I. ASCRC General Education Form

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<th>Group</th>
<th>VI – Historical and Cultural Studies</th>
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<tr>
<td>Dept/Program</td>
<td>Geography</td>
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<td>Course #</td>
<td>336</td>
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<td>Course Title</td>
<td>Exploration and Discovery</td>
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<td>Credits</td>
<td>3</td>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

| Instructor       | Jeffrey Gritzner                     |
| Phone / Email    | -5626                                |
| Program Chair    | Jeffrey Gritzner                     |
| Dean             | Gerald Fetz                          |
| Date             | 19-IX-2008                           |

III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

Exploration and Discovery (GEOG 336) places emphasis upon the evidence of language, genetics, material culture, and transoceanic plant and animal exchanges in assessing mobility and population distributions in prehistory; factors that motivate exploration; the history of navigation; the relevance of environmental processes and context; the impacts of exploration upon science, society, economics, and government.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See:

http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

Courses teach students how to: present ideas and information with a view to understanding the causes, development, and consequences of historical events; evaluate texts or artifacts within their historical and/or cultural contexts; and analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

The course justification should explain the approach and focus with respect to its chronological, geographical, and/or topical content. A methodological component (e.g. historiography or ethnography) must be apparent.

The course systematically examines the history and context of exploration and discovery, including consideration of frequently neglected early historical and medieval voyages of exploration, commerce, and settlement undertaken by Sumerians, Egyptians, Iberians, Phoenicians, Malays and Polynesians, Celts, Basques, the Chinese, Vikings, Arabs, Malians, Hanseatic seafarers, and others. The genetic enquiry of the UC-Berkeley school of cultural-historical geography guides analysis.
### V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

Upon completion of this perspective, a student will be able to:

1. **Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;**
   - The course analyzes the incentives, mechanisms, challenges, and impacts of exploration and discovery.

2. **Evaluate texts or artifacts within their historical contexts;**
   - The texts of Western and Non-Western cultures are included, cultural context is discussed, and the implications of cultural interaction are considered.

3. **Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.**
   - Consideration is given to factors that motivate exploration, such as the effects of environmental change upon livelihood systems, population growth, geomancy, conflict, curiosity, and opportunity.

### VII. Syllabus:

Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*

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**THE UNIVERSITY OF MONTANA**

**Exploration and Discovery (GEOG 336)**

**General Information**

**Time** Spring Semester, 2002; TR, 11:10-12:30

**Place** Social Sciences Building, Room 254

**Instructor** Jeffrey A. Gritzner

**Office** Social Sciences Building, Room 205

**Office Hours** T, 4:00-5:00; W, 10:00-12:00; R, 4:00-5:00; or by appointment
Telephone 243-5626 (office); 273-0665 (home)


**Nature of the Course**

*Exploration and Discovery* will initially draw upon the evidence of language, genetics, material culture, and plant and animal exchanges in assessing mobility, adaptation, and population distributions in prehistory. Against this background, it will consider factors that motivate exploration, such as the effects of environmental change upon livelihood systems, population growth, geomancy, conflict, curiosity, and opportunity—as well as real or perceived constraints, such as expanses of open water, rugged terrain, and extreme temperatures. Consideration will then be given to the emergence of mitigating technologies, including navigation and animal domestication, as well as to the environmental concomitants of these technologies—such as effective winds, currents, and the homing instincts of sea birds in relation to navigation, and the specific biological requirements of domesticates. Further consideration will be given to concepts of time and distance; the retention and dissemination of useful information; the historical implications of concealed knowledge; the changing character of social units, economies, and historical forces; gender and social impact in exploration; the transfer of technologies associated with exploration; and other factors associated with exploration and discovery prior to the Age of Exploration (the fifteenth through the eighteenth centuries A.D.).
Having discussed general patterns of exploration and discovery in prehistory, as well as a broad range of frequently neglected early historical and medieval voyages of exploration, commerce, and settlement undertaken by Sumerians, Egyptians, Iberians, Phoenicians, Malays and Polynesians, Celts, Basques, the Chinese, Vikings, Arabs, Malians, Hanseatic seafarers, and others, attention will be directed toward exploration and discovery during and after the Age of Exploration. Particular attention will be devoted to the voyages of the Portuguese, Columbus, Cook, and others; the elimination of erroneous ideas from the world map; and the impacts of exploration and discovery upon science, society, economics, and government. Some attention will also be devoted to less well known, but significant, contributions to geographical knowledge, such as the Africa expeditions sponsored by the Hungarian Academy of Sciences.

