

**UNIVERSITY OF CALGARY – DEPARTMENT OF HISTORY**  
**HTST 504 (WINTER 2018) – ENGLAND IN THE WIDER WORLD, 1500-1700**

Instructor: Dr. Ken MacMillan

Seminar Location: SS 613

Office No: SS 628; Phone: 403-220-5927

Seminar Hours: Wed 2:00-4:45pm

Office Hours: Wed 12:30-1:30; or by appointment

Email: macmillk@ucalgary.ca

### **Introduction**

This seminar will examine the history of English interaction in the wider world during the sixteenth and seventeenth centuries. Historians have recognized this period as one during which England transitioned from an insular nation to a significant power in Europe and the world. In particular, we will examine the process of exploration, trade, and settlement in the Atlantic and Indian Ocean worlds, with some consideration of England's interaction with Continental Europe. The seminar includes three parts: (1) an overview of the history of English global activity through a close reading of key monograph on the subject; (2) written reviews and presentations of primary and secondary sources; and (3) the preparation and presentation of a major research paper.

### **Learning Outcomes**

As a senior History seminar, this course is intended to strengthen the ongoing development of core skills in the study of history, lifelong learning, and active citizenship. These skills include critical and abstract thinking, oral and written articulation, methods of historical research and argumentation, performing close readings of primary and secondary sources, and working cooperatively and productively in small group and plenary discussions.

### **Required Books**

Alison Games, *The Web of Empire: English Cosmopolitans in an age of Expansion, 1560-1660* (Oxford: Oxford University Press, 2008)

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

### **Recommended Books**

Nicholas Canny, ed., *The Origins of Empire: British Overseas Enterprise to the Close of the Seventeenth Century* (Oxford University Press, 2001) – This book will be helpful to those entering the course with no background knowledge of English imperial developments.

### **Grade Distribution**

Participation	20%
Primary/Secondary Source Presentation & Analysis	30%
Research Presentation and Critique	10%
Research Proposal and Paper	40%

All assignments will receive percentage grades according to the Department of History's approved table. Late assignments will be penalized 3% per day, including weekends. There can be no extensions on presentations.

## Participation

Participation is an important component of this seminar. Participants are expected to engage with weekly readings during the first few weeks and to engage with presenters during the remaining weeks. There will be no opportunity to make up for participation points lost because of absence unless this is the result of personal illness, family emergency, or other accommodations, in which case grades may be recovered with additional written work. The participation grade will be assigned at the end of term based on the overall performance in the course. Some advice will be provided, if needed, at the mid-point in the seminar. Participants should expect a 5% reduction from this component of the grade for each class missed. Students using laptops or tablets are advised that this use should be restricted to course purposes. Any other use—checking email or social networks, or working on projects for other classes, for example—will negatively impact the participation grade.

## Seminar Schedule

Jan. 11: Welcome and Introduction  
Jan. 18: Games, *Web of Empire*, chaps. 1-4  
Jan. 25: Games, *Web of Empire*, chaps. 5-8  
Feb. 1 to Feb. 15: Primary source presentations  
[Feb. 22: Midterm break: no class]  
Mar. 1 to Mar. 22: Secondary source presentations  
[Mar. 8: Research time: no class]  
Mar. 29 to Apr. 12: Research essay presentations

## Primary and Secondary Source Analysis, Review, and Presentations

These assignments involve the preparation of formal 15-minute presentations accompanied by PowerPoint or similar presentation software, such as Google Slides. A one-page handout should accompany each presentation. It should highlight the major points discussed in the presentation, but should not merely be a copy of the presentation itself. In our first seminar, each participant will select one primary source and one secondary source from the lists below, and present on the date indicated. Your task, in essence, is to teach the material to the class, focusing especially on the importance of the material to the subject of “England in the Wider World”. It is perfectly acceptable to conduct research on your book by, for example, reading and using published book reviews; this research should be reflected by a bibliography on the presentation and/or handout. Please note that all aspects of the presentation will be graded; this includes your comprehension of the material, preparation and delivery, the quality and effectiveness of the presentation slides and handouts, and your ability to engage with questions during general discussion following the presentation. In total, each presentation including class discussion will take approximately 30 minutes. You are required to upload to D2L the handout and presentation by midnight on the day you present.

