

## HIST 274 *Captain Cook and the Pacific*

Spring 2024

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**Office Hours:**  
Tues./Fri. 11:00-12:00  
(Battelle-Tompkins 153)

**Course website:**  
<http://edspace.american.edu/cave17/>



### COURSE DESCRIPTION

This course will explore the extraordinary human encounters and scientific discoveries that occurred during the European age of maritime expansion, with a focus on the three voyages of Captain James Cook (1768–71, 1772–75, 1776–80) and his immediate predecessors and successors. After learning how the ancient Polynesians managed to colonize nearly every habitable island throughout the Pacific, we will turn to Cook’s rediscovery of these same islands and examine the momentous consequences that ensued for both their inhabitants and the Europeans who interacted with them. An enduring theme throughout this course will be the dramatic phenomenon of “first contact”: when two groups of people with access to radically different forms of material culture and technology encounter each other for the first time and decide what, if anything, can be obtained from the other side. We will examine the many different forms that such “first contact” tends to take and attempt to understand, as much as is possible, the perspectives of both sides. Throughout this course, students will read primary source accounts of these encounters drawn from the original journals kept by the European participants and learn how to critically assess them. In addition to dramatic human encounters, we will also examine in detail the new scientific discoveries that resulted from these voyages, including subjects such as botany, anthropology, zoology, geography, and glaciology—not only in the tropical Pacific, but also in the polar zones.

This course is offered as part of the AU Core Program, Habits of Mind: Socio-Historical Inquiry.

### COURSE MATERIALS

All readings, films, and other required materials will be made available for free either in class, on Canvas, or on the instructor’s own course website (<http://edspace.american.edu/cave17/>).

## **COURSE ASSIGNMENTS**

### **EXAMS (75 minutes). FEBRUARY 20, MARCH 26, APRIL 23.**

Each student will complete three (3) in-class exams. The exams will include a range of identifications, short essay questions, and quotation analysis, all of which will appear on an expanded study guide one class session before the exam. The actual exam will consist of roughly one-third of the material from the study guide, *with all identifications, prompts, and quotations selected by your instructor*. In other words, everything on the exam will have already appeared on the study guide, but you will not know which material from the study guide will appear on the exam until the day of the exam. In order to get the best grade possible, make sure you provide answers and analysis that are derived from material presented and analyzed in our course—it is painfully obvious to me when students simply regurgitate factoids found on Wikipedia or some other unvetted internet website. *Answers that are not derived from details and interpretations presented in course materials will not receive any credit*. Your answers on the exams must reflect your active engagement with the specificity of facts, people, events, themes, interpretations, and arguments that your instructor has developed for this course.

### **MAP QUIZ (10 minutes). MARCH 1.**

The Pacific Ocean and its thousands of islands can be daunting to the uninitiated. Nevertheless, no true student of the Cook voyages and its many encounters can fully appreciate these topics without at least a basic understanding of the geography of this vast region. As a result, each student will take a short ten-minute map quiz in class on March 1. This quiz will require you to identify on a blank printed map the names of twenty islands, cities, or geographical features that we will see repeatedly throughout this course. A study guide that includes both the map and all twenty identifications has been posted to Canvas to assist in your review. We will also spend a few minutes previewing the map quiz on February 9, during which time your instructor will demonstrate some useful mnemonic devices to help you quickly identify the major islands even if you can't see them on a map.

### **FIRST CONTACT PAPER (1,500-2,000 words). DUE MARCH 19.**

Throughout the first eight weeks of this course, we will spend a good amount of time learning about the dramatic initial encounters between two groups of people with access to drastically different material and technological resources. These are known as “first contacts.” This assignment asks you to use your knowledge and critical eye—as honed through class lectures, discussions, and analysis of Cook’s (and Banks’) journals—to identify four (4) major themes that consistently emerged during “first contact” encounters. Each theme should be illustrated through 2-3 detailed examples and/or specific quotations drawn from the primary sources (chiefly journals, but perhaps art as well) that we have been reading and discussing in class up to this point of the semester. Note that during the four class sessions in which we engaged in close analysis of the Cook journals (First Contact pts. 1-2, Theft and Kidnapping, and Cannibalism, Human Sacrifice, and Flogging) each student was only required to read half of the source material. In order to write a well-argued paper that is supported with clear evidence from the journals, however, each student will likely now need to read a good chunk of the other half of the journals that they did not read the first time around.

