

**HIST 294-06: Adventures in the Early Modern World:  
Traders, Travelers, Explorers, and Scoundrels**  
Spring 2016

Cameron Bradley

Old Main 305

Office hours: Mon. 5-6pm, Wed. 9:30-10:30am, and by appt.

651-696-6597

cbradley@macalester.edu (preferred)

MWF 1:10-2:10

Old Main 001

The travels of early modern European traders and explorers fundamentally changed the places and peoples they encountered, as well as Europe and Europeans. Although medieval European voyagers already had begun to venture into the wider world, it was the ventures of the early modern era that set the world on the path to globalism. In this class, we will follow the explorers to the Ottoman Empire, Africa, the Americas, and Asia, on a mission to understand both Europeans' effects on world societies and those societies' effects on Europe.

This course is approved for the Internationalism General Education requirement.

**Aims**

- Understand Europe's place in, connections with, and impact on the wider world
- Understand connectedness of travel and trade, people and things
- Understand the effects gender, race, religion, and ideas about social status had on Europe's contacts with, and perceptions of, the world
- Reflect on ways in which the wider world affected Europe

**Required books**

Timothy Brook, *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*

William of Rubruck, ed. & trans. Peter Jackson and David Morgan, *Mission of Friar William of Rubruck*

Ogier Ghiselin de Busbecq, trans. Edward Seymour Forster, *Turkish Letters*

Bartolomé de Las Casas, trans. Hurley, *An Account, Much Abbreviated, of the Destruction of the Indies, with Related Texts* (Hackett)

Peter Mancall, ed., *Travel Narratives from the Age of Discovery*

**Grading**

Participation	30%
Travel journal	15%
Visual source Presentation	3%
Doorway paper	10%

StoryMap project 42%

- StoryMap 25%
- Explanatory essay 7%
- Presentation 10%

### *Participation*

This class will work best when everyone comes to class prepared to engage with the materials at hand. Therefore, you are expected to take an active part in all class discussions and activities.

Merely coming to class will not result in participation credit. You will need to complete the assigned readings and reflect on them before arriving in class. Bring all relevant readings with you to class each day, either in hard copy or electronically. You are allowed two unexcused absences; sleeping in class counts as an absence.

### *Travel journal*

For each of the units, you will make at least one “journal” entry in which you will reflect on the themes of the sources and/or our class discussions, your reactions to them, thoughts about them, etc. You may choose to make connections with other units, with things beyond the class, or just focus on the unit at hand. You should produce 150-200 words for each unit (potentially spread across multiple entries), and I encourage you to include images. You may use PowerPoint, Microsoft OneNote, or Word; other software or web applications must be preapproved by me. Each entry will be graded as  $\sqrt{+}$ ,  $\sqrt{}$ ,  $\sqrt{-}$ , or NC. Entries are due on **Saturdays at midnight** at the end of each unit: **6 February, 27 February, 12 March, 9 April, 23 April.**

### *Visual Source Presentation*

Taking Timothy Brook as our inspiration, every Monday beginning in Week 3, one student will bring an image of an early modern painting or object that can serve as an entrée into the unit under discussion that week. Based on Brook’s method, you will briefly explain the work (author/maker and brief bio, context, subject matter), the “doorway” in that image, where it leads, and at least one analytical question that you might address in the next assignment, the Doorway Paper. This activity will be graded as  $\sqrt{+}$ ,  $\sqrt{}$ ,  $\sqrt{-}$ , or NC. Sign up for your Show & Tell date in Week 2.

### *Doorway Paper*

This 3-4-page paper proceeds from your Show & Tell item. It will expand on the content of your presentation and the discussion that follows. You must use and cite primary and scholarly historical sources to support your points, but it is not a major research paper. Rather, it is an analytical exploration, in which you may well end up with more questions than conclusions. It will be due on a rolling deadline of **two weeks after your Visual Source Presentation.**

### *StoryMap Project*

This is the centerpiece of the class, a digital project in which you will map the travels of an explorer or set of explorers, then share your creation with the class. Select your trader/traveler/explorer/scoundrel prior to the app tutorial day from among the sources we are using for the course. As you read the source, pay close attention to where s/he goes, whom s/he meets, what s/he sees and experiences, and so forth--be sure to note page #s! You will use this material as the basis for your StoryMap. More details to follow. You will explain your choices and process in a 2-3-page explanatory paper that will be due on the day of your presentation, which will take place in **Week 15**.

The standards by which I assess work in this class are as follows:

- A - Outstanding, Excellent, Awesome, etc.
- B - Significantly above requirements, i.e., Good
- C - Meets requirements
- D - Does not meet requirements, but worth of credit
- F - Work that was completed, but at an insufficient level

### **Policies**

#### *Communicating and meeting with me*

- Email is the best way to contact me. I will do my best to respond within 24 hours; it will usually be less than that, but response time might be longer on weekends or over university holidays. Do not expect an immediate response to messages sent after 6pm.
- I recommend signing up for an appointment via sign-up sheet on Moodle. This will guarantee that I can see you during my office hours. However, you may just come to my office during posted office hours, too.
- If my regular office hours will not work for you, email me or speak to me after class so that we can work out an alternate time.

