

Great Explorations
TR 14:00 - 15:15

HTST 303- L01
Office: SS 614
Office Hours: M 9:00; Thursday 1600
Telephone: 220-6427
e-mail: colpitts@ucalgary.ca

G.W. Colpitts
Academic Year: 2017/18

Between the 16th and 20th centuries, Spanish, French, British, Canadian and American explorers made remarkable geographic and ethnological “discoveries” in North America, especially in Canada. This course examines the great age of exploration on the continent, tracing early technological and navigational innovations in the Atlantic, to the inroads made by Europeans on land through trade and cultural collaboration with Indigenous people. The course looks at how exploration often reflected predominant European and Indigenous epistemological paradigms, developing not only new understandings but also raising up myths and long-serving chimeras to support commercial, colonial and imperial expansion. Through in-class discussion and the reading of primary exploration and travel texts, students will be introduced to the changing purposes and outcomes of human exploration, even to the modern age of tourism and nature recreation.

COURSE TEXTS

Germaine Warkentin, ed., *Pierre-Esprit Radisson: the Collected Writings, Vol. I: The Voyages*, (Montreal and Kingston: McGill-Queen’s University Press, 2012).

Barbara Mitchell, *Mapmaker: Philip Turnor in Rupert’s Land in the Age of Enlightenment* (Regina: University of Regina Press, 2017).

ASSIGNMENTS and GRADING

Book Review: Barbara Mitchell, *Mapmaker: Philip Turnor in Rupert’s Land in the Age of Enlightenment* (Regina: University of Regina Press, 2017). 8 pages 20% Due: February 8, in class.

Mid-term Exam, 25%, March 1

Document Analysis, 8 pages, 30%, due March 15 in class.

Final Examination: scheduled by registrar 25%

Late written assignments will be penalized half a grade for every day beyond their due date.

Primary Documents and Background Readings:

Some articles and documents will be available on the class Desire2Learn site. Students are to read the *primary documents* by the beginning of the week of classes where they are

assigned. The *background readings* are not mandatory; they complement the lectures for that week.

Note on Book Review:

Students are to read and provide a critical review of Barbara Mitchel's book. They are to avoid consulting published scholarly reviews of the book since the assignment requires that a student forms his or her own assessment of the book, its argumentation and merit. More information on the book review assignment will be posted on the course D2L.

Note on Document Analysis:

Students will analyze one of the Radisson's four books from Warkentin's edition. The student will analyze the historical evidence offered in Radisson's writing, drawing from Warkentin's introduction and Heidi Boahaker's appendix. More information on the document analysis will be posted on the course D2L.

Weekly topics and readings

Week 1 January 9, 11 Introduction to Pre -Modern, Modern and Post-Modern Exploration History

Students can prepare for the January 11 lecture by reading the following:

'The Columbus letter of 1493; a facsimile of the copy in the William L. Clements library, with a new translation into English by Frank E. Robbins. (Ann Arbor: The Clements Library Associates, 1953)

Jorge Magasich, Airola & Jean, Marc de Beer, trans. Monica Sandor, "In Search of the Earthly Paradise," in *America Magica: When Renaissance Europe Thought it had Conquered Paradise* (London: Anthem Press, 2006) 13-34.

Week 2: January 16, 18 Overview of European Expansion: Exploration and Imagination from the 15th through 17th Centuries

Document discussion: The Relation of David Ingram, from *The Principall navigations by Richard Hakluyt* (1589) Facsimile reprint 1966.

Background reading for lectures:

Michael T. Ryan, "Assimilating New Worlds in the Sixteenth and Seventeenth Centuries," *Comparative Studies in Society and History* 23:4 (1981) 519-538.

Rebecca Earle, "'If you eat their food': Diets and Bodies in Early Colonial Spanish America," *American Historical Review* June 2010, 688-713.

Week 3: January 23, 25 The problem of northern latitude navigation, colonial promoters and commercial geographers

Document discussion: D.B. Quinn, "The voyage of Etienne Bellenger to the Maritimes in 1583: a New Document," *Canadian Historical Review* XLII (1962)

Background reading for lectures:

Alistair Maeer, "The New World as Commodity: Understanding the 'Drake Manuscript' or 'Histoire naturelle des Indes' and Samuel de Champlain's 'A Voyage to the West Indies and Mexico' as expressions of commercialization in Early Modern Europe," *Terrae Incognitae* 39 (January 2007) 38-51.

Week 4: January 30, February 1 The fur trade, the Canadian Shield and the Interior of the Continent

Background reading for lectures:

Bruce G. Trigger, "Early Native North American Responses to European contact: Romantic versus Rationalistic Interpretations," *Journal of American History*, 77:4 (March 1991) 1195-1215.

