

# Syllabus -- Age of Exploration, History 242

## Winter, 2008

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To pick up video series or for technical issues

### INTRODUCTION

From the Greeks to the Space Age an essential human drive has been to explore beyond the known world. Pushing the envelope of knowledge has driven this urge, but so has desire for land and economic gain. In this course we will examine all these motives, as well as other push-pull factors that contributed to exploration. So too will we examine the myriad of effects and implications – both long and short term – that exploration has had on societies around the world. Moreover, we will examine many of the great explorers and what drove them to persevere despite great odds and hardships.

We will start with the ancient world and move quickly through the Greek and Roman era, Islamic era, Viking era, and the Middle Ages, but the bulk of the course will concentrate on exploration between the 1400s and 1800s C.E., during which time virtually every corner of the globe became known to Europeans and their descendants, and during which time Europeans came to dominate the globe, changing the face of much of it – especially the “New World” – in the process. We will then finish with a brief assessment of exploration over the last century, as well as of space exploration.

### NOTE CONCERNING ON-LINE COURSES

About the rewards and demands of distance learning: Distance learning is appealing to students with good independent studying skills, and it is designed to provide greater site and time flexibility than a face-to-face, "bricks and mortar" class. Most students who have taken distance learning classes feel that distance learning requires **longer hours** than regular classroom style courses, but they appreciate being able to work at convenient times. Bear in mind that an online version of a course is NOT an easier or simpler course, just more flexible in terms of the learning schedule. In fact, an online class usually requires **as much if not more work than a regular classroom course**, and usually sets a fairly strict, steady pace. You've been forewarned.

### General Learning Goals:

The primary learning outcomes of History 242 are to:

- A. Recognize the attitudes and motivations of world societies that have made exploration a major cultural theme: Examples are: Phoenicians, Norsemen, Portuguese, Spanish/French/English/and Dutch in age of Reconnaissance, etc.

- B. Identify the major world figures who undertook these endeavors, such as Eric the Red, Leif Eriksson, Ibn Battuta, Marco Polo, Vasco da Gama, Columbus, Magellan, Sir Francis Drake, James Cook, von Humboldt, Lewis and Clark, etc., and describe what they did, how and why they did it, and state the significance of their activities.
- C. Describe the geopolitical global patterns that resulted from exploratory endeavors: i.e., conquest of the Americas, the 19th c. "Scramble for Africa," and race to the moon.
- D. Determine how Euro-American ascendancy developed after 1500 CE
- E. Develop an appreciation for the diversity of cultural values of the role played by non-western cultures in the process of exploration.
- F. Understand the general chronology and geography of world/exploration history
- G. Develop critical/analytical thinking.
- H. Develop an historical awareness of cultural development.

**These outcomes will be accomplished by:**

- A. Timed written exams
- B. Extended unlimited essays assigned for out of class preparation
- C. Where applicable, map and or document quizzes.
- D. Discerning historical bias.
- E. Differentiating between fact and fiction, with special emphasis on the role of the fabulous, the mythical, and the marvelous in spurring on exploration.
- F. Comparing and contrasting data and recognizing fallacious reasoning.
- G. Identifying cause and effect in history, and developing inferential abilities.
- H. Developing critical judgments about historical developments.

**Students will then be able to apply these skills in the following areas:**

- A. Comprehend the process of history.
- B. Comprehend the multifaceted motivational factors involved in exploration.
- C. Gain knowledge of basic geopolitical entities.
- D. Gain knowledge of the shifts in geopolitical boundaries through time.
- E. Recognize the role that geophysical realities have played in shaping history.
- F. Develop an awareness of cultural clashes in different geographic contexts.
- G. Understand the role that human emotions/behaviors have played in history.
- H. Appreciate the role that cultural outlooks/attitudes have played in the formation of:
  - 1. Colonialism/Imperialism
  - 2. Slave trading/Slave Economics
  - 3. Ethnicity and Cultural Dominance
  - 4. Genocide/Ethnic Cleansing

**PARAMETERS and REQUIREMENTS of the COURSE**

**Readings and Videos**

You will watch 20 hours of video lectures (average of 2 hours per week). These are available from the Distance Education office. I have posted an outline to these videos as well. The terms, names, etc., in this outline will be where I will draw many of the terms, or base questions on for quizzes and exams. So, TAKE NOTES on the videos. There will also be weekly readings from required texts, as well as occasional on-line sources (most

on-line links will be optional. See bottom, as well as “Reading and Video Schedule” for this required schedule. I may make some small additions -- short uploaded readings -- to this as the course goes on, so stay tuned.)

