

UNIVERSITY OF CALGARY – DEPARTMENT OF HISTORY
HTST 425 (FALL 2019) – HISTORY OF THE ATLANTIC WORLD

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Lecture Location:
Lecture Hours: Tue/Thu 9:30–10:45
Office Hours: Tue/Thu 11:00–12:00

Introduction

This course offers an overview of the history of the Atlantic World from 1450 to 1825. Topics will include pre-contact history; European expansion, conquest, and settlement; and the political, demographic, economic, social, diplomatic, and intellectual development of the continents that bordered on the Atlantic Ocean. Special attention will be given to interactions between and among Europeans, Africans, and American first peoples.

Learning Outcomes

Participants in this course will have the opportunity to:

- Compare the histories of European, indigenous, and African peoples in an Atlantic World setting;
- Produce a critical review that analyzes an academic monograph;
- Produce academic research on a topic and in a format attuned to each participant's interests;
- Enhance skills in historical research, writing, and organization;
- Enhance skills in communication, debate, and analysis in small group environments.

Reading List

Nicholas Canny and Philip Morgan, eds., *The Oxford Handbook of the Atlantic World, 1450-1850* (Oxford: Oxford University Press, 2013)

The History Student's Handbook: A Short Guide to Writing History Essays (D2L)

Grading

Participation	Throughout term	10%
Book Review	October 10	25%
Research Project	November 26	40%
Take Home Essay	December 6–10	25%

All assignments will be given percentage or letter grades according to the Department of History's approved table. Requests for essay extensions must be made in advance of the due date and will normally not exceed one week. Late assignments may be penalized 3% per day, including weekends.

Participation

Approximately once per week, we will engage with the course material in small groups. Please ensure that your name is written on all group submissions. There will be no opportunity to make up for group work sessions missed because of absence unless this is the result of illness or personal emergency. Students who miss 50% or more of the group work sessions should expect to receive zero on this component of the course.

Book Review

The field of Atlantic history has emerged through a series of important academic monographs. This essay of approximately 1200 words (4 double-spaced pages) involves a review of one of these books. A list of suitable texts will be found below. If you wish to review a monograph that is not on this list, please clear it with the instructor first. Ensure that a copy of the book is available to sign out of the University library before devoting time to the project. You will benefit from having a good idea what topic you will be

pursuing for your research project (see below) before selecting your book, as this monograph may be used for that project as well. Before writing the analysis, read Part III of *The History Student's Handbook*, which discusses the components of an academic book review. It is acceptable to consult other academic reviews of the book, which can be found through *Historical Abstracts* and *America: History and Life*, but ensure that you properly cite these reviews in your bibliography. This assignment should be uploaded (in Word or Adobe format) to the D2L Dropbox by midnight on the due date. Please *do not* submit a paper copy or email a copy to the instructor.

Research Project

The research project for this class involves a historical investigation into a topic of your choice and of relevance to Atlantic history. Topics might include a biography of an individual, the development of a colony, an analysis of a primary source text, or a historical event or theme. Please keep your topic focused to make the project manageable. For example, it would not be appropriate to attempt a project about the history of Atlantic slavery, but you might want to look at a single slave rebellion or a set of slave codes for an individual colony. Research should consist of 10–15 relevant and recent scholarly works (written since 1990), including books, chapters in books, and academic articles. Please do not use book reviews, encyclopedia entries, or internet resources without first clearing them with the instructor. You are not required to undertake primary source research but may do so if you wish.

Although it will be grounded in research and argument and supported by a bibliography, your project can be presented in any of the following ways:

- a. A 15-minute lecture supported by presentation software (10–15 slides) and a handout;
- b. A poster presentation (10–15 content pages) supported by a handout;
- c. A fictional play, short story, or travel narrative of about 2500 words (10 pages);
- d. A research essay of about 2500 words (10 pages);
- e. Another medium approved by the instructor.

