004): 618-636.
- Bjarnason, Thoroddur, and Thorolfur Thorlindsson. “In Defense of a Folk Model: The ‘Skipper Effect’ in the Icelandic Cod Fishery.” *American Anthropologist* 95, no. 2 (1993): 371-394.
- Gøbel, Erik. “The Sound Toll Registers Online Project, 1497–1857.” *International Journal of Maritime History* 22, no. 2 (2010): 305-324.
- Huntington, Henry P. “Traditional Knowledge of the Ecology of Belugas, *Delphinapterus leucas*, in Cook Inlet, Alaska.” (2002).
- McClenachan, Loren. “Documenting Loss of Large Trophy Fish from the Florida Keys with Historical Photographs.” *Conservation Biology* 23, no. 3 (2009): 636-643.

5. Shifting Baselines and the Management Myth

Required Reading:

- Pinnegar, John K., and Georg H. Engelhard. “The ‘Shifting Baseline’ Phenomenon: A Global Perspective.” *Reviews in Fish Biology and Fisheries* 18 (2008): 1-16.
- Dean Bavington, *Managed Annihilation: An Unnatural History of the Atlantic Cod Collapse* (Vancouver: UBC Press, 2011), selections.
- Alexander, Karen E., William B. Leavenworth, Jamie Cournane, Andrew B. Cooper, Stefan Claesson, Stephen Brennan, Gwynna Smith et al. “Gulf of Maine Cod in 1861: Historical Analysis of Fishery Logbooks, with Ecosystem Implications.” *Fish and Fisheries* 10, no. 4 (2009): 428-449.

Further Reading:

- Rosenberg, Andrew A., W. Jeffrey Bolster, Karen E. Alexander, William B. Leavenworth, Andrew B. Cooper, and Matthew G. McKenzie. “The History of Ocean Resources: Modeling Cod Biomass Using Historical Records.” *Frontiers in Ecology and the Environment* 3, no. 2 (2005): 78-84.
- Bolster, W. Jeffrey, Karen E. Alexander, and William B. Leavenworth. “The Historical Abundance of Cod on the Nova Scotian Shelf.” In *Shifting Baselines: The Past and the Future of Ocean Fisheries*, 79-113. Washington [u.a.]: Island Press, 2011.
- Dayton, Paul K., Mia J. Tegner, Peter B. Edwards, and Kristin L. Riser. “Sliding Baselines, Ghosts, and Reduced Expectations in Kelp Forest Communities.” *Ecological Applications* 8, no. 2 (1998): 309-322.
- Hubbard, Jennifer. “Mediating the North Atlantic Environment: Fisheries Biologists, Technology, and Marine Spaces.” *Environmental History* 18, no. 1 (2013): 88-100.

6. Extinction and Declensionist Narratives

Required Reading:

- Jones, Ryan Tucker. "A 'Havock Made among Them': Animals, Empire, and Extinction in the Russian North Pacific, 1741–1810." *Environmental History* 16:4 (2011): 585-609.
- Butcher, J. G. *The Closing of the Frontier: A History of the Marine Fisheries of Southeast Asia c.1850–2000*. Singapore: Institute of Southeast Asian Studies, 2004, selections.
- Van Ginkel, R. "The Abundant Sea and Her Fates: Texelian Oystermen and the Marine Commons, 1700 to 1932." *Comparative Studies in Society and History* 38 (1996): 218–242.
- Thomson, K.S. *Living Fossil: The Story of the Coelacanth*. WW Norton & Company, 1992, selections.

Further Reading:

- Nichols, Theresa, Fikret Berkes, Dyanna Jolly, Norman B. Snow, and Community of Sachs Harbour. "Climate Change and Sea Ice: Local Observations from the Canadian Western Arctic." *Arctic* (2004): 68-79.
- Thurstan, Ruth H., Julie P. Hawkins, and Callum M. Roberts. "Origins of the Bottom Trawling Controversy in the British Isles: 19th Century Witness Testimonies Reveal Evidence of Early Fishery Declines." *Fish and Fisheries* 15, no. 3 (2014): 506-522.
- Turvey, Samuel T., Leigh A. Barrett, H. A. O. Yujiang, Zhang Lei, Zhang Xinqiao, Wang Xianyan, Huang Yadong, Zhou Kaiya, T. O. M. Hart, and Wang Ding. "Rapidly Shifting Baselines in Yangtze Fishing Communities and Local Memory of Extinct Species." *Conservation Biology* 24, no. 3 (2010): 778-787.