### **GROUP SKIT. APRIL 26.**

I am not generally a big fan of group projects, but I’ll make an exception for a well-conceived

and enthusiastically performed historical skit. On the last day of class, you and a randomly selected group of 5-7 classmates will perform a 10-minute skit in front of the class that demonstrates your mastery of major themes and topics explored in our course. To the extent possible, students should attempt to memorize their lines or at least work off short notes. Whatever you do, do NOT read from your script! Costumes and props are welcome but not required. Your topic and classmates for this skit will be randomly assigned by the instructor approximately 3-4 weeks into the semester once the class roster has been finalized. The list of potential topics to which you might be assigned includes the following historical scenarios drawn from our course:

- a Polynesian *vaka moana* voyage to find and colonize new islands
- an interaction between a band of Cook’s crew and a group of Maori that begins with trade but ends in violence
- a Tahitian theft of a mission-centric item followed by Cook’s kidnapping of a Tahitian chief
- a mutiny on board the *Endeavour* (with Cook, Banks, and Tupaia all present)
- a representative first contact encounter that blends elements from several different historical examples examined in class
- the death of Captain Cook at Kealakekua Bay

### GRADING

The breakdown of your grade will be calculated as follows:

Exam #1	20 pts. (20%)
Exam #2	20 pts. (20%)
Exam #3	20 pts. (20%)
Map Quiz	10 pts. (10%)
First Contact Paper	20 pts. (20%)
Group Skit	10 pts. (10%)
<b>Total</b>	<b>100 pts. (100%)</b>

### POLICY ON ATTENDANCE AND LATE ASSIGNMENTS

All students enrolled in this course are expected to attend every class session in-person unless prevented from doing so because of illness, personal or family emergency, or other conflicts. While I do not take formal attendance or award points for participation, the vast majority of substantive interpretations and essential knowledge crucial to student success on graded assignments will occur in class as mediated by your instructor’s commentary during lectures or discussion. There is no simply substitute for these in-class experiences. Late assignments will be accepted, but with the deduction of one point for every day that has passed since the submission deadline. Students who cannot take an exam or turn in an assignment at its regularly scheduled date and time due to illness or personal emergency may, with the approval of the instructor, make alternative arrangements without penalty.

## **STUDENT LEARNING OUTCOMES**

### **SOCIO-HISTORICAL INQUIRY**

- 1. Examine an idea, problem, policy, or institution over a defined period of time.**
  - a. In this course, students will identify and trace the evolution of the many types of interactions that occurred between Euro-American explorers and the indigenous peoples of the Pacific region in the 18<sup>th</sup> and 19<sup>th</sup> centuries. Guided class discussions, three in-class exams, an analytical paper incorporating primary sources, a map quiz, and a group skit will provide students with opportunities to demonstrate their grasp of the incentives and disincentives that guided the formation of individual and group relations during these cross-cultural encounters.
- 2. Employ a critical or systematic method to analyze the relationship between human values, ideas, institutions, policies, or perspectives and their historical contexts or conditions.**
  - a. In this course, we will analyze and compare primary and secondary sources produced by or about Western voyages of maritime exploration in the Pacific, with particular attention paid to the perspectives of indigenous peoples where possible. Three in-class exams, guided class discussions, and an analytical paper will allow students to demonstrate their ability to differentiate between primary and secondary sources and identify author biases and agendas as a means of recovering the lost voices of Pacific peoples.
- 3. Analyze and evaluate evidence and sources to develop an argument, or other student work product, that takes into account social and historical contexts or conditions.**
  - a. In this course, we will engage in close comparative readings of the journals produced by Western maritime explorers during their expeditions in the Pacific. Guided class discussions, short essay responses on three in-class exams, and an analytical paper will allow students to demonstrate their ability to weigh and judge historical evidence and develop an argument sensitive to evolving cultural and political contexts.

