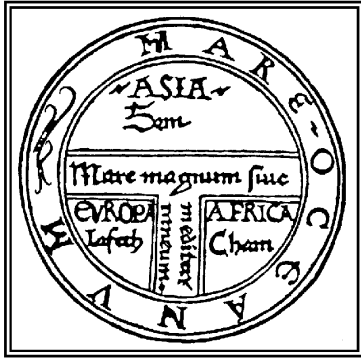


DISCOVERING WORLD HISTORY



Ellen Arnold
MWF 8:30 – 9:30 Old Main 111

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 cultural interactions in a wide range of regions and time periods. By the end of the semester, you will have a better sense of how and why different groups of people have:

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

By mapping out the general trajectories of human explorations and cultural contacts, we will look for deeper patterns and processes, and explore how history is the story of both change and continuity.

But history is not only about big patterns: it is also about individual people. We will balance our big scope with learning about individual explorers, including a medieval Islamic traveler who tried to see the entire known world, a young naturalist who tries to ride giant turtles, a nineteenth-century woman trying to deal with life in the Arctic, and a Russian who was the first person to perform a space walk. We'll read their own accounts of their travels and explorations, and these first-person primary sources will be the basis of written work and discussions of how historians use and analyze evidence. We will also use these accounts to wrestle with the problems of how individuals matter in a global context.

CONTACTING ME:

Email: earnold@macalester.edu

Office Phone: x 6668

Office Hours (Old Main 301): M and W, 2:15-3:00, R 10:30-11:30 and by appointment

What are office hours?

During office hours I will be available for you to either make an appointment to talk about something specific or for you to just drop by and talk about either this course or your first semester in general. I will also work with you to schedule other meeting times if these conflict with your schedule. As your advisor, I encourage you to attend office hours periodically to ask questions about Macalester, get advice about who to go to for specific concerns or interests, and to let me know how your other courses are going.

Do I have to come to class?

Yes. Attendance and active participation is not only a requirement in this (and most other) college classes, it is also the easiest thing you can do to help you succeed in the course. (Okay, maybe 8:30 in the morning isn't *easy*, but we're all in that together!) Regular and on-time attendance is essential to quality participation, but it is only the first step! Your success in this course will rely on your active participation. You will be expected to take an active role in both larger class discussions and smaller group work, and to actively participate in other in-class activities and assignments. Remember, participation is not about just how often you speak, but also what you have to say. Asking an intelligent and thought-provoking question can be as much of a contribution as answering one. Participation will be 20% of your final grade.

REQUIRED TEXTS*

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

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).

John Bakeless, ed. *The Journals of Lewis and Clark* (Signet Classics, 2002).

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

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

Do I really need to buy these books? Where do I buy them?

All of these books (with the exception of Lewis and Clark) are available new and used at the Macalester Textbook Store (2nd floor of the Lampert Bldg, 36 South Snelling Ave--north of the Breadsmith Bakery). If you choose to order them online, please make sure that you order the exact edition I have specified, since we will be writing papers based on

the explorers' accounts. You will need to order a copy of Lewis and Clark on your own, before November 1st.

Pathfinders will be on reserve at the library (which means that you can check it out for two hours at a time). However, I work to make sure I choose affordable books in part because I believe that learning “active reading” is an important skill to develop early in college—for this, owning your own book that you can write in and return to whenever you need to is very important. The primary sources you should buy your own so that you can write your papers more easily and successfully.

Note: there will be other short readings (especially primary sources) that will be assigned throughout the semester. These will be posted to Moodle (our online course software).

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.

COURSE GRADE:

Component	% of Final Grade	Due Date
Participation	20%	Weekly
Quizzes	10%	Periodic, unannounced
Paper One	15%	2 November
Comparative Source Paper— Lewis and Clark	15%	20 November
Paper Two	20%	14 December
Comparative Essay (Final)	20%	21 December, noon

GRADES:

A= Exceptionally strong, thoughtful, and effective work. Written work or participation that stands out and shows that you have a strong understanding of the course materials and topics.

B= Work that exceeds basic expectations, and that shows independent thought and analysis.

Written work is clear, effective, and structured. Participation is consistent, steady, and engaged.

C= Work that meets basic expectations; satisfies all assignment requirements and demonstrates a basic understanding of course materials. Participation is occasional, but could be improved.

D= Work that fails to meet basic expectations yet still demonstrates some degree of understanding of course materials and shows an effort to tackle materials/assignment effectively. Participation is minimal or disconnected from class discussions/activities.

