Introduction: How can something that seems as infinite and timeless as the ocean have a history? Over the quarter, we will explore the different ways that historians and other researchers have attempted to answer that question. Marine environmental history is a new interdisciplinary field that explores the relationships between people and the oceans over time. One of the field’s central arguments is that the oceans—what we once considered unknowable and unchanging—have histories as complicated and meaningful as the histories of terrestrial places. The oceans cover 71 percent of the Earth’s surface and play a fundamental role in our lives in terms of ecology, economics, culture, law, and social relations. It is time that we begin to untangle these histories.

ES 108O has three themes:
1) what counts as knowing the oceans has deep disciplinary roots—in history, science, culture, economics and law—that in turn shape the kinds of stories that people tell about the oceans’ past, present, and future;
2) the boundaries that we draw between work and play in the oceans are also historical and cultural constructs;
3) and, finally, issues of power are deeply intertwined with how some people speak for their particular visions of the oceans and what constitutes appropriate activity there.

To make these themes as concrete as possible, we will employ a variety of learning methods. We will analyze the past using a historian’s skill set: gather evidence, look for patterns or discontinuities, develop explanations about context, causes, and consequences, write and revise our ideas, engage others, refine our arguments—although not necessarily in that order. These steps frequently overlap as we will learn over the quarter. One of this course’s main goals is for you to develop and practice these skills by participating in class and completing the required readings and assignments. At the end of the course, you should walk out of the classroom ready to explain how oceans have histories and how those histories might help us respond to contemporary problems.

Course goals include:
1) recognize the range of disciplinary methods and genres of evidence that will help us tell compelling stories about the oceans;
2) develop a broad understanding of the relationships between peoples and oceans over time;
3) recognize the complexity of the histories of the oceans by practicing the skills of historians. Be aware of simple stories and simple fixes.

Readings: You should complete all of the assigned readings before each class meeting. The first half of the course is reading intensive. In the second half, you will have more time to focus on the case study. Please bring that day’s readings (either digital or hard copy is fine) and notes to class, so that we can discuss the text together. All articles are available on GauchoSpace in an effort to reduce costs for students. The following books are on reserve in the Environmental Studies Library.

Callum Roberts, *The Ocean of Life: The Fate of Man and the Sea*
Connie Chiang, *Shaping the Shoreline: Fisheries and Tourism on the Monterey Coast*
Assignments and Grades

Grade Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Multiple-choice exam</td>
<td>20%</td>
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<tr>
<td>Book evaluation case study</td>
<td>20%</td>
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<tr>
<td>Montebello case study</td>
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<tr>
<td>Annotated Bibliography</td>
<td>5%</td>
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<tr>
<td>Opening Statement</td>
<td>5%</td>
</tr>
<tr>
<td>Workshop activities</td>
<td>10%</td>
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<tr>
<td>Reflection essay</td>
<td>20%</td>
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<tr>
<td>Subtotal</td>
<td>40%</td>
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***For every 24 hours that any assignment is late, the grade will drop by one letter. That means, for example, an A paper turned in 25 hours late will become a C paper.***

**Participation**: The success of this course depends on your good-faith participation. This means coming to every class prepared to contribute. Most classes will have a mixture of short lectures, discussions, informal in-class writings, and other exercises, so there will be a number of different ways for you to participate. Participation can mean something as simple as asking a question in person or over email or posting a relevant article on the course Gauchospace page! Almost everyday I will ask for short, informal written responses about that day’s readings in order to encourage you to keep up with the readings and to evaluate how well you understand the course’s content and themes. If you need to miss a class for a personal, medical, or religious reason, you must notify me in advance. Please check your email regularly. Please do not use your electronic devices during class for any reason except for note-taking. If your head is buried in a laptop when someone is talking and you are not looking up or taking any notes, I will assume that you are not paying attention. Your participation grade for that day will reflect this behavior.

**Multiple-choice exam**: There will be a multiple choice exam based on course readings, lectures, and discussions on Wednesday, February 28. Please bring a full-page (pink) bubble sheet to class that day. We will practice some of the types of questions you will encounter before the exam itself. If you are a registered Disabled Students Program (DSP) student and you plan to request an accommodation, you should submit your request for the exam within the first 3 weeks of the quarter. Please see http://dsp.sa.ucsb.edu for more information.

**Book evaluation essay**: You will write ONE evaluation essay (at least 7 pages, proofread, with page numbers, 12-point font, double-spaced, with polished prose) on EITHER of the assigned books: *The Ocean of Life* or *Shaping the Shoreline*. You can write in the style of a letter to the author, a creative non-fiction essay, or a formal review. You can use first person pronouns like “I” or “We,” but your essay must be well-written, proofread, and must demonstrate your critical response to the book’s author. Your review essay will have three parts: a personal reflection, an evaluation, and a source reflection. Each part should be at least two pages in length. 

First, you will describe how the book engaged you on a personal level. Tell the author about one experience you had with a similar research topic, issue, theme, group of people, or place, including a part of the ocean analyzed in the book. In previous classes, students have written about fishing, Monterey, aquaria, oil spills, diving, spending time at the beach with family, and so on. The most important aspect is for you to use your imagination to reflect on something concrete in the real world.
Be specific and descriptive. Give a sense of what it felt like for you to live through that experience. Remember to narrative the beginning, middle, and end of the experience.

Second, you will tell the author how well the author made an argument about the history of the oceans. In other words, you will review the book. **A well-written evaluation is not the same thing as a summary.** A good review not only summarizes what the author wrote, but a good review evaluates how well the author accomplished her goals AND explains whether the book matters in some kind of larger sense. Name two things that the author does well and two things that she might have done differently. What did the author do less well and how might the author have done those things differently? Here is an opportunity for you to demonstrate your skills in constructive feedback, because it is not only about what you say, but how you say it.

Third, you will address specifically the author’s use of sources. Choose ONE of the sources listed in the footnotes or bibliography, read that source carefully, and evaluate how well (or not) the author used that source to make a larger argument. Describe the source itself (where and when was it published, etc.) and reflect on how the author summarized the source. How does this source fit into the range of sources that the author uses for evidence? How does the author move between synthesizing sources and making arguments? We will discuss finding and evaluating sources in greater detail. You can use whatever citation style you prefer as long as you are consistent throughout your essay. Don’t forget to include an introduction and conclusion that bring all three parts together.

**Montebello Case Study:** Many of us are familiar with the spectacularly-devastating oil spills, such as the 1969 platform blowout in Santa Barbara, the 1989 Exxon Valdez in Alaska, and the 2010 Deepwater Horizon in the Gulf of Mexico. But there are many unseen, almost invisible threats to the oceans and the people who work and play there. According to a 2013 report by the National Oceanic and Atmospheric Administration (NOAA), there are about 87 wrecks “that could pose a substantial oil pollution threat.”

In December 1941, a Japanese submarine torpedoed the Montebello, an oil tanker owned by Union Oil, 6 miles off the coast of Cambria, California. All 38 crew members survived, but the vessel sank carrying nearly 73,571 barrels (3,089,982 gallons) of oil 900 feet to the ocean floor. After underwater surveys in 1996, 2003, and 2011, there is an ongoing debate whether the Montebello still holds its cargo and what kind of threats and/or opportunities it poses to local peoples and ecosystems. Complicating matters, the vessel sits adjacent to the border of the Monterey Bay National Marine Sanctuary (MBNMS), itself a product of a decades-long battle waged in California to resist efforts to open its coastal waters to development. And the current presidential administration in early January 2018 announced its intentions to expand offshore drilling (excluding Florida); this caused outrage from many Republicans and Democrats in coastal states and cautious optimism from oil and gas groups.

We will use the Montebello as a case study to understand the course’s most important concepts, themes, and goals. Two of our questions will be: 1) what kind of threat does the Montebello pose to MBNMS and the Central Coast generally? 2) what can and should be done?

Here is the premise: You have been invited by some of your smartest friends to help them start a new non-governmental organization (NGO) to address these questions. Inspired by NGOs and community activism in Roberts, Chiang, and other readings, your friends want to understand the details of the case study as well as identify a number of possible solutions to this environmental challenge. Your friends have asked you and other people to assume the role/identity of one of seven important stakeholder groups, so that your friends will understand the complexities of the issues and some of the potential consequences of the NGO’s actions and strategies.

