

History 540.01W

The Age of Exploration

Summer I 2015

Instructor: Dr. Judy Ann Ford
Office Location: SS 113
Office Hours: Monday and Tuesday 11:00 AM to 1:15 PM or by appointment
Office Phone: (903) 886-5928
Office Fax: (903) 468-3230
University Email Address: Judy.Ford@tamuc.edu

COURSE INFORMATION

Materials--Required:

Jonathan Zophy, *A Short History of Renaissance and Reformation Europe*, 4th ed (Pearson, 2008). ISBN-13: 978-0136056287

Glenn J. Ames, *The Globe Encompassed: The Age of European Discovery: 1500 to 1700* (Pearson 2007). ISBN-13: 978-0131933880

Peter C. Mancall, ed., *Travel Narratives from the Age of Discovery: An Anthology*, 1st ed. (Oxford University Press, 2006). ISBN-13: 978-0195155976

Geoffrey Parker, *Imprudent King: A New Life of Philip II* (Yale University Press, 2014). ISBN-13: 978-0300196535

Sabine Hyland, *The Jesuit and the Incas: The Extraordinary Life of Padre Blas Valera, S.J.*, History, Languages, and Cultures of the Spanish and Portuguese Worlds (University of Michigan Press, 2004). ISBN-13: 978-0472030415.

Amir Alexander, *Infinitesimal: How a Dangerous Mathematical Theory Shaped the Modern World* (Scientific American / Farrar, Straus and Giroux, 2014). ISBN-13: 978-0374176815

Course Description:

This course provides a focused and thorough analysis of a topic through reading and discussing the relevant historiography, and through guided student research involving primary sources. The topic this semester is the Age of Exploration. The focus will be on the impact that the discovery of new territories made on European culture, politics, religion, and epistemology.

Student Learning Outcome:

1. Students will demonstrate the ability to analyze a primary source document (edited/translated) reflecting the topic of the Age of Exploration.

COURSE REQUIREMENTS

Attendance and Participation

To simulate a classroom environment, students are required to participate in asynchronous class discussions, which are worth 30% of the course grade.

Each week, two or three discussion threads will open on Monday morning at 9:00 AM. In most cases, the prompts will be questions or comments I make regarding the assigned reading for that week. Again, in most cases, the prompt will be my only participation in the thread.

For full credit, students must make a substantial post a minimum of three times in each thread. Of the three minimum posts, one must be a response to the prompt and two must be responses to other students' posts.

Your response to the prompt must be made by midnight on Thursday. Your responses to other students' posts can be made at any time prior to the thread's closing. In weeks one through four, threads will close at midnight on Sunday; in week five, the threads will close on midnight on Thursday (because the course ends on Thursday).

Students must make substantive remarks in their three required posts. Substantive means that a student's initial answer to the prompt is lengthy enough to answer the question using evidence from the reading assignments and that the student's responses to classmates are thoughtful and engaging—that is, more than a one- or two-sentence response. This assignment is on-going, which means that students should log in daily, or nearly daily, to read their classmates' responses and post replies to those comments, and students should not wait until the final day of the discussion to post their comments. That delay is not conducive to accomplishing the mission of a class discussion.

I will use the following rubric to grade class discussions:

20-25 points = Contributions are factually accurate, prompt, timely and balanced throughout the assigned discussion period, devoid of irrelevant personal opinions; student asks questions and answers inquiries.

15-20 points = Posts are generally accurate but lack analysis or miss significant points; not among the first students to post comments; interacts with only a few classmates.

10-15 points = Comments reflect a lack of critical analysis and/or contain factual inaccuracies; participation is spotty; picks and chooses topics to get involved in; offers short, perfunctory postings when prompted; takes limited initiative

Below 10 points = Student demonstrates very little understanding of the material; makes short, irrelevant remarks; does not participate regularly.

In addition to the three required posts, students may post as many times as they wish, and may choose to make these extra posts non-substantive (for example: "I agree with Suzie!")

One last note on participation: students often possess the idea that the study of history is about finding the correct answers. To be sure, facts are absolute when they consist of something tangible that everyone can verify (dates, names, laws, etc.). The study of history, however, does not begin and end with facts but uses factual events as a framework for analyzing the hows, whys, and effects of those events. In other words, a law establishes something and that's important, but why did legislators vote for the law, how did they view the law, and what effect did the law have on people and the nation at large? These are the questions that historians debate, and I expect students to debate them in the class discussions. Do not feel pressure to agree with your classmates; you can disagree with them if you have historical evidence—not simply your opinion—to support your conclusions.

