

European Expansion Overseas, 1400-1800

Tuesdays, 6:00-8:45 p.m.

VLIB 261

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Themes

This course looks at the lives of explorers, soldiers, settlers, and missionaries from Portugal, Spain, the Netherlands, France and England, as well as the people and societies they encountered in the Africa, the Americas, and Asia during 400 years of exploration and colonization. The emphasis will be on how Europeans' expectations, cultures, and institutions shaped what they found in the foreign lands they "discovered," conquered and colonized. We will also analyze how the peoples native to America and Africa viewed the European intruders. To what extent was it possible for Europeans to cross cultures -- by "becoming Indian" or for non-Europeans to assimilate into European beliefs and ways of life? We will analyze how these cultural concerns interrelated with the biological, economic, and social realities of the 15th through the 18th centuries.

Books (Prices for new books are approximate)

Clendinnen, Inga. *Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570*, 2nd ed. 0521527317 \$30.00 **(Required)**

Equiano, Olaudah. *Equiano's Travels*. 048640661X \$2.50. **(Required)**

Hammond Historical World Atlas, 0-8437-1391-7 \$15.95. **(Recommended)**

Angel: This course utilizes the Angel website: <https://lms.wsu.edu/> (be sure to type the "s" in "https"). To access your account, use your WSU User ID and password (the same as for **Zzusion**).

If Angel is not working as expected, please check your browser. Firefox does a better job rendering Angel than other browsers and is essential for opening Library Electronic Reserve Readings. If you are using Vista or XP and have IE 8 installed, set the compatibility mode. Safari, Google Chrome and any other browsers are not supported by Angel may not display your information correctly.

Angel forwards email ONLY to WSU's student email system, Outlook Live. To receive class announcements (including changes to assignments), you must go to [Zzusion](https://lms.wsu.edu/) to set yours up.

Many of the readings and most of the handouts are posted on Angel. This saves the cost of using a photocopied "Coursepack." However, it can be difficult to read these .pdf files on your computer screen. I strongly recommend that you print them out so that you can underline and write in the margins before class.

I do not post lecture notes on Angel. Please take careful notes in class as these will be very useful for writing papers. I do not use Angel for collecting written assignments. Please bring your printed papers to class.

Grades

- 15% Class Participation (including Attendance)
- 50% Personal Travel Narrative and Four Think Questions
- 10% Preview & Bibliography
- 25% 8-page Research Paper

To get a good grades in this class:

- Come to class every week or email the instructor if an unavoidable conflict comes up.
- Complete all reading assignments in time for class, as indicated on syllabus.
- Submit all writing assignments on time.
- Work with the writing center staff to make sure that your papers have a clear thesis and organization.
- Participate in class discussions.

Undergraduate Program Goals

Identify and state problems of historical analysis.

Communicate the solutions to the above in words.

Understand the difference between fact and interpretation.

Recognize the contested nature of evidence and the value of historical scholarly debate.

Show awareness of change over time.

Be able to place the present in a historically-based context.

Writing Assignments

Think Questions

During the semester you must submit **five** short written assignments (400-500 words, typed, doublespaced), called “Think Questions.” These are designed to get you thinking about an issue before a class discussion. The best essays will have a thesis and support it with evidence from the reading assignment. Simple parenthetical citations (author, page number) are sufficient for the Think Questions. Be sure to **cite all quotations and paraphrasing**. Failure to cite sources with **parenthetical citations (Author, page number) or footnotes** will result in one full grade penalty.

There are six Think Questions listed under “assignments,” below. You are **REQUIRED** to turn in **five** of these (including TQ#1: the “personal travel narrative, which is required for all students).

Extra Credit

If you submit more than the required number of Think Questions (4), I will either a) replace the lowest grade(s) on previous Think Questions with the new, higher grade (s) or b) add extra points to your class participation grade.

