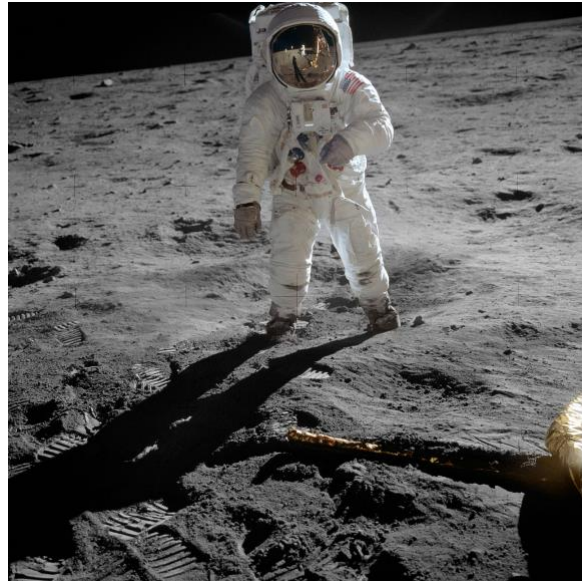
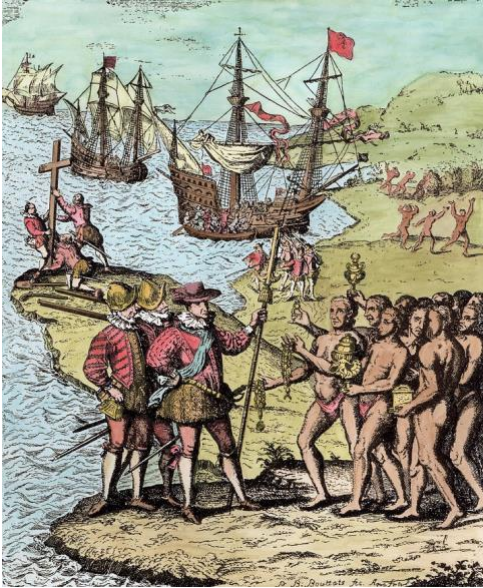


**HISTORY 313W/413**  
**The History of Exploration**  
**Spring 2021**  
**Wednesdays 2:00-4:40**



*The land on which the University of Rochester River Campus sits is within the historic homeland of the Seneca Nation, a member of the Haudenosaunee Six Nations Confederacy. It is covered by the 1794 Treaty of Canandaigua, between the United States Government and the Six Nations Confederacy, which affirmed Haudenosaunee land rights and sovereignty in the State of New York. Today, this region is still the home to the Haudenosaunee people, and we are grateful for the opportunity to live, work, and share ideas in this territory.*

This upper-level research seminar explores select episodes in the history of global exploration from ancient times to the present. “Exploration” is admittedly a loose category that encompasses a wide range of human experiences and shares its history with such closely related things as travel, adventure, pilgrimage, and the like. Part of our purpose is to address these distinctions and arrive at some historical understanding of what exploration is and what it is not. Exploration by definition takes us out of the realm of ordinary, day-to-day experience; it is something that attracts unusual people and requires extraordinary effort. At the same time, however, it is inextricably linked to history and reflects the social and cultural assumptions of each period from which it emerges. We are after these links and reflections. Our purpose is to situate the seemingly arcane activity of exploration fully in historical context and arrive at some understanding of how it has therefore changed over time.

Obviously, give so vast a subject as this we cannot aspire to anything like comprehensiveness. The assigned readings constitute a sampler meant to encourage deeper independent engagement with the subject. To this end, the main requirement of the seminar is a primary research paper on a relevant topic of each student's choosing and design. More about that in due course.

**Instructor:** Stewart Weaver, Department of History. Rush Rhees 368. 275-9348.  
[stewart.weaver@rochester.edu](mailto:stewart.weaver@rochester.edu). Office Hours: by appointment.

**Books:** The following books are required and available for purchase at the new Barnes and Noble bookstore. You may also order them on line if you prefer, but **please note the specific publisher's editions**. I would like everyone to be working with the same text.

Stewart Weaver, *Exploration: A Very Short Introduction* (Oxford Univ. Press)  
 Marco Polo, *Travels* (Penguin Classics)  
 Christopher Columbus, *The Four Voyages* (Penguin Classics)  
 Alexander von Humboldt, *Personal Narrative* (Penguin Classics)  
 Apsley Cherry-Gerrard, *The Worst Journey in the World* (1922)

Note that there will be many more reading assignments on Blackboard or on line as the syllabus indicates. Moreover, I reserve the right to improvise and adjust reading assignments as needed as the semester proceeds. The syllabus remains a work in progress.

### **Course Requirements:**

1. consistent reading, attendance, and class participation (30%)
2. 8 (out of a possible 10) short critical responses to the assigned reading, due on the day of discussion (20%)
3. 15-20 page (HIS 326W) or 20-25 page (HIS 426) final research paper, due no later than Friday, May 7 (50%). Proposal and Bibliography due March 31

**A Note on the Papers:** All papers for this class must be written in stylistic and editorial conformity with *The Chicago Manual of Style*. For an excellent writing manual that is consistent with Chicago style, see Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. For a guide that is particular to writing history papers, see William Kelleher Storey, *Writing History: A Guide for Students*. I am of course available myself at all times for help with writing, as are the consultants at the College Writing and Speaking Center in Rush Rhees Library. See <http://writing.rochester.edu/help/index.html>

**Statement regarding academic honesty:** All students in this class will be expected to be familiar with and abide by the principles of academic honesty as laid down by the College of Arts and Science's academic honesty policy. For the full articulation of this policy (including the consequences of its violation), see <http://www.rochester.edu/college/honesty>.