### **Discussion Essays and Responses**

Each week, after watching and reading the relevant materials, look for discussion questions to answer under the “Discussion” link. There will be 10 weeks in which essays/responses may be due (though week of midterm will be a semi-off week, with only one question possible). Of these ten weeks you must turn in essays in six different weeks– three by end of Week 5 and three thereafter. The average length of an essay should be 400-500 words (though can go over a little if necessary).

In addition, you will also post 6 responses to someone else’s essay in 6 separate weeks – also 3 by end of week 5 and 3 after. To respond to an essay click “Reply” and then type. Responses should be 100-200 words. Of these responses, at least two must be posted during weeks you did not turn in an essay. Of the other 4 responses, at least 2 must be to a question you did not post an essay to. In other words, there will be 6 weeks in which you post an essay. In 3 or 4 of these weeks you will also post a response, at least twice to an essay question you did not already write about. In 2 or 3 other weeks you post only a response. Any confusion about this please e-mail me.

Essays and responses together will be worth 25% of your total grade, with essays counting for 75% of this total (essays will be worth 30 points, and responses 10).

Essays should be able to convey to me that you have read and watched the relevant material, have understand and discerned the key points, and can convey these concisely and clearly in written English to the questions I have posed. Responses should further the ‘conversation’ of the essay in question by explaining what was right, wrong, or overlooked in it, or otherwise expanding on the essay in some fashion, thus showing again that you followed and understood the material. In other words “Good job, I liked your essay...” is insufficient.

### **Quizzes**

There will be three short quizzes consisting primarily of objective questions (8-10) with one or two short-answer questions as well. The three quizzes combined will be worth 15% of your total grade. The portion of reading and video material covered by each quiz will be essentially what has been covered since the previous exam or quiz. See video outline for key points to study from videos, but I will also give more specific, narrow information on what will be covered (and how to actually take them) several days before quizzes are made available.

### **Exams**

There will be two exams consisting of a dozen to 20 objective questions, but most of the exam will consist of writing questions – both short answer identification and essay. Each exam will be worth 20% of your grade (40% total for the two exams).

Study sheets and other preparatory material (including specs on how to actually take them) will be made available about a week before exams are made available to take. Again, study both notes from text and from videos (see outline)

## Papers

There will be two papers, combined worth 20% of your final grade. These will be due a few days before the two exams are available to take. The first will be based on questions to be largely based on the “de las Casas” book (see below). The second will answer one of several possible questions that require reflection on the overall course material and its significance. Papers will be 2-4 pages in length, double spaced typed. More specific directions and possible questions will appear early in the course.

BOOKS: You should be able to get these on-line, but will be available in the bookstore

TEXT: Pathfinders: A Global History of Exploration

By: Felipe Fernandez-Armesto      WW. Norton

ISBN # 978039330915

SOURCE BOOKS: A Short Account of the Destruction of the Indies

Bartolome de Las Casas      (Pagden and Griffin ed.)      Penguin Classics

ISBN #9780140445626

## Grading distribution recap

2 Exams (totaling)      40%

3 Quizzes (total)      15%

Discussion Posts      25%

2 Papers      20%

Total      100%

## Grading scale (approx. as a slight curve is possible on exams and quizzes)

<u>92% -100% --    A    (4.0)</u>	<u>69 - 72 --    C    (2.0)</u>
<u>87.5 - 91.5 --    A-    (3.7)</u>	<u>64 – 68.5 --    C-    (1.7)</u>
<u>83.5 - 87 --    B+    (3.3)</u>	<u>60 – 64 --    D+    (1.3)</u>
<u>79.5 - 83 --    B    (3.0)</u>	<u>56 – 60 --    D    (1.0)</u>
<u>76.5 - 79 --    B-    (2.7)</u>	<u>50.5 - 56 --    D-    (0.7)</u>
<u>72.5 - 76 --    C+    (2.3)</u>	<u>50% and below -- F</u>

## Communication

**E-Mail:** You should send all e-mails to me related to the class through the VISTA mail system. But should you not be able to get onto VISTA, my campus email is [rdoan@bcc.ctc.edu](mailto:rdoan@bcc.ctc.edu). The phone # listed at top of syllabus should only be used as last resort as I only answer it when I'm actually in my office.

