



UNIVERSITY OF  
CALGARY

## Department of History

HTST 204  
The World, 1500-1800  
Winter 2021

**Instructor:** Dr. Allison Graham

**Email:** allison.graham@ucalgary.ca

**Office Hours and Method:** Tuesday/Thursday, 12:00pm-1:00pm, Zoom scheduled through D2L

**Course Delivery:** Online

**Asynchronous Class Times:** Tuesdays (Pre-recorded lecture posted at 9:30am)

**Synchronous Class Times:** Thursdays (Live discussion on Zoom, 9:30am-10:45am)

### Description

This course will introduce students to the diverse histories of the early modern world, 1500-1800. We will learn about the differences in approach to world and global history; mark significant moments of global exchange and interaction; and explore historical themes in early modern history through which we can compare and contrast across geographical boundaries. Students will be encouraged to see this course as a sampling of what studying the early modern world has to offer, as we will consider how these seemingly faraway histories are relevant to us today. This course will pay special attention to places where colonialism informed their early modern histories across the Atlantic and Pacific worlds.

### Learning Outcomes

- To demonstrate a critical understanding of the comparative, global history of the early modern world, and an awareness of the practices of global and world history.
- To actively engage with both primary and secondary historical sources, and to understand how historians work with these different sources.
- To recognize the diverse experiences of early modern people, and particularly to see the ways that gender, sexuality, race, caste, and class intersected in lived experience.
- To understand the significance of early modern colonialisms in shaping global experiences.

### Reading Material

All readings will be posted to D2L as PDFs. There is no textbook for this course.

## Assessment

Method	Due Date	Weight
Start of Course Check-in	Tuesday, January 19 (by 11:59pm)	3%
Land Acknowledgement Exercise	Thursday, January 28 (by 11:59pm)	10%
Article Analysis Worksheet	Thursday, February 25 (by 11:59pm)	25%
Midterm Check-in	Tuesday, Mar 2 (by 11:59pm)	3%
Primary Source Analysis Worksheet	Thursday, April 1 (by 11:59pm)	25%
End of Course Check-in	Tuesday, April 13 (by 11:59pm)	4%
Final Exam	Take-home during exam period: <ul style="list-style-type: none"><li>• April 21 at 9:00am = Exam posted to D2L</li><li>• April 23 at 9:00am = Exam is due</li></ul>	30%

## Assignment Submission and Grading Policies

All assignments must be submitted electronically on D2L by 11:59pm on the day of the deadline. No copies will be accepted by email. Please format all assignments in a Microsoft Word document (no PDFs, no Mac Pages) with 1-inch margins, 12-point Times New Roman font, and double-spaced. You do not need to provide a title page, but please ensure that your name is on the assignment. Please respect the word counts on all assignments, as not abiding by word counts will affect the grade. Grades will be awarded as percentages that convert to the letter grading system seen below. Grades will be posted on D2L typically 2 weeks after an assignment is due (this does not apply to late assignments).

### Late Assignments, Extensions, and Appeals:

Assignments submitted past the due date will receive a late penalty of 5% per day (including weekends and holidays). **Please note that Check-in assignments are considered in-the-moment participation, and as a result no late Check-ins will be accepted.** Assignments submitted more than 7 days past the due date (including weekends and holidays) will not be accepted. Extensions will only be granted at the instructor or TA's discretion in the event of unforeseen emergencies, such as illness or crisis.

Grades are earned based on the quality of the assignment. If you wish to appeal a grade, please follow these steps:

- After you have read the assignment feedback carefully, contact your grader (instructor or TA) if you have any questions or would like clarification about the grade. Please take at least 48 hours (2 days) to sit with, and think about, the feedback before contacting them.
- If you are unsatisfied with the clarification, write a polite, professional email to your grader requesting an appeal within 15 days of receiving the grade. Provide specific detail regarding why you think the grade should be revisited. Based on their discretion, the grader will revisit the assignment – they may decide to raise the grade, maintain it, or lower it.

## **Details on Assessment**

Check-ins (Start, Midterm, and End): These short surveys provide opportunities for students to check in with the instructor/TA, and to reflect on their learning during the course. In the place of a participation grade, these surveys will ask that students think critically about the content of the course as they are moving through it. Grades will be based on thoughtful completion of the survey. As mentioned above, no late Check-ins will be accepted, as your responses are meant to reflect the moment in time that they are assigned.