### **STATEMENT ON ACADEMIC INTEGRITY**

Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code and are obligated to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to the particular requirements for this course. The code is available online at <http://www.american.edu/academics/integrity/index.htm>.

## COURSE SCHEDULE

### WEEK 1

January 16: INTRODUCTION

January 19: \*\*\* CLASS CANCELLED (SNOW) \*\*\*

### WEEK 2

January 23: THE POLYNESIAN MIGRATION

1. **READ:** “Cook’s Pacific: Exploration and Encounter”
2. **WATCH:** *The Navigators: Pathfinders of the Pacific* (1983)
  - a. This is a fascinating documentary that shows in detail how the ancient Polynesians managed to find and settle nearly every inhabitable island in the Pacific without the aid of modern Western navigational equipment or even metal tools. Though this documentary is now more than four decades old, it still serves as the best overall introduction to this subject—with the sole shortcoming of the dates of exploration that it presents, which have now all been revised according to newer archaeological discoveries (for the latest dates, consult your instructor’s slides for today’s lecture). Note the cameo appearance of Pacific archaeologist Patrick Kirch, shown here as a young man in Hanalei Valley in Hawaii, who is the author of several book chapters we will read over the course of the semester in which he narrates the intersection of his career as a Pacific archaeologist with the persistence of ancient Polynesian cultural and social practices in isolated islands that he visited during the 1970s and 80s.

January 26: PACIFIC VOYAGES BEFORE COOK

1. **READ:** “Introduction: El Mar del Sur”
2. **READ:** “The Smallest Polynesian Island”
3. **READ:** *The First Voyage Around the World*
  - a. This is one of the more accessible accounts of Magellan’s voyage around the world in 1519–22, written by Antonio Pigafetta, one of the few crew members to return to Spain alive. This excerpt begins with their departure from Spain and ends near the Mariana Islands in Micronesia, about a thousand miles or so east of the Philippines (where Magellan would be killed). Pay attention to Pigafetta’s justifications for why this voyage was sent out, what sort of resources or goals it was intended to pursue, and how he talks about the native inhabitants of South America and the Pacific.

### WEEK 3

January 30: COOK’S 1<sup>ST</sup> VOYAGE (1768–71)

1. **READ:** “Cook and the Voyage of *Endeavour*”
2. **READ:** “Prologue: The Distance Traveled”
  - a. This is the prologue to Tony Horwitz’s *Blue Latitudes: Going Boldly Where Captain Cook Has Been Before* (2002) where he discusses Cook’s historical significance and his own desire to follow in his footsteps. We will read several

chapters from this book over the course of the semester, sometimes for the interesting historical traces he manages to find in the modern world, sometimes in order to critique his own unconscious biases in how he thinks and talks about Cook.

3. **BROWSE:** *The Art of Captain Cook's Voyages* (Maori portraits), vol. 1
  - a. This is the first of several examples throughout this semester where I will provide scans of significant chunks of the four-volume set *The Art of Captain Cook's Voyages*, which reproduces nearly every drawing, sketch, and painting undertaken by any of the artists on board Cook's ships and contextualizes them with scholarly analysis. Do not feel compelled to read everything in these pages, though you might find it of interest to delve deeper in some places. My goal is to have you familiarize yourself with the range of visual depictions of places and people that the Europeans encountered on these voyages. You will see some of these images in the slides projected during class lectures, but there are many more than can possibly be covered in class—and they are all worth at least a few seconds of your attention. Remember: in nearly every case, these sketches represent the first realistic visual depictions in history of the cultures encountered, and thus preserve an invaluable moment in time before sustained contact with Europeans irrevocably altered their material culture and ways of life.