The stakeholder groups include: 1) Your friends forming the NGO group 2) MBNMS staff 3) Save Our Shores staff 4) U.S. Secretary of Interior Ryan Zinke and his staff 5) Commercial and

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recreational fishers 6) Central Coast Maritime Museum Association staff, including archaeologist Jack Hunter, and local volunteers 7) regional environmental justice activists 8) staff and consultants from Union Oil Company of California, a subsidiary of Chevron.

This exercise will be a better learning experience if you assume a specific identity within your group: what is your professional training or volunteer interests? where do you live? what are some of the reasons the case study and relevant issues matter to you? I will ask you to rank your first three choices among the stakeholder groups and do my best to assign you to one of your preferred stakeholder groups.

Annotated Bibliography Contribution: Social networking is an increasingly important professional communication skill. I would like you to sign up for a Twitter account for this course. We will be using the hashtag #ucsbhistoceans2018 to label tweets relevant to our course. You can use your personal account if you wish, but remember that our conversations and tweets will be public and professional, so please act accordingly. In other words, don’t tweet anything that someone might find hateful or illegal. When in doubt, email me or Direct Message from Twitter. For help, please see Twitter’s new user FAQ at https://help.twitter.com/en/new-user-faq or come talk to me.

By Friday, January 26, I am asking you to follow four kinds of Twitter users. 1) Follow me at @JenMartin2017 2) Follow any non-profit or for-profit organization that works on ocean issues, including but not limited to tourism, energy, fishing, science, climate, etc. (examples might include NRDC or BP or a local dive shop) 3) Follow any government section or agency (international, federal, state, local, or tribal) that works on ocean issues 4) Follow any ocean expert from any professional or academic discipline. You must retweet at least once from each of the four kinds of users by 5 pm on Wednesday, February 28. You should also feel free to tweet articles, videos, that speak to the issues discussed in class, and please use #ucsbhistoceans2018.

Each student will post a source from #ucsbhistoceans2018 that speaks to the Montebello case study or relevant issues to an Annotated Bibliography on GS. Each person must post a different source: it can be an organization’s report, a news article, a TED talk video, a press release, an op-ed column, a facebook post. You must follow the Chicago Manual of Style and put your source in alphabetical order on GS. The url for your source must work. Your contribution to the annotated bibliography will also include a 5-7 sentence summary of the source (who, what, when, where, why); two sentences that identifies one or two important issues or questions in the source; two sentences that identifies which of the stakeholder groups would benefit from reading this source and why; and finally your full name in parenthesis. The Annotated Bibliography Contribution is due before class on Friday, March 2.

Opening Statement: Each group will have 8-10 minutes to introduce themselves in their Opening Statement. Each group should answer the following questions. 1) How does this case study touch your life? Your work? Your community? 2) What does the NGO need to know about this issue from your perspective? What are the important themes or ideas or histories that need to be unpacked? 3) What problems or opportunities does the issue create? 4) What is one specific action or strategy that the NGO should consider? 5) What one question would your group like to direct to any of the other groups?

Each person will write a three-paragraph essay that answers all these questions to turn in a hard copy at the end of class on Wednesday, March 7. Each essay will be double-spaced, with 12-point font, polished prose, and at least three footnotes that cite different sources from the Annotated Bibliography. You must follow the Chicago Manual of Style.

Workshop Activities: You must volunteer—speak, take notes, etc.—during each day of the workshop. With guidance from the friends/NGO group, we will draw up an agenda and tackle the most salient issues and questions. At the start of each day, the friends/NGO group will provide a brief summary and
at the end of each day, the friends/NGO group will post a question or activity for the next meeting. For the last day, each group and/or individual will be required to sum up the most important points, answers, insights from the previous workshops. Each group will highlight one action or strategy for the NGO to consider. At the close, we will create a plan of next steps for the NGO.

**Reflection Essay:** You will write a 9-page (about 2700 words) reflection essay that explains the four to five most important histories, concepts, insights, or skills that you have learned about the *Montebello* case study, offshore oil, and the history of the oceans generally from the course’s readings, lectures, discussions, workshops, your group members, and other exercises. Now that the course is nearly over, how would you answer the questions: How do I understand the history of the oceans? Why does that question matter in the first place? How can I take these insights, concepts, skills out into the larger world? In what ways do the histories of oceans help me respond to the contemporary challenges of today and tomorrow?

