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Office Hours: Thursday 8:30 – 11:30, or by appt.

DRAFT – SUBJECT TO CHANGE

HIST 415, Summer 2014

The Age of Exploration

Course Description

Between the mid-fifteenth century and the early seventeenth, European voyagers made great strides toward discovering – or rediscovering – the world as we know it today. Whether we call this the Age of Exploration, Discovery, or Reconnaissance, it was time when new discoveries challenged existing knowledge on a seemingly constant basis. Our course focuses on these early voyages of exploration and contacts with various cultures, and we will seek to engage both contact and consequence through a close reading of source materials associated with these groundbreaking voyages.

Required Reading

The following titles are available at the Duckstore; most are also available via other book retailers.

Luís de Camões. ***The Lusiads***. Penguin, 1952.

Felipe Fernández-Armesto. ***Pathfinders: A Global History of Exploration***. Norton, 2006.

Peter C. Mancall. ***Travel Narratives From the Age Of Discovery: An Anthology***. Oxford University Press, 2006.

Alvar Núñez Cabeza de Vaca & Enrique Pupo-Walker. ***Castaways: The Narrative of Alvar Núñez Cabeza de Vaca***. University of California Press, 1993.

A note on readings:

You should complete readings indicated on the syllabus prior to Thursday's class period, but I will assume students have read the assigned materials before each class.

Additional readings indicated by an asterisk (*) are available online via Blackboard or as noted.

Assignments and Grading:

Your course grade will consist of four elements.

- | | |
|--|-------|
| 1) Attendance and Participation in any reading discussions | (20%) |
| 2) One Primary Source Analysis (3 - 4 pgs.) | (20%) |
| 3) Midterm Examination | (25%) |
| 4) Final Examination | (35%) |

A Word about Plagiarism: Regrettably, I must make a statement regarding the offense of plagiarism. Any violation of the [University of Oregon's academic policy on plagiarism](#) will result in my taking all necessary administrative action to report the conduct. I take the offense of plagiarism seriously, on an academic and personal level. Serious consequences up to and including failure of the course and expulsion from the University may result from the offense.

Policy Regarding Late Assignments or Make-up Examinations

All assignments are due by the end of class on the scheduled date unless I have granted an extension. Late assignments will receive penalties on the following scale:

Assignment received late on the assigned date:	Two-thirds letter grade penalty.
Assignment received one day late:	Full letter grade penalty.
Assignment received more than one day late:	Two (2) letter grade penalty.
Assignment received more than two days late:	No credit.

You must make all requests for extensions or make-up exams in advance. In the case of exams, you must notify me no later than one week prior. Naturally, I will consider emergencies on a case-by-case basis, but be advised that only *verifiable* emergencies will be acceptable.

Special Needs Note: If you are a student registered with the Accessible Ed Center as eligible for extra time on exams or for other specific needs associated with the class, please let me know immediately. Remember that it is your responsibility to make any arrangements necessary with the **Accessible Education Center** for exams or other accommodations.

Student Conduct:

General: Please refrain from reading materials unrelated to our course during class. Please keep your voice down in the event you need to clarify a note with a neighbor, etc, and please keep any side conversations to a minimum. Never hesitate to ask a question if you need to do so.

Electronics: Please put cell phones into silent mode before class begins; no texting or viewing messages during class. Please confine your use of laptops or other devices to note taking, as activities unrelated to the course are distracting to me as well as to others and thus unacceptable (even if you sit in the back row). I reserve the right to prohibit the use of *all* electronics in class at any time.

Schedule of Lectures

Part I: Before Columbus Week One

Monday, June 23

Introduction to the Course; The Viking Moment

Read: *Pathfinders*, Chapter 1 (pgs.19-25; 33-37; 50-59); *Narratives* pgs. 1-18.

Tuesday, June 24

The Treasure Fleet of the Dragon Throne

Read: Narratives, Chapter 7, Ma Huan, “The Overall Survey of the Ocean’s Shores (1433)”

Pathfinders, 109-117

Begin *The Lusiads*

Wednesday, June 25

The Rediscovery of Africa

Read: Continue Lusiads

Thursday, June 26

Rounding the Horn

Read: Finish Lusiads; Narratives, Document 1, *A Journal of the First Voyage of Vasco da Gama* pgs. 61-66.

