

**UNIVERSITY OF CALGARY – DEPARTMENT OF HISTORY
HTST 425 (WINTER 2018) – HISTORY OF THE ATLANTIC WORLD**

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Lecture Location: EDC 384
Lecture Hours: MWF 10:00-10:50
Office Hours: MW 11:00-12:00 or by appointment

Introduction

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

Learning Outcomes

In addition to developing a broad understanding of Atlantic history, this course is designed to facilitate the ongoing development of core skills in the study of history, lifelong learning, and active citizenship. These skills include oral and written communication; critical and abstract thinking; methods of research, organization, presentation, and argumentation; performing close readings of source material; and participating in discussions.

Reading List

Jack P. Greene and Philip D. Morgan, eds., *Atlantic History: A Critical Appraisal* (Oxford: Oxford University Press, 2009)

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

All other reading material will be available as Open Educational Resources (OERs), which will focus heavily on primary sources for Friday group work sessions. OERs are either freely accessible on the internet or can be accessed using your University of Calgary login to acquire subscription library resources.

Grading

Participation	Throughout term	10%
Book Review	February 16	20%
Research Project	April 6	40%
Take Home Final Exam	April 13-16	30%

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 will be penalized 3% per day, including weekends. No extensions are allowed for the final exam unless the student has received formal deferral.

Participation

Usually (though not always or only) on Fridays, we will engage with the course material in small groups. Most of this material will involve accessing and reading in advance the OERs discussed above. This work will be evaluated at the end of the course. Please ensure that your name is written on all group submissions. Please note that the final examination tends to rely heavily on material from these discussion groups, so attendance is highly recommended. There will be no opportunity to make up for group work sessions missed because of absence unless this is the result of documented illness or personal emergency.

Book Review

The field of Atlantic history has emerged through a series of important academic books (monographs) written by scholars. 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 review 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*, but ensure that you properly cite these reviews in your bibliography.

Alison Games, *Migration and the Origins of the English Atlantic World* [Britain/migration]
 Alison Games, *The Web of Empire* [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]
 Emma Christopher, *Slave Ship Sailors and Their Captive Cargoes* [slavery]
 Ida Altman, *Transatlantic Ties in the Spanish Empire* [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]
 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]
 Ken MacMillan, *Sovereignty and Possession in the English New World* [law/constitution]
 Ken MacMillan, *The Atlantic Imperial Constitution* [law/constitution]
 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]
 Michael Jarvis, *In the Eyes of All Trade* [Bermuda/trade]
 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]
 Stuart Banner, *How the Indians Lost Their Land* [law/natives]
 Trevor Burnard, *Mastery, Tyranny, and Desire* [slavery/Jamaica]
 Virginia Anderson, *Creatures of Empire* [science]

Wayne Lee, *Barbarians and Brothers* [warfare]

Research Project

The research project for this class involves research 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 in order 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 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 might also wish to consult recent issues of journals that have relevance to Atlantic history; these include the *American Historical Review*, *Atlantic Studies*, *Itinerario*, and *William & Mary Quarterly*. Please consult with the instructor about your topic and appropriate sources, particularly if you plan to use primary materials.

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

- a. A 15-minute lecture supported by presentation software (~10 slides) and a handout;
- b. A poster (~10 content pages) supported by a handout;
- c. A play or short story of about 2500 words (~10 pages);
- d. A research essay of about 2500 words (~10 pages);
- e. Another form of assessment 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-February. 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 publications, a lecture or poster presentation might be more suitable than an essay. Likewise, if you are examining immigration or social structures, a fictional play or short story 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. In all cases, you will be required to 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.

Final Examination

The final examination is cumulative and will test your knowledge of the entire course using essay-based responses. As this is a take-home examination, students will have access to all course materials, and thus the essay responses must do much more than merely narrate historical events or repeat lectures. Please note that for the final examination, you will be required to utilize a minimum number of chapters from the Greene and Morgan text and the open educational resources.

Classroom Conduct and Copyright

Please respect your instructor and classmates by refraining from disruptive activities during class. These activities include reading newspapers, opening food packages, and chatting with friends. Research has demonstrated that using electronic devices negatively impacts not only your individual learning, but also

the learning of those around you. Students may not record in any format any activity that occurs within the classroom unless they have the express permission of the instructor. This will normally only be given in the case of certain documented disabilities, but please be advised that the instructor has sole discretion in this matter. The instructor asserts copyright over all material related to this class, including but not limited to lectures, outlines, worksheets, and examinations. This material may not be shared, uploaded, or otherwise distributed to any individuals or organizations for any purposes whatsoever. Students are advised that failure to adhere to these policies may result in a complaint under the University of Calgary's misconduct policy, at <http://www.ucalgary.ca/registrar/misconduct>.

Structure and Readings

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 each of the five major Atlantic powers (Spain, Portugal, England, France, and the Netherlands). The reading material for Part I is Greene and Morgan, *Atlantic History*. Plan to read the entire book before reading week (February 16), focusing especially on chapters 1–9. Part II (about 7 weeks) moves into a series of thematic discussions of major topics in Atlantic history, covering a wide range of material that will, in part, be determined by the class. The reading material for Part II will be announced approximately one week in advance. As necessary, classes during Part II will be devoted to student lectures and poster presentations.

Important Departmental, Faculty, and University Information

Department Twitter @ucalgaryhist

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

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.

Percentage	Letter Grade	Grade Point Value	Description
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>

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