Due Dates

In order to be considered “on time,” all written assignments must be submitted on paper (hard copy) and delivered to me in class or to my office *before* the start of class (if you will be absent). Due to relatively high student enrollment and the inefficiency of processing digital files, I WILL NOT ACCEPT WRITING ASSIGNMENTS BY EMAIL OR VIA ANGEL FOR THIS

CLASS, except in authorized (by me) emergencies.

All written assignments are due in class the day of the assignment. Late assignments will be marked down one letter grade for each day that they are late. E.g. An assignment due October 3 that receives a "B" but is submitted on October 4 will receive a final grade of "C." But see "Revisions," next.

Revisions

You may revise and resubmit Think Questions, the preview, and the bibliography (but not the final paper). If the revised piece is an improvement on the original, the higher grade will replace the lower one. All such revisions are due **NO LATER THAN** the last day of classes.

Grades

Grades for writing assignments are based on the following criteria:

A = An intelligent, insightful, clear, and well organized essay that shows a sophisticated awareness of historical argumentation (i.e., that history is a written discussion with evidence offered to support a thesis).

B = Mostly correct, well written, this essay is solid but does not sparkle with independent thinking or analysis

C = This essay contains some errors of fact or interpretation and/or numerous stylistic problems

D = This essay does not show evidence of much effort or contains unforgivable errors

F = Usually reserved for plagiarism or for papers that have been submitted late

Preview, Bibliography, & Research Paper

The Preview, Bibliography, and Research Paper will all utilize a single travel narrative written by a European between the years 1400 and **1800**. (Please note: books *originally* published **after 1800** are not permitted for these assignments although modern editions of earlier books are fine.) The goal of the paper is to use published (book/library, NOT internet!) sources to analyze how the traveler's cultural and personal background shaped his or her perspective when voyaging into unfamiliar territory. What kinds of things did the traveler focus on or omit as a result of his or her upbringing or station in life? How did the author interpret alien practices for readers?

I will give detailed instructions regarding how to select and locate your travel narrative in class during the first half of the semester. Writers assigned in class (e.g. Columbus, Cook) cannot be used for this assignment. Be sure to use libraries from 4-year institutions (WSU Vancouver, WSU Pullman, PSU, etc.). If you rely primarily on non-university libraries (e.g. Clark College, Vancouver Public Library), your grade will be correspondingly lower.

All History Majors must use "Chicago Style" or "Turabian": Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, (7th edition, chapter 17, styles "N"[Notes] and "B" [Bibliography]). If you are *not* a history major, you may use the citation style appropriate to your discipline, however, you *must* cite specific page numbers for the evidence that you use (i.e., it is *not* sufficient to cite the author/title without specifying the page number). I prefer footnotes to endnotes.

The **Preview** is a short (2 pp., typewritten, double-spaced) essay answering as many of

the following questions as you can, based upon the book itself or any introductory material. At the top of the page, write a complete bibliographic citation of the book you have chosen (i.e., author, title, place of publication, publisher, date) in standard bibliographic form (e.g. see Turabian, *A Manual for Writers...*, 7th edition, ch. 17, on permanent reserve in the Library: LB2369 .T8 2007).

Who wrote the book?

When did the author live?

What are the circumstances of the author's life? (E.g. profession, class, age when book was written, nationality, religion)

What are the circumstances of the author's travel? Where did he or she go? Why?

How might the author's circumstances shape, limit, or bias his or her observations?

In what ways is the author likely to be most reliable? What areas does he or she seem to overlook?

What areas will you need to research in order to better understand the author's bias or perspective?

(For example, if the author is a Dominican missionary, you may need to research more about the Dominican order. If the author is a French soldier, you may need to know more about the French military. In all cases, you should seek to learn more about the country where the author came from **at the time period that the author lived** [e.g. 17th-century Scotland].)

