

EUH 3931: Shipwrecks and Civilization
Professor Sheryl Kroen

Wednesday, 12:50-3:50
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Keene-Flint 219

Off Hrs.: Mon: 11:30-1:30
Fri: 11:30-12:30

Description: "Lost," "Survivor," "Gilligan's Island" are some recent television series that rely upon the habit of using shipwrecks to explore the nature of civilization. In the eighteenth century, Daniel Defoe wrote his wildly popular *Robinson Crusoe* (1719) to mock the tendency of Enlightenment philosophers (and John Locke in particular) to start from a state of nature (think deserted island) and natural man (think castaway) to derive the theories that constitute the basis of the Western liberal tradition. To understand this habit of narrating and explaining history through the trope of shipwrecks and civilization we will study the eighteenth century, where real, not mythical shipwrecks haunted sailors on the naval ships, slaving vessels, and merchant fleets in the anything but idyllic frontiers in which European empires established their global power and wealth. We will go up through the nineteenth century, when the shock of industrialization and commodification inspired adaptations of the original *Robinson Crusoe* (Jules Verne's 1874 *Mysterious Island*); we will end in mid-twentieth-century Europe, when the governments of Britain, France, and Germany, in collaboration with the United States, guided its populations toward recovery after the shipwreck that was the Holocaust and WWII. In the case of Britain, the government did so by commissioning a series of animated films starring none other than Robinson Crusoe (a rewrite of the original *Robinson Crusoe*). This is a small, reading and writing intensive seminar. It presumes no prior knowledge, and is designed to offer students the opportunity to pursue interdisciplinary research on a wide range of topics.

Required Books:

Robert Harms, *The Diligent: A Voyage through the Worlds of the Slave Trade* (NY: Basic Books, 2001)

Jean-Jacques Rousseau, *The Discourse on Inequality*, with an Introduction by Helena Rosenblatt (Boston: Bedford Books/St. Martin's, 2010)

Wolfgang Schivelbusch, *The Railway Journey: The Industrialization of Time and Space in the Nineteenth Century* (Berkeley: US Press, 1977, 1986)

Either:

Jules Verne, *Mysterious Island* (1874)

or

Jules Verne, *Paris in the 20th Century* (1863, published, 1994)

Either:

Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* (Beacon Press, 2001) **or**

Greg Grandin, *The Empire of Necessity: Slavery, Freedom, and Deception in the New World* (NY: Metropolitan Books, 2014)

Choose one of the following novels by Jane Austen: Persuasion, Emma, or Mansfield Park.

Other required readings will be available on line or will be sent to you as a pdf by the professor.

Assignments: Three 2-3-page response essays and one 5-7-page essay will be based directly on the class readings. Every week you will have the opportunity to write a response paper. You are welcome to write as many as you like. You must write three before April 3. The final essay, due the last day of class, April 24, will be a 7-10-page in-depth analysis of the course readings, augmented with extra readings (at least two additional sources—either primary or secondary). Due one week earlier, on April 17th is an annotated bibliography that will serve as an outline for this final essay. Final topics and bibliography must be approved by the professor. Everyone will present his or her final essays in workshops in the last weeks of the semester.

Grade Breakdown:

Reading Responses (3)	10%	(2-3 pages)
	10%	(2-3 pages)
	10%	(2-3 pages)
5-7-page essay (Mar 1)	20%	(5-7 pages)
Annotated Bibliography (Apr 17)	10%	(2-3 pages)
Final essay (April 24)	25%	(7-10 pages)
Class Participation	15%	(attendance and participation)

Class participation means attendance, completion of the assigned reading, and contribution to class discussion. No late assignments will be accepted without penalty. **Attendance policy:** one unexcused absence is permitted without penalty; thereafter the “attendance” part of class participation will go down one grade per absence (from A to A-, from A- to B+, from B+ to B, etc.).

History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where much of the learning takes place. Effective class participation is therefore essential. Students can expect a respectful atmosphere in which to express their ideas.

Please keep electronic distractions to a minimum. While you may feel perfectly comfortable multi-tasking in class, it is disturbing to the instructor and to those around you.

In writing papers, be certain to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else’s work. Failure to give credit by quoting and/or footnoting is PLAGIARISM. All incidents of plagiarism will be reported to the Dean of Students and met with sanctions (e.g. failing grade for affected assignment, failing grade for the course. . .). Please review the University’s student code

of conduct<<https://www.dso.ufl.edu/scsr/process/student-conduct-honor-code/>> and conflict resolution procedures<<https://www.dso.ufl.edu/scsr/conflict-resolution/>>.

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office<<http://www.dso.ufl.edu/drc/>>. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online<<https://evaluations.ufl.edu/>>, typically during the last two or three weeks of the semester.

Week by week schedule:

Wed., January 9: *Introductions: The Course, The Professor, You!*
"Robinson Charley," 1948, view in class

Wed., January 16: *The ABC's of Social Contract Thought*

Read selections, John Locke, *Two Treatises on Government* (1690).

Locke on line: <http://oll.libertyfund.org/titles/locke-the-two-treatises-of-civil-government-hollis-ed>

For students particularly interested in political theory, I highly recommend Ronald Meek, *The Ignoble Savage and the Origins of Modern Social Science* (1976).

Reading Response: Discuss Locke's proposition that "All the World was America."

