

# DISCOVERING WORLD HISTORY

Hist 100-01, Fall 2008  
Ellen Arnold  
MWF 8:30 – 9:30 Carnegie 05

We are not the first people to try to understand and change the world we live in. This introductory survey will allow us to explore how our efforts to understand the world (and our impact on the world) connect us to past societies. We will cover the themes of exploration, environment, and the development and interaction of different cultures in a wide range of regions and time periods. By exploring the general trajectories of human explorations and cultural contacts, we will look for patterns and processes in human history. By reading individual explorers' accounts from different periods, we will learn to work with and question historical sources, and discuss how to interpret change and continuity over time.

By the end of the semester, you will have a better understanding of how and why different groups of people have:

- 1) explained and explored the world
- 2) learned how to control and transform the natural world, and
- 3) interacted with other societies, shaping their own world-views in relationship to others

## CONTACTING ME:

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## COURSE REQUIREMENTS:

This is an introductory class, and previous knowledge of the history of the period covered here is not required. However, because of the pace of the class and the wide range of material we will need to cover, it is imperative that you prepare fully for each class meeting, and come ready to engage with the materials and your fellow classmates.

Your success in this course will rely on your participation in class discussion and activities. Your attendance and participation in class activities is required, and will compose 15 percent of your final grade.

## COURSE GRADE:

<b>Component</b>	<b>% of Final Grade</b>	<b>Due Date</b>
Participation	15%	Weekly
Quizzes	10%	Periodic, unannounced
Paper One	20%	24 October
Paper Two	20%	3 December
Comparative Source Exercise	10%	7 November
Comparative Essay (Final)	25%	Noon on Dec. 11 (by email)

## GRADE SCHEME:

A	100-95	C+	79-77
A-	94-90	C	76-73
B+	89-87	C-	73-70
B	86-83	D	69-65
B-	83-80	NC	65 and below

## LATE WORK AND ABSENCES:

You can miss two class sessions before your grade will be adversely affected. Absences due to university-sponsored events, hospitalization, death in the family, or other emergencies must be documented. In such cases, I will allow late work. If you have a planned excused absence, papers are still due on time—plan your time accordingly! Otherwise, you will be penalized a letter-grade degree for every day your paper is late. For example, if a paper earns a B, and it is a day late, it will receive a B-.

## QUIZZES:

You must come to each class prepared; there will be periodic and unannounced quizzes in class (these are intended not to punish negligence but to encourage diligence!). There will be a total of eight quizzes (or activities in class that count as quizzes). You will be expected to be familiar with the readings and with how they are related to the other materials or topics we are discussing at that point. Your lowest grade will be dropped. There will be no make-up quizzes (except for emergencies as outlined above).

## PAPERS:

There are **two formal papers** for this course. Each paper will evaluate one of the book-length primary sources that we have read. The goals of these papers are to demonstrate an awareness of the broader context and importance of these primary sources while also evaluating a smaller segment of the source more carefully.

The papers should be 5 pages long. Each paper should include an argument about how the author and the events he or she describes fit in the broader context of the course. Specifically, the argument should be about either 1) the methods and objectives of exploration, 2) intercultural contact, or 3) environmental world views. Within each paper, you will also need to choose a smaller section (such as one event, one chapter, one location on the trip, or a particularly interesting or important passage) and demonstrate how it can be interpreted to support your broader argument.

Sample range of topics:

Methods and Objectives of Exploration:

- travel technology and science
- daily experience of travel
- individual or group goals and objectives
- abstract goals vs. practical goals

Intercultural Contact:

- what shaped the way the explorers viewed others
- how the explorers and the people they met interacted
- the role of religion in cultural contact
- how technology, science, and knowledge affect cultural contact

Environmental World Views:

- what did explorers/travelers expect to find in nature?
- how did they understand and interpret the environments they found?
- how did environment and nature affect their travel?
- in what ways were environments connected to cultural differences?

The **Comparative Source Exercise** is a shorter exercise of 3 pages that will allow you to take multiple perspectives on James Cook's famous *Endeavor* voyage from 1768-1771. Fortunately, we have more than one record of the events of this, including journals by Cook himself and by two other people from the voyage, Joseph Banks and Sydney Parkinson. Finally, an official report of the voyage was written by John Hawkesworth in 1773. You will be assigned one period of time from this lengthy voyage. Using the records from all relevant journals, you will then compare the versions, and make an argument about the voyage, the journals, or the course themes based on this comparison. This activity is intended to prepare you for both the final essay and your second paper.

The **Comparative Essay** (your final assignment) will be a take-home project due (by e-mail) at noon on December 11. Using all five of the book-length primary sources that we have worked with over the course of the semester, write a concise (8-9 pages, double-spaced) and well-structured essay that answers one of the following questions and shows your awareness of both historical change and the continuity of human experience.

**Question 1:** How can the primary accounts of explorers be used to examine the idea that the world itself was a player in shaping human history?

**Question 2:** How do the implicit and explicit motives, goals, and perspectives of the explorers help us understand the significance to world history of exploration?

#### REQUIRED TEXTS (Available at Macalester Bookstore):

Felipe Fernandez-Armesto, *Pathfinders: A Global History of Exploration* (W.W. Norton, and Company, 2006).

Ibn Battutah, *The Voyages of Ibn Battutah*, trans. Tim Mackintosh-Smith (Macmillan, 2003).

Titu Cusi Yupanqui, *An Inca Account of the Conquest of Peru*, trans. Ralph Bauer (University Press of Colorado, 2005).