You can write in the style of a letter, a creative non-fiction essay, or a more formal essay. You can use first person pronouns like “I” or “We,” but your essay must be organized (what are the links among the four to five most important histories, ideas, insights, or skills? how does one lead to the second and to the third and so on?), well-written, proofread, and must demonstrate your critical, thoughtful response to the course.

Don’t forget an introduction and conclusion that brings all three parts together. You must footnote at least four sources from the course readings, two sources from the annotated bibliography, and two lectures or discussion comments to support your analysis. I will post a rubric on GS later. Follow the *Chicago Manual of Style* for your footnotes. No bibliography is necessary. Please print out your typed, 12-point font, double-spaced essay with page numbers by **Monday, March 19, 5 pm.** No emailed essays, please. You may submit the essay earlier if you wish. You can turn in the essay to me in my office (Bren 4011).

**Other policies:**

**Crashing:** If you are not yet registered, then during week one you should attend and sign the waiting list.

**Gender and Sex Discrimination Policy and Student Support:** Under Title IX, university students are protected from harassment and discrimination based on gender and sex. If a student feels uncomfortable or in need of support at any time related to gender, sex, and/or sexual orientation, please contact me immediately. UCSB’s Resource Center for Sexual and Gender Diversity is an outstanding resource to advocate and support students. Please see [http://wgse.sa.ucsb.edu/RCSGD/home](http://wgse.sa.ucsb.edu/RCSGD/home).

**Equal Access for All Students:** If you have any learning or medical condition that requires accommodation to complete the course work, please ensure that the Disabled Students Program (DSP) is aware of your disability and that you are familiar with your DSP responsibilities. See [http://dsp.sa.ucsb.edu/Index.aspx](http://dsp.sa.ucsb.edu/Index.aspx). I will work with you and DSP to find the appropriate accommodation. Please fill out the appropriate forms as soon as you can.

**Plagiarism:** UCSB takes plagiarism and other academic misconduct very seriously. If you turn in any work that fails to acknowledge the contributions of others, it may result in failure of the assignment or the course itself. If you are unsure what constitutes plagiarism, please ask me. We will discuss plagiarism in detail.
Incomplete Grades: Incompletes will not be given for this class, except in the most extreme circumstances, such as a debilitating illness or death in the immediate family.

Copyright: All of the materials you receive through this course are subject to federal copyright laws and university policies. Distribution of these materials, such as posting them online or selling them to third party businesses, are strictly prohibited.

Schedule:

Week One

1.1 W, Jan. 17: Introductions

1. Knowing the oceans in time: Disciplines and evidence

1.2 F, Jan. 19: Reconstructing the oceans’ past I: Deep time of oceanography and archaeology


Week Two

2.3 W, Jan. 24: Reconstructing the oceans’ past II: Historical Ecology


2.4 F, Jan. 26: Reconstructing the oceans’ past III: Critical Histories


Sign up for Twitter and follow at least four users

Week Three

3.5 W, Jan. 31: Reconstructing the oceans’ past IV: Cultural approaches


3.6 F, Feb. 2: Untangling disciplinary approaches and evidence: *The Ocean of Life* discussion

Reading: Finish Roberts, *The Ocean of Life*.

Evaluation essay on Roberts, *The Ocean of Life* due today
Week Four

2. Work and play in the oceans

4.7 W, Feb. 7: Voyaging and ship life


4.8 F, Feb. 9: Observing Science, Representing Science


Week Five

5.9 W, Feb. 14: Energy


5.10 F, Feb. 16: Displaying the oceans


Week Six

6.11 W, Feb. 21: Trade and transportation


Reading: Finish Chiang’s *Shaping the Shoreline*, 155-91 (ch. 7-conclusion).

**Evaluation essay on Chiang’s *Shaping the Shoreline* due today**

3. How can we use history to navigate today’s issues?

Week Seven

7.13 W, Feb. 28: Multiple-choice exam

Your retweets from all four Twitter users due by 5 pm today
7.14 F, March 2: Marine conservation

Annotated Bibliography contribution due on GS before 8 am class today

Week Eight

8.15 W, March 7: Opening Statements

Opening Statement essay due today

8.16 F, March 9: Case Study Day Two

Week Nine

9.17 W, March 14: Case Study Day Three

9.18 F, March 16: Conclusions: Why should we study the history of the oceans to navigate the challenges of today and tomorrow?

Final essay due on Monday, March 19, 5 pm, 4011 Bren