Week Two:**Monday, June 30**

Landfall, 1492

Read: Narratives, Document 15, *Letter of Columbus to Luis de Santángel, Announcing his Discovery* (1493); Document 16, *Mondus Novus* (1504)

Tuesday, July 1

The Conquest of the Mexica

Read: Narratives, Document 17, *Letters from Mexico* (pgs. 224-233); Jared Diamond, “Collision at Cajamarca” in *Guns, Germs and Steel**

Wednesday, July 2

Contact and Consequence: The Columbian Exchange

Read: Begin Castaways

Thursday, July 3**Midterm Examination****Week Three****Monday, July 7**

A World Made Whole

Read: Continue Castaways; Pathfinders, pgs. 193-208; *Narratives*, Document 9, *Magellan’s Voyage* (1519-22)

Tuesday, July 8

The Quest for El Dorado

Read: Finish Castaways; Narratives, Document 19, *Journey to the Country of Cibola Newly Discovered* (1540) (pgs. 240-243)

Part II: New Worlds**Wednesday, July 9**

Interiors

Read: Pathfinders, pgs. 224-242; *Narratives*, Document 22, *The Captivity of Hans Stade of Hesse Among the Wild Tribes of Eastern Brazil* (1547-1555).

Thursday, July 10

The French and Canada

Read: Narratives, Document 18 (pg. 233) Jacques Cartier, *A Short and Briefe Narration of the Two Navigations and Discoveries* (1580); Document 25, *A True Report of the Last Voyage into the West and Northwest* (1577).

Week Four

Monday, July 14

The English and Virginia

Read: Narratives, Document 28 (pg. 312) Thomas Harriot, *A Briefe and True Report of the New Found Land of Virginia* (1590).

Tuesday, July 15

The Voyages of Captain Cook

Read: Pathfinders, pgs. 289-307.

Wednesday, July 16

Source Paper Due

Islands of History

Thursday, July 17

FINAL EXAMINATION

Primary Source Analysis Assignment

Choose one (1) of the following three (3) paper assignments.

Assignment 1

Write a three (3) to four (4) page paper comparing and contrasting the motivations, goals, cultural assumptions, and consequences of the voyages of Zheng He as chronicled by Ma Huan and those of the Portuguese as chronicled by Camões.

Considerations: There are many points of comparison here ranging from the very broad to the quite specific. Consider the role of economics and religion, as well as the perspective of the observers in each case. While there are certainly many differences between them, there are also similarities; be sure to consider both in your analysis.

Assignment 2

Write a three (3) to four (4) page paper analyzing the presentation of indigenous peoples as related in *Castaways*.

Considerations: Cabeza de Vaca's account is a world removed from the triumphant letters of Cortés or Columbus. While his account certainly reflects a sixteenth-century Spanish worldview, it also reveals remarkable insights into the sort of dialogs engaged in by the first Europeans to interact with many of these indigenous peoples. In addition, Cabeza de Vaca relates many differences between the groups he encounters, leading to a much richer portrait of the indigenous peoples than that experienced in Central and South America. In what ways does his description of indigenous peoples confirm or challenge your expectations of how Spaniards viewed the peoples of the Americas?

Assignment 3

Write a three (3) to four (4) page paper comparing the accounts of indigenous peoples the Spanish and Portuguese encountered in the sixteenth century and those of the English, French, or both, as revealed in the *Narratives* documents 18, 25, and 28.

Considerations: Much of the “Black Legend” depended upon an assumption that the Spanish were essentially more barbaric than other European nations. As we know, this was more a function of the consequences of the Reformation than a reflection of reality. In what ways do the documents you are reading support or challenge an argument for Iberian exceptionalism?

General Instructions:

Citation: Your paper must make use of direct evidence from the reading in support of your argument. You may use a parenthetical with page number alone to indicate the location of your reference.
Example: (18).

NOTE: The purpose of the assignment is to use the source material to answer the question at hand. **Do not include any other sources.** Naturally, you may refer to information you have gleaned from lecture or from the class readings, but your paper should focus on the source material for this assignment.

Format:

- 1" Margins Top/Bottom/Left/Right
- 12 pt. Times New Roman Font
- Double-spaced
- Page Number Bottom Center
- Carefully Spellcheck your work, as failure to do so will result in a severe grade penalty.
- **No External References.**

Submission:

Please submit your paper to me via email. Please save the file as an .RTF file (or WORD if you are using PC; choose a compatible WORD save if using MAC.) See the following instructions if you do not know how to do this.

Saving documents in Rich Text Format (*.rtf)

Saving documents in Rich Text Format (rtf) makes it easy for others to open and read your document regardless of the platform and software they employ (PC/MAC, Word/Wordperfect, etc.) This is why you should consider this format when forwarding attached documents to others.

Here are two links to saving files this way using Word and WordPerfect.

Link to save WORD document as rtf

<http://198.85.71.81/blackboard/richtext.html>

Link to save WordPerfect as rtf

http://www.noblesoftwaresolutions.com/Tips_And_Tricks/Email/Word_And_WordPerfect_Emails.htm

Broken Links:

If you find the links do not work, simply make a GOOGLE search for “Convert document to RTF format”. You will have no problems finding hundreds of pages that will provide all the necessary information.