



Department of History

HTST 303
Great Explorations
Winter 2022

Instructor: George Colpitts

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Office Hours and Location/Method: Mondays 10:00 (online); Thursday 9:00 (in person).

Class Room Location, Days and Times: Tuesdays and Thursdays, 11:00-12:15 ST 130

Course Delivery: In person

Description

Between the 16th and 20th centuries, Spanish, French, British, Canadian, and American explorers made remarkable geographic and ethnological “discoveries” in North America. This course examines the great age of exploration on the continent, tracing early technological and navigational innovations in the Atlantic, and the inroads made by Europeans on land through trade and cultural collaboration with Indigenous people. The course looks at how exploration often reflected predominant European and Indigenous epistemological paradigms, developing not only new understandings but also raising up myths and long-serving chimeras to support commercial, colonial, and imperial expansion. Through in-class discussion and the reading of primary exploration and travel texts, students will be introduced to the changing purposes and outcomes of human exploration, even to the modern age of tourism and nature recreation.

Learning Outcomes

- Explain larger forces of historical change occurring with North America’s exploration.
- Explain some of the currently used interpretative frameworks of exploration history as a field.
- Assess secondary sources to identify argument, structure, and evidence as well as factual narrative.
- Demonstrate improved critical thinking and analytical skills in the use of primary historical documents.
- Demonstrate improved writing skills in developing a research-based essay.

Reading Material

All readings and primary documents are delivered electronically through D2L (at no cost to students) and are listed in the class schedule below.

Assessment

Method	Due Date	Weight
Midterm Exam	Take-home February 28, due March 1 before class	20%
Document Analysis	March 8 before class	25%
Term Paper	March 31 before class	25%
Final Exam	Take-home exam given April 19 at noon, to be returned April 20 at noon.	30%

Grading Policies

Students will write a midterm and final examination, as well as submit a document analysis and written essay. The assignments and examinations are graded as percentages. The midterm and final examinations are take-home exams; you will have 24 hours to complete the mid-term and 48 hours to complete the final examination. They will be placed on D2L and emailed to you. Students will submit them to the D2L drop box. Students should regularly check both the course's home page and their email accounts. The instructor will periodically put updates, news items, and other information there. Students will be assessed with letter grades. A student can speak to the instructor about their grading on exams or term coursework.

Details on Methods of Assessment

The mid-term examination is divided between a short answer component (40%) and a short essay component (60%), with students choosing to write an essay from a choice of three questions. The final examination is divided between a short answer component (40% testing lectures and course materials after the mid-term) and two essays (combined worth 60%). One of the final exam essays will cover comprehensively course materials before and after the midterm. Students will have a choice of three questions for both essays. The document analysