

**ANTH 330**  
**TRADITIONAL WHALING SOCIETIES**  
**Winter 2019-2020**

**Instructor: Rebecca Goodwin**

**Office :** N/A

**Office Hours:** Fridays 11:00-13:00 (Zoom link)

**Class Meetings:** Tuesdays, Thursdays 08:35-09:55

**Location:** Online (Zoom link to be posted)

**Prerequisites:** ANTH 201, ANTH 202, or ANTH 203 or permission of instructor

**Restrictions:** Restricted to Anthropology Honours, Major and Minor Program students

**Course Objectives:**

This course will introduce students to traditional whaling societies throughout the world as recorded through archaeology, traditional ethnographic studies, oral history and more recent observations. The focus will be on the history of development of whaling technologies and whaling procedures, social structures and cultural characteristics associated with individual traditional whaling societies, and how traditional whaling societies are situated within current pro-whaling vs. anti-whaling discourses. Traditional whaling societies in the context of this course include indigenous whaling societies around the world and settler or European ‘small-scale’ whaling. Rather than provide a comprehensive overview of all traditional whaling societies, selected representative societies that best relate to the focus of the course will be examined in detail. The goal is for each student to gain knowledge of the variety of traditional whaling societies, to be able to assess commonalities and differences within these societies, and to situate current whaling practices within whaling-related political and social discourse.

*Learning Outcomes*

By the end of this course should be able to:

- Identify and describe the common attributes of different cultures and communities who engage in whaling activities
- Critically assess the outcomes of whaling, both commercially and within subsistence practices
- Articulate and defend an opinion on whaling activities
- Plan, produce and execute an outreach project for a general audience
- Provide classmates with constructive feedback
- Work together with classmates in an online space
- Formulate and deliver a guest lecture

### **Course Format:**

Classes will be conducted entirely online via the zoom platform. Class format will consist of a mixture of lectures, large and small group discussions and additional multi-media resources. Lectures will be replaced with films for a limited number of classes. Attendance is mandatory so please contact the instructor if you need to miss class. Class is synchronous and will not be recorded however, course slides will be posted online. There are approximately 40 hours of in-class instruction.

### **Evaluation:**

“Guest” Lecture: 25%

Online Quizzes: 15% (8 quizzes, drop 1 grade)

Participation: 10% (flexible evaluative methods)

Final Project: 50% (multi-part)

### **Guest Lecture (rolling due dates):**

You will organize yourselves into small groups (>4) in order to prepare and deliver an oral presentation on a topic that is covered or related to the class material. This oral presentation will be delivered in the form of a guest lecture where you will “teach” your classmates the material covered by your topic. Each presentation should be ~20 minutes in length and accompanied by audiovisual elements. Students can give this lecture live over zoom or pre-record it to be played in class. Each group will also prepare a summary sheet for the instructor. More details and suggested topics can be found on *mycourses* under the correct tab.

### **Online Quizzes (various dates):**

As this is an online course it is difficult to know how deeply students are engaging with the material and how well students understand course concepts. Instead of a mid-term/exam format of evaluation we will have a number of short quizzes throughout the semester. These quizzes provide the instructor with a baseline for how students are doing and incentivises the student to engage with the course every week. If you need accommodations, please see me prior to the first quiz. Students cannot use outside materials (ie. The internet) but can use their notes for these quizzes. Students are asked to refer to the McGill code of conduct on academic integrity for more information. Quizzes will be available for 48 hours and students will be allowed one attempted. Please contact the instructor if you have difficulty accessing the quizzes or if you have any technical difficulties. There will be 8 quizzes throughout the semester and each student will be allowed to submit their 7 best scores.

### **Participation:**

Students will be expected to participate in class each week, whether that is answering or posing questions, working in breakout rooms or participating in exercises. Other ways to gain participation grades will be discussed in the first class. Students will be provided with information on how to best maximize their participation grade.

### **Final Project (due April 13<sup>th</sup>):**

Students will create a final project in lieu of a final exam. All projects will be focused on educating and engaging the wider public on issues or topics related to whales and traditional whaling societies. Students may work alone or in groups of up to 5 and must discuss their proposed project with the professor ahead of time. Topic and project suggestions will be provided in class and on *mycourses*, but students are free to be as creative as they would like. The evaluation of the final project involves a presentation grade, a product grade and a written reflection grade. See the final project outline for more information.

### **Class Readings:**

In order to lessen the burden of online learning this year I will not be assigning required weekly readings. However, some weeks will involve a small amount of preparative reading and/or engaging with online content like videos or podcasts.

### **Intellectual Property and Personal Data:**

I remind everyone of their responsibility in ensuring that this course and associated material are not reproduced or placed in the public domain. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Please refer to [McGill's Guidelines for Instructors and Students on Remote Teaching and Learning](#) for further information. Thank you very much for your cooperation.

### **Accessibility Statement:**

Your instructor strives to make the course as accessible as possible within the boundaries set out by the university and the restrictions of online teaching. Please make an appointment with McGill Accessibility Services prior to class in order to discuss your options should you need them. You can also contact me if there is a way I can make this class more accessible to you.

