



UNIVERSITY OF  
CALGARY

## DEPARTMENT OF HISTORY

### HTST 425 (Fall 2021) HISTORY OF THE ATLANTIC WORLD, 1450–1825

**Instructor:** Dr. Ken MacMillan

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**Office Hours:** Online by appointment only

**Class Format:** Online and asynchronous

#### Description

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 (LOs)

1. Compare the histories of European, American, and African peoples in an Atlantic setting;
2. Produce an analysis of a primary source;
3. Produce an analysis of an academic monograph;
4. Produce academic research on a topic and in a format attuned to each participant's interests;
5. Enhance skills in historical research, writing, and citation.

#### Reading List

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

- Purchase paper copy in the bookstore, or access online version via the University of Calgary free of charge.

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

Assessment	Due Date	Weight	LOs
Primary Analysis	October 15	15%	1, 2, 5
Book Review	November 5	20%	1, 3, 5
Research Project	November 26	40%	1, 4, 5
Take Home Essay	December 6–10	25%	1, 5

## Grading Policies

All assignments are to be submitted to the D2L Dropbox by 11:59 pm on the due dates. Please do not email assignments. Assignments will be given percentage grades according to the Department of History's approved table. Late assignments may be penalized 3% per day. Requests for extension must be made in advance of the due dates and will not normally exceed one week. Assignments submitted late, whether or not they were granted an extension, will not normally be accompanied by feedback. Other grading policy information will be found on the course D2L site. All assignments are to be completed individually, not as group projects.

## Primary Analysis

This essay of approximately 800 words involves an analysis of a primary source, using the techniques discussed in part III of *The History Student's Handbook*. A list of appropriate sources will be made available on the course D2L site. When reading the source, ask yourself the following questions: Who wrote the source, when, where, and why was it written, and what does it say? What might have influenced the author to produce this source, and does this impact its content? Is the source biased toward or against a certain group, and if so, what are these biases and why are they present in the source? Why is this source important to historians studying Atlantic World history? It might be necessary to conduct additional research to answer these questions, in which case ensure you cite your sources in a bibliography.

## Book Review

This essay of approximately 1200 words involves a review of an academic monograph about some aspect of Atlantic history, using the techniques discussed in part III of *The History Student's Handbook*. It is your responsibility to find an appropriate monograph. The book must:

- Address some aspect of Atlantic history;
- Be written by a historian (verify the author's credentials using the internet);
- Be published by an academic press (a university or peer-reviewed trade press);
- Be at least 150 pages in length;
- Be published since the year 2000 (in the case of a second or subsequent edition, treat the publication year as that of the first edition);
- Contain proper scholarly apparatus (footnotes or endnotes).

**Do not use edited collections, textbooks, academic articles, or books produced for non-academic audiences.**

Please contact the instructor if you have difficulty find a book, or if you wish to determine its suitability. Ensure that a copy of the book is available to sign out of the University library (physically or digitally). 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.

## Research Project

The research project for this class involves a historical investigation into a topic of your choice and of relevance to Atlantic history, circa 1450–1825. Topics might include a biography of an individual, the development of a colony, 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 (the majority of sources should have been written since 2000), including books, chapters in books, and academic articles. 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 research essay of about 3000 words (10–12 pages);
- A PowerPoint or Google Slides presentation (15–20 slides);
- A fictional play, short story, or travel narrative of about 3000 words (10–12 pages);
- A podcast or video of approximately 10–20 minutes;
- Another medium approved by the instructor.

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 presentation or podcast 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. Please note that all aspects of your project will be evaluated. For instance, if you elect to deliver a podcast, presentation style will be taken into consideration alongside research, argument, and content. In all cases, you must submit your project to the instructor via the D2L Dropbox. In the case of a poster presentation, each of the content pages comprising the poster should be uploaded; in the case of a podcast or video, an upload of the presentation, or a link where it will be found on the internet. 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 Final Exam

The final exam will be available on D2L by 12 pm on December 6 and is to be completed and uploaded to the D2L Dropbox by 11:59 pm on December 10. Students will select one question from a list and answer that question in an essay of approximately 2000 words (6 double-spaced pages). Please note that a minimum number of chapters from Canny and Morgan, *The Oxford Handbook of the Atlantic World*, will need to be used in this assignment. In general, writing style will not be assessed unless it significantly impedes understanding. A properly prepared student should be able to complete this assignment in three hours.

## Learning Technologies

Students will require access to a computer and reliable internet connection to view lectures, complete assignments, upload assignments to the D2L Dropbox, and review materials and feedback on D2L. Students who wish to make use of online office hours will require a camera and microphone.

## Structure and Readings (subject to change)

This course is offered asynchronously online; there are no scheduled meeting times. Each Monday (or Tuesday, if Monday is a holiday), two lectures of approximately 45–60 minutes will appear on the course D2L site, which should be viewed by the end of the week. All reading material is from Canny and Morgan, *The Oxford Handbook of the Atlantic World*; readings are identified by the authors of the assigned chapters. Please note that the weekly readings are intended to complement, rather than replace, the lecture material.

Date	Topic and Key Dates	Readings
Sep. 7	Introduction; What is Atlantic History?	Canny and Morgan
Sep. 13	The Atlantic World in 1492	Rubiés; Northrup
Sep. 20	Pre-Columbian Voyages	Russell-Wood; Whitehead
Sep. 27	The Spanish Atlantic	Schwartz; Altman; Schaub
Oct. 4	The British Atlantic	Chaplin; Klooster
Oct. 12	The French & Dutch Atlantic; <b>analysis due Oct. 15</b>	Marzagalli; Terraciano
Oct. 18	Atlantic Seafaring; Piracy and Privateering	Rodger
Oct. 25	Immigration and Labour; Atlantic Slavery	O'Reilly; Mills; Eltis; Law; Brown
Nov. 1	Trade, Economy, Ecology; <b>review due Nov. 5</b>	McNeill; Hancock; Muldrew
Nov. 8	<b>Reading Week – no lecture uploads</b>	
Nov. 15	Science and Race; Cartography	Pagden; Parrish; Herzog; Edney
Nov. 22	Society and Culture; War and Diplomacy; <b>research project due Nov. 26</b>	Kagan; Shammass; Mancke; Benton; Gruber
Nov. 29	Revolutionary Atlantic	Armitage; Gessus; De Mello e Souza; Rodriguez
Dec. 6	Conclusion; <b>distribution of final exam Dec. 6</b>	Rothschild

## Inclusiveness, Accommodation, and Copyright

I am committed to creating an inclusive 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 or during office hours 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 wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances. 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.

## THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

### 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.

**Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

### 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 this course 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](#).

### Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism;

unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

### **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 calendar](#).

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

### **Research Ethics**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material](#)

[Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

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](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

### **Media Recording**

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

### **Media Recording for the Assessment of Student Learning**

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **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

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