



UNIVERSITY OF
CALGARY

Department of History

HTST 204
The World, 1500-1800
Spring 2022

Instructor: Dr. Allison Graham

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Office Hours and Method: Thursdays, 12:00pm-1:00pm, Zoom scheduled through D2L

Course Delivery: In-Class, SB 142, Mondays and Wednesdays, 12:00pm-2:45pm

Description

This course will introduce students to the diverse histories of the early modern world, 1500-1800. We will learn about the differences in approach to world and global history; mark significant moments of global exchange and interaction; and explore historical themes in early modern history through which we can compare and contrast across geographical boundaries. Students will be encouraged to see this course as a sampling of what studying the early modern world has to offer, as we will consider how these seemingly faraway histories are relevant to us today. This course will pay special attention to main geographical areas and themes that are the focus of Atlantic and Pacific world studies.

Learning Outcomes

- To demonstrate a critical understanding of the comparative, global history of the early modern world, and an awareness of the practices of global and world history.
- To develop an appreciation for historical interpretation and to actively engage with both primary and secondary historical sources.
- To recognize the diverse experiences of early modern people, and particularly to see the ways that gender, sexuality, race, caste, and class intersected in lived experience.
- To understand significant historical themes in the study of the early modern Atlantic and Pacific worlds.

Reading Material

All readings will be posted to D2L as PDFs. There is no textbook for this course.

Assessment

Method	Due Date	Weight
Primary Source Analysis Worksheet	Monday, May 16 (D2L by 11:59pm)	25%
Article Analysis Worksheet	Monday, May 30 (D2L by 11:59pm)	25%
Topic Reflection Worksheet	Wednesday, June 8 (D2L by 11:59pm)	15%
Final Assessment	Wednesday, June 15 at 3:00pm = Assessment posted to D2L Friday, June 17 at 11:59pm = Assessment is due	35%

Assignment Submission and Grading Policies

All assignments must be submitted electronically on D2L by 11:59pm on the day of the deadline. No copies will be accepted by email. Please format all assignments in a Microsoft Word document (no PDFs, no Mac Pages) with 1-inch margins, 12-point Times New Roman font, and double-spaced. You do not need to provide a title page, but please ensure that your name is on the assignment. Please respect the word counts on all assignments, as not abiding by word counts will affect the grade. Grades will be awarded as percentages that convert to the letter grading system seen below.

Late Assignments, Extensions, and Appeals:

Assignments submitted past the due date will receive a late penalty of 5% per day (including weekends and holidays). Assignments submitted more than 7 days past the due date (including weekends and holidays) will not be accepted. Extensions will only be granted at the instructor's discretion in the event of unforeseen emergencies, such as illness or crisis.

Grades are earned based on the quality of the assignment. If you wish to appeal a grade, please follow these steps:

- After you have read the assignment feedback carefully, contact the instructor if you have any questions or would like clarification about the grade. Please take at least 48 hours (2 days) to sit with, and think about, the feedback before contacting them.
- If you are unsatisfied with the clarification, write a polite, professional email to the instructor requesting an appeal within 5 days of receiving the clarification. Provide specific detail regarding why you think the grade should be revisited. Based on their discretion, the instructor will revisit the assignment – they may decide to raise the grade, maintain it, or lower it.

Details on Methods of Assessment

Primary Source Analysis Worksheet: Students will select one primary source from the list to be provided, and write responses to the worksheet questions. Assignments will be evaluated for thoughtful, accurate, clearly written, and thorough responses to each question. The goal of this assignment is to learn how historians read and use primary sources. **Please see the exercise sheet posted to D2L for more information.**

Article Analysis Worksheet: Students will select one scholarly article from the list to be provided, and write responses to the worksheet questions. Assignments will be evaluated for thoughtful, accurate, clearly written, and thorough responses to each question. The goal of this assignment is to learn how historians read and use secondary sources. **Please see the exercise sheet posted to D2L for more information.**

Topic Reflection Worksheet: Students will select one lecture topic in the course to write a 250-word reflection on how this area of history resonates with them by answering the worksheet questions. Assignments will be evaluated for thoughtful, accurate, clearly written, and thorough responses. **Please see the exercise sheet posted to D2L for more information.**

Final Assessment: The final assessment is a series of questions to be completed to demonstrate student understanding of the course content. The assessment worksheet will be posted to D2L after class on June 15 at 3:00pm and will be due June 17 at 11:59pm. It will cover all course content, and will consist of a combination of identification and short essay responses. **More information will be provided and the assessment worksheet will be posted to D2L.**

Academic Integrity Statement

All assignments are to be completed individually. There is no group work in this course, which means that students may not collaborate (either in-person or virtually) on any assignment. Copying or using another student's assignment or ideas to inform your own is considered academic misconduct. Google, Wikipedia, or other resources beyond the course material (posted readings, lectures etc.) should not be used for any assignment. All assignments will be asking for you to demonstrate an understanding of the very specific content of this course, making the use of outside resources unnecessary.