**Evaluation**

Grades will be based upon the following:

- Three critical reviews of journal articles or book chapters concerned with exploration and discovery. The reviews should be 250 to 500 words in length (one to two pages). All reviews must be submitted by **Tuesday, April 30th**, but may be submitted at any time prior to the 30th.

- A short research-oriented essay to be written on a topic selected by the student in consultation with the instructor. **The essay topic must be selected and submitted by Tuesday, February 19th; a schedule of presentations will be distributed February 21st.** The papers should be approximately ten pages in length, double-spaced, and typed. The form of the essay should be consistent with the conventions contained in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: The University of Chicago Press, 1996). The essay will serve as the basis for an oral presentation, and should be submitted during the day of the presentation. The essays will be on file in my office until the end of the semester so that other students can review the presentation and material at their leisure.

- The oral presentation.

- Discussion. You are expected to participate in "enlightened" classroom discussion.

- Attendance. Given the lecture-seminar format of the class, it is important that you maintain a perfect record of attendance if possible.

- **Final examination:** The examination will be based largely upon the assigned readings in the *Oxford Atlas of Exploration.*

The essay, related oral presentation, and participation will account for roughly sixty per cent of the course grade; the critical reviews will account for approximately ten per cent of the grade; the final examination will account for thirty per cent of the grade.
Reading Assignments and Significant Dates

Weeks One and Two (January 29- February 9, 2002)

  o Daniel J. Boorstin, *The Discoverers: A History of Man's Search to Know his World and Himself* (New York: Random House, 1983), Book II. Read for context. This obviously need not be done in one sitting, but should be completed by the end of February.


  o Carroll Riley, et al., *Man across the Sea* (Austin: University of Texas Press, 1971), ch. 7 (Doran's "The Sailing Raft as a Great Tradition") and ch. 14 (Kehoe's "Small Boats upon the North Atlantic").


Week Three (February 10-16)


Weeks Four and Five (February 17-March 2)

  o *The Oxford Atlas of Exploration*, "Asia."

Tuesday, February 19th: Deadline for Submission of Essay Topic

Weeks Six and Seven (March 3-16)


Week Eight (March 17-23)

  Spring Break

Week Nine and Ten (March 24-April 6)


Week Eleven (April 7-13)
The Oxford Atlas of Exploration, "Central and South America."

**Week Twelve** (April 14-20)

**Week Thirteen** (April 21-27)

**Week Fourteen** (April 28-May 4)
- The Oxford Atlas of Exploration, "Oceanography."

**Week Fifteen** (May 5-11)

**Tuesday, May 7th: Deadline for the Submission of All Critical Reviews**

**Week Sixteen** (May 12-18)

**Final Examination: Wednesday, May 15th, 8:00-10:00**

**Selected General References**


*On twenty-four hour reserve in the Mansfield Library.*
The most extensive collection of works concerned with exploration and discovery is that published by The Hakluyt Society in London. Catalogues of Hakluyt publications are available in my office. Another collection of interest, Physician Travelers, is composed of materials obtained from the Francis A. Countway Library of Medicine, and published by Arno Press and *The New York Times*. Several other publishers—including Barnes and Noble, Calmann-Lévy, Clarkson N. Potter, Dover, Greenwood, Jonathan Cape, and Librairie du Liban—issue reproductions of the works of prominent explorers.

It is assumed that you will read at least 1000 pages of literature devoted to exploration and discovery during the course. You need not read entire books. I should prefer that you sample several works (different authors, approaches, content, &c.) in order to become as familiar as possible with the broad spectrum of literature on the subject. Basically, browse the stacks and read what interests you.