Instructor Information

- Dr. Alexander Cameron-Smith
- Consultation by appointment.
- ac6869@nyu.edu (Please allow at least 24 hours for your instructor to respond to your emails)

Course Information

- Pre-Requisite: None
- Wednesday: 9:00am – 12:00pm

Does the Pacific Ocean have an integrated history? Though its waters connect places as diverse as Patagonia, Kamchatka, Hawai‘i, Tokyo, Shanghai, and Sydney, histories of these disparate places and their societies can profitably be considered under a common rubric. This course brings together work across disciplines, from history, anthropology, geography, political economy, and cultural studies, to piece together the contours of the Pacific Ocean world, c. 1500 to c. 1850, as a historical arena of internal linkages as well as complex connections with the wider world. Central themes of the course will include cultural encounters, comparative empires, trade, and environmental change.

Course Materials

Required Textbooks & Materials

It is a course expectation that you have done the required reading and have prepared sufficiently to discuss them in class.

- There is no required texts. All readings will be posted on NYU Classes

Supplemental Textbooks & Materials
(Not required to purchase; available in NYU SYDNEY Library)


**Course Overview and Goals**

**Upon Completion of this Course, students will be able to:**

- Examine continuity and change from c.1500-1850 in the Pacific World, locating its place in world history and its social, cultural, political and economic development.
- Critically analyse contemporary historical documents pertaining to the Pacific World, setting them in historical context.
- Become acquainted with the different disciplinary approaches, theoretical frameworks, and methodologies used to investigate historical topics and history itself.
- Develop the ability to analyse and contextualise key events, ideas and concepts, discussions and debates.

**Course Requirements**

**Short Essay, 1000 words**

This short essay is an exercise in writing comparatively about historical arguments and narrative and the interpretation and use of evidence in assigned scholarly readings. Students will be required to identify key arguments, types of sources and interpretive frameworks used, as well as comparatively consider the strengths and weaknesses of the readings.

**Essay Plan, 500 words**

This assignment is an exercise in developing a research proposal, including defining scope and key question to be answered in the Long Essay. It will also require students to conduct preliminary research in order to outline the essay.

**Long Essay, 2500 words**

This assignment is an exercise in developing an original argument about the topic outline in the Essay Plan. This will be based on critical analysis of existing scholarship collected through the students' independent research.

**In-class Presentation, 15-20 minutes**

This assignment will require students to identify key arguments, types of sources and interpretive frameworks used, as well as comparatively consider the strengths and weaknesses of the readings. Students may also pose questions about the assigned readings that may stimulate group discussion.

**Class Participation**

Group discussion and dialogue is an essential part of studying history. This course involves small group discussion in which students primarily discuss amongst themselves
various aspects of assigned readings, including identification of arguments, narrative aspects of history, the selection and interpretation of sources, theoretical frameworks, the political and cultural dimensions of history. Active participation in these small groups, which may include asking questions of fellow students as well as offering insights, will result in a high grade.

**Grading of Assignments**

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essay</td>
<td>20%</td>
<td>5pm, Fri 8 Mar (Wk 5)</td>
</tr>
<tr>
<td>Essay Plan</td>
<td>15%</td>
<td>5pm, Fri 12 Apr (Wk 10)</td>
</tr>
<tr>
<td>Long Essay</td>
<td>40%</td>
<td>5pm, Fri 17 May (Wk 15)</td>
</tr>
<tr>
<td>In-class Presentation</td>
<td>15%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

For this course, your total numerical score, calculated from the components listed above, is converted to a letter grade **without rounding**.

Extra credit: Site policy does not allow grading of work outside of the assignments included in the syllabus. The final grade will only be calculated from the assessment components listed here and no other work, whether additional or substituted, is permitted.

Failure to submit or fulfill any required course component results in failure of the class.

