

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2014

Discipline: History

HIST 2559-101: Iberia in the World, Schedule A, 8:00 to 9:15

Lower Division

Faculty Name: James B. Tueller

Pre-requisites: First-year Writing/English class

COURSE DESCRIPTION:

Combining religious studies, historical connections and literary classics, students will learn about the global reach of Iberian (Portuguese and Spanish) culture in Asia and Africa. For centuries, the monarchs of Portugal and Spain reigned from the Low Countries to the Philippines and from Mexico to Macau in South China. Catholic priests from Spain and Portugal traveled and proselyted in Japan, China and India, becoming agents in the globalization of Christianity and the spread of their languages – Portuguese and Spanish. There are more Spanish and Portuguese speakers outside of Iberia today than inside the peninsula. Iberian traditions of Catholicism have also spread, becoming an important case-study of religious syncretism and diversification in an era of nation-states and international borders. Nine of the twelve countries visited by Semester-at-Sea students interacted with the Iberian kingdoms. Examples include colonial rule in Macau (an hour's ferry ride from Hong Kong), Inquisition trials and Jews of the Cochin, India synagogue, the Cape of Good Hope, rounded and named by the Portuguese where we will stop at Cape Town, South Africa and the Portuguese fort at Elmina, Ghana, a World Heritage site because of the thousands of Africans shipped from here to the Americas in the Slave Trade. Even, Casablanca in Morocco has a Spanish name, although the Portuguese controlled the city, followed by the French, while today it is Morocco's largest city and chief port.

COURSE OBJECTIVES:

Students will learn the methods of world history, comparisons, differences, connections, traditions and encounters

Students will read and discuss the choices made by historians (like themselves) within the bounds of the port countries and Iberian empires.

Students will write assignments and lead class discussions, showing their analysis and experience of Iberia and the world.

Students will connect the in-class learning with the experiences of visiting the ports and places we visit while aboard the Semester at Sea MV *Explorer*.

REQUIRED TEXTBOOKS:

AUTHOR: Antonio Pigafetta

TITLE: Magellan's Voyage: A Narrative Account of the First Circumnavigation

PUBLISHER: Dover Publications

ISBN #: 978-0486280998

DATE/EDITION: 1994

AUTHOR: A.J.R. Russell-Wood
TITLE: *The Portuguese Empire, 1415-1808: A World on the Move*
PUBLISHER: Johns Hopkins University Press
ISBN #: 978-0801859557
DATE/EDITION: 1998.

AUTHOR: J.H. Elliott
TITLE: *Imperial Spain 1469-1716*
PUBLISHER: Penguin Books
ISBN #: 978-0141007038
DATE/EDITION: 2002, 2nd edition

TOPICAL OUTLINE OF COURSE

A1- January 12: Portugal and Spain – Iberia in the World

Introduction – Basic Information you already know (maybe).

BA- January 14: Circumnavigating the World- Magellan

Pigafetta, *Magellan's Voyage*, pages 1-50

A3- January 16: Globalizing Surprises – Paniolos, Pasteles, Malasadas and Ukuleles

Open Eyes to Iberia in Hawaii

Globalization article from the *Encyclopedia Britannica*

January 20-21: Hilo

A4- January 19: Circumnavigating the World- Magellan

Follow up Discussion of Big Island Field Lab, model for other “Open Eyes” Assignments

Pigafetta, *Magellan's Voyage*, pages 50-101

Wayfinding assignment preparation

A5- January 22: Circumnavigating the World- Magellan

Pigafetta, *Magellan's Voyage*, pages 101-148

Wayfinding assignment preparation

A6- January 25: The Portuguese Empire and World History

Russell-Wood, *The Portuguese Empire, 1415-1808*, pages vii-xxix, 1-26

A7- January 27: Open Eyes to Iberia in Japan

Wayfinding assignment due

Students identify readings to discuss in class. Students can choose what topics they will read about and how much. The purpose will be to discuss the intersection of Japanese history with Iberian history. The topics can include warfare, diplomacy, food, literature, art, religion, linguistic, architectural, etc. Each student must contribute to the class discussion and prepare for the

upcoming visit in port, which should also contribute to their “Open Eyes” assignment.

January 29-February 3: Yokohama, Transit, Kobe

A8- February 4: Open Eyes to Iberia in China

Students identify readings to discuss in class. Students can choose what topics they will read about and how much. The purpose will be to discuss the intersection of Chinese history with Iberian history. The topics can include warfare, diplomacy, food, literature, art, religion, linguistic, architectural, etc. Each student must contribute to the class discussion and prepare for the upcoming visit in port, which should also contribute to their “Open Eyes” assignment.

February 6-11: Shanghai, Transit, Hong Kong

A9- February 12: Open Eyes to Iberia in Vietnam

Students identify readings to discuss in class. Students can choose what topics they will read about and how much. The purpose will be to discuss the intersection of Vietnamese history with Iberian history. The topics can include warfare, diplomacy, food, literature, art, religion, linguistic, architectural, etc. Each student must contribute to the class discussion and prepare for the upcoming visit in port, which should also contribute to their “Open Eyes” assignment.