Land Acknowledgement Exercise: This assignment will introduce students to creating a personal land acknowledgement, recognizing that this is an important process when we study themes like colonialism and empire in a global history course. You will watch the Land Acknowledgement video (link to be provided on exercise sheet) and complete the exercise sheet. A video or audio recording of you delivering your land acknowledgement to accompany the written exercise sheet is highly encouraged to recognize the significance of oral traditions. **Please see the exercise sheet posted to D2L for more information.**

Article Analysis Worksheet: Students will select one scholarly article from the list to be provided, and write responses to the worksheet questions. Assignments will be evaluated for thoughtful, accurate, clearly written, and thorough responses to each question. The goal of this assignment is to learn how historians read and use secondary sources. **Please see the exercise sheet posted to D2L for more information.**

Primary Source Analysis Worksheet: Students will select one primary source from the list to be provided, and write responses to the worksheet questions. Assignments will be evaluated for thoughtful, accurate, clearly written, and thorough responses to each question. The goal of this assignment is to learn how historians read and use primary sources. **Please see the exercise sheet posted to D2L for more information.**

Final Exam: The final assessment is a take-home exam that students will complete during the exam period. The exam questions will be posted to D2L on April 21 at 9:00am and will be due April 23 at 9:00am. It will cover all course content, and will consist of a combination of identification and short essay responses. **More information will be provided and posted to D2L for the final assessment review class.**

## **Academic Integrity Statement**

All assignments are to be completed individually. There is no group work in this course, which means that students may not collaborate (either in-person or virtually) on any assignment. Copying or using another student's assignment or ideas to inform your own is considered academic misconduct. Group studying prior to the final exam is encouraged, but the work completed within the 24hr 'take-home' period must be your own. Google, Wikipedia, or other resources beyond the course material (posted readings, lectures etc.) should not be used for any assignment or the final exam. All assignments will be asking for you to demonstrate an understanding of the very specific content of this course, making the use of outside resources unnecessary.

## Learning Technologies Requirements

There is a D2L site for this course that contains required readings and assignment instruction sheets. In order to successfully engage in your learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: a computer (or smartphone, tablet) with a supported operating system that has PDF reading capability, Microsoft Word, and Zoom access; a current and updated web browser; a webcam (optional for office hours and synchronous chats, built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

## Online Instruction

This course will make use of both synchronous and asynchronous learning. All lectures will be pre-recorded (asynchronous) and posted on Tuesday mornings at 9:30am. Once posted, those videos will be accessible for the duration of the course on D2L. On Thursday mornings (9:30am-10:45am), we will have live, synchronous discussions on Zoom based on the assigned readings for that week. These live sessions will also be recorded and accessible for the duration of the course on D2L.

Please review these guidelines to help you have the best virtual experience in this course:

- It is expected that students will watch Tuesday's pre-recorded lectures before the following Thursday (live, synchronous) class, as it will allow you to ask relevant questions about the lecture and provide important context for our Thursday discussions.
- If you have questions about the Tuesday lecture, you can post them on our D2L discussion board and they will be answered in the following Thursday live discussion.
- Thursday's live discussions will be guided by a series of questions posted to D2L ahead of time to help us explore the assigned readings. Please complete all assigned readings prior to Thursday's class, and be prepared to think critically about the questions provided.
- We will be using Zoom for our Thursday live discussions. These sessions are meant to be participatory and interactive, and may involve break-out groups or Q&A in the larger group. Please feel free to participate in any way you are comfortable, including: turning on video and/or audio to ask a question; using the chat or Q&A function to ask a question; using appropriate emojis or reactions in response to a question or statement.
- For our Thursday live discussions, please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. You will never be required to turn on your camera, but as stated above, you are welcome to do so.
- **Contacting the instructor:** If you have questions or thoughts about course content, assignments etc., please check the syllabus and assignment sheets to see if they can answer your questions. If not, feel free to email me. You will receive a response within 48hrs (excluding weekends). If you send me an email during office hours, I will reply right away. If you would like to chat via Zoom during my office hour, they will be scheduled on D2L

More Information on Zoom:

- To help ensure Zoom sessions provide a safe space for our discussion, please do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.
- The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the Code of Conduct).
- Only students registered in this course are allowed to be involved in these activities. Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.
- Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

### **Inclusiveness, Accommodation, and Course Conduct**

I am committed to creating an inclusive and equitable learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive and effective learning environment involves respecting your fellow classmates and different lived experiences (past and present). This class is not only a safe space, but a brave space in which we should strive to be open, inquisitive, and accepting. Bigotry, prejudice, or disrespectful comments of any kind will not be tolerated. Additionally, this course will deal with some sensitive subjects that are important when trying to understand the complex histories of the early modern world, including discussions of violence, colonialism, sexism, and racism. I will always provide a heads-up at the start of lecture if these subjects will be discussed. If you have any questions or concerns about these topics, I am always open to discuss via email or during virtual office hours.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