Wed., January 23: *Narrating the Origins of Civilization as a novel*

Read Daniel Defoe, *Robinson Crusoe* (1719)

Reading Response: Discuss Defoe in relation to Locke. Is this a parody?

Wed., January 30: *A-sailing we go!*

Read Robert Harms, *The Diligent: A Voyage through the Worlds of the Slave Trade* (NY: Basic Books, 2001).

Response Paper on Harms

Wed., February 6: *Doux* (or gentle) *Commerce*

Read Montesquieu, excerpts from *Spirit of the Law* (1748)

Read Adam Smith, selections from *On the Wealth of Nations* (1776)

Smith on line: <http://www.econlib.org/library/Smith/smWN.html>

Read Commission, Board of Trade to Film Unit (1948) pdf

Response Paper: Discuss Smith in relation to Locke or Defoe (or wait until next week, and add Rousseau); discuss the original storyline suggested by The Board of Trade in relation to either Locke or Defoe.

Wed., February 13: *Rousseau on Contract Theory and Robinson Crusoe!*

Read *Discourse on Inequality*, entire; excerpts from *Emile*.

I highly recommend reading the Bedford Books/St. Martin's 2010 edition of Rousseau's *Discourse on Inequality*, which has a very useful introduction by Helena Rosenblatt. (isbn 0312468423).

Discourse on Inequality (1754) on line:

http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=638&chapter=71084&layout=html&Itemid=27

Jean-Jacques Rousseau, *Emile* (1762) on line:

http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ftitle=2256&Itemid=28

Response paper: discuss Rousseau in relation to Locke, Defoe, or Smith.

Wed., February 20: *Odious Commerce*

Read Raynal, selections from *History of the Two Indies* (1770, and later expanded editions)

Raynal, in French:

<http://gallica.bnf.fr/ark:/12148/btv1b8618461c/f9.image.r=.langEN>

Read Anoush Terjanian, *Commerce and its Discontents* (2012), selected chapters (ebook, UF library)

Response paper: discuss Raynal in relation to Locke, Montesquieu, Rousseau, Smith; or, discuss Terjanian in relation to Meek or Harms.

Wed., Feb. 27: *More Odious Commerce*

Read either:

Greg Grandin, *The Empire of Necessity: Slavery, Freedom, and Deception in the New World* (NY: Metropolitan Books, 2014);

Or:

Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* (Beacon Books, 2001).

Grandin's book is best appreciated alongside the Melville novella upon which it is based. A superb edition is Herman Melville, *Benito Cereno* (1855) Boston: Bedford, St. Martin's, 2008, edited by Wyn Kelley. If you are reading Linebaugh and Rediker, you may find it useful to jump ahead and read Marx, "Of Primitive Accumulation," from *Capital*. It will help you to see how exactly these authors are adapting Marx in their analysis of the Atlantic in the Age of Revolution.

Response paper: Discuss Grandin and/or Linebaugh and Rediker in relation to Terjanian, Harms, or Meek.

Class will end early today.

5-7-page essay, due noon Friday, March 1: Use two of the secondary sources we've read (Harms, Lindeburgh and Rediker, Grandin, Terjanian) to discuss a topic of your choice.

Spring break

Wed., March 13: *Post-Revolutionary visions of Civilization*

Read: Excerpts, Edmund Burke, *Reflections on the Revolution in France* (1790)

Read: Francois-Rene Chateaubriand, *Atala* (1801)

Response Paper: Compare Chateaubriand's *Atala* and Rousseau's discussion of the noble savage in *The Discourse on Inequality*; Compare Burke and Rousseau, or Burke and Chateaubriand.

Wed., March 20: *The Civilizing Process according to Jane Austen*

Read one of Jane Austen's novels: *Emma*, *Persuasion*, or *Mansfield Park*.

Response Paper: discuss Austen in relation to Locke, Smith, Rousseau or Chateaubriand.

Wed., March 27: *The Railway Journey*

Read: Wolfgang Schivelbusch, *The Railway Journey: The Industrialization of Time and Space in the Nineteenth Century* (Berkeley: US Press, 1977, 1986)

Read excerpts from Karl Marx, *Capital*;

Read Walter Benjamin, "Paris Capital of the 19th Century."

Response Paper: Discuss Schivelbusch in relation to Marx or Benjamin, or discuss Marx in relation to Locke, Smith, or Benjamin.

Wed., April 3: *Rewriting Robinson Crusoe in mid-19C France*

Read: edition of *Robinson Crusoe* illustrated by Grandville (1870) (available from our special collections as an ebook)

Read either:

Jules Verne, *The Mysterious Island* (1874);

OR

Jules Verne, *Paris in the Twentieth Century* (1994; originally written in 1763).

Response paper: Discuss Verne's novel or Grandville's nineteenth-century illustrations for *Robinson Crusoe* in relation to any primary source we've read.

Wed, April 10: *Lessons from the Rubble, 1945-1953*

Read: Documents from Britain, France, West Germany, ending with the Europe Train (pdf)

Wed., April 17: *Shipwrecks and Civilization: Claude Levi-Strauss's Writing Lessons from the Rubble* (1955)

Read excerpts, Claude Levi-Strauss, *Tristes Tropiques* (1955)

available on line at: <http://www.greatissuesforum.org/pdfs/levi%20strauss.pdf>

Wed., April 24: Everyone presents short version of final essay, 7-10 pages, due today, the last day of class.