The Age of Discovery and the Expansion of Europe

Fall Semester 2011 - T/TH 3:00-4:15pm - B060 Joseph F. Smith Bldg.

Prof. D. J. Harrelld
Office Hours: T/Th 10:00-11:00am
or by appointment
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This course treats the early voyages of discovery and the actions of Europeans in the wider world from about 1400 to 1800. Beginning with the early voyages of exploration, we will consider the results of contact with and interactions between Europeans and non-Europeans, the interaction between Europeans outside of Europe, and how developments within Europe affected these interactions. The course will be structured thematically rather than strictly chronologically, so students will read primary and secondary sources on a variety of topics such as: discovery, conquest, colonization, disease, and piracy.

Course Objectives/Learning Outcomes

1. This course will provide students with foundational knowledge. Students will learn the things that are usually subsumed under the title of “historical narrative.” You will learn who the main historical actors were, what the critical events were, and other historical details. But understanding aspects of the historical narrative is only the basis upon which students will further their knowledge.

2. Students will master the skills necessary to summarize, evaluate, and critique historical arguments. This means that you will apply many of the skills you learned in History 200 and/or other history courses. While History 200 is not a prerequisite for this course, many of the skills learned in History 200 are routinely applied in upper level history courses. Unless this is the first history course you have taken at BYU, you will likely have encountered many of the skills we will use in this course. Nevertheless, some class time will be devoted to training in historical methods.

3. Students will analyze historical documents. Being able to see patterns, discern organization in disparate sources, recognize hidden meanings and so forth, are the kinds of things professional historians do all the time. By approaching the course content analytically, students will come to better appreciate the ideas and actions of others.

4. Students will make arguments based on reasoned evidence, and recognize the subjectivity in the use of evidence. This will culminated in an end of term research project with a complete bibliography using Turabian’s style manual.

Required Books:
Ames, The Globe Encompassed
Black, Europe and the World
Gilbert, Trading Tastes
Mancall, Travel Narratives
Ringrose, Expansion and Global Interaction
Symcox, Christopher Columbus and the Enterprise of the Indies
Course Requirements/Assessments:

- The main component in determining your grade for this course is a three-part research project. This project will consist of an annotated bibliography (you must use the Turabian format), a document analysis (see instruction sheet in this syllabus), and a research paper. The three parts of the project MUST be interrelated. I have provided a list of topics at the end of this syllabus. You may suggest another topic, but must have it approved before you begin. You will be required to submit a draft of the paper for peer review before you turn in your final copy of the paper. As always, knowledge of a foreign language will be helpful for the inclusion of the primary sources in your paper, but most of the sources I located are in English or translated into English. I have included several foreign language options for interested and motivated students. All of these sources are available in the Harold B. Lee Library, or by electronic access. [You may not use papers you have written for other classes to fulfill these assignments, nor can you use the papers you write for this class to fulfill the requirements of other history courses.]
- Students will write 1 short book review and lead the discussion on the topic covered by the book. You should model your book review on those found in professional history journals (see instruction sheet in this syllabus).
- The class will feature several group-based in-class activities and debates that will that will also be evaluated. You will also give an oral presentation of your research paper during the last week of class. Obviously if you don’t attend class you won’t be able to participate and will not receive a grade.
- There will be a short mid-term and short final examination for this course.
- You must turn in your work on the date it is due. Work turned in late will receive a 30% penalty (that will drop an A grade to a C grade!), and I will not accept work turned in after the last day of class.

Honor Code Issues:

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. See http://www.byu.edu/honorcode for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification. Instances of plagiarism, fabrication, or falsification on any assignment will result in a failing grade for the course. Please note that you will be required to turn in your essays in digital form to Turnitin.com anti-plagiarism website, for which BYU has purchased a site license.

Grading Policy:

While I do not grade on a strict curve, I am nevertheless bound by History Department standards of grade distribution. I am not at liberty to bestow unlimited numbers of high grades. This policy not withstanding, I will use the following rough distribution when determining your final course grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Book Review</td>
<td>10%</td>
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<tr>
<td>Annotated Biblio.:</td>
<td>10%</td>
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<tr>
<td>Text Analysis:</td>
<td>20%</td>
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<td>Exams:</td>
<td>25%</td>
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<tr>
<td>Oral Reports</td>
<td>5%</td>
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<tr>
<td>Term Paper:</td>
<td>30%</td>
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Total Points: 100%

Because there are a variety of opinions on what constitutes a “good” grade and a “bad” grade, I want to make sure you understand what various letter grades mean. **Satisfactory grades:** A grade in the “C” range means you have satisfactorily met the requirements of the course. Congratulations, you have done no less than that which was required of you (but you have done no more either). I know that BYU students rarely consider a “C” grade
satisfactory, and most students do well enough to avoid accumulating a lot of "C" grades while at BYU, but bear in
mind that a "C" is still a passing grade. A grade in the "B" range means that you have performed in an above
average fashion. To earn a grade in the "B" range I would expect more than simply regurgitating the "facts" that you
learned. A grade in the "A" range means that you have given an outstanding performance in the course. In assigning
an "A" grade I will be looking for significant analytical treatment of the material in your assignments, as well as
thoughtful participation in all discussions. Unsatisfactory grades: A grade in the "D" range means that your
performance was unsatisfactory, but still worthy of credit. Substandard work will earn you a failing "E" grade.
People who give up, quit coming to class, and do not complete their assignments will be assigned an "E" grade.

Course Schedule:

While this class is too large to structure along the lines of a seminar, I believe that it is important to provide a
variety of learning opportunities. I will devote some class periods to background lecture and historiography, while
other class meetings will be devoted to discussing the readings, debating historical problems, etc. Each student will
lead one or two of the these discussions based on the book (s)he reviewed. I have included suggestions of books to
review, but you are not restricted to only these books. As long as you haven’t read the book for a different class, and
with my approval, you may review another book appropriate to the weekly topic.

Weekly topics will include:

! Book reviews will be due on Thursday of the week for which you signed up!

Aug 30  Welcome to Class and Introduction

Sep  1  Conditions for Exploration by Europeans
Reading: Ames, Intro.; Ringrose, Intro.; Website: The James Ford Bell Library’s map
collection – http://bell.lib.umn.edu/hist/

Sep  6-8 Motivations for Voyages of Discovery
Reading: Mancall, Intro.

Sep 13-15 Early Exploration and Globalization (non-Europeans)
Reading: Ringrose, Ch. 1; Mancall, Docs. 7, 8

Sep 20-22 Early Voyages: Voyages to Asia and Africa
Reading: Ames, Ch. 1; Ringrose, Ch. 2 & 3; & Mancall, Doc 1

Sep 27-29 Early Voyages: Voyages to the Americas
Reading: Ames, Ch 2; Symcox (all); Mancall, Docs 15-18

Oct  4-6 Cross-Cultural Encounter
Reading: Ringrose, Chs 4-5; Mancall, Docs 2, 11-13, 20-24, 31

Oct 11-13 Interests of the State // Mid-Term exam on Oct 13
Reading: Black, Chs 1-4

Oct 18-20 Interests of Merchants and Merchant Empires
Reading: Black Ch 5; Gilbert, Intro., Chs 2-5; Ames, 3-4
Oct 25  Text Analysis Due – in History Office

Please note that there will be no class on Tuesday Oct 25 or Thurs. Oct 27 (I will be out of town at a conference)

Nov 1-3  Colonization
        Reading: Black, Ch 6-8,

Nov 8  Columbian exchange// Bibliography Due
        Reading: Handout

Please note that there will be no class on Thurs. Nov. 10 (I will be out of town at a conference)

Nov 15-17  Spreading Christianity
        Reading: Ringrose., Ch 6,

Please note that the University does not schedule Tues/Thurs. classes on Nov 22 & 24 due to the Thanksgiving Holiday.

Nov 29 & Dec 1  Piracy// First Draft Due
        Reading: Handout

Dec 6  Globalization and Conclusions
        Reading: Black, Chs 9-10; Ames, Epilogue; Ringrose, Ch 7.

Dec 8  Oral Presentations // Term Paper Due

Final Exam  Thursday, Dec 15 at 7:00pm

Please note the following policies:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895, D282 ASB.
Book Review Choices

You are not restricted to this list, but if you choose another book to review it must be approved by the instructor. The review will be due at the end of the week under which the particular book is listed. (Turned in at the Friday class meeting).