#### February 2: COOK'S 2<sup>ND</sup> VOYAGE (1772–75)

1. **READ:** “Ships in Company: The Second and Third Voyages,” pt. 1
2. **BROWSE:** *The Art of Captain Cook's Voyages* (Antarctic forays), vol. 2

#### WEEK 4

#### February 6: COOK'S 3<sup>RD</sup> VOYAGE (1776–80)

1. **READ:** “Ships in Company: The Second and Third Voyages,” pt. 2
2. **BROWSE:** *The Art of Captain Cook's Voyages* (Pacific Northwest), vol. 3, pt. 2

#### February 9: SOCIAL ANATOMY OF A SHIP

1. **READ:** “Pacific Northwest: One Week Before the Mast”
  - a. This is one of the first chapters in Tony Horwitz's *Blue Latitudes: Going Boldly Where Captain Cook Has Been Before* (2002), in which he signs up to serve as a crewhand on the modern-day replica of the *Endeavour*. Read this chapter for an informative and often amusing account of just how difficult, dangerous, and complex it was to run a wooden ship in the days of sail.
2. **READ:** *The Endeavour Journal of Joseph Banks*
  - a. This is Joseph Banks' account of some of the first major interactions between the officers of the *Endeavour* and the Tahitians on Cook's first voyage. While reading it, think about the ways in which a wealthy and socially powerful man like Banks might be behaving in Tahiti—and writing about it—in ways that someone of less wealth and stature might do.

#### WEEK 5

**February 13: JAMES COOK, “SON OF A DAY LABOURER”**

1. **WATCH:** “Captain Cook’s Early Life in North Yorkshire” (20:15)
2. **READ:** “North Yorkshire: A Plain, Zealous Man”
  - a. This is one of the chapters in Tony Horwitz’s *Blue Latitudes: Going Boldly Where Captain Cook Has Been Before* (2002), in which he tries to track down any “authentic” trace of Cook in his native Yorkshire (along with his Australian friend Roger), usually coming up empty. His narration gives a good sense of the bleak opportunities that awaited Cook back home and helps to understand why Cook might have wanted to leave for greener pastures elsewhere.
3. **READ:** *Captain Cook Rediscovered*, “Introduction”
  - a. Written by David Nicandri, a historian of both Cook and the Lewis and Clark expedition, this is an important piece that addresses some of the subjective biases and shortcomings of previous scholarship on Cook since the seminal work of J.C. Beaglehole (editor of Cook’s journals) in the 1950s and 1960s. Pay particular attention to Nicandri’s references to the “palm-tree paradigm” and the literary trope of Cook’s alleged descent into madness on the third voyage.

**February 16: FIRST CONTACT, PT. 1**

1. **READ:** *The Journals of Captain James Cook* (First Contact, pt. 1)—read in accordance with first letter of your surname
  - a. **A-M:** first contact with Maori at Poverty Bay, pp. 168–72
  - b. **N-Z:** first contact with Maori near Tolaga Bay, pp. 187–91
  - c. **A-M:** Cook’s reflections on first contact with Maori, pp. 281–82
  - d. **N-Z:** first contact with Gweagal at Botany Bay, pp. 304–10
  - e. **A-M:** first contact with Guugu Yimithirr at Endeavour River, pp. 360–63
  - f. **N-Z:** first contact at Tonga, pp. 243–59
  - g. **A-M:** first contact at Easter Island, pp. 337–42
  - h. **N-Z:** first contact at Niue, pp. 433–37

**2. STUDY GUIDE FOR EXAM #1 UPLOADED TO CANVAS TODAY**
**WEEK 6**
**February 20: \*\*\* EXAM #1 \*\*\***
**February 22: \*\*\* THE BOUNTY (9:00 P.M. ZOOM WATCH PARTY) \*\*\***

1. **WATCH:** Tonight at 9 p.m. we will watch the entirety of the film *Mutiny on the Bounty* (1984) via a Zoom watch party, with your instructor providing running commentary in the chat box throughout the film on historical accuracies and inaccuracies. Though no Hollywood film is free from historical distortions and misrepresentations, this film is one of the better treatments of a European voyage to Tahiti and provides important visualizations for many of the places and encounters that the historical record is lacking.