### **Schedule**

Week	Topic & Reading	Assignments
Jan 11 - 15	Jan 12: Course Introduction Jan 14: Live Discussion – Course Welcome (no readings)	
Jan 18 - 22	Jan 19: What is Global History and World History? Jan 21: Live Discussion – What are Historical Sources? <ul style="list-style-type: none"> <li>• Explore the U of C library’s History Guide before class, accessed here: <a href="https://library.ucalgary.ca/guides/History">https://library.ucalgary.ca/guides/History</a></li> </ul>	Jan 19: Start of Course Check-in due by 11:59pm
Jan 25 - 29	Jan 26: The World at 1500: Connections and Migrations Jan 28: Live Discussion – Imagining the World <ul style="list-style-type: none"> <li>• Secondary Source = Andrew Jotischky, “Geography and Travel in the Middle Ages”: in “Essay” section in Medieval Travel Writing Database</li> </ul>	Jan 28: Land Acknowledgement Exercise due by 11:59pm
Feb 1 - 5	Feb 2: Contact(s) and Colonialism(s) Feb 4: Live Discussion - Reading Against the Colonial Grain <ul style="list-style-type: none"> <li>• Primary Sources = The Spanish Requirement; Excerpt from Captain James Cook’s Journal</li> </ul>	
Feb 8 - 12	Feb 9: The Early Modern City: Global Economies and Urban Entanglements Feb. 12 Live Discussion – Space and Place <ul style="list-style-type: none"> <li>• Primary Sources = Selection of colonial city maps</li> </ul>	
Feb 15 - 19	<i>Term Break - No classes</i>	
Feb 22 - 26	Feb 23: World Religions Feb 25: Live Discussion – Global Catholicism <ul style="list-style-type: none"> <li>• Secondary Source = Erin Kathleen Rowe, “Salvation, Black Confraternities, and Saints in Global Catholicism,” in <i>Black Saints in Early Modern Global Catholicism</i>, (Cambridge: Cambridge University Press, 2019), 46-86.</li> </ul>	Feb 25: Article Analysis Worksheet Due by 11:59pm
Mar 1 - 5	Mar 2: Race, Caste, and Class Mar 4: Live Discussion – Sistema de Castas <ul style="list-style-type: none"> <li>• Primary Sources = Selection of Casta Paintings</li> </ul>	Mar 2: Midterm Check-in due by 11:59pm
Mar 8-12	Mar 9: Systems of Slavery	

	<p>Mar 11: Live Discussion – Transatlantic Slave Trade</p> <ul style="list-style-type: none"> <li>• Secondary Source = Jennifer Morgan, “Accounting for ‘The Most Excruciating Torment’: Gender, Slavery, and Trans-Atlantic Passages” in <i>History of the Present</i>, vol. 6, n. 2, (Fall, 2016), 184-207.</li> </ul>	
Mar 15 - 19	<p>Mar 16: Gender and the World Mar 18: Live Discussion – Femininity and Sexual Propriety</p> <ul style="list-style-type: none"> <li>• Secondary Source = Nhung Tuyet Tran, “Female Bodies, Sexual Activity, and the Sociopolitical Order,” in <i>Familial Properties: Gender, State, and Society in Early Modern Vietnam, 1463-1778</i>, (Honolulu: University of Hawaii Press, 2018), 86-126.</li> </ul>	
Mar 22 - 26	<p>Mar 23: Queer Sexualities and Bodies Mar 25: Live Discussion – Finding Early Modern Queerness</p> <ul style="list-style-type: none"> <li>• Secondary Source = Sherry Velasco, “Hybrid Spectacles: Lesbian Desire, Monsters, and Masculine Women in Early Modern Spain” in <i>The Lieutenant Nun: Transgenderism, Lesbian Desire, and Catalina de Erauso</i>, (Austin: University of Texas Press, 2000), 13-44</li> </ul>	
Mar 29 - Apr 2	<p>Mar 30: A Global Enlightenment Apr 1: Live Discussion – Eurocentrism and Knowledge</p> <ul style="list-style-type: none"> <li>• Primary Source = “The Natives of Canadia” originally from Diderot’s <i>Encyclopédie</i> (1751), translation in <i>Select essays from the Encyclopedy, being the most curious, entertaining, and instructive parts of that very extensive work</i> (London, 1772)</li> </ul>	Apr 1: Primary Source Analysis Worksheet due by 11:59pm
Apr 5 - 9	<p>Apr 6: The Age of Revolutions Apr 8: Live Discussion – Anti-Colonialism and Independence Movements</p> <ul style="list-style-type: none"> <li>• Primary Sources = “Confession of Micaela Bastidas,” Peru (1781); Haitian Declaration of Independence (1804)</li> </ul>	
Apr 12 - 15	<p>Apr 13: Course Review Apr 15: Live Discussion – Course Review (no readings)</p> <p><i>Final take-home exam to be complete in Exam Period</i></p>	Apr 13: End of Course Check-in due by 11:59pm

## Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

### Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

*Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.*

### Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing



skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

### **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K: Integrity and Conduct](#).

### **Academic Accommodations**

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

### **Copyright**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and

addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

**Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**Campus Security (220-5333)**

**Department of History Twitter @ucalgaryhist**

*Winter 2021*