Antonio Pigafetta, *Magellan's Voyage: A Narrative Account of the First Circumnavigation* (Dover Publications, 1994).

Josephine Peary, *My Arctic Journal: A Year Among Ice-Fields and Eskimos* (Cooper Square Press, 2002).

David Scott and Alexie Leonov, *Two Sides of the Moon: Our Story of the Cold War Space Race* (St. Martin's Griffin, 2004).

\*The instructor reserves the right to emend this syllabus during the semester to enhance student learning

# CLASS SCHEDULE

## EXPLAINING THE WORLD

- W 27 Aug. Introductions
- F 29 Aug. Themes: Environment, Exploration, and Cultural Contacts
- W 3 Sept. Early Environments: the Ice Ages and Agriculture  
\**Pathfinders*, pp. 1-21
- F 5 Sept. Explaining Agriculture: *Guns, Germs, and Steel* part 1
- M 8 Sept. Connecting Environments: the Effects of Early Exploration  
*Pathfinders*, pp. 21-38
- W 10 Sept. Working *Without* Sources: How Historians use Non-Written Evidence
- F 12 Sept. By Land or By Sea? Major Routes of Cultural Contact  
\**Pathfinders*, pp. 41-70
- M 15 Sept. Working with Sources: *The Seafarer* and *The Grand Historian*  
\*(Moodle coursepack)

## DISCOVERING THE WORLD

- W 17 Sept. Exploration, Writing, and the Creation of Eurasia  
\**Pathfinders*, pp. 72-108
- F 19 Sept. Working with Sources: Medieval travelers on the Silk Roads  
\*(Moodle coursepack)
- M 22 Sept. The Islamic World: Expansion, Empires, and Environment
- W 24 Sept. Ibn Battuta's World-View: Cultural Contact  
\* *The Travels of Ibn Battuta*
- F 26 Sept. Ibn Battuta's World: Travel and Environment  
\* *The Travels of Ibn Battuta*
- M 29 Sept. *The Overall Survey of the Ocean's Shores*  
\**Pathfinders*, pp. 109-117  
\*Ma Huan (coursepack)
- W 1 Oct. Christian Maritime Empires: Spain and Portugal  
\**Pathfinders*, pp. 117-139

- F 3 Oct. The Technology of Exploration: Seafaring  
\**Pathfinders*, pp. 140-151
- M 6 Oct. Discovering “New Worlds”  
\**Pathfinders*, pp. 153-175  
\*Excerpts from Columbus letters and Journals (online coursepack)
- W 8 Oct. Incan Civilization
- F 10 Oct. Working with Sources: *An Inca Account of the Conquest of Peru*  
\**An Inca Account*
- M 13 Oct. Ecological Imperialism: Nature’s Role in the Conquest of the New World  
\**An Inca Account*  
\**Pathfinders*, pp. 245-288
- W 15 Oct. *Guns, Germs, and Steel*, part 2
- F 17 Oct. FALL BREAK

## EXPLORATION AND EMPIRE

- M 20 Oct. Early Modern Exploration  
\**Pathfinders*, 193-244  
\*Pigafetta: *Magellan’s Voyage*
- W 22 Oct. Working with Sources: Magellan’s Voyage  
\*Pigafetta: *Magellan’s Voyage*
- F 24 Oct. No class: Field trip to the James Ford Bell Library (time TBA\*)  
\**Pathfinders*, 246-286  
**Paper One Due!**

Note: the order of classes in this week may change depending on the library’s schedule

- M 27 Oct. Connections: the Dutch East India Company (VOC)
- W 29 Oct. Isolation: Easter Island  
\*Jared Diamond, “Twilight at Easter” (coursepack)
- F 31 Oct. James Cook’s Endeavor Voyage: 1768-1771  
\*Selected readings from the Cook Accounts  
[http://southseas.nla.gov.au/index\\_voyaging.html](http://southseas.nla.gov.au/index_voyaging.html)
- M 3 Nov. Environment and Empiricism: Creating New Knowledge  
\**Pathfinders*, 290-307

W 5 Nov. Naturalists, Science, and Empire  
\*Michael Dettelbach, "Humboldtian Science" (Moodle coursepack)

F 7 Nov Charles Darwin and the *Voyage of the Beagle*  
\*Selections from the *Voyage of the Beagle* (available online)  
**Comparative Paper Due!**

## EXTREME ENVIRONMENTS

M 10 Nov. The Narrowing Horizon  
\**Pathfinders*, 349-377

W 12 Nov. Early Arctic Exploration  
\**Pathfinders*, 378-400

F 14 Nov. Working With Sources: Culture Clash in the Arctic  
\*Peary, *My Arctic Journal*

M 17 Nov. Marine Sciences and Global Exploration

W 19 Nov. Underwater Exploration and the Environment  
\*Robert Ballard, *Explorations*, pp. 77-99 (online coursepack)

F 21 Nov. The Space Race

M 24 Nov. Working with Sources: Cold War Exploration  
\**Two Sides of the Moon*

W 26 Nov. Space Exploration, Science, and Global Identity  
\**Two Sides of the Moon*  
\*Denis Cosgrove, "Contested Global Visions: One-World, Whole-Earth, and the Apollo Space Photographs" (Moodle coursepack)

F 28 Nov. THANKSGIVING BREAK

M 1 Dec. Explaining the World (again): Ecology and Environmentalism  
(Readings TBA)

W 3 Dec. Modern Covergences: Globalization and Google Earth  
**Paper Two Due!**

F 5 Dec. What's Next?

**\*\*\*Comparative Final Due by E-mail at Noon on December 11\*\*\***