**February 23: MUTINY ON THE BOUNTY (LECTURE)**

1. **READ:** “A Narrative of the Mutiny”
  - a. This is Bligh’s published version of the mutiny, in which he attempts to exonerate himself and solidify in the public mind the chief causes of the affair. To what

factor does he ascribe chief blame for Fletcher Christian's mutiny?

2. **READ:** *After the Bounty*

- a. This is an account of the mutiny on the *Bounty* from the perspective of boatswain's mate James Morrison, who was later pardoned for his role in the affair. He provides an invaluable perspective that is not available in Bligh's account, including a description of what happened to the mutineers on Tahiti and Tubuai after they cast Bligh and his loyalists adrift.

### WEEK 7

#### February 27: FIRST CONTACT, PT. 2

1. **READ:** *The Journals of Captain James Cook* (First Contact, pt. 2)—read in accordance with the first letter of your surname
  - a. **A-M:** first contact at Malekula, pp. 460–68
  - b. **N-Z:** first contact at Eromanga, pp. 477–81
  - c. **A-M:** first contact at Tana, pp. 483–500
  - d. **N-Z:** first contact at New Caledonia, pp. 528–46
  - e. **A-M:** first contact at Chukchi, pp. 410–11
  - f. **N-Z:** first contact at Kauai, pp. 263–86

#### March 1: VANCOUVER AND THE PACIFIC NORTHWEST

1. **READ:** “Acquiring a More Complete Knowledge: George Vancouver in the North Pacific”
2. **READ:** *The Voyage of George Vancouver, 1791–1795*
  - a. This is an excerpt from Vancouver's published account of the voyage documenting his attempt to survey and map what will become known as the Puget Sound in the vicinity of present-day Seattle. Pay attention to his descriptions of the difficulties in surveying so many narrow, shallow inlets of water—each one of which may or may not lead to the fabled Northwest Passage—and his interactions with the natives of the region.
3. **\*\*\* MAP QUIZ \*\*\* (administered during last 10 minutes of class)**

### WEEK 8

#### March 5: THEFT AND KIDNAPPING

1. **READ:** *The Journals of Captain James Cook* (Theft and Kidnapping)—read in accordance with the first letter of your surname
  - a. **A-M:** theft of quadrant and other items on Tahiti, pp. 87–97
  - b. **N-Z:** theft in Tahiti, Cook seizes canoes, pp. 100–1
  - c. **A-M:** theft by Maori, fatal shooting, Cook's disapproval, pp. 195–96
  - d. **N-Z:** kidnapping of Tahitian chief to compel return of stolen goods, pp. 217–20
  - e. **A-M:** Cook's reflections on Tahitian theft, pp. 397–98
  - f. **N-Z:** hilarious Tahitian theft, pp. 414
  - g. **A-M:** Tahitian theft, attempt to trap Cook, Hitihiti's advice, pp. 415–17
  - h. **N-Z:** theft, pursuit, and conflict at Nomuka, pp. 440–46



**March 8: PERCEPTIONS OF SAVAGERY**

1. **READ:** *The Journals of Captain James Cook* (Perceptions of Savagery)—read in accordance with the first letter of your surname (\* everyone reads last entry)
  - a. **A-M:** Maori flogged on *Endeavour*, Maori reaction, pp. 208–9
  - b. **N-Z:** evidence of Maori cannibalism, pp. 235–37
  - c. **A-M:** Cook’s reflections on Maori cannibalism, pp. 282
  - d. **N-Z:** ears cut off of Cook’s clerk, pp. 323–24
  - e. **A-M:** Maori cannibalism test, Hitihiti’s reaction, pp. 292–95
  - f. **N-Z:** Tahitian thief: to flog or not to flog?, pp. 388–90
  - g. **A-M:** human sacrifice on Tahiti, pp. 198–206
  - h. **N-Z:** Cook’s rampage on Mo’orea, pp. 224–32
  - i. \* **A-Z:** Cook’s enquiry into Maori cannibalism on 3<sup>rd</sup> voyage, pp. 59–69