* Students interested in reading in a Foreign Language should choose a book marked with an asterisk, or propose an alternate book in a European language.

Conditions for Exploration by Europeans

Fernandez-Armesto, Filipe, Before Columbus: Exploration and Colonization from the Mediterranean to the Atlantic (DE 94 .F47)

Adas, Michael, Machines as the Measure of Men: Science, Technology, and Ideologies of Western Dominance. (T 15 .A33 1989)

Cipolla, Carlo, Guns, Sails and Empires. (UF 565 .E9 C5)

Exploration and Encounter by Non-Europeans

Levathes, Louise, When China ruled the seas: the treasure fleet of the Dragon Throne 1400-1433 (DS 753.6 .C48 L48)

Foccardi, Gabriele, The Chinese Travelers of the Ming Period (G322 .F65x)

Motivations for Voyages of Discovery


Sanceau, Elaine, The land of Prester John, a chronicle of Portuguese exploration. (DT 384 .S3)

Larner, John, Marco Polo and the Discovery of the World. (G 370 .P9 L27)

Bentley, Jerry, Old World Encounters. (GN 345.6 .B46)

*Velandia, Roberto, El descubrimiento de América y sus antecedents (E 101 .V45)

Early Voyages: Voyages to Asia and Africa

Subrahmanyan, Sanjay, The Career and Legend of Vasco da Gama (G286 .G2 S83)

Russell, P. E., Portugal, Spain and the African Atlantic, (DP 559 .R8)
Axelson, Eric, *Congo to Cape: Early Portuguese Explorers.* (DT 427 .A9)

Diffie, B. & Winius, G. *Foundations of the Portuguese Empire.* (DP 583 .D53)

Winius, G., *Portugal, the Pathfinder.* (DP 583 .P678)

**Early Voyages to the Americas**

Morison, Samuel Eliot, *Christopher Columbus Mariner.* (E 111 .M863)

Parry, J.H. *The Spanish Seaborne Empire.* (F 1410 .P3)

Phillips, William, *The Worlds of Christopher Columbus.* (E 111 .P67)

*Garcia del Pino, César, Caboto y Colón: Respuesta a dos enigmas.* (E 111 .G37)

Wilford, John Noble, *The Mysterious History of Columbus.* (E 111 .W65)

*Bitterli, Urs, *Die Entdeckung Amerikas: von Kolumbus bis Alexander von Humboldt.* (E 121 .B599)

**Cross-Cultural Encounter**


Vogt, John, *Portuguese Rule on the Gold Coast.* (DT 511 .V64)


Axtell, James, *Beyond 1492: Encounters in Colonial North America.* (E 45 .A95)

Schwartz, Stuart (ed.), *Implicit Understandings.* (D 217 .I6)


*Ramirez, Susan E., *El mundo al revés: contactos y conflictos transculturales en el Perú del siglo XVI.* (F 3429 .R3618x)

**Interests of the State**


Burkholder, Mark A. *From Impotence to Authority: the Spanish Crown and the American Audiencias, 1687-1808.* (KJD J83 B87)

*Fragoso, João Luís Ribeiro, O Antigo Regime nos Trópicos: uma Dinâmica Imperial Portuguesa: (Séculos XVI-XVIII).* (F 2524 .A58x)


**Interests of Merchants**

Raychaudhuri, Tapankumar, *Jan Company in Coromandel, 1605-1690; a study in the interrelations of European commerce and traditional economics*, (HF 483 .E5 R3)

Morgan, Kenneth, *Bristol and the Atlantic trade in the eighteenth century* (HE 823 .M67)

Davis, Ralph, *The rise of the English shipping industry in the seventeenth and eighteenth centuries* (HE 823 .D3)


**Merchant Empires**

Tracy, James (ed.) *The Rise of Merchant Empires*, (HF 1379 .R57)


Glamann, Kristof, *Dutch-Asiatic Trade, 1620-1740* (HF 483 .E5 G46)

Chaudhuri, K.N., *The English East India Company* (HF 486 .E6)

Nagtegaal, L.W., *Riding the Dutch Tiger* (DS 642 .N3413)

* Wagenaar, Lodewijk, *Galle, VOC-vestiging in Ceylon: beschrijving van een koloniale samenleving aan de vooravond van de Singalese opstand tegen het Nederlandse gezag, 1760* (DS 490 .G35 W34x)

