Cross-Cultural Encounters in the Early Modern World
Course Descriptor

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Cross-Cultural Encounters in the Early Modern World</th>
<th>Faculty</th>
<th>History</th>
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<tbody>
<tr>
<td>Course Code</td>
<td>NCHHI673</td>
<td>Course Leader</td>
<td>Dr Estelle Paranque</td>
</tr>
<tr>
<td>Credit Points</td>
<td>30</td>
<td>Teaching Period</td>
<td>Hilary</td>
</tr>
<tr>
<td>FHEQ Level</td>
<td>6</td>
<td>Date Approved</td>
<td>June 2020</td>
</tr>
<tr>
<td>Compulsory/ Optional</td>
<td>Optional</td>
<td></td>
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<tr>
<td>Pre-requisites</td>
<td>None</td>
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<td>Co-requisites</td>
<td>None</td>
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**COURSE SUMMARY**

This course explores encounters between Europeans and the wider world during the sixteenth- and seventeenth-century period of discovery, conquest, and colonisation. An exploration of the mentalities that accompanied and justified early-modern European expansion is crucial to understanding the age. We consider multiple cultural and interracial encounters, studying the narratives about and attitudes towards them, and the ways of negotiating cultural difference.

Students will concentrate first on the Spanish encounters with the Mexíca and the Maya: the motivations of the conquistadors, native American accounts, and the efforts of missionaries. Students then explore the English in North America, considering early sixteenth-century texts like Hariot and Ralegh, but also later seventeenth-century accounts of settlement and the relations between the settlers and native peoples, including European captivity narratives. We then examine travel writing about the ‘Orient’, and the attempts to trade, convert, and colonize in Asia. Students consider the Jesuit missions to China and Japan, and the Europeans in Mughal India, prior to the formal conquest of India by the British East India Company.

Above all, this course takes as its subject the cross-cultural encounters between different peoples, and the often-problematic narratives about such moments, where propaganda, self-justification, rhetoric, and self-fashoning all played their part in the construction of ideas.

**COURSE AIMS**

- To explore the experience of cross-cultural encounters in the early modern period, and the complex ways that cultural and racial difference were negotiated.
To understand the challenges of using historical evidence – e.g. the slippery nature of the texts, the use of rhetoric, contradictory narratives, and unreliable narration.

To encourage students to recognize the importance of human misunderstanding, limiting beliefs, and fear in the shaping of world events.

LEARNING OUTCOMES

On successful completion of the course, students will be able to:

KNOWLEDGE AND UNDERSTANDING

K1c demonstrate a systematic understanding of, and ability to analyse, aspects of sixteenth and seventeenth century history (PPH: K1c)

K2c demonstrate a conceptual understanding of the complexity and problematic nature of evidence relating to the study of early modern history and demonstrate their critical engagement with the issues and themes of the historiography

K3c reflect critically on the manner in which historians have written about the early modern period and the way developments in the discipline impinge on this

SUBJECT SPECIFIC SKILLS

S1c develop and sustain historical arguments in written form, formulating pertinent and probing questions in connections with early modern history, and answering those questions using relevant evidence with nuance and insight (PPH: S1c)

S2c demonstrate their critical engagement with the issues and themes of the historiography on early modern history in writing (PPH: S2c)

S3c demonstrate ability to locate, gather and deploy evidence and data relevant for the questions investigated in this course with intellectual integrity and maturity

TRANSFERABLE AND PROFESSIONAL SKILLS

T1c demonstrate effective communication of critical analysis judgements in a fluent and well-argued manner (PPH: T2c)

T2c synthesise and analyse large amounts of information to produce pertinent and critical conclusions (PPH: T1c)

TEACHING AND LEARNING

Teaching and learning strategies for this course will include:

- 16 hours of full-cohort seminars
- 4 one-hour one-to-one tutorials per student
- 2 revision sessions

Course information and supplementary materials are available on the College’s Virtual Learning Environment (VLE).
At the end of Michaelmas and Hilary, students will attend Collections (formal meetings) in which they receive comprehensive and collated feedback about their performance over the term.

Students are required to attend and participate in all the formal and timetabled sessions for this course. Students are also expected to manage their directed learning and independent study in support of the course.

EMPLOYABILITY SKILLS
- Communication Skills
- Presentation skills
- Academic writing skills

ASSESSMENT

FORMATIVE
Students will be formatively assessed during the course by means of set assignments. These will not count towards the final degree but will provide students with developmental feedback, for example helping students to become more sophisticated in their analysis of statutes and case law.

SUMMATIVE
Assessment will be in one form:

<table>
<thead>
<tr>
<th>AE</th>
<th>Assessment Activity</th>
<th>Weighting (%)</th>
<th>Online submission</th>
<th>Duration</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Examination</td>
<td>100</td>
<td>N/A</td>
<td>3 hours</td>
<td>N/A</td>
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FEEDBACK
Students will receive formal feedback in a variety of ways: written (via email correspondence); oral (within one-to-one tutorials or on an ad hoc basis) and indirectly through discussion during seminars. Students will also attend the formal meeting, Collections, at the end of Michaelmas and Hilary in which they will receive constructive and developmental feedback on their terms performance.

INDICATIVE READING

BOOKS


INDICATIVE TOPICS

- The conquest of the Aztecs
- Missionaries and Conversion in South America
- English Report of Early Modern America
- Frontier Encounters, Native Peoples, and Captivity Narratives
- Early modern travel writing and the “orient”
- The Jesuits missions to Japan
- Islam and the Europeans