



HIST 201: Historian's Craft

Explorers, Colonizers & Travelers: Travel Writing as Historical Sources
 MoWe 2:30PM - 3:45PM Ingraham 115
 Spring 2020

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Discussion-sections (starting week 1).

304	Th 2:25-3:15PM	HUM 2619
305	Th 3:30-4:20PM	HUM 2611
306	Th 4:35-5:25PM	HUM 2211

OBJECTIVES

The “Historian’s Craft” courses offer an opportunity to experience the excitement and rewards of doing historical research. Through engagement with primary sources, you will ask and define historical questions, find and analyze evidence, assess and discuss historical interpretations of same sources, build a bibliography, and try out making a historical argument—all skills that are central to the history major. Upon successful completion of this course, you will be prepared to undertake substantial historical research and writing in a variety of courses, including the HIST 600 seminar.

This particular historian’s craft course focuses on European travel writing from the Early Modern Atlantic world (the Americas and West Africa). European travel accounts are some of the most important and fascinating historical sources to the histories of America, Africa, and many other corners of the world in the early modern period. They are also some of the most difficult historical sources to navigate and interpret. They were all written by male European explorers, colonists, or travelers, who had little or no knowledge of the lands and peoples they were encountering and they often only indirectly—if at all—answer many of the questions we are interested in asking about Native American or African history. Despite these complications, historians wrestling with Early Modern travel accounts have found different ways to employ them as historical sources, and these accounts are therefore a perfect place to start broaching questions about historical methodology and practice. We will read and work with travel accounts along with historical interpretations based on these same sources and discuss different methodological and theoretical approaches to get a sense of how different perspectives shape how historians

interpret and use primary sources. Instruction consists of lecture as well as small and large group discussion.

LEARNING OUTCOMES

As other Comm-B courses this course involves substantial instruction in the four modes of literacy (that is, speaking, reading, writing, and listening) and focuses on developing the following skills:

- Asking questions. Developing historical questions through engagement with different kinds of sources and posing questions to prompt productive group discussion.
- Finding sources. Learning the logic of footnotes, bibliographies, libraries, and archives, and consulting them to identify and locate source materials. Taking advantage of the range of library resources including interlibrary loan.
- Evaluating sources. Determining the perspective, credibility, and utility of source materials. Distinguishing between primary and secondary material for a particular topic. Identifying the perspective or authorial stance of a source. Summarizing an argument presented in a text. Distinguishing between the content of a source and its meaning in relation to a particular question.
- Developing and presenting an argument. Using sources appropriately to create, modify, and support tentative conclusions and new questions.
- Making an argument. Identifying the parts of an argument and how to support it convincingly.
- Communicating ideas and research findings effectively through formal and informal written and oral presentations.

CREDIT HOURS

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, researching, writing, preparing for discussions, doing peer review, and/or preparing for your oral presentation.

READINGS

All required readings are in a course packet available at the Social Science Copy Center. Sewell Hall, Room 6120, 1180 Observatory Drive. Ph. 262-5396. copycenter@ls.wisc.edu Hours: 7:45 A.M. to 11:45 A.M. 12:30 P.M. to 4:00 P.M.

(See further description of work and requirements below schedule)

Schedule

Week 1 (We 1/22) Introduction to the course and syllabus (Incl. opening lecture & questions)
❖ Sections start this week!

Week 2 Travel writing as historical sources
Readings: Rampolla. *A Pocket Guide*, 1-21 + Mancall. *Travel Narratives*, 3-18.
❖ **Readings should be done before lecture on Mondays!**
○ Mo 1/27 Early Modern European travel writing as historical sources
○ We 1/29 The European expansion in the Atlantic world, 1500-1850

Week 3 Finding and assessing sources
Reading: Ames. *The Globe Encompassed*, 1-19 + 60-78 + 132-143.
○ Mo 2/3 Visit to Memorial Library (incl. library exercise)

❖ **Library exercise due on Canvas Tuesday at 7PM**

- We 2/5 Assessing a source. Making an annotated bibliography

1st historical example: The Spanish Conquest of America, 1492-1530

Week 4 Historical context

Reading: Weber. *The Spanish Frontier* (1994), 1-59.

- Mo 2/10 The Spanish Conquest of America
- We 2/12 Travel accounts from “New Spain”: What histories do they tell?

Week 5 Reading primary sources

Reading: Cabeza de Vaca. *Relación* (1542).