7. Sea Monsters, Cryptozoology and Environmental Worldviews

Required Reading:

- Dendle, Peter. "Cryptozoology in the Medieval and Modern Worlds." *Folklore* 117, no. 2 (2006): 190-206.
- Mackenzie, Louisa. "French Early Modern Sea-Monsters and Modern Identities, via Bruno Latour." In *Animals and Early Modern Identity*, Edited By Pia F. Cuneo 329-349. Routledge, 2017.
- France, R. L. "Imaginary Sea Monsters and Real Environmental Threats: Reconsidering the Famous Osborne, "Moha-moha", Valhalla, and "Soay Beast" Sightings of Unidentified Marine Objects." *International Review of Environmental History* 3, no. 1 (2017): 63–100.

Further Reading:

- Loxton, Daniel, and Donald R. Prothero. *Abominable Science!: Origins of the Yeti, Nessie, and Other Famous Cryptids*. New York: Columbia University Press, 2013, selections.
- Scribner, Vaughn. "'Such Monsters Do Exist in Nature': Mermaids, Tritons, and the Science of Wonder in Eighteenth-Century Europe." *Itinerario* 41, no. 3 (2017): 507-538.

- Copenhaver, Brian P. "A Tale of Two Fishes: Magical Objects in Natural History from Antiquity Through the Scientific Revolution." *Journal of the History of Ideas* 52, no. 3 (1991): 373–398.
- Rambelli, Fabio. "Gods, Dragons, Catfish, and Godzilla: Fragments for a History of Religious Views on Natural Disasters in Japan." In *When the Tsunami Came to Shore*, 50-69. Brill, 2014.
- Hendriks, Sophia. "Monstrosities from the Sea: Taxonomy and Tradition in Conrad Gessner's (1516-1565) Discussion of Cetaceans and Sea-Monsters." *Anthropozoologica* 53, no. 1 (2018): 125-137.
- Newman, Sarah E. "Sharks in the Jungle: Real and Imagined Sea Monsters of the Maya." *Antiquity* 90, no. 354 (2016): 1522-1536.
- Costa, P. F. "Secrecy, Ostentation, and the Illustration of Exotic Animals in Sixteenth-Century Portugal." *Annals of Science* 66, no. 1 (2009): 59–82.
- Szabo, V. E. *Monstrous Fishes and the Mead-Dark Sea: Whaling in the Medieval North Atlantic*. The Northern World, Vol. 5. Leiden: Brill, 2008.

8. Ritual and Religion

Required Reading:

- Andaya, Barbara Watson. "Seas, Oceans and Cosmologies in Southeast Asia." *Journal of Southeast Asian Studies* 48, no. 3 (2017): 349-371.
- Patton, Kimberley. *The Sea Can Wash Away All Evils: Modern Marine Pollution and the Ancient Cathartic Ocean*. Columbia University Press, 2006, selections.
- Rambelli, Fabio, ed. *The Sea and the Sacred in Japan: Aspects of Maritime Religion*. Bloomsbury Publishing, 2018.

Further Reading:

- Andaya, Barbara Watson. "Rivers, Oceans, and Spirits: Water Cosmologies, Gender, and Religious Change in Southeast Asia." *TRaNS: Trans-Regional and-National Studies of Southeast Asia* 4, no. 2 (2016): 239-263.
- Gertwagen, Ruthy. "The Emergence of the Cult of the Virgin Mary as the Patron Saint of Seafarers." *Journal of Mediterranean Studies* 16, no. 1 (2006): 149-161.
- Courtney, Chris. "The Dragon King and the 1931 Wuhan Flood: Religious Rumors and Environmental Disasters in Republican China." *Twentieth-Century China* 40, no. 2 (2015): 83-104.
- Tsu, Timothy Y. "All Souls Aboard! The Ritual Launch of Model Junks by the Chinese of Nagasaki in Tokugawa Japan." *Journal of Ritual Studies* (1996): 37-62.
- Magra, Christopher P. "Faith at Sea: Exploring Maritime Religiosity in the Eighteenth Century." *International Journal of Maritime History* 19, no. 1 (2007): 87-106.
- Das, Debojyoti. "Vernacular Tradition, Dalits and Connected Social History in the Littoral Bay of Bengal." *Contemporary Voice of Dalit* 14, no. 2 (2022): 177-188.
- Smits, Gregory. "Conduits of Power: What the Origins of Japan's Earthquake Catfish Reveal about Religious Geography." *Japan Review* (2012): 41-65.
- Po, Ronald C. "The Bohai Sea and Mount Penglai: In Search of a Maritime Religiosity in Imperial China." *Coastal Studies & Society* 2, no. 3 (2023): 274-294.
- Parnwell, Michael. "Regional Resonances: Vietnamese Whale Worship in Comparative Perspective." In *The Great Diversity*, 83-101. Wageningen Academic, 2014.
- Ray, Himanshu Prabha. *Coastal Shrines and Transnational Maritime Networks across India and Southeast Asia*. Taylor & Francis, 2020.