F= Work that fails to meet expectations, fails to understand or effectively engage with course materials, or that engages with materials but does not address task at hand.

LATE WORK AND ABSENCES:

You can miss three class sessions before your attendance grade will be affected. This means you are not penalized for taking a day off occasionally. (In particular, if you feel like you're getting a cold or flu, please rest and get better!) Absences due to university-sponsored events, hospitalization, death in the family, or other emergencies will of course be excused, but must be documented. In such cases, I will allow late work. If you have a planned excused absence (for sporting events, etc.), 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 to help you stay caught up on reading, not to punish you!). 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. There will be a total of eight quizzes (or other activities that count as quizzes). There will be no make-up quizzes (except for emergencies as outlined above), but your lowest grade will be dropped.

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.

***Paper One will be about either Ibn Battutah or Titu Cusi and Paper Two will be about either Josephine Peary, or Scott/Leonov**

The papers should be 5-6 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 topics:

- 1) Methods and Objectives of Exploration:
 - travel technology and science
 - daily experience of travel
 - individual or group goals and objectives
 - abstract goals vs. practical goals

2) Intercultural Contact:

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

3) Environmental World Views:

- what explorers/travelers expected to find in nature
- how explorers understood and interpreted the environments they found
- how environment and nature affected travel and exploration
- how differences in environments were connected to cultural differences

The **Comparative Source Exercise** is an exercise of 3-4 pages that will allow you to compare the points of view of two people participating in the same exploration: Lewis and Clark, who explored North America in the 19th century. For this paper, you will choose a significant section of Lewis and Clark's journals for which we have accounts from both men. (Both Leigh and I will be available to help you define possible sections to use). You will then write a paper using one of the course themes and directly comparing the perspectives, experiences, actions, or individual contributions of the two explorers.

The **Comparative Essay** (your final assignment) will be a take-home project due (by e-mail) at noon on December 21. 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?

RESOURCES

Writing Tutor:

For this First Year Course, we are lucky to have Leigh Bercaw as a writing tutor. She is a successful sophomore here at Mac, and took this course last year when she was a first-year. She will be attending class regularly (same time as last year--MWF 8:30-9:30) and will also have her own office hours, when she'll be available to help you with preparing for and writing the papers, keeping on top of the reading and studying for quizzes, and other advice about surviving your first year at Mac. email: lbercaw@macalester.edu

Additional Writing Support: The Macalester Academic Excellence (MAX) Center, located in Kagin Commons, has peer tutors available for assisting students in all stages of their writing. Hours are 9:00 A.M. – 4:30 P.M., M-F and 7 P.M. – 10 P.M., S-Th. Becky Graham and Jenny White also provide writing assistance to students during the daytime

hours, M-F. You may drop in for help or call x6121 (daytime) or x6193 during evening hours to schedule an appointment.

Academic dishonesty will not be tolerated. All of your written work should reflect your own ideas, and should properly attribute the work of others who you engage. For help on how to avoid plagiarism, see <http://www.macalester.edu/max/fym>.

Other Campus Resources:

Macalester Health & Wellness Center:

Leonard Center Rm 53

(651) 696-6275

health@macalester.edu

The International Student Programs Office at Macalester serves the educational and personal development needs of its diverse international student body. This involves integrating international students into all aspects of college life, helping them participate in and contribute to Macalester's high quality liberal arts education, and assisting them to apply their learning to their own lives and cultural contexts.

<http://www.macalester.edu/isp>

The mission of the Center for Religious and Spiritual Life is to recognize and affirm the diversity of religious and cultural experience at Macalester College. This includes nurturing students' exploration of their religious tradition, helping express values by engaging in local and global issues with the aim of repairing the world and by participating in the educational life of the college by promoting critical study, spiritual conversation and faith exploration. <http://www.macalester.edu/religiouslife/about.html>

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

CLASS SCHEDULE

EXPLAINING THE WORLD

- W 9 Sept. Themes: Environment, Exploration, and Cultural Contacts
- F 11 Sept. Early Environments: the Ice Ages and Agriculture
**Pathfinders*, pp. 1-21
- M 14 Sept. Explaining Agriculture: *Guns, Germs, and Steel* part 1
- W 16 Sept. Connecting Environments: the Effects of Early Exploration
**Pathfinders*, pp. 21-38
- F 18 Sept. Working *Without* Sources: How Historians use Non-Written Evidence
- M 21 Sept. By Land or By Sea? Major Routes of Cultural Contact
**Pathfinders*, pp. 41-70