**Colonization**

Hulme, Peter, *Colonial Encounters: Europe and the Native Caribbean, 1492-1794* (F1619.3 .G68)

MacLachlan, Colin & Jaime Roderiguez, *The Forging of the Cosmic Race* (F1231 .M32)


**Columbian exchange**
Crosby, Alfred, Ecological Imperialism (GF 50 .C76)
Crosby, Alfred, The Columbian Exchange (E 98 .D6 C7)

**Spreading Christianity**

Ricard, Robert, *The Spiritual Conquest of Mexico* (BX 1428 .R53)
Schwalle, J.F., *The Church and Clergy in Sixteenth-Century Mexico* (BX 1428.2 .S37)
Blackburn, Carole, *Harvest of Souls: the Jesuit Missions and Colonization in North America, 1632-1650* (F 1030.7 .B63)

**Piracy**

Swanson, Carl E., *Predators and prizes: American privateering and imperial warfare, 1739-1748* (E 198 .S93)
Lane, Kris E., *Pillaging the empire: piracy in the Americas, 1500-1750* (E 18.75 .L36)
Gerhard, Peter, *Pirates of the Pacific, 1575-1742* (F 2161 .G4)
Bromley, J., *Corsairs and Navies, 1660-1760* (V 47 .B76)
How to Write a Book Review

A book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

Scan the Book's Preliminaries

Before beginning to read, consider the following:

1. **Title** - What does it suggest?

2. **Preface** - Provides important information on the author's purpose in writing the book and will help you to determine the success of the work.

3. **Table of Contents** - Tells you how the book is organized and will aid in determining the author's main ideas and how they are developed chronologically, topically, etc.

Read the Text

Record impressions as you read and note effective passages for quoting. Keep these questions in mind:

1. What is the general field or genre, and how does the book fit into it? (Use outside sources to familiarize yourself with the field, if necessary.)
2. From what point of view is the work written?
3. What is the author's style? Is it formal or informal? Does it suit the intended audience? If a work of fiction, what literary devices does the author use?
4. Are concepts clearly defined? How well are the author's ideas developed? What areas are covered/not covered? Why? This helps to establish the book's authority.
5. If a work of fiction, make notes on such elements as character, plot, and setting, and how they relate to the theme of the book. How does the author delineate his characters? How do they develop? What is the plot structure?
6. How accurate is the information in the book? Check outside sources if necessary.
7. If relevant, make note of the book's format - layout, binding, typography, etc. Are there maps, illustrations? Do they aid understanding?
8. Check the back matter. Is the index accurate? What sources did the author use - primary or secondary? How does he make use of them? Make note of important omissions.
9. Finally, what has the book accomplished? Is further work needed? Compare the book to others by this author or by others. (Use the listing in the bibliography.)

Consult Additional Sources

Try to find further information about the author - his/her reputation, qualifications, influences, etc. - any information that is relevant to the book being reviewed and that would help to establish the author's authority. Knowledge of the literary period and of critical theories can also be helpful to your review. Your professor and/or reference librarian will be able to suggest sources to use.

Prepare an Outline
Carefully review your notes and attempt to unify your impressions into a statement that will describe the purpose or thesis of your review. Then, outline the arguments that support your thesis. Your arguments should develop the thesis in a logical manner.

Write the Draft

Skim your notes again; then, using the outline as a guide and referring to notes when necessary, begin writing. Your book review should include the following:

1. Preliminary Information - the complete bibliographic citation for the work ie, title in full, author, place, publisher, date of publication, edition statement, pages, special features (maps, color plates, etc.), price and ISBN. Example:


   Introduction - Try to capture the reader’s attention with your opening sentence. The introduction should state your central thesis, and set the tone of the review.

2. Development - Develop your thesis using supporting arguments as set out in your outline. Use description, evaluation, and if possible explanation of why the author wrote as he/she did. Use quotations to illustrate important points or peculiarities.

3. Conclusion - If your thesis has been well argued, the conclusion should follow naturally. It can include a final assessment or simply restate your thesis. Do not introduce new material at this point.