- Lawless, Richard I. “Religion and Politics among Arab Seafarers in Britain in the Early Twentieth Century.” *Islam and Christian-Muslim Relations* 5, no. 1 (1994): 35-56.

9. Family, Sexuality and Gendered Interpretations

Required Reading:

- [Just skim through this] Branch, Trevor A., and Danika Kleiber. “Should We Call Them Fishers or Fishermen?” *Fish and Fisheries* 18, no. 1 (2017): 114-127.
- Abreu-Ferreira, D. “Fishmongers and Shipowners: Women in Maritime Communities of Early Modern Portugal.” *The Sixteenth Century Journal* 31, no. 1 (2000): 7–23.
- Hutcheson, Emily S. “A ‘Central Bureau of Feminine Algology:’ Algae, Mutualism, and Gendered Ecological Perspectives, 1880–1910.” *Journal of the History of Biology* 55, no. 4 (2022): 1-35.
- Voyles, Traci Brynne. “Toxic Masculinity: California’s Salton Sea and the Environmental Consequences of Manliness.” *Environmental History* 26, no. 1 (2020): 127-141.

Further Reading:

- Gaynor, J. L. “Flexible Fishing: Gender and the New Spatial Division of Labor in Eastern Indonesia’s Rural Littoral.” *Radical History Review* 107 (2010): 74–100.
- Hart, Douglas. “Sociability and ‘Separate Spheres’ on the North Atlantic: The Interior Architecture of British Atlantic Liners, 1840-1930.” *Journal of Social History* 44, no. 1 (2010): 189–212.
- Andaya, Barbara Watson. “Oceans Unbounded: Traversing Asia Across ‘Area Studies’.” *The Journal of Asian Studies* 65, no. 4 (2006): 669-690.
- Downing, Karen, Johnathan Thayer, and Joanne Begiato, eds. *Negotiating Masculinities and Modernity in the Maritime World, 1815–1940: A Sailor’s Progress?* Springer Nature, 2022.
- Alonso, Georgina. “Managing Masculinities: Dynamics of Offshore Fishing Labour in Vietnam.” *Gender, Place & Culture* 29, no. 12 (2022): 1677-1693.
- Gaynor, Andrea, Jodi Frawley, and Kathleen Schwerdtner Mániz. “‘Slim Female Records the Same Old Story’: Newspapers, Gender, and Recreational Fishing in Australia, 1957–2000.” *Geoforum* 77 (2016): 114-123.
- Frawley, Jodi. “‘Dancing to the Billabong’s Tune’: Oral History in the Environmental Histories of Murray–Darling Basin Rivers.” *Telling Environmental Histories: Intersections of Memory, Narrative and Environment* (2017): 51-80.
- Sather, C. *The Bajau Laut: Adaptation, History, and Fate in a Maritime Fishing Society of Southeastern Sabah*. Oxford: Oxford University Press, 1997.
- McCay, B. “Fisherwomen, Fisheries Policy, and Maritime Anthropology.” *Reviews in Anthropology* 22 (1993): 77–89.
- Turgo, Nelson Nava. “Fishermen, Fishmongers, and the Sea Economic Restructuring and Gender Dynamics in a Philippine Community.” *Philippine Studies Historical & Ethnographic Viewpoints* (2015): 365-392.
- Bollen, Jonathan. “White Men, Wet Dreams: Fishing, Fatherhood and Finitude in Australian Theatre, 1955–2004.” *Something Rich and Strange: Sea Changes, Beaches and the Littoral in the Antipodes* (2009): 62-74.