T 22 Sept. 3:30-6:00 pm

Optional “field trip” to hear a lecture at the UofM by Conrad Rudolph (UC Riverside, Art History): “Time, Space, and the Progress of History in the Medieval Map”

- W 23 Sept. Working with Sources: *The Seafarer* and *The Grand Historian*
*(Moodle)

DISCOVERING THE WORLD

- F 25 Sept. Working with Sources: Medieval travelers on the Silk Roads
**Pathfinders*, pp. 71-86
* Marco Polo and John de Plano Carpini (Moodle)
- M 28 Sept. Religion, Writing, and Medieval Mapping
**Pathfinders*, pp. 87-108
- W 30 Sept. The Islamic World: Expansion, Empires, and Environment
*Stephen S. Gosch and Peter N. Stearns, “Muslim Travelers, 700-1400 CE” in *Premodern Travel in World History* (New York: Routledge, 2008), 112-133.
- F 2 Oct. Library Session: meet in the Library Instruction Room (206)
- M 5 Oct. Ibn Battuta’s World-View: Cultural Contact
* *The Travels of Ibn Battuta*

- W 7 Oct. Ibn Battuta's World: Travel and Environment
* *The Travels of Ibn Battuta*
- F 9 Oct. *The Overall Survey of the Ocean's Shores*
* *Pathfinders*, pp. 109-117
* Ma Huan (Moodle)
- M 12 Oct. Christian Maritime Empires: Spain and Portugal
* *Pathfinders*, pp. 117-139
- W 14 Oct. The Sea: Technology and Environment
* *Pathfinders*, pp. 140-161
- F 16 Oct. Discovering "New Worlds"
* *Pathfinders*, pp. 162-175
* Excerpts from Columbus letters and Journals (Moodle)
- M 19 Oct. Early Modern Empires and Exploration
* *Pathfinders*, 193-242
- W 21 Oct. Connecting the World: Magellan's Voyage
* Pigafetta's account of Magellan's voyage (Moodle)

EXPLORATION AND EMPIRE

- F 23 Oct. Conquering the World: *Guns, Germs, and Steel*, part 2
* **Titu Cusi**, 57-95
- M 26 Oct. Titu Cusi: Cultural Contact and Conflict
* **Titu Cusi**, 95-138
- W 28 Oct. The Pizarro Perspective
*(Moodle)
- F 30 October No class: FALL BREAK
- M 2 Nov. Science and Exploration 1600-1770
* *Pathfinders*, 245-286 (and virtual field trip) **Paper One Due!**
- Note—at some point this week, there will be an evening field trip to the James Ford Bell Library (date and time to be determined)
- W 4 Nov. James Cook's Endeavor Voyage: 1768-1771
(Moodle)
- F 6 Nov. No Class—read Lewis and Clark!

- M 9 Nov. American Empire: Manifest Destiny and Exploration
- W 11 Nov. Working with Sources: **Lewis and Clark**—Exploration and Environment
- F 13 Nov. **Lewis and Clark**—Cultural Contact
- M 16 Nov. Scientific Exploration: Environment and Empiricism
**Pathfinders*, 290-307
- W 18 Nov. Charles Darwin and the *Voyage of the Beagle*
*(Moodle)
- F 20 Nov. Modern Mapping: Science and Culture **Comparative Paper Due!**

EXTREME ENVIRONMENTS

- M 23 Nov. The Narrowing Horizon
**Pathfinders*, 349-377
- W 25 Nov. Early Arctic Exploration
**Pathfinders*, 378-400
- F 27 Nov. THANKSGIVING BREAK
- M 30 Nov. Working with Sources: Culture Clash in the Arctic
*Peary, *My Arctic Journal*
- W 2 Dec. Marine Sciences and Global Exploration
- F 4 Dec. Underwater Exploration and the Environment
*Robert Ballard, *Explorations*, pp. 77-99 (Moodle)
- M 7 Dec. Working with Sources: Cold War Exploration
**Two Sides of the Moon*
- W 9 Dec. Space Exploration, Science, and Global Identity
**Two Sides of the Moon*
- F 11 Dec. The Space Race: *In the Shadow of the Moon*
- M 14 Dec. Imagining the World: Earthrise and Google Earth **Paper Two Due!**
*Robert Poole, “Earthrise, Seen for the First Time by Human Eyes” in
Earthrise: How Man first Saw the Earth, 1-14 (Moodle)

*****Comparative Final Due by E-mail at Noon on December 21*****