#### *Technology*

- Laptops and tablets are permitted in class, but only for the purposes of accessing course readings and taking notes. Phones, iPods, and other personal electronics are prohibited.
  - If I find that you are using your tech to check email, Facebook, ESPN, etc., your tech privileges will be revoked for the remainder of the semester.
- All assignments will be submitted electronically through Moodle, except when specifically noted. Do not email your work directly to me unless Moodle crashes.

#### *Late work*

- I will not accept any of the short essays late.

- I will accept late work on the research paper, but each day overdue will result in a reduction of the assignment's grade by 1/3. That means a B paper would become a B- if turned in during the first 24 hours following the due date, and so on.
- Emergencies do come up, so if you have a legitimate reason for missing a due date, tell me *before* the deadline. Email is the best way to reach me.

#### *Formatting your written work*

- All papers must be written in 12-point Times New Roman, double spaced, with 1" margins. Page numbers are required.
- Files must be submitted as **.doc or .docx** file-types.
- Cite your sources, and do so using **footnotes** (not endnotes) following Chicago Manual of Style guidelines.

#### *Plagiarism*

Plagiarism is strictly prohibited, and failure to abide by the standards of academic integrity will result in serious consequences that could include failure of the assignment, failure of the course, suspension, or expulsion. If you have questions about plagiarism, please talk to me. Refer to Macalester's guidelines and procedures on academic integrity at <http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>.

#### **Statement on disabilities**

Macalester seeks to create a welcoming environment in which all students can reach their academic potential and have equal access to academic opportunities and co-curricular activities. Under the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services. The College is committed to responding in a flexible manner to the individual needs of all members of the Macalester community with appropriate documentation.

Accommodations are made upon the approval of the Associate Dean of Students, Robin Hart Ruthenbeck, who is the designated coordinator of services for students with disabilities at Macalester. Any student who is interested in requesting services should contact the Office of Student Affairs (651-696-6220 or [studentaffairs@macalester.edu](mailto:studentaffairs@macalester.edu)) early in the semester to schedule an accommodations meeting. For more information, see the Disability Services page at <http://www.macalester.edu/studentaffairs/disabilityservices/>.

**N.B.: This syllabus is subject to revision** during the semester. Any changes to assignments, readings, or topics will be communicated during class and via email, and will be reflected on Moodle, no less than 1 week prior to the change in question.

**Charting the Course**  
(subject to change)

\*\* UNIT 1: MEDIEVAL TRAVEL \*\*

**Week 1:**

- 22 Jan (Fri): Intro to the course

**Week 2: Travel before the “Age of Discovery”**

- 25 Jan:
  - Brook, Ch. 1, “The view from Delft”
  - Raoul of Saint-Sepulchre, *Life of Lietbertus*, excerpts
- 27 Jan: William of Rubruck, 59-60, 66-101, 107-10
- 29 Jan: William of Rubruck, 111-34, 165-81

**Week 3: Rubruck**

- 1 Feb: William of Rubruck, 182-216, 221-25, 240-53
- 3 Feb: StoryMap tutorial with Rebecca Wingo, Neill 304
- 5 Feb: Thinking about traveling
  - Joan-Pau Rubiés, “Travel writing as a genre: Facts, fictions and the invention of a scientific discourse in early modern Europe,” *Journeys* 1.1 (2000): 5-35

\*\* UNIT 2: THE OTTOMAN EMPIRE \*\*

**Week 4**

- 8 Feb: Busbecq, 1-28
- 10 Feb: Busbecq, 28-50
- 12 Feb: Busbecq, 50-74

**Week 5**

- 15 Feb:
  - Reika Ebert, “Re-creating Constantinople: The imperial gaze of 17<sup>th</sup>-century Hapsburg travel writers upon the city at the Bosphorus,” *Pacific Coast Philology* 38 (2003): 116-31
- 17 Feb: Busbecq, 85-97, 100-02, 109-14, 117-20
- 19 Feb: Busbecq, 142-68

### Week 6:

- 22 Feb: Lady Mary Wortley Montagu
  - letters to the countess of Mar: I, VII, X, XV, XVI, XVII, XX, XXII, XXV, XXXII, XXXVII, XLIV, L
- 24 Feb: Lady Mary's letters from Constantinople
  - XXIX (to Lady Rich), XXX (to the Abbot), XXXI (to the countess of Bristol), XLV (to the Lady Rich), XLVII (to the countess of Bristol)
- 26 Feb:
  - Mary Jo Kietzman, "Montagu's *Turkish Embassy Letters* and cultural dislocation," *Studies in English Literature* 38.3 (Summer 1998): 537-51