10. Politics, Nationalism and State Policies

Required Reading:

- Boyi, Chen. “The Coastal Evacuation of Zhangpu County in Early Qing: Borders, Shifting Zones, and Social Change as Seen in Forts and Fortified Villages.” *Chinese Studies in History* 52, no. 2 (2019): 163-180.
- Barnard, Timothy P. “‘We Are Comfortable Riding the Waves’ Landscape and the Formation of a Border State in Eighteenth-Century Island Southeast Asia.” In *Borderlands in World History, 1700–1914*, 83-100. London: Palgrave Macmillan UK, 2014.
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11. Poaching, Smuggling and Regulation

Required Reading:

- Chet, Guy. *The Ocean Is a Wilderness: Atlantic Piracy and the Limits of State Authority, 1688-1856*. University of Massachusetts Press, 2013, selections.
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Required Reading:

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13. Recreation and Tourism

Required Reading:

- Davis, Susan G. *Spectacular Nature: Corporate Culture and the Sea World Experience*. Berkeley: University of California Press, 1997, selections.
- Senior, Emily. "Glimpses of the Wonderful: The Jamaican Origins of the Aquarium." *Atlantic Studies* 19, no. 1 (2022): 128-152.
- Powell, Miles. "A World of Fins and Fences: Australian and South African Shark Management in the Transoceanic South." *International Review of Environmental History* 3, no. 2 (2017): 5-30.

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Appendix 1: Declaration on Use of GAI (Generative Artificial Intelligence) Assistance in relation to Assignment/Project (to be submitted individually even for group projects)

I, _____ [Name], _____ [NTU email] honestly and sincerely make the following declaration in relation to the following course submission:

Name of course: Environmental History of the Oceans

Course Code: HH3018

Instructor: Esmond Soh

Title of Assignment/Project Submission:

In relation to the foregoing, I hereby declare that, fully and properly in accordance with the Assignment/Project Instructions, I have (check where appropriate):

- i. Used GAI as permitted to assist in generating key ideas only.
- ii. Used GAI as permitted to assist in generating a first text only.
- And/or
- iii. Used GAI to refine syntax and grammar for correct language submission only.

Or

- iv. As it is not permitted: Not used GAI assistance in any way in the development or generation of this assignment or project.

I also declare that I have:

- a. Fully and honestly submitted the digital paper trail required under the assignment/project instructions; and that
- b. Wherever GAI assistance has been employed in the submission in word or paraphrase or inclusion of a significant idea or fact suggested by the GAI assistant, I have acknowledged this by a footnote; and that,
- c. Apart from the foregoing notices, the submission is wholly my own work.

Student Name & Signature: _____ Date: _____

Appendix 2: Instructions on how to maintain and submit your Digital Paper Trail for this Class

Reminders:

1. Generative AI usage is **prohibited** for brainstorming and structuring sentences in your manuscripts.
2. If you have only submitted the final manuscript without an accompanying Digital Paper Trail, the penalties mentioned in the section “Generative Artificial Intelligence Policy (GAI) For This Class,” Part B, of this syllabus will apply.
3. Suspected violations of these rules will lead to referral to the History Department for potential disciplinary measures.
4. In cases of proven violation, penalties will match those of academic plagiarism—ranging from a zero grade for the assignment and course to the extreme of expulsion.

For the Digital Paper Trail:

1. Complete Appendix 1.
2. Compose your assignment manuscript in Microsoft Word, aiming for a polished piece to be submitted for the minor and major essay assignments in this class. After completion, convert it to a PDF file.
3. Merge the Appendix 1 PDF file with your original manuscript PDF file. Utilize Appendix 1 as the cover page for your submission.
4. Upload the combined PDF file to the appropriate assignment page titled “Digital Paper Trail.” Save the file with the following title and format: **HH3018_DPT_[Your Name]_[Assignment Name]**. Do **not** submit it through a Turnitin link. Instead, submit it through something like this under “Assignments”:



HH2090 Digital Paper Trail - Minor Essay (25%)

For your actual manuscript (which will be assigned a grade):

1. Run your unedited assignment manuscript (in Microsoft Word) through a GAI machine of your choice. Make changes to your manuscript as and where you see fit.
2. Save and submit the file via a Turnitin link (see below) as a Microsoft Word (not PDF) document with the following title and format: **HH3018_[Your Name]_[Assignment Name]**:



HH2090 Minor Essay (25%)

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