**WEEK 9**

**March 12: \*\*\* SPRING BREAK \*\*\***

**March 15: \*\*\* SPRING BREAK \*\*\***

**WEEK 10**
**March 19: LEWIS & CLARK VS. CAPTAIN COOK**

1. **READ:** “Lewis and Clark in the Age of Cook”
2. **READ:** *The Journals of Lewis and Clark*
  - a. In this brief excerpt from the Lewis and Clark diaries during their crossing of the Continental Divide, pay attention to their many references to the “Columbia River” and their belief that it was but a short hike away to its headwaters, which would open up a new overland American “northwest passage” to the Pacific Ocean. We will address this expectation in today’s lecture and place the Lewis and Clark expedition into the larger context of exploration first initiated by Cook and Vancouver decades earlier.

**3. \*\*\* FIRST CONTACT PAPER DUE TODAY \*\*\***

**a. submit your paper on Canvas by 5:00 p.m. EST**

**March 22: THE MYTH OF TAHITI**

1. **READ:** “Tahiti: Sic Transit Venus”
  - a. This is one of the chapters in Tony Horwitz’s *Blue Latitudes: Going Boldly Where Captain Cook Has Been Before* (2002) where he attempts to trace Cook’s footsteps in Tahiti. Though he includes many accurate historical details about the original voyage drawn from historical documents, you are not reading this for the history but rather the ways in which Horwitz represents Tahiti to a modern-day audience. Think about what aspects of Tahiti he chooses to highlight, how he talks about them, and why he and his friend Roger leave Tahiti so disappointed. We will critique this chapter in detail in class.
2. **BROWSE:** *The Art of Captain Cook’s Voyages* (Tahitian portraits & clothing, 1<sup>st</sup> voyage), vol. 1
  - a. Browse through these sketches of Tahitian people, clothing, and customs drawn

by Cook's artists on the first voyage with an eye toward comparing them with modern-day representations of Tahitians in the tourist industry.

3. **BROWSE:** *The Art of Captain Cook's Voyages* (Tahitian portraits & clothing, 3<sup>rd</sup> voyage), vol. 3, pt. 2
  - a. Browse through these sketches of Tahitian people, clothing, and customs drawn by Cook's artists on the first voyage with an eye toward comparing them with modern-day representations of Tahitians in the tourist industry.

#### 4. **STUDY GUIDE FOR EXAM #2 UPLOADED TO CANVAS TODAY**

### WEEK 11

March 26: **\*\*\* EXAM #2 \*\*\***

March 29: **NATURAL SCIENCE ON THE ENDEAVOUR**

1. **BROWSE:** *Joseph Banks' Florilegium*
  - a. These are some of the engraved representations of botanical specimens that Banks and his assistants collected on Cook's first voyage. Browse through them and read some of the descriptive entries to get an idea of the sort of value that Banks and other European scientists placed on such specimens during the era of these voyages.
2. **READ:** "Perfect Strangers"
  - a. This is an account of the Raiatean priest Tupaia's involvement on the *Endeavour* and relationship with the ship's crew, as narrated in Peter Moore's *Endeavour: The Ship That Changed the World* (2018). Pay attention to what sort of incentives likely encouraged Tupaia to join the *Endeavour* to unknown lands without any guarantee of returning home. In class, we will discuss some of the drawings he made that were preserved in Banks' collection of *Endeavour* documents.

### WEEK 12

April 2: **HOW PACIFIC ISLANDERS LOST THEIR LAND**

1. **READ:** "The Isle of Sacred Coconuts"
2. **READ:** *Typee: A Peep at Polynesian Life* (1846), ch. 4
  - a. This is a chapter from Herman Melville's first and most commercially successful novel, which he based upon his own personal experience as a deserter in the Marquesas from a tyrannical captain on a whaling ship. Think about the ways he describes the land and its native inhabitants and their degree of political organization.