Late Work

Unless something really catastrophic has happened, late work will not be accepted in the discussion threads. Late papers, on the other hand, as they don't detract from the quality of the class experience for the other students, are more likely to be accepted with slighter reasons. In either case, please email me to let me know what is going on.

Assessment

A. Participation

There will be twelve threaded discussions: two in weeks one, three, and five; three in weeks two and four.

B. Essay One

Students will write an essay comparing and contrasting the experience of exploration, trade, and conquest of two of the following: Portugal, Spain, the Dutch Republic, and England during the early modern period based on the material in Zophy and Ames. The essay should be four to five pages long in 12 point font, double-spaced, with one-inch margins. In addition to the four to five pages of text, there should be a cover page with NO numeration. There should be no bibliography. Notes should be in parenthetical format.

This essay is due at midnight, **Friday, June 19th**, in the drop-box.

C. Essay Two

Students will write an essay comparing and contrasting two of the travel narratives in Mancall. The essay should be five to six pages long in 12 point font, double-spaced, with one-inch margins. In addition to the five or six pages of text, there should be a cover page with NO numeration.

The essay should follow the instructions for "Reading a Primary Source" found in Week Two of eCollege for each of the two travel narratives selected, then compare and contrast the two narratives as regards section "D," evaluating the document as a source of historical information.

Citations to texts other than the two chapters being compared are best kept to a minimum. If only Mancall is used, parenthetical notation should be used and no bibliography is required. If anything else is cited, please switch to endnote or footnote format for all citations and add a bibliography.

This essay is due at midnight, **Friday, June 26th**, in the drop-box.

D. Essay Three

Students will write a research paper analyzing the impact of the discovery of new territories on some aspect of European culture, politics, religion, or epistemology during some portion of the late fifteenth, sixteenth, or seventeenth centuries.

The essay should be nine to eleven pages in 12 point font, double-spaced, with one-inch margins. In addition to the nine to eleven pages of text, there should be a cover page with NO numeration. There should also be a bibliography.

Notes should be in Turabian footnote or end note format; bibliographic entries should be in Turabian bibliographic format. Do not title your bibliography “Works Cited,” title it “Bibliography.”

The essay is due **Thursday, July 9th**, at midnight, but may be submitted without late penalty through noon on Sunday, **July 12th**.

GRADING

Participation	300
<i>12 threaded discussions @ 25 points each</i>	
Essay One	200
Essay Two	200
Essay Three	300
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	TOTAL 1000 points

The grading scale used for this course is as follows:

900-1000	=	A
800-899.9	=	B
700-799.9	=	C
600-699.9	=	D
599.9 or less	=	F

TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to:

<http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511

2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

If you cannot see me during office hours, please send me an email so that we can make an appointment. I am quite happy to see students at any time as long as I don't have a prior commitment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask me.

Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

A&M-Commerce will comply in the classroom, and in online courses with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

Please try to complete the readings in a timely manner so that you are prepared to participate in the discussions.

WEEK ONE: The European Context

Readings: Zophy, *A Short History*

Assignments: Two threaded discussions

WEEK TWO: Motives for European Expansion

Readings: Ames, *The Globe Encompassed*

Assignments: Three threaded discussions;
Essay One is due at midnight, **Friday, June 19th**, in the drop-box.

WEEK THREE: Message in a Bottle: Travel Narratives

Readings: Mancall, ed., *Travel Narratives*

Assignments: Two threaded discussions
Essay Two is due at midnight, **Friday, June 26th**, in the drop-box.

WEEK FOUR: Spain and the New World

Readings: Parker, *Imprudent King*; Hyland, *The Jesuit and the Incas*

Assignments: Three threaded discussions

WEEK FIVE: New Perspectives on Mathematical and Scientific Knowledge

Readings: Alexander, *Infinitesimal*

Assignments: Two threaded discussions
Essay Three is due **Thursday, July 9th**, at midnight, but may be submitted without late penalty through noon on **Sunday, July 12th**.