**Letter Grades**

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Explanation of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent performance showing a thorough knowledge and understanding of the topics of the course; all work includes clear, logical explanations, insight, and original thought and reasoning.</td>
</tr>
<tr>
<td>B</td>
<td>Good performance with general knowledge and understanding of the topics; all work includes general analysis and coherent explanations showing some independent reasoning, reading and research.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level.</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>Explanation of Grade</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>D</td>
<td>Passable performance showing a general and superficial understanding of the course’s topics; work lacks satisfactory insight, analysis or reasoned explanations.</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory performance in all assessed criteria. Work is unfinished or unsubmitted.</td>
</tr>
</tbody>
</table>

**Grade Conversions**

For this course your total numerical score, calculated from the components listed above, correspond to the following letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 to &lt; 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 to &lt; 90</td>
</tr>
<tr>
<td>B</td>
<td>84 to &lt; 87</td>
</tr>
<tr>
<td>B-</td>
<td>80 to &lt; 84</td>
</tr>
<tr>
<td>C+</td>
<td>77 to &lt; 80</td>
</tr>
<tr>
<td>C</td>
<td>74 to &lt; 77</td>
</tr>
<tr>
<td>C-</td>
<td>70 to &lt; 74</td>
</tr>
<tr>
<td>D+</td>
<td>67 to &lt; 70</td>
</tr>
<tr>
<td>D</td>
<td>65 to &lt; 67</td>
</tr>
<tr>
<td>F</td>
<td>0 to &lt; 65</td>
</tr>
</tbody>
</table>
Course Schedule

Week 1: 6-Feb-19
An Ocean, or a “Sea of Islands”

Required Reading:


Recommended Reading:


Week 2: 13-Feb-19
Considering Culture Contact: Scientific Voyagers in Tahiti as Case Study

Required reading:

- Greg Denning, ‘Possessing Tahiti’ in *Performances*, pp.128-167 (note that 12 of these pages are pictures)

Week 3: 20-Feb-19
Navigating Paradise: Voyagers and their fates

Required reading:

- Obeyesekere, Ch. 1, *The Apotheosis of Captain Cook: European Mythmaking in the Pacific*

Recommended Reading:

Week 4: 27-Feb-19
Considering Cultural Encounters: Botany Bay

Required reading:

- Inga Clendinnen, *Dancing with Strangers: Europeans and Australians at First Contact* (Cambridge University Press, 2005), chapter 1.

Week 5: 6-Mar-19
Violence and Intimacy: Missionaries, Traders and Local Oceanian Elites

Required reading:


Recommended Reading:


Week 6: 13-Mar-19
Possessing the Pacific: Imperialism and law in the early nineteenth century

Required reading:


Recommended Reading:

Week 7: 18 – 22 Mar
SEMESTER BREAK – No Class

Week 8: 27-Mar-19
Intimate Imperialism: New Zealand

Required reading:


Recommended Reading:


Required Field trip: State Library of New South Wales Pacific Collection

Week 9: 3-Apr-19
Economics and Environments I

Required Reading:


Week 10: 10-Apr-19
Space/Territory

Required reading:

Week 11: 17-Apr-19
Economics and Environments I

Required reading:


Week 12: 24-Apr-19
Migration

Required reading:

- Marilyn Lake and Henry Reynolds, Drawing the Global Colour Line, (selected passages)

Week 13: 1-May-19
Internationalism

Required reading:


Week 14: 8-May-19
Australian Imperialism and the Pacific Islands

Required reading:


Week 15: 15-May-19
Contemporary Reflections
Required reading:


Recommended Reading:


Course Policies

Submission of Work

Assignments (excluding in-class presentations and exams) must be submitted electronically via NYU Classes. It is the student’s responsibility to confirm that the work has been successfully been uploaded. In the unlikely event that a submission to Classes fails, students must immediately submit the work to the Academic Programs Coordinator via email before the original submission deadline accompanied by an explanation of the issue. All in-class presentations and exams must be completed during the scheduled class time. An assessment component is considered completed when the student has met all the terms for that assessment component as outlined by the instructor.