Note: A common problem that many students run into is that some travel narratives appear to be very accurate and it is hard to identify a bias or perspective, particularly in the 18th century. This is, in part, because the Scientific Revolution and the Enlightenment (17th to 18th centuries) encouraged travelers to take very accurate "scientific" observations. In such cases, this preference for "factual" information can be considered a bias in and of itself. Ask yourself, "What is left out?" It may include emotionality, observations regarding spirituality (particularly the author's), or attention to women's roles in society. In your bibliography, you may want to research books on the Scientific Revolution or the Enlightenment in the author's country.

The **Bibliography** should consist of **at least ten** books or articles (in standard bibliographical form) that you hope will help you to inform you about the research areas you outlined above. Note: You will probably not actually use **all** of these in your final paper, but the titles will indicate to me the research directions that you are currently following. Remember, all books and journal articles should come from 4-year colleges and universities (e.g. WSU Holland, PSU).

The **Paper** will be 8 pages long, double-spaced (please insert page numbers!). Its purpose is to integrate what you have learned about the author and the circumstances of the voyage with how the author describes the place that he or she visits. In other words, how does the author's perspective shape, limit, or form the account of the voyage? Take into account not only the author's individual personality and circumstances, but what you have learned about European society (and the society that the author visits) at the time of the encounter.

Your paper should have a thesis that is supported by evidence from both the travelogue itself (the primary source) and what historical experts have told you about the place and time you have chosen to study (secondary sources). The paper should include proper citations of evidence from both kinds of sources (including **at least four** secondary sources).

Consider these questions:

Primary Source

- Is the author a reliable observer? Why or why not? Under what circumstances is the author more or less reliable?
- Are there particular episodes or examples that show the author's bias?
- What subjects does the author write about? Why does the author think these are important topics?
- What subjects does the author overlook? What is the significance of these omissions?
- --What do you think is the presumed audience of the travelogue?

Secondary Sources

- --Is the author's perspective typical for someone of his or her background?
- --Can you provide additional information about the people encountered by the author that shed light on any experiences or misunderstandings?
- --Have audience read or used this account in ways unintended by the author?

Criteria for Evaluation of Research Papers

Positive:

- Does the paper have a clear **thesis** that *specifically describes* and *explains* the travelogue's author's perspective in an original and thought-provoking way?
- Does the paper integrate research from **reliable, peer-reviewed sources** (articles and books),?
- Does the paper explore the **European context** or background to the author (religion, class, location, politics, attitudes, culture) of the travelogue in any depth?
- Does the paper **cite sources** for all information and interpretation, quoted and paraphrased?
- Does the paper **critically analyze** the traveler's life story in relation to the travelogue?
- Is the paper **accurate** in facts and **plausible** (and self-conscious) in its speculations?
- Is the paper well written in terms of **organization, sentence structure, punctuation and word choice**?

Negative:

- Does the paper use **unreliable sources** (e.g. Wikipedia, commercial internet sites, older scholarship) as the basis for information?
- Does the paper adopt a "heroic" **celebratory rhetoric** in lieu of critical analysis?
- Failure to cite sources with **parenthetical citations (Author, page number) or footnotes** in the Research Paper will result in a grade of "F" on the assignment or possible failure of the course.

Examples of papers from previous semesters may be found on the Angel Website for HIST 435.

Class Policies

Attendance is required at all class meetings, including field trips. If you cannot attend a class due to illness or other personal emergency, you may obtain an “Excused Absence” by notifying the instructor prior to the class session. Leaving a message by voice mail is sufficient to obtain an Excused Absence. Please note that whether or not an absence is excused, you are responsible for learning what happened in class and mastering that material (e.g. obtaining notes from a reliable classmate).

Tardiness disturbs the teacher and your classmates. Furthermore, it can affect your work in the class. I usually make important announcements at the beginning of class (e.g. announce the location of exams, change assignments). If you miss these announcements, there is no guarantee that information will be repeated later. On occasion, tardiness is unavoidable. If you find yourself arriving late to class, please take your seat with a minimum of commotion. Three late arrivals constitute an unexcused absence. (Note: if your work schedule necessitates regular late arrivals, please clear this with me in advance).