Revise the Draft

1. Allow some time to elapse before going over your review, to gain perspective.

2. Carefully read through the text, looking for clarity and coherence.

3. Correct grammar and spelling.


(Adapted from the Queen’s University, Canada, Library Website)
Term Paper Topic and Source Groups

You are not limited to this list, but if you choose a topic or primary source that does not appear on this list you must get my permission before beginning the project. The primary source titles I have listed below (SOU) are exactly as they are listed in the BYU library catalog. * Indicates primary source in a foreign language.

1. TERM: Early Portuguese Colonization
   SOU: Crónica do descobrimento e conquista da Guiné by Zurara, Gomes Eanes de, ca. 1410-1473

2. TERM: Spanish Colonization of the New World
   SOU: The Journal of Christopher Columbus

3. TERM: Spanish Colonization of the New World
   SOU: The Book of Privileges Issued to Christopher Columbus by King Fernando and Queen Isabel, 1492-1502

4. TERM: Italian Involvement in Voyages of Discovery
   SOU: The letters of Amerigo Vespucci and other documents illustrative of his career [microform]

5. TERM: Spanish Encounters with Native Americans
   SOU: Brevísima relación de la destrucción de las Indias (Also available in English as A Short Account of the Destruction of the Indies)

6. TERM: Spanish Encounters with Native Americans
   SOU: Cartas de relación de la conquista de México (Also available in English)

7. TERM: English Exploration of North America
   SOU: The third voyage of Martin Frobisher to Baffin Island, 1578

8. TERM: English Voyages of Exploration
   SOU: Sir Francis Drake's West Indian voyage, 1585-86

9. TERM: Origins and Aims of English Colonization
   SOU: The Jamestown voyages under the first charter, 1606-1609

10. TERM: English Voyages of Exploration
    SOU: The Journals of Captain James Cook on his voyages of discovery

11. TERM: Origins and Aims of English Colonization
    SOU: The Roanoke voyages, 1584-1590; documents to illustrate the English voyages to North America under the patent granted to Walter Raleigh in 1584
12. TERM: The Early Modern Slave Trade
   SOU: The trans-Atlantic slave trade [electronic resource] (This particular source is a database and will require statistical manipulations.)

13. TERM: Arctic Exploration and the Passage to Asia
   SOU: The three voyages of William Barents to the Arctic regions (1594, 1595, and 1596)

14. TERM: The Portuguese Experience in the Indian Ocean
   SOU: The commentaries of the great Afonso Dalboquerque, second viceroy of India

15. TERM: Dutch Voyages of Exploration
   SOU: Historisch journal vande voyage : ghedaen met ses schepen : uytghereed zijnde door de vermaerde Heeren Bewinthebberen vande Oost-Indische Compaignie uyt de Vereenighde Nederlanden (or an English source translation: The East and West Indian mirror, being an account of Joris van Speilbergen's voyage round the world (1614-1617))

16. TERM: Tactics and Methods of the Dutch East India Company
   SOU: A true relation of the vniust, cruell, and barbarous proceedings against the English at Amboyna in the East-Indies, by the Neatherlandish gournour and councel there [electronic resource]

17. TERM: French Exploration of North America
   SOU: The voyages of Jacques Cartier

18. TERM: Privateers and Pirates
   SOU: The arraignment and conviction of Sir Walter Rawleigh, at the Kings Bench-barre at Winchester, on the 17. of November, 1603 [microform]

19. TERM: Privateers and Pirates
   SOU: The history of Blackbeard & Roche, two noted pyrates [sic] [microform]

20. TERM: The Early Modern Slave Trade
   SOU: A voyage to the River Sierra-Leone [microform]

21. TERM: Christian Missions to China
   SOU: China in the sixteenth century: the journals of Matthew Ricci, 1583-1610

22. TERM: English East India Company: Motivations and Aims
   SOU: An essay on the East-India-trade, 1698 [This is in Special Collections]

23. TERM: Dutch East India Company
   SOU: A collection of voyages undertaken by the Dutch East-India Company [microform] : for the improvement of trade and navigation

24. TERM: Spanish Conquest and Colonization
   SOU: The true history of the conquest of Mexico
25. TERM: Mercantilism and Trade
SOU: An act for the encouraging & increasing of shipping and navigation [Early English Books Online]