**The “Forum”:** This will be an area for informal student interaction that I will post on the Discussion area. It will be for any questions about the class itself, including discussing how best to complete assignments, clarifying information from the textbook, or any discussion that the class as a whole could benefit from. You can talk with each other

about how the class is going, arrange study groups, get advice from other students, etc. It will not be graded, nor will I closely monitor its content, except to occasionally see that all conduct conversations there, as well as the entire course, with civility.

**Introductory biographies:** I will also create a link of the “Discussion” page for all to post a short introductory biography of themselves, so we can get to know each other. Please do this during the first week of class.

### Schedule of dates for papers, quizzes and exams.

<a href="#">Quiz 1</a>	<a href="#">Jan. 22-24</a>	<a href="#">Quiz 3</a>	<a href="#">March 4-6</a>
<a href="#">Quiz 2</a>	<a href="#">Feb. 5-7</a>	<a href="#">Paper 2</a>	<a href="#">March 17</a>
<a href="#">Paper 1</a>	<a href="#">Feb. 18</a>	<a href="#">Final Exam</a>	<a href="#">March 18-20</a>
<a href="#">Midterm Exam</a>	<a href="#">Feb. 20-22</a>		

### Video watching schedule

<a href="#">Week 1 (1/7-13)</a>	<a href="#">Epis. 1,2, half 3</a>	<a href="#">Week 6 (2/14-17)</a>	<a href="#">Episodes 12-13</a>
<a href="#">Week 2 (1/15-20)</a>	<a href="#">Epis. rest of 3-5</a>	<a href="#">Week 7 (2/21-24)</a>	<a href="#">Episodes 14</a>
<a href="#">Week 3 (1/22-27)</a>	<a href="#">Episodes 6-7</a>	<a href="#">Week 8 (2/28-3/2)</a>	<a href="#">Episodes 15-16</a>
<a href="#">Week 4 (1/29-2/3)</a>	<a href="#">Episodes 8-9</a>	<a href="#">Week 9 (3/6-3/9)</a>	<a href="#">Episodes 17-18</a>
<a href="#">Week 5 (2/7-10)</a>	<a href="#">Episode 10-11</a>	<a href="#">Week 10 (3/13-16)</a>	<a href="#">Episodes 19-20</a>

### Schedule of due dates for essays and responses for each Discussion:

<u>Assignment</u>	<u>Due Date</u>	<u>Assignment</u>	<u>Due Date</u>
<a href="#">Essay Discussion #1</a>	<a href="#">Monday Jan. 14</a>	<a href="#">Essay Discussion #6</a>	<a href="#">Monday Feb. 18</a>
<a href="#">Response Discussion #1</a>	<a href="#">Thursday Jan. 17</a>	<a href="#">Response Discussion #6</a>	<a href="#">None</a>
<a href="#">Essay Discussion #2</a>	<a href="#">Monday Jan. 21</a>	<a href="#">Essay Discussion #7</a>	<a href="#">Monday Feb. 25</a>
<a href="#">Response Discussion #2</a>	<a href="#">Thursday Jan. 24</a>	<a href="#">Response Discussion #7</a>	<a href="#">Thursday Feb. 28</a>
<a href="#">Essay Discussion #3</a>	<a href="#">Monday Jan. 28</a>	<a href="#">Essay Discussion #8</a>	<a href="#">Monday March 3</a>
<a href="#">Response Discussion #3</a>	<a href="#">Thursday Jan. 31</a>	<a href="#">Response Discussion #8</a>	<a href="#">Thurs. March 6</a>
<a href="#">Essay Discussion #4</a>	<a href="#">Monday Feb. 4</a>	<a href="#">Essay Discussion #9</a>	<a href="#">Monday March 10</a>
<a href="#">Response Discussion #4</a>	<a href="#">Thursday Feb. 7</a>	<a href="#">Response Discussion #9</a>	<a href="#">Thurs. March 13</a>

<a href="#">Essay Discussion #5</a>	<a href="#">Monday Feb. 11</a>	<a href="#">Essay Discussion #10</a>	<a href="#">Sunday March 16</a>
<a href="#">Response Discussion #5</a>	<a href="#">Thursday Feb. 14</a>	<a href="#">Final</a>	<a href="#">March 18-20</a>

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