February 14-19: Ho Chi Minh City

A10- February 20: Open Eyes to Iberia in Singapore

Students identify readings to discuss in class. Students can choose what topics they will read about and how much. The purpose will be to discuss the intersection of the history of Singapore with Iberian history. The topics can include warfare, diplomacy, food, literature, art, religion, linguistic, architectural, etc. Each student must contribute to the class discussion and prepare for the upcoming visit in port, which should also contribute to their “Open Eyes” assignment.

February 22-23: Singapore

A11- February 24: Open Eyes to Iberia in Myanmar

Students identify readings to discuss in class. Students can choose what topics they will read about and how much. The purpose will be to discuss the intersection of Burmese history with Iberian history. The topics can include warfare, diplomacy, food, literature, art, religion, linguistic, architectural, etc. Each student must contribute to the class discussion and prepare for the upcoming visit in port, which should also contribute to their “Open Eyes” assignment.

February 27- March 4: Rangoon

A12- March 5: The Portuguese Empire and World History

Russell-Wood, *The Portuguese Empire, 1415-1808*, pages 27-122

A13- March 7: Open Eyes to Iberia in India

Students identify readings to discuss in class. Students can choose what topics they will read about and how much. The purpose will be to discuss the intersection of Indian history with Iberian history. The topics can include warfare, diplomacy, food, literature, art, religion, linguistic, architectural, etc. Each student must contribute to the class discussion and prepare for the upcoming visit in port, which should also contribute to their “Open Eyes” assignment.

March 9-14: Cochin

A14- March 15: The Portuguese Empire and World History

Russell-Wood, *The Portuguese Empire, 1415-1808*, pages 123-182

A15- March 18: The Portuguese Empire and World History

Russell-Wood, *The Portuguese Empire, 1415-1808*, pages 183-221

A16- March 20: Open Eyes to Iberia in Mauritius

Russell-Wood Book Review due

Students identify readings to discuss in class. Students can choose what topics they will read about and how much. The purpose will be to discuss the intersection of the history of Mauritius with Iberian history. The topics can include warfare, diplomacy, food, literature, art, religion, linguistic, architectural, etc. Each student must contribute to the class discussion and prepare for the upcoming visit in port, which should also contribute to their “Open Eyes” assignment.

March 21: Port Louis

A17- March 23: The Spanish Empire and World History

Elliott, *Imperial Spain 1469-1716*, pages vii-xii, 1-76

A18- March 26: Open Eyes to Iberia in South Africa

Students identify readings to discuss in class. Students can choose what topics they will read about and how much. The purpose will be to discuss the intersection of South African history with Iberian history. The topics can include warfare, diplomacy, food, literature, art, religion, linguistic, architectural, etc. Each student must contribute to the class discussion and prepare for the upcoming visit in port, which should also contribute to their “Open Eyes” assignment.

March 28-April 2: Cape Town

A19- April 3: The Spanish Empire and World History

Elliott, *Imperial Spain 1469-1716*, pages 77-163

A20- April 5: The Spanish Empire and World History

Elliott, *Imperial Spain 1469-1716*, pages 164-248

A21- April 8: Open Eyes to Iberia in Ghana

Students identify readings to discuss in class. Students can choose what topics they will

read about and how much. The purpose will be to discuss the intersection of the history of Ghana with Iberian history. The topics can include warfare, diplomacy, food, literature, art, religion, linguistic, architectural, etc. Each student must contribute to the class discussion and prepare for the upcoming visit in port, which should also contribute to their “Open Eyes” assignment.

April 10-14: Tema, Transit, Takoradi

A22- April 15: The Spanish Empire and World History

Elliott, *Imperial Spain 1469-1716*, pages 249-320

A23- April 17: The Spanish Empire and World History

Elliott, *Imperial Spain 1469-1716*, pages 321-386

A24- April 20: Open Eyes to Iberia in Morocco

Elliott Book Review due

Students identify readings to discuss in class. Students can choose what topics they will read about and how much. The purpose will be to discuss the intersection of Moroccan history with Iberian history. The topics can include warfare, diplomacy, food, literature, art, religion, linguistic, architectural, etc. Each student must contribute to the class discussion and prepare for the upcoming visit in port, which should also contribute to their “Open Eyes” assignment.

April 23-27: Casablanca

A25 – April 28

A Day Finals

May 2: Arrive in Southampton

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

“Iberia in Hawaii” Tour of the Big Island. In one day, students can visit sugar cane plantations which had Portuguese workers, eat Portuguese and Spanish foods, visit a working cowboy ranch with a long history of Spanish/Mexican ranching traditions (known as “paniolo” in Hawaiian) all adapted into a Native Hawaiian world and local context.