Reasonable Accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations must be approved through the Student Services Office, 546-9567.

Plagiarism and **Cheating** are serious offenses that may be penalized severely. You are plagiarizing or cheating if you:

- ❖ present someone else’s words or ideas as your own, in writing or in speaking
- ❖ present ideas without citing the source
- ❖ paraphrase without crediting the source
- ❖ use direct quotes with no quotation marks
- ❖ use direct quotes without footnotes or other textual citation of the source
- ❖ present work in a group project that is not your own or the work of the group
- ❖ submit the same paper for credit in more than one course without discussing this option with the instructors
- ❖ submit material written by someone else as your own (this includes purchasing a term or research paper)
- ❖ submit a paper or assignment for which you have received so much help that it is no longer your own work
- ❖ do not do an equal part of the work on a group project
- ❖ copy someone else’s exam or graded homework
- ❖ refer to a text, class notes, or other materials during an exam without being authorized to do so
- ❖ purposefully allow another student to copy your work or submit work you have written as his/her own
- ❖ collaborate with others on a take-home exam, or spend more time than that specified by the instructor on a take-home exam.

Disability Accommodation: Accommodations may be available if you need them in order to fully participate in this class because of a disability. Accommodations may take some time to implement so it is critical that you contact Disability Services as soon as possible. All accommodations must be approved through Disability Services, located in the Student Resource Center on the Lower Level of Student Services Center (360) 546-9138.

Emergency Notification System: WSU has made an **emergency notification system** available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when registering for classes on ROnet. In the event of a **Building Evacuation**, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of **class cancellation campus-wide**, please check local media, the WSU Vancouver web page and/or <http://www.flashalert.net/>. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website - <http://www.vancouver.wsu.edu/safety-plan>.

Important Dates and Deadlines: Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX. Questions regarding the academic calendar can be directed to the Office of Student Affairs in VSSC 100 or call 360-546-9559.

Reading and Writing Assignments

Note: Class meets whether or not there is a reading/writing assignment listed below.

Week 1	8/23	<p>Make sure that you can log into Angel: https://lms.wsu.edu/. Use your WSU User ID and Password. You must regularly consult the WSU email system to access messages about your courses here.</p> <p>ANGEL: Polo, Marco. <i>The Travels of Marco Polo</i>. Pp. 242-255.</p>
Week 2	8/30	<p>ANGEL: Wyatt MacGaffey, “Dialogues of the Deaf: Europeans on the Coast of Africa” in <i>Implicit Understandings</i>, 249-267</p> <p>TQ #1: PERSONAL TRAVEL NARRATIVE DUE (Required for all students)</p> <p>Late assignments will be marked down one whole grade for each day late.</p> <p>In 2 pages, typewritten, doublespaced: Briefly describe your first impressions upon visiting a new and unfamiliar place. For example, you may write about your first visit to a large city if you grew up in the country, or about the countryside if you are from the city (or a foreign country, or another part of the U.S.). Try to remember your first reactions to a place that was very different from anything you had encountered before. If you kept a journal, you may quote from it.</p> <p>Here are some things to think about as you write your description (you <u>don't</u> need to answer all of these questions in your essay):</p> <ul style="list-style-type: none"> • What struck you as strange or unusual? • If you spoke to people, what difficulties did you have in communicating? Were there any misunderstandings? • Did you jump to any odd conclusions about the people or the place that you later found out were wrong? • Why were you there? Did you go to this place willingly or unwillingly? How did your attitude affect your experience? <p>The strongest papers will have an introduction, body, conclusion, and a thesis that ties the parts together.</p>
Week 3	9/6	<p>ANGEL: “Christianity in Kongo” (1491)</p>
Week 4	9/13	<p>ANGEL: Columbus, Christopher. “Journal of the First Voyage of Columbus,” Pp. 126-157, 174-179, 196-205, 222-229</p>