An assessment component completed after the deadline without an agreed extension receives a penalty of 2 points on the 100-point scale (for the assignment) for each day the work is late. Work completed beyond five weekdays after the due date without an agreed extension receives a mark of zero, and the student is not entitled to feedback for that piece of work. Because failure to submit or fulfil any required assessment component will result in failure of the course, it is crucial for students to complete every assignment even when it will receive a mark of zero.

Plagiarism Policy

The academic standards of New York University apply to all coursework at NYU Sydney. NYU Sydney policies are in accordance with New York University’s plagiarism policy. The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

It is a serious academic offense to use the work of others (written, printed or in any other form) without acknowledgement. Cases of plagiarism are not dealt with by your instructor. They are referred to the Director, who will determine the appropriate penalty (up to and including failure in the course as a whole) taking into account the codes of conduct and academic standards for NYU’s various schools and colleges.

Attendance Policy

Study abroad at Global Academic Centres is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active
participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centres is mandatory, and unexcused absences will affect students' semester grades. The class roster will be marked at the beginning of class and anyone who arrives after this time will be considered absent. Students are responsible for making up any work missed due to absence.

For courses that meet once a week, one unexcused absence will be penalised by a two percent deduction from the student's final course grade. For courses that meet two or more times a week, the same penalty will apply to two unexcused absences. Repeated absences in a course may result in failure.

Faculty cannot excuse an absence. Requests for absences to be excused must be directed to the Academic Programs Coordinator. Students must provide appropriate documentation for their absence. In the case of illness, students must contact the Academic Programs Coordinator on the day of absence. They must provide medical documentation to the Academic Programs Coordinator within three days of the absence in order to be medically excused. The note must be obtained from a medical professional licensed to practise in Australia. The note must include a medical judgement indicating that the student was unfit to attend class/work on the specific day or dates of the absence. Faculty will be informed of excused absences by the Academic Programs Coordinator.

**Religious Observance**

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Academic Programs Coordinator in writing via email one week in advance before being absent for this purpose.

**Classroom Expectations**

This is a seminar subject and requires the active participation of all students. It also requires engaged discussion, including listening to and respecting other points of view. Your behaviour in class should respect your classmates' desire to learn. It is important for you to focus your full attention on the class, for the entire class period. In all classes we expect that students will follow the common classroom expectations outlined here in order to support constructive and effective classroom experience.

- Arrive to class on time.
- Once you are in class, you are expected to stay until class ends. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not acceptable behaviour.
- Phones, digital music players, and any other communications or sound devices are not to be used during class. That means no phone calls, no texting, no social media, no email, and no internet browsing at any time during class.
- Laptop computers and tablets are not to be used during class except in rare instances for specific class-related activity expressly approved by your instructor.
- The only material you should be reading in class is material assigned for that class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.

- Class may not be recorded in any fashion – audio, video, or otherwise – without permission in writing from the instructor.

- Be mindful of the space you take up in class and make space for others.

- Listen actively and be engaged and present when others are speaking.

- Do not use profanities in class discussion (they may still occasionally appear in course readings and assignments where considered appropriate)

- Criticise ideas, not people (groups and individuals).

- Use ‘I’ statements when giving opinions. Don’t try to speak for any group with which you identify.

You will be advised if there are additions to these common procedures for participation in this class.

**Inclusion, Diversity, Belonging and Equity**

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “…not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Sydney we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and

- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

**Provisions to Students with Disabilities**

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Centre for Students with Disabilities at (212) 998-4980 or mosescsd@nyu.edu as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Instructor Bio**

Dr. Alexander Cameron-Smith is an historian whose research explores transnational connections in public health and science across the Pacific and Asia. He is currently a Research Affiliate at the University of Sydney. He previously lectured at the University of Sydney and the University of New South Wales and has published research articles in Australian Historical Studies, The Journal of Australian Studies, and Canadian Bulletin of Medical History. His book *A Doctor Across Borders: Raphael Cilento and Public Health from Empire to the United Nations* is forthcoming through ANU Press.