### **Academic integrity:**

- a. Per McGill's [Code of Student Conduct and Disciplinary Procedures](#), “[t]he integrity of University academic life and of the degrees the University confers is dependent upon the honesty, integrity and soundness of the teacher-student learning relationship and, as well, that of the assessment process.” Note that student obligation measures under the heading “C. Academic Offences” in the [Code of Student Conduct and Disciplinary Procedures](#) (i.e., avoiding plagiarism or cheating) and associated disciplinary measures apply as much during remotely-delivered exams and evaluations as exams and other evaluations conducted in person on McGill premises.
- b. Instructors use multiple modes of communication to share their pedagogical materials with students. The slides, video recordings, lecture notes, etc. remain the instructors' intellectual property. You may therefore use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

### **Class security:**

- a. Per the [Policy on the Responsible Use of McGill's Information Technology Resources](#), do not share your login or password information. Keeping this information confidential minimizes the risk of harassment and intrusion into your classes by unauthorized and ill-intended users, and ensures that you remain compliant with University policy.
- b. McGill is taking all reasonable measures to ensure that class recordings are accessible only to students registered in the course. Therefore, students need to log in to myCourses to access the recordings.
- c. In addition to the recording of your image and voice, your name (or preferred name) may be displayed on screen, and your instructor may call your name during class time. Therefore, this personal information will be disclosed to classmates, whether during the class session or in viewing the recording. By remaining in classes that are being recorded, you accept that personal information of this kind may be disclosed to others, whether during fixed (synchronous) class time or in viewing the recording.

**Expectations for engagement:**

- a. Since remote learning is not the norm for students and since some types of assessments might be unfamiliar to you, you can check with your instructor to know how much time you are expected to spend on each assignment.
- b. For pedagogical reasons and to enrich the experience of all students, attendance will be monitored and active participation will be expected or required during fixed (synchronous) class time. As such, you may be asked to turn on your camera and audio. If you do not have the necessary resources (e.g., adequate Internet bandwidth or equipment) to do so or if you choose not to turn on your camera for privacy reasons, inform your instructor *at the beginning of term* so that appropriate accommodations can be made.
- c. The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:
  - i. Zoom sessions, including Username (use only your legal or preferred name), virtual backgrounds, “chat” boxes, whiteboard annotations, breakout rooms
  - ii. myCourses discussion for a
- d. To maintain a clear and uninterrupted learning space for all, keep your microphone muted throughout class time unless invited by the instructor or TA to speak.
- e. You should follow instructors’ directions about the use of the “chat” function in Zoom.

## **SCHEDULE OF TOPICS**

We will strive to maintain this schedule of topics for our lectures but because of the unpredictable nature of online teaching and the on-going Covid-19 pandemic these topics are subject to change. The instructor reserves the right to alter this schedule, and anything else associated with the course throughout the semester. The instructor will alert you to any changes.

### **January 7th**

- **Course Outline/Introduction**

### **January 12th**

- **The Nature of the “Beast”**

### **January 14th**

- **Whaling in Prehistory**

### **January 19th**

- **Emergence of baleen whale hunting:**
  - a) Alaskan Whaling Cult (student lecture)

### **January 21<sup>st</sup>-26th**

- **Prehistoric Thule-Inuit bowhead whale hunters – Canadian Arctic**

### **January 28th**

- **Pacific Alaskan and Aleut Whaling**
  - a) Aconite poisoning (student lecture)

### **February 2nd**

- **Nootka whaling**

### **February 4th**

- **Historic and Modern Canadian Inuit Whaling**

### **February 9th**

- **Faroe Island & Scandinavian Whaling**

### **February 11<sup>th</sup>**

- **Japanese Whaling**
  - a. Bagdu-Dae Petroglyphs (student lecture)

### **February 16<sup>th</sup>**

- **The Cove (film, no class)**

### **February 18<sup>th</sup>**

- **The Cove discussion (must watch the film before this class)**

### **February 23<sup>rd</sup>**

- **Introduction to Commercial Whaling**
  - a. Herman Melville/Moby Dick (student lecture)

### **February 25<sup>th</sup>**

- **Into the Deep (film, no class)**

### **March 2<sup>nd</sup> & 4<sup>th</sup>**

*Reading Break*

### **March 9<sup>th</sup>**

- **Into the Deep Discussion (must watch the film before class)**
  - a. Industrial whaling products (student lecture)

### **March 11<sup>th</sup>**

- **America Whaling**
  - a. Scrimshaw (student lecture)

**March 16<sup>th</sup>**

- **International Whaling Commission**

**March 18<sup>th</sup>**

- **Modern Perspectives of Whaling**

**March 23<sup>rd</sup>**

- **Whaling Debate (2 groups of > 5 students)**

**March 25<sup>th</sup>**

- **Wide world of whaling p. 1**

**March 30<sup>th</sup>**

- **Wide world of whaling p. 2**

**April 1<sup>st</sup>**

- **Peer review session (attendance mandatory)**

**April 6<sup>th</sup>**

- **“Flex” class (catch-up)**

**April 8<sup>th</sup>**

- **Group presentations round 1**

**April 13<sup>th</sup>**

- **Group presentations round 2**

## Student Lecture Topics

### Set dates:

- a) Alaskan whale cult – **January 19<sup>th</sup>**
- b) Aconite poisoning – **January 28<sup>th</sup>**
- c) Bangdu-Dae Petroglyphs – **February 11<sup>th</sup>**
- d) Herman Melville/Moby Dick – **February 23<sup>rd</sup>**
- e) Industrial whaling products– **March 9<sup>th</sup>**
- f) Scrimshaw – **March 11<sup>th</sup>**
- g) The Whale Debate – **March 23<sup>rd</sup>**

### **TBD:**

- a) Whaling in New Zealand
- b) Whaling in the Caribbean
- c) Malaita Dolphin Drive (Solomon Islands)
- d) Indonesian Whaling (Lamalaera)
- e) Izcuña Paintings
- f) Whale Myths and Folklore
- g) Whales & Whaling in Popular Culture