Week 5	9/20	TQ#2 Due: How did Marco Polo's <i>Travels</i> and the Portuguese exploration of Africa influence Columbus's expectations during his first voyage to the Americas? Support your analysis with specific examples.
Week 6	9/27	<i>Ambivalent Conquests</i> , 3-71
Week 7	10/4	<i>Ambivalent Conquests</i> , 72-128 Film: view <i>The Mission</i> in class.
Week 8	10/11	TQ #3 Due: There are many similarities and differences between the stories told by the book <u><i>Ambivalent Conquests</i></u> and the film, <u><i>The Mission</i></u> . What do you think are the most important of these and why are they important?
Week 9	10/18	ANGEL: Jean Gelman Taylor, <i>The Social World of Batavia</i> (selected chapters) ANGEL: Christopher Schewitzer, <i>A Relation of a Voyage to and through the East-Indies from the Year 1675 to 1683.</i> (London, 1700), selections.
Week 10	10/25	TQ #4: How did the Dutch colonial establishment in Batavia differ from the Spanish conquest of the Yucatan? Be sure to use both primary and secondary sources in your response.
Week 11	11/1	ANGEL: Mary Rowlandson, <i>The Narrative of the Captivity and the Restoration of Mrs. Mary Rowlandson</i> (1682) (16 pp. printed) http://www.library.csi.cuny.edu/dept/history/lavender/rownarr.html ANGEL: Vaughan, Alden T. "From White Man to Redskin: Changing Anglo-American Perceptions of the American Indian." <i>American Historical Review</i> 1982 87(4): 917-953. ANGEL: Shoemaker, Nancy. "How Indians Got to Be Red." <i>American Historical Review</i> 1997 102(3): 625-644

Week 12	11/8	<p>ANGEL: Peabody, Sue. "A Nation Born to Slavery": Missionaries and Racial Discourse in Seventeenth-Century French Antilles" <i>Journal of Social History</i> (Fall 2004): 113-126.</p> <p>ANGEL: Curran, Andrew S. "Rethinking Race History: The Role of the Albino in the French Enlightenment Life Sciences" <i>History & Theory</i> 48: 3 (October 2009): 151-179.</p> <p>TQ #5 DUE: Historians have been studying the history of racial thought and racism for several decades. How and why do some historians believe European attitudes toward blacks and/or Indians have changed over time (discuss at least two: Vaughan, Shoemaker, Peabody, Curran)? Which of their arguments do you find most persuasive and why?</p>
	11/10-11/12	<p>EXTRA CREDIT: Attend an appropriate panel (dealing with French colonialism before 1800) at the meeting of the Western Society of French History meeting, Benson Hotel, Portland and write a summary of the papers you heard, as well as what you found interesting (&/or challenging) about the session. For a list of the panel topics, click on the program link at the bottom of the page: http://www.wsfh.org/annual-conferences.html. Due 11/29.</p> <p>ANGEL: Safier article(s) for Extra Credit if you attend Sat. 11/12 lecture at PSU.</p>
Week 13	11/15	<p>PAPER PREVIEW AND BIBLIOGRAPHY DUE ANGEL: James Cook, journals, selections</p>
	11/22-11/26	Thanksgiving Break
Week 14	11/29	<i>The Life of Olaudah Equiano</i> , (Note, Preface, chapters 1-9)
Week 15	12/6	<p><i>The Life of Olaudah Equiano</i>, (chapters 10-12, Appendix)</p> <p>TQ #6 DUE: In what ways is Olaudah Equiano typical of an African slave in the eighteenth century? In what ways is his life unusual or atypical? How do you explain the ways in which his life deviated from more common roles for a slave?</p>
Exam Week	12/13	PAPER DUE at 6:00 in my office: MMC 202D. Note: If the hallway is locked, call my office phone: (360) 546-9647. (Or, from the free telephone in entrance to building: x69647.)