Victoria Dickenson, "Cartier, Champlain, and the Fruits of the New World: Botanical Exchange in the 16th and 17th Centuries," *Scientia Canadensis* 31(1/2) 2008, 27-47

Week 5: February 6, 8 Indigenous People, Mapping and French Colonization

Background reading for lectures:

G. Malcolm Lewis, "Misinterpretation of Amerindian Information as a Source of Error on Euro-American Maps," *Annals of the Association of American Geographers* 77(4) 1987, 542-563

Louis de Vorse, Jr., "The Importance of Native American Maps in the Discovery and Exploration of North America," *Terra Incognitae* 42 (September 2010) 5-17.

Note: Document analysis due on February 8, in class.

Week 6: February 13, 15 The Myth of the Northern Passage and biological and ethnological exchanges in the New World

Background reading for lectures:

Gordon Sayre, "How to succeed in exploration without really discovering anything: four French travelers in colonial Louisiana, 1714-63," *Atlantic Studies* 10:1 (March 2013) 51-68.

Week 7: February 20, 22 NO CLASSES, READING DAYS

Week 8: February 27, March 1: Exploration of the Pacific Northwest in the Age of Enlightenment

Document discussion: *The Journal of Captain James Colnett aboard the Argonaut from April 26, 1789 to Nov. 3, 1791*, F.W. Howay, ed., (Toronto: Champlain Society, 1940) 19-36.

David A. Chang, "Ka Wahine on the *Imperial Eagle*: A Maka'Āinana Lady's Maid to Nootka and Macao," and "Ka'iana: A Learned Ali'i Aboard the *Iphegenia*," from *The World and All the Things upon It: Native Hawaiian Geographies of Exploration* (Minneapolis: University of Minnesota Press, 2017).

Note: Thursday March 1 – Mid-Term Test

Week 9: March 6, 8 The Race for the Western Sea and the Problem of the Rocky Mountains

Background reading for lectures:

Paul Mapp, "French Reactions to the British Search for a Northwest Passage from Hudson Bay and the Origins of the Seven Years' War," from *The Elusive West and the Contest for Empire, 1713-1763* (University of North Carolina Press, 2011) 283-311.

Week 10: March 13, 15 Romanticism in Exploration, the Great Wests

Note: Book Reviews due March 15, in class

Week 11: March 20, 22 British Imperialism and the Archipelago: the 19th Century Search for the Northwest Passage

Document discussion: Constance Martin, *James Hamilton: Arctic Watercolours* (Calgary: Glenbow Museum, 1983) 12, 16, 17, 20, 24

Background reading for lectures:

I.S. MacLaren, "From Exploration to Publication: The Evolution of a 19th Century Arctic Narrative," *Arctic* 47(1) March 1994, pp. 43-53.

Week 12: March 27, 29 Explorations of another kind: Masculinity and Sport Hunting in Empires of Nature

Document discussion: Roger Pocock, *The Frontiersman's Pocketbook* (Toronto: Henry Fowde, 1909), 20-40; 373-376; 394-398

Background reading for lectures:

Greg Gillespie, "I was well pleased with our sport among the buffalo': Big-game hunters, travel writing, and cultural imperialism in the British North American West, 1847-72," *Canadian Historical Review*, 83:4 (December 2002), 555-584.

Week 13: April 3, 5 The Middle Class Explorer: Tourism and Industrialized Sensibilities

Document for discussion: "Chapter 1: Niagara," from S. Margaret Fuller, *Summer on the Lakes in 1845* (Boston: Charles Little, 1845) 3-13.

<https://archive.org/details/summeronlakesin00fullgoog>

Background reading for lectures:

Karen Dubinsky, "The pleasure is exquisite but violent': the imaginary geography of Niagara Falls in the Nineteenth Century," *Journal of Canadian Studies* 29:2 (Summer 1994) 64-88.

Week 14: April 10, 12 The Anti-Modern in 20th Century Mountain Climbing and Nature Recreation

Document discussion: Agnes Macdonald, "By car and by cowcatcher," *Murray's Magazine* (January-June 1887): 215-35.

End of Lectures

Emergency Management Program

As part of the University's Emergency Management Program primary and alternative assembly points have been identified for this course in the case of an emergency requiring evacuation. The **primary assembly point** is the **Professional Faculties Food Court**. The **Education Block Food Court** has been identified as an **alternative point**. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and protection from the elements.

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

Important Departmental, Faculty, and University Information

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that 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. What this simply means is that 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 that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name and 4) your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is 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 is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

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 Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental

health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

Winter 2018