- Mo 2/17 Understanding a source
- We 2/19 Contextualizing a source

❖ **Annotated bibliography due on Canvas Thursday at 11PM!**

Week 6 Interpreting primary sources

Readings: Goodman. “Mercantilism” (2005) + Taylor. “Cabeza de Vaca” (2008)

- Mo 2/24 Historical perspectives
- We 2/26 Making a historical argument

2nd historical example: The English colonization of Virginia, 1607-1630

Week 7 Historical context

Reading: Rountree. *John Smith’s Chesapeake Voyages, 1607-1609* (2007).

- Mo 3/2 Virginia Algonquin Society
- We 3/4 English colonization of Virginia

Week 8 Finding primary sources

- Mo 3/9 Visit to the Historical Society (Incl. library exercise)

❖ **Library exercise due on Canvas Tuesday at 7PM**

- We 3/11 Sources to Pocahontas’ history

Week 9 SPRING BREAK

Week 10 Reading primary sources

Reading: Ralphe Hamor. *A True Discourse Of The Present Estate of Virginia* (1615)

- Mo 3/23 What can we know?
- We 3/25 Building a history from travel accounts

Week 10 Interpreting primary sources

Readings: Brown. “The Anglo-Indian” (1996) + Ickes. *The Sartorial* (2015)

- Mo 3/30 The many histories about Pocahontas
- We 4/1 Making a historical argument

3rd historical example: The Atlantic Slave Trade, 18th century

Week 11 Historical context

Reading: Lindsay. *Captives as Commodities* (2008), 1-83.

- Mo 4/6 The Atlantic Slave Trade
- We 4/8 The Atlantic Slave Trade II

○ **Drafts due on Canvas Tuesday at 11PM!**

- Week 12 Finding primary sources
- Mo 4/13 Visit to the special collections at Memorial Library (incl. exercise)
 - ❖ **Library exercise due on Canvas Tuesday at 7PM!**
 - We 4/15 Equiano. *The Interesting Narrative* (1789)
 - **Peer reviews due in sections on Thursday!**
- Week 13 Reading primary sources
- Reading:* Equiano. *The Interesting Narrative* (1789)
- Mo 11/20 Understanding a source
 - We 11/22 Understanding a source
- Week 14 Interpreting sources
- Readings:* Caretta. *Equiano* (2005) + Sweet “Mistaken Identities?” (2009)
- Mo 4/27 Historical questions
 - We 4/29 Last class, final paper questions, cake and evaluation
 - ❖ **Final papers due Monday May 4 at 7PM on Canvas!**

WORK & COURSE POLICIES IN LECTURE

Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Oral presentations (in lecture and section):

In line with other Comm-B courses you will make two brief oral presentations (5 minutes) – one in section and one in lecture – discussing a topic of your choice relating to class. Topic has to be approved by your TA or me ahead of time. More about presentations to follow.

Participation: Attendance and participation is mandatory. If you do not feel comfortable speaking in class, please let me know so we can work together on ways to make it easier for you or other ways you can contribute. You may miss class twice without it directly affecting your grade (save your absences for illness or emergency).

Religious holidays: Absences due to religious holidays are excused. However, you must inform me at least two weeks in advance if you are missing a seminar meeting for religious reasons.

Policy on late responses:

Library assignments turned in late will be penalized by 5%—and an additional 5% for each 24 hours that they are late after that. No responses will be accepted more than one week after the due date.

Grade breakdown

Annotated bibliography	10 %
Draft of paper	10 %
Peer review	10 %
Final paper (improvements from draft)	15 %
Total for paper and related	45 %
Library exercises, each 5 %	15 %
Brief oral presentations, each 5 %	10 %

Attendance and participation in lecture	10 %
Attendance and participation in section (incl. weekly posts)	20 %

Grading scale

A	93-100	C	70-77
AB	88-92	D	60-69
B	83-87	F	59>
BC	78-82		

Classroom conduct:

Please respect your fellow students' right to a quiet non-distracting learning environment. Bring your course packet to lecture every time, so we can look closely at the texts together. During lecture I prefer that you take notes by hand, but if you do need a computer, please let me know. I will then request that you remain offline throughout the class and that you stay attentive to what goes on in the classroom. Cell phones are to be turned off and stored away during class.

Statement on accessibility

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be accommodated in instruction and campus life. Accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Academic misconduct (plagiarism and cheating)

This class will strictly follow and enforce the rules defined in UWS 14.03, which defines academic misconduct as acts in which a student:

- * seeks to claim credit for the work or efforts of another without authorization or citation;
- * uses unauthorized materials or fabricated data in any academic exercise;
- * forges or falsifies academic documents or records;
- * intentionally impedes or damages the academic work of others;
- * engages in conduct aimed at making false representation of a student's academic performance;
- * assists other students in any of these acts.

Academic misconduct is NOT WORTH IT. It will create a lot of unnecessary work for both you and me and may cause you to be expelled from this class or college in general!