You will be asked to select your method of presentation after the completion of the first part of the course, around mid-October. In some cases, the method of presentation may be determined by the subject matter. For example, if you are researching the mapping of the Atlantic world, ship design, or how indigenous peoples were represented in European literature, a lecture or poster presentation might be more suitable than an essay. Likewise, if you are examining immigration, social structures, or the environment, a fictional play, short story, or travel narrative might be preferable. As necessary, time will be made available in the last two weeks of the course to accommodate your method of presentation. Please note that all aspects of your project will be evaluated. For instance, if you elect to deliver a lecture, presentation style will be taken into consideration alongside research, argument, and content. Also, in the case of a lecture and poster, you will be expected to present your findings to the class. In all cases, you must submit your project to the instructor via the D2L Dropbox. If you choose to deliver a lecture, the presentation slides and handout should be uploaded; if a poster presentation, each of the content pages comprising the poster and the handout should be uploaded. In addition, in all cases a complete and correctly formatted bibliography (consistent with *The History Student's Handbook*) of sources must accompany your upload, which is not counted in the page/slide count described above.

Take Home Essay

This assignment involves selecting a question from a list of three and writing a 1500-word essay (about 5 pages) over a four-day period. As you will have access to all course materials, the essay must do more than merely narrate historical events or repeat lectures. Please note that you will be required to use a minimum number of chapters from the Canny and Morgan text. This is not a research project, references are not required, and writing style, including grammar and spelling, will not generally be taken into account. A

well-prepared student will be able to complete this essay in about three hours.

Inclusiveness, Accommodation, and Classroom Conduct

I am committed to creating an inclusive learning environment for all registered participants. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Part of creating an inclusive learning environment involves respecting your fellow classmates. Please refrain from disruptive activities, chatting with friends, and using the internet, a cell phone, or other electronic devices. Laptops and tablets should only be used for note taking. The University advocates “scent-free awareness”; please respect the fact that some people are adversely affected by exposure to scented products and consider minimizing their use. To protect the privacy of others, students may not record in any format any activity that occurs within the classroom. Permission to record lectures will only be given to students registered with Student Accessibility Services; under no circumstances can there be recording of group work or similar activities that involve high participant involvement. All lectures in this course are under the protection of copyright and may not be distributed to third parties under any circumstances.

Structure, Readings, and Attendance

This course is organized in two parts. Part I (about 5 weeks) provides background on the history of the Atlantic world, from prehistory to contact and settlement. It will examine the nature of pre-contact Atlantic societies (Europe, Africa, and the Americas) and each of the five major Atlantic powers (Spain, Portugal, England, France, and the Netherlands). The reading material for Part I is Canny and Morgan, *Oxford Handbook of the Atlantic World*, chapters 1–4 and 9–14; plan to read approximately two chapters per week and have these chapters completed by mid-October. Part II (about 7 weeks) moves into a series of thematic discussions of major topics in Atlantic history, covering a wide (though not comprehensive) range of material that will, in part, be determined by the class. Once the schedule for Part II is determined by about mid-October, a list of readings from Canny and Morgan will be distributed. As necessary, classes during Part II will be devoted to student lectures and poster presentations. Please note that attendance should be considered mandatory in this course, as lecture notes will not be posted to D2L and graded group work can occur at any time.

Books for Review

Ada Ferrer, *Freedom's Mirror* [Caribbean/slavery]
 Alison Games, *Migration and the Origins of the English Atlantic World* [Britain/migration]
 Andrew Fitzmaurice, *Humanism and America* [Britain/ideas]
 Antonio Barrera-Osorio, *Experiencing Nature* [Spain/science]
 Benjamin Schmidt, *Innocence Abroad* [Netherlands/Spain/ideas]
 Carla Pestana, *Protestant Empire* [Britain/religion]
 Christopher Leslie Brown, *Moral Capital* [Britain/slavery]
 Colin Calloway, *The Scratch of a Pen* [America/law/constitution]
 David Armitage, *The Ideological Origins of the British Empire* [Britain/ideas]
 David Eltis, *The Rise of African Slavery in the Americas* [slavery]
 David Hancock, *Citizens of the World* [migration]
 David Hancock, *Oceans of Wine* [Portugal/trade]
 Daviken Studnicki-Gizbert, *A Nation Upon the Ocean Sea* [Portugal]
 Edward Rugemer, *Slave Law and the Politics of Resistance* [slavery/law]
 Emma Christopher, *Slave Ship Sailors and Their Captive Cargoes* [slavery]
 Ida Altman, *Transatlantic Ties in the Spanish Empire* [Spain]
 Inga Clendinnen, *Ambivalent Conquests* [Spain]