Learning Technologies Requirements

There is a D2L site for this course that contains required readings and assignment instruction sheets. In order to successfully engage in your learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: a computer (or smartphone, tablet) with a supported operating system that has PDF reading capability, Microsoft Word, and Zoom access; a current and updated web browser; a webcam (optional for office hours and synchronous chats, built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Inclusiveness, Accommodation, and Course Conduct

I am committed to creating an inclusive and equitable 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 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 need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive and effective learning environment involves respecting your fellow classmates and different lived experiences (past and present). This class is not only a safe space, but a brave space in which we should strive to be open, inquisitive, and accepting. Bigotry, prejudice, or disrespectful comments of any kind will not be tolerated. Additionally, this course will deal with some sensitive subjects that are important when trying to understand the complex histories of the early modern world, including discussions of violence, colonialism, sexism, and racism. I will always provide a heads-up at the start of lecture if these subjects will be discussed. If you have any questions or concerns about these topics, I am always open to discuss.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. 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.

Schedule

Week	Topic & Reading	Assignments
1	May 4: Course Introduction - What is Global History and World History?	
2	May 9: The World by 1500 <ul style="list-style-type: none">• Discussion: What are Historical Sources?<ul style="list-style-type: none">○ Explore the U of C library's History Guide before class, accessed here: https://library.ucalgary.ca/guides/History May 11: Contact(s) and Colonialism(s) <ul style="list-style-type: none">• Discussion: Reading Against the Colonial Grain<ul style="list-style-type: none">○ Reading: The Spanish Requirement (1513); Excerpt from Captain James Cook's Journal (1770)	

3	<p>May 16: The Early Modern City: Global Economies and Urban Spaces</p> <ul style="list-style-type: none"> • Discussion: Space and Place <ul style="list-style-type: none"> ○ Reading: Selection of city maps <p>May 18: Systems of Slavery and Race</p> <ul style="list-style-type: none"> • Discussion: Transatlantic Slave Trade <ul style="list-style-type: none"> ○ Reading: David Richardson, “Involuntary Migration in the Early Modern World, 1500-1800” in <i>The Cambridge World History of Slavery</i>, (Cambridge: Cambridge University Press, 2011), 563-93. 	Primary Source Analysis Worksheet – Due Monday, May 16
4	<p>May 23: <i>NO CLASS</i></p> <p>May 25: Making History Public</p> <ul style="list-style-type: none"> • Field Trip to Fort Calgary, meet at the museum at 12:30pm (750 9 Ave SE) <ul style="list-style-type: none"> ○ Reading: “What is Public History?” accessible here: https://ncph.org/what-is-public-history/about-the-field/ 	
5	<p>May 30: Religions and Politics</p> <ul style="list-style-type: none"> • Discussion: World Religion “On the Ground” <ul style="list-style-type: none"> ○ Reading: Erin Kathleen Rowe, “Salvation, Black Confraternities, and Saints in Global Catholicism,” in <i>Black Saints in Early Modern Global Catholicism</i>, (Cambridge: Cambridge University Press, 2019), 46-86. <p>June 1: Genders and Sexualities</p> <ul style="list-style-type: none"> • Discussion: A Woman’s World <ul style="list-style-type: none"> ○ Reading: Barbara Watson Andaya, “Women and Economic Change: The Pepper Trade in Pre-Modern Southeast Asia,” in <i>Journal of the Economic and Social History of the Orient</i>, (vol. 38, n.2), 165-90. 	Article Analysis Worksheet – Due Monday, May 30

6	<p>June 6: A Global Enlightenment</p> <ul style="list-style-type: none"> • Discussion: Eurocentrism and Knowledge <ul style="list-style-type: none"> ○ Reading: Selection of Casta Paintings (1700s); “The Natives of Canada” originally from Diderot’s Encyclopédie (1751) <p>June 8: The Age of Revolutions</p> <ul style="list-style-type: none"> • Discussion: What is Early Modern Anti-Colonialism? <ul style="list-style-type: none"> ○ Reading: Haitian Declaration of Independence (1804); Bolivar’s Jamaica Letter (1815) 	Topic Reflection Worksheet – Due Wednesday, June 8
7	<p>June 13: The World at 1800</p> <p>June 15: Course Review and Final Assessment Support</p>	Final Assessment – Due Friday, June 17 (*There is no registrar-scheduled final exam)

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

Percentage	Letter Grade	Grade Point Value	Description
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.

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 University of Calgary [Student Academic Misconduct Policy](#) 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 of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

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](#).

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
- Campus Security (220-5333)

Department of History Twitter @ucalgaryhist

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