FIELD ASSIGNMENTS

Celestial Navigation and Dead Reckoning – How did Magellan do it? How did Portuguese a Spaniards sail from the Iberian Peninsula to places in the Atlantic, Indian and Pacific Oceans? Each student must demonstrate the methods of wayfinding on the open ocean. Library sources, ship’s officers and maritime observations may all be used. Note to self: request the help of an officer aboard the MV *Explorer*. Invite them to class to demonstrate their current tools or even seek permission to visit the bridge.

“Open Eyes” Assignments – Before arriving at each port (except Hilo), the students will research and prepare for class discussion about the place, especially looking for the people, events, foods and ideas that Portuguese and Spaniards brought into the area. As the students will be reading three assigned books (Pigafetta, Russell-Wood and Elliott) the days when they are assigned to identify readings to discuss in class they can choose to read reference materials in the on-board library like encyclopedia entries, historical atlases or biographical dictionaries. Another choice of readings on those days can be from the reserve library list or the electronic course materials. The students will read about the history of the upcoming port, city and region while looking for connections to Iberian elements. In consultation with the instructor, students may identify as few pages as three or four or take on a larger reading assignment over many days, like the epic poem *Os Lusíadas* by Camões or the novel *Silence* by Shusaku Endo.

For Hilo, the instructor will provide a model, plus lead a field lab for a day on Hawai‘i, the Big Island. After departure from the port, class time will also include discussion of how well the research matched to their on-land experience. After the Hilo Field Lab, the students will read for Iberian connections. For example, in Japan they could read about the introduction of Christianity into Japan during the Sixteenth Century by both Portuguese and Spanish Catholic missionaries. Or in Cochin, they could prepare to discuss the Jewish Synagogue in the city and the persecution faced by the Jews of Kerala under the Portuguese Inquisition. The evaluation will be based on both the prior success in research and the “open eyes” afterwards. Did the historical awareness match what they experienced in port?

The Class Discussion will give an opportunity for each student to explain what they learned about the Portuguese and Spanish intrusion into the regional history. The experience will be vivid in their minds, encouraging a verbal articulation of what the student saw, tasted, learned and lived. The model of historical experts in Hawaii, will give examples for students in subsequent ports. Over the semester, the layering of experience will strengthen the learning in each student, along with the shared learning witnessed by classmates.

The “Open Eyes” assignments will be evaluated from both a two-page (400-500 words) report about what they learned and the prior-to-port class discussion along with the follow-up after departure. The assignments can range from an analysis of Iberian cultural influence (food, art, linguistic, musical, governmental, religious), a narrative of a historical event, a biographical connection, contemporary international relations or literary allusions. Even an appropriation by Japanese retailers of the famous Spanish book reader, dreamer and knight, Don Quixote merits explanation.

METHODS OF EVALUATION / GRADING RUBRIC

Wayfinding (Maritime Navigation)	25 points
“Open Eyes” Assignments (10 places)	200 points
Class Discussion (Attendance and Contribution)	25 points
Book Reviews (Russell-Wood & Elliott books)	100 points
Field Lab (Journal entry, class discussion)	100 points
Final Exam	50 points
Total	500 points

RESERVE LIBRARY LIST

AUTHOR: C. R. Boxer

TITLE: The Church Militant and Iberian Expansion, 1440-1770.

PUBLISHER: Johns Hopkins University Press

ISBN #: 9780801869273

DATE/EDITION: 2001

AUTHOR: Shusaku Endo, translated by William Johnston

TITLE: Silence

PUBLISHER: Taplinger Publishing Company

ISBN #: 978-0800871864

DATE/EDITION: 1980

AUTHOR: Lu Ann Homza,

TITLE: The Spanish Inquisition, 1478-1614: An Anthology of Sources.

PUBLISHER: Hackett Publishing Company

ISBN #: 978-0872207943

DATE/EDITION: 2006

AUTHOR: J. H. Parry

TITLE: The Spanish Seaborne Empire.

PUBLISHER: Cambridge University Press

ISBN #: 0-520-07140-9

DATE/EDITION: 1966, paperback in 1990

ELECTRONIC COURSE MATERIALS

AUTHOR: Luis Vaz de Camões

ARTICLE/CHAPTER TITLE:

JOURNAL/BOOK TITLE: *Os Lusíadas*

VOLUME: digital copy available for free at Gutenberg.org

DATE:

PAGES:

Electronic issues of *The Journal of World History* and *The Journal of Global History* would be helpful for students to identify scholarly articles to read in preparation for the “Open Eyes” assignments prior to the arrival at every port.

ADDITIONAL RESOURCES

Students will be required to identify their own interests in the intersection of the port country and Iberian history. For most of the areas we visit, the Spanish and Portuguese Empires intruded into the local or regional history of the place. With my electronic resources, the on-board librarians’ references and each student’s own ingenuity, we will have many different histories to discuss in class.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."