### Feb. 1: Primary Source Presentations

Thomas More, *Utopia*

Richard Eden, *Decades of the New World*

John Dee, *The Limits of the British Empire*

Richard Hakluyt, *The Discourse of Western Planting*  
Richard Hakluyt, *Principal Navigations* (1589 edition)

Feb. 8: Primary Source Presentations

Thomas Hariot, *A Brief and True Report of the New Found Land* (1590 De Bry edition)  
Walter Raleigh, *The Discoverie of the Large, Rich ... Empire of Guiana* (Lorimer edition)  
Edmund Spenser, *View of the Present State of Ireland*  
Hugo Grotius, *The Free Sea*  
John Smith, *A Map of Virginia* (text and map) and *Description of New England*

Feb. 15: Primary Source Presentations

Nathaniel Butler, *The History of the Bermudaes*  
Samuel Purchas, *Purchas His Pilgrimes* (1613 edition)  
William Strachey, *Historie of Travell into Virginia Britannia*  
Richard Ligon, *True and Exact History of the Island of Barbadoes*  
William Blathwayt, *The Blathwayt Atlas*

Mar. 1: Secondary Source Presentations

Anthony Pagden, *Lords of All the World*  
Andrew Fitzmaurice, *Humanism and America*  
David Armitage, *The Ideological Origins of the British Empire*  
Peter Mancall, *Hakluyt's Promise*  
Karen Kupperman, *Indians and English*

Mar. 8: Secondary Source Presentations

Malcolm Gaskill, *Between Two Worlds*  
April Lee Hatfield, *Atlantic Virginia*  
Jorge Cañizares-Esguerra, *Puritan Conquistadors*  
Carla Pestana, *The English Atlantic in an Age of Revolution*  
Carla Pestana, *Protestant Empire*

Mar. 17: Secondary Source Presentations

L. H. Roper, *Advancing Empire*  
Joyce Chaplin, *Subject Matter*  
William Cronon, *Changes in the Land*  
Karen Ordahl Kupperman, *The Jamestown Project*  
Philip Stern, *The Company State*

**Research Presentation and Critique**

The research presentation will involve a 15-minute introduction to your research paper. The order of presentations will be determined by the instructor based on the subject matter and time period of the essays. Papers to be presented on Wednesday will be made available by Monday and must be read by each participant before class. This means that, depending on the day of presentation, drafts will be due at different times. Presenters should not read their paper, but rather introduce the topic, argument, evidence, and principal findings, and any particular difficulties or personal improvement involved in completing the project. Although audio-visual

presentations are not required, they are strongly encouraged. The grade will be based on the author's ability to communicate her or his findings, and their relevance, to the class. The critique will involve a 5-minute statement (2 double-spaced pages), to be read by the person who has been assigned to respond to the paper. It should address substantive issues about the paper – organization, argument, and use of sources – rather than style and grammar. The grade will be based on the critic's ability to raise questions and concerns that will assist the author in preparing a final version of the essay. A copy of the critique should be given to the instructor and to the author of the paper after delivery.

### **Research Proposal and Essay**

The research essay involves a primary-source-based investigation into a topic of each participant's choice, in consultation with the instructor. Any topic of relevance to England and the wider world, 1500-1700, is acceptable. As in all good historical scholarship, it is very important that you engage with the relevant secondary literature, in the form of monographs, chapters in collected volumes, and articles. Because this essay requires the use of primary source material, topics will sometimes define themselves based on the availability of these materials. Likely sources include material found in the Hakluyt Society series and in the extensive Pollard and Redgrave and Wing microfilm collections of early English printed books, which we will discuss in class. There are also a number of online resources accessible through the University library, including: Eighteenth Century Online, Early Encounters in North America, Early English Books Online, Empire Online, North American Immigrant Letters and Diaries, North American Women's Letters and Diaries, North American Indian Thought and Culture, and Virginia Company Archives. Depending on the topic, the instructor might be able to provide some archival materials. Please consult the instructor about your topic before submitting the proposal.

A research proposal for this essay is due in class on February 8. Its purpose is to convince the instructor that your topic is sustainable and that there are enough sources to undertake research. The proposal should be 2 pages in length (500 words) plus an annotated bibliography of works to be consulted, divided into primary and secondary sources. Using paragraph form (not point form), indicate your topic, research questions, initial argument, and a rough indication of the themes you will address in your essay. Detailed research need not have taken place at this point, although a thorough search for materials should have occurred. The bibliography will generally include 8–12 secondary sources and 2–5 primary sources, depending on the project. Annotations should be concise (20 words) and indicate the content of the source and its usefulness to the paper. After the proposal is returned with comments, write an essay of about 4000 words (16–18 pages) that investigates your topic. A draft is due by noon on the Monday before you present the paper to the class on Wednesday. The paper should be submitted via email (preferably in Adobe pdf format) and will be uploaded to D2L once it is received. Following the presentation and discussion of the paper, consider revisions along the lines suggested by your critic, the instructor, and classmates. Please keep in mind that revisions will, in some cases, require additional research. Final versions of all papers are due on April 19. These should be in Adobe or Word and sent to the instructor via email. The paper will be graded based on originality, source base and use of source materials, organization, strength of argument, and writing style, each weighted equally. Proper referencing style and format must be used, about which see *The History Student's Handbook* on D2L.

## **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](mailto: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](mailto: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 3<sup>rd</sup> 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](http://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](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](http://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](http://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](http://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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto: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*