26. TERM: Caribbean Piracy
SOU: The buccaneers of America; or, The pirates of Panama; a true account of the famous adventures and daring deeds of Sir Henry Morgan

27. TERM: Caribbean Piracy
SOU: A general history of the pyrates, from their first rise and settlement in the Island of Providence, to the present time [microform]

SOU: Nouvelle découvert d’un tres grand pays situé dans l’Amérique entre le Nouveau Mexique, et la Mer Glaciale... [Available in Special Collections]

*29. TERM: French Voyages of Discovery
SOU: Bref récit et succinte narration de la navigation faite en MDXXXV et MDXXXVI

*30. TERM: Dutch West Indies Company
SOU: Nieuwe werelt, ofte, Beschrijvinghe van West-Indien [microform]: wt veelderhande schriften ende aen-teeckeninghen van verscheyden natien

*31. TERM: Circumnavigation of the Globe
SOU: Die Zeyw und Zwänzigste Schiffart, das ist, Historische Eygentliche Beschreibung der Gewaltigen Mächtigen Schifffahrt so under dem Admiral Iacob l’Hermite im 1623, 1624, 1625 und 1626 Jahr umb die gantzen Welt beschehen [microform]

*32. TERM: Circumnavigation of the Globe
SOU: Premier voyage autour du monde [available in Special Collections]

33. TERM: Northwest Passage
SOU: A journal of Captain Cook’s last voyage to the Pacific Ocean, [microform]: and in quest of a north-west passage, between Asia & America; performed in the years 1776, 1777, 1778, and 1779.

34. TERM: Commerce with the Levant
SOU: The travel diary of Robert Bargave, levant merchant, 1647-1656
Text Analysis Instructions

Why you need to do this: The French call this kind of assignment an *explication de texte*. That pretty much just means “explanation of a text.” A text analysis is not overly difficult once you learn it. It is a formulaic analysis of a document. The point is to get to the root of the document and really understand what it is saying. Being able to read and make sense of documents of all kinds is something that you will be able to use throughout your life. Just think of all the different kinds of documents you will read in your lives: textbooks, newspapers, letters, memos, reports, leases, bank statements, stock portfolios, advertising, the list goes on and on.

What it is: Depending on the length of the document you are looking at, a text analysis can be quite short or very, very long. In this class we will do a medium length analysis. You will begin your text analysis by reading the document, and then composing a write-up. The format is fairly simple: introduction, historical background, analysis, and conclusion.

How you will do this: The introduction should not be more than one paragraph and should include something about the author and when and where the document was written. The historical background section should be several paragraphs and will tell your reader about the period in which the document was written (wars, plagues, revolutions, etc.). The analysis is the heart of this kind of essay. Based on your close reading of the text, you will tell your reader what the document is saying, or not saying. In the conclusion, you should answer the question, “so what?” Tell why the document is important (for historians in particular).

Here are some tips to keep in mind as you analyze your text:

1. Do a little outside research on the text you are analyzing, especially if you don't understand it, to get some background on the work (avoid the internet). Most people do this out of curiosity. Ask yourself: who is the author? When did he or she live? What was happening at his/her time in history? Why is this work significant? What impact did it have on the author's culture or the world at the time? Make a list of questions to ask about the text.

2. As for style in your paper, avoid using words, phrases, or sentence constructions that you don't ordinarily use. Be academic and formal in your writing, but use words you know how to use well. Avoid trying to sound like a history scholar because frankly, you aren't there just yet. So stick to what you know.

3. Isolate for analysis something in the text that intrigues you, but that you can't quite explain. Analysis is a process of taking the text apart to look at the pieces, then putting them together in new ways to bring out new meanings. Find some idea in the story that will challenge you to think deeper.

4. A rhetorical analysis is a critical look at what the author doesn't say in words, but does say between or beyond the lines. These can be assumptions he or she makes about you as the reader, about right and wrong, about relationships, gender roles, religion, traditions, etc.

5. Your conclusion needs to answer the question “So what?” Now that you've given me, the reader, this great analysis, what do I do with it?

How you will be assessed: This writing assignment is intended to help you learn how to read documents that deal with events/situations that you are not familiar with. I will be evaluating the way you provide a context for the document, your success at eliciting interesting meaning from the text, and the conclusions you make about how this document answers historical questions.