### \*\* UNIT 3: AFRICA \*\*

### Week 7

- 29 Feb: Leo Africanus, *A geographical historie of Africa*, doc. 6 in Mancall
- 2 Mar: Vasco da Gama
  - Gaspar Correa, *The Three Voyages of Vasco da Gama*, 7-15
  - Anonymous, *A Journal of the First Voyage (1497-1499)*, 1-22
- 4 Mar: Vasco da Gama
  - Northrup, "Vasco da Gama and Africa: An era of mutual discovery, 1497-1800," *Journal of World History* 9.2 (Fall 1998): 189-211
  - Anonymous, *A Journal of the First Voyage*, 22-48

### Week 8

- 7 Mar: Portuguese return to Africa
  - [The Voyage and Acts of Dom Francisco de Almeida, 1505-](#)
  - M.N. Pearson, "The Portuguese on the coast," Ch. 5 in [Port Cities and Intruders: The Swahili Coast, India, and Portugal in the Early Modern Era](#) [available as eBook through our library]
- 9 Mar: The English
  - Andrew Battel, "The adventures of Andrew Battel," doc. 4 in Mancall
  - [Thomas Wyndham, "The first voyage to Guinea, 1553," in Hakluyt, 145-52](#)
  - "The voyage set forth by M. John Newton and M. John Bird, doc. 3 in Mancall
- 11 Mar:
  - Alison Games, *The Web of Empire*, Ch. 6: "Madagascar, 1635-1650"

### Week 9: Spring Break

### \*\* UNIT 4: THE "NEW" WORLD \*\*

### **Week 10: Central & South America**

- 21 Mar: The Spanish in the West Indies and Mexico
  - Gonzalo Fernandez de Oviedo y Valdes, “Of the West Indies,” Doc. 20 in Mancall
  - Hernan Cortes, “Letters from Mexico,” doc. 17 in Mancall OR 111-19 in Las Casas
  - Bernal Diaz del Castillo, “The true history of the conquest of Mexico,” in Las Casas, 107-09
- 23 Mar: Las Casas
- 25 Mar: Las Casas vs. Sepúlveda

### **Week 11: Central & South America**

- 28 Mar: Las Casas
  - Brunstetter, “Sepúlveda, Las Casas, and the Other: Exploring the tensions between moral universalism and alterity,” *The Review of Politics* 72 (2010): 409-35
- 30 Mar: South America
  - Brook, Ch. 6, “Weighing silver”
  - José de Acosta, “The natural and morall historie of the east and west indies,” doc. 27 in Mancall (on discovery of silver at Potosí, Bolivia)
  - Pedro Cieza de León, “Chronicles of Peru,” doc. 21 in Mancall
- 1 Apr: South America
  - [Lope de Aguirre, Letter to King Philip of Spain, 1561](#)
  - Lieutenant Nun, excerpts

### **Week 12: O, Canada!**

- 4 Apr
  - Jacques Cartier, “A short and briefe narration of the two navigations and discourses,” doc. 18 in Mancall
  - Samuel de Champlain, *Voyages of Samuel de Champlain, 1604-1618*, 21-36
  - Brook, Ch. 2, “Vermeer’s Hat”
- 6 Apr
  - Samuel de Champlain, *Voyages of Samuel de Champlain, 1604-1618*, 37-66
- 8 Apr
  - Samuel de Champlain, *Voyages of Samuel de Champlain, 1604-1618*, 67-79
  - Podruchny and Magee-Labelle, “Jean de Brébeuf and the Wendat Voices of 17<sup>th</sup>-c. New France,” *Renaissance and Reformation* 34.1-2 (Winter-Spring 2011): 97-126

\*\* UNIT 5: EAST ASIA \*\*

**Week 13: South and SE Asia**

- 11 Apr: Vasco da Gama in Calicut
  - Anonymous, *A Journal of the First Voyage (1497-1499)*, 48-79
- 13 Apr: India
  - [St. Francis Xavier: Letter from India, to the Society of Jesus at Rome, 1543](#)
  - Jan Huygen van Linschoten, "Discourse of voyages into ye Easte and West Indies (1598)," Doc. 14 in Mancall
- 15 Apr: SE Asia
  - Brook, Ch. 7, "Journeys"
  - Friar Peter of Lisbon to Friar Diego of Lisbon on the kingdom of Pegu, in Hakluyt, 385-87
  - Pigafetta, "Magellan's voyage," doc. 9 in Mancall

**Week 14: East Asia**

- 18 Apr:
  - Brook, Ch. 3: "A Dish of Fruit"
  - Matteo Ricci's journals, pages tbd
- 20 Apr:
  - Ricci, tbd
  - Qingjun Li, "Of golden lilies and gentlewomen: Constructions of Chinese women in early modern European travel narratives," in *Encountering China: Early modern European responses*, 49-73
- 22 Apr:
  - Ricci, tbd
  - Liu, "Matteo Ricci's friendship with Qu Taisu: A key to the fate of the Jesuit China mission," *Sino-Western Cultural Relations Journal* 33 (2011): 42-61

**Week 15: Presentations**

**Week 16: Conclusions**

- 2 May: Brook, Ch. 5, "School for smoking"