April 5: **THE SEARCH FOR TERRA AUSTRALIS**

1. **READ:** *The Journals of Captain James Cook* (Antarctic misery)
  - a. This is a collection of journal entries from Cook's exploration of high latitudes just north of the Antarctic Peninsula on his second voyage. Read highlighted excerpts only.
2. **READ:** *The Resolution Journal of Johann Reinhold Forster*

- a. This is a collection of journal entries from Johann Forster, Cook's naturalist on the 2<sup>nd</sup> voyage, during their passage through high latitudes in the South Pacific on the second voyage. Read highlighted excerpts only.

### WEEK 13

#### **April 9: POLYNESIAN CIVILIZATION IN HAWAII**

1. **READ:** "From the Boundless Deep"
  - a. This reading is a literary but scientifically sound account of how the Hawaiian archipelago was formed, a topic we will cover in greater detail in class.
2. **READ:** "Roots of Conflict"
3. **BROWSE:** *The Art of Captain Cook's Voyages* (Hawaiian scenes), vol. 3, pt. 2
  - a. Browse through these everyday sketches of Hawaiian people and landscapes drawn by Cook's artists on the 3<sup>rd</sup> voyage.

#### **April 12: THE SEARCH FOR THE NORTHWEST PASSAGE**

1. **READ:** *Frankenstein* (1818)
  - a. This is the final section of Mary Shelley's novel about a scientifically reanimated corpse (stitched together from multiple bodies) that differs significantly from later, popular treatments of Dr. Frankenstein's monster. The book opens and closes with the epistolary narration of a Captain Walton, who is searching for the still elusive Northwest Passage in the icy regions of the polar north. In the beginning of the novel, he meets Dr. Frankenstein as he is pursuing his wayward and murderous monster in a snow sledge. In this final section of the novel, Captain Walton reflects on the folly of scientific ambition, which has placed both his own life and that of Dr. Victor Frankenstein (now onboard Walton's ship) into mortal peril.
2. **READ:** "A Report from Ieromonk Makarii, Head of the Russian Orthodox Mission in Alaska, to the Holy Governing Synod, Detailing Treatment of Natives by Russians"
  - a. This is an eyewitness account of the tensions and issues that characterized the earliest Russian fur-trade settlements in the Aleutian Island chain off Alaska about two decades after Cook visited the region on his final voyage.

### WEEK 14

#### **April 16: CAPTAIN COOK'S MAPS**

1. **READ:** "The Gathering Place of Men"
2. **BROWSE:** "Cook's Maps"
  - a. Browse through this collection of reproductions of Cook's original maps drawn during all three voyages. I have deliberately refrained from identifying which locations they represent, so we can spend most of this class session making educated guesses as to what place—or at least what type of place—each map most likely represents based on knowledge and familiarities gained over the course of this semester.

#### **April 19: THE DEATH OF CAPTAIN COOK**

1. **READ:** *The Journals of Captain James Cook* (Clerke and Phillips accounts)
  - a. This reading includes the official account of Cook's death by Charles Clerke, who took over command of the ships on February 14, 1779. Since Clerke was not present on land when the fighting broke out, he also includes the eyewitness testimony of the marine Lt. Phillips, who was.
2. **READ:** *Captain Cook's Final Voyage*
  - a. This is a recently discovered account of the events that led up to Cook's death written by 1<sup>st</sup> Lt. James Burney. It is written in a clearer and more direct style than Clerke's and Phillips' exhaustive yet somewhat ornately narrated version.
3. **STUDY GUIDE FOR EXAM #3 UPLOADED TO CANVAS TODAY**

### WEEK 15

April 23: **\*\*\* EXAM #3 \*\*\***

April 26: **\*\*\* SKIT PERFORMANCES \*\*\***

1. **NOTE:** We will have six groups composed of 5-7 students each performing their skits in front of the class today. Props and use of Powerpoint slides for background visual imagery are encouraged but not required. In order to allow for all six performances and a couple of minutes' commentary by your instructor after each skit, please limit your performances to no more than 10 minutes.