**Statement regarding credit hours:** The College's credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in HIS 229/W are expected to devote at least one hour each week to reading and research outside of class time.

**Statement regarding disability services:** The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: [disability@rochester.edu](mailto:disability@rochester.edu); (585) 276-5075.

**Statements regarding virtual classroom etiquette/procedures:**

- \* As always, be **on time**, even in virtual space.
- \* keep your **microphone muted** when not speaking, please.
- \* **Cameras:** Given our current learning situation and the need for this class to be virtual we need to create a sense of a community in any way we can. One way to achieve it is to **turn our cameras on during class discussions**--a simple way to make us all feel like we are part of the group. I do not want, however, to require this as a policy for a number of reasons. I will simply ask you to keep your camera on whenever possible. If you need to turn it off occasionally or keep it off permanently, please let me know. And **please** do not turn your camera off and leave. Nothing is more discouraging to an instructor than to be speaking to an empty zoom chamber. I will remember it.

*I will not be recording the class and ask you to please not to record anything without the explicit permissions of all students.*

- \* **Setting:** Please find the best setting for our class meetings (e.g., quiet, private, preferably NOT in your bed, etc.), one that will help you stay focused and engaged. Once again, I encourage you to give some thought to where you want to be and identify the best available options. But this said, I understand and fully accept the limitations many of you/us will be facing. If you need to discuss the issue of setting with me, feel free to do so.
- \* **Participation:** This course depends on interactive lectures, presentations, class discussions, and written assignments that feed off our weekly readings. For you to learn, you need to participate consistently and stay current on all meetings and readings. **Class attendance, therefore, is mandatory to your best capacity.** That said, I recognize that we live in an unpredictable world right now - and you (or I) might need to miss one or more classes for any number of good reasons. Let me know if you need to miss a class so that we could make alternative arrangements for you to keep up with the class material.

## Class Schedule

**NB: This is a tentative schedule of class meetings and reading assignments as of the start of the semester. I reserve the right to make adjustments and changes as needed as we go along**

**Class Zoom Link: <https://rochester.zoom.us/j/5852759348>**

February 3: Introduction and Orientation

February 10: What is Exploration?

- \* Stewart Weaver, *Exploration: A Very Short Introduction*, ch. 1
- \* Michael Robinson, “[What is Exploration](#)” (2008) and “[The Birth of Exploration](#)” (2008) from “[Time to Eat the Dogs](#)”

February 17: East Meets West: Medieval Exploration and Travel

- \* Marco Polo, *The Travels* (1298), translated by R. E. Latham (Penguin Classics 1958)—selections TBA (Blackboard)
- \* *The Travels of Ibn Battutah* (ca. 1354), ed. Tim Mackintosh-Smith (Macmillan 2003)—selections TBA (Blackboard)
- \* Weaver, *Exploration*, ch. 3

February 24: The Norse Atlantic Saga

- \* *The Vinland Sagas*--selections TBA (Blackboard)
- \* Secondary Text TBA
- \* Weaver, *Exploration*, ch. 2

**March 3: College Study Break: No Class**

March 10: The “Age of Exploration”

- \* Christopher Columbus, *Four Voyages*--selections TBA
- \* Stephen Greenblatt, *Marvelous Possessions: The Wonder of the New World* (1991), pp. 52-85 (Blackboard)

\* Weaver, *Exploration*, ch. 4

March 17: Exploration and the Enlightenment

\* James Cook, *The Journals*--selections TBA (Blackboard)

\* Alexander von Humboldt, *Personal Narrative*--selections TBA

\* Michael Robinson, "[Why We Need a New History of Exploration](#)," (2009)

\* Weaver, *Exploration*, ch. 5

March 24: Arctic Dreams

\* Fridtjof Nansen, *Farthest North* (1897), selections TBA

\* Barry Lopez, *Arctic Dreams: Imagination and Desire in a Northern Landscape* (1986)--selections TBA

**March 31: No Class: Paper Proposal and Bibliography Due**

April 7: Exploration and Empire

\* Primary Text TBA

\* Felix Driver, *Geography Militant: Cultures of Exploration and Empire* (2001)--selections TBA

\* Weaver, *Exploration*, ch. 6

April 14: The Last Place on Earth

\* Apsley Cherry-Garrard, *The Worst Journey in the World* (1922)--selections TBA

\* Michael Robinson, "The Shackleton Syndrome," *Isis* 111 (2020)

\* Weaver, *Exploration*, ch. 7

April 21: Arabian Sands

\* Freya Stark, *The Valley of the Assassins* (1934)--selections TBA

\* Wilfred Thesiger, *Arabian Sands* (1959)--selections TBA

April 28: Final Frontiers

- \* Michael Reidy et. al, “Human Exploration under the Sea,” in *Exploration and Science*
- \* Asif A. Siddiqi, “Competing Technologies, National(ist) Narratives, and Universal Claims: Towards a Global History of Space Exploration,” *Technology and Culture* 51 (210): 425-43.
- \* Weaver, *Exploration*, “Epilogue”

May 5: In-class research presentations

**Friday, May 7: Research Papers Due**