James Delbourgo, *A Most Amazing Scene of Wonders* [America/science]
 James Pritchard, *In Search of Empire* [France]
 Jenny Pulsipher, *Subjects Unto the Same King* [America/Britain/natives]
 Jeremy Adelman, *Sovereignty and Revolution in the Iberian Atlantic* [Iberia/law/constitution]
 Jerry Bannister, *The Rule of the Admirals* [Newfoundland/trade/government]
 J. R. McNeil, *Mosquito Empires* [ecology/war/Caribbean]
 John Thornton, *Africa and Africans in the Making of the Atlantic World* [slavery]
 Jorge Cañizares-Esguerra, *Puritan Conquistadors* [Britain/Spain/religion/ideas]
 Joyce Chaplin, *Subject Matter* [science/native/ideas]
 Karen Kupperman, *Indians and English* [Britain/natives]
 Karen Kupperman, *The Jamestown Project* [Britain/colony]
 Kenneth Banks, *Chasing Empire Across the Sea* [France]
 Kris Lane, *Pillaging the Empire* [piracy]
 L. H. Roper, *Advancing Empire* [Britain/investment]
 Londa Schiebinger, *Plants and Empire* [science]
 Malcolm Gaskill, *Between Two World* [Britain/America]
 Mariana Candido, *An African Slaving Port* [slavery/race]
 Michael Jarvis, *In the Eyes of All Trade* [Bermuda/trade]
 Pablo Gomes, *The Experimental Caribbean* [science/medicine]
 Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra* [slavery/migration]
 Peter Mancall, *Hakluyt's Promise* [Britain/ideas]
 Peter Pope, *Fish into Wine* [Newfoundland/Britain]
 Philip Gould, *Barbaric Traffic* [slavery]
 Russell Menard, *Sweet Negotiations* [trade/economy/slavery]
 Sasha Turner, *Contested Bodies* [children/slavery]
 Sherwin Bryant, *Rivers of Gold, Lives of Bondage* [Spain/slavery]
 Sowande Mustakeem, *Slavery at Sea* [slavery/ships]
 Stephen Berry, *A Path in the Mighty Waters* [ships/sailors]
 Stephanie Smallwood, *A Middle Passage from Africa to American Diaspora* [slavery/ships]
 Stuart Banner, *How the Indians Lost Their Land* [law/natives]
 Susan Scott Parrish, *American Curiosity* [natural history]
 Trevor Burnard, *Mastery, Tyranny, and Desire* [slavery/Jamaica]
 Vincent Brown, *The Reaper's Garden* [death/slavery]
 Virginia Anderson, *Creatures of Empire* [science]
 Wayne Lee, *Barbarians and Brothers* [warfare]
 Wim Klooster, *Revolutions in the Atlantic World* [revolution]

Program Advising and Student Information Resources:

- **Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.**
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.

- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Library Block (MLB), call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- Registration changes and exemption requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

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
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.

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 referenced.

Red Box Policy:

Essays and other assignments may be dropped into 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. are date stamped 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 at 4:00 p.m. Monday to Friday.

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*

<https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>

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
- Using 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 is reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K*.

<https://www.ucalgary.ca/pubs/calendar/current/k.html>

Copyright:

Instructors in all University of Calgary courses strictly adhere to the Copyright Act regulations and 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, you may be required to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

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 contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) 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 contact, preferably in writing, the course instructor.

Other Useful Information:

- Department Twitter @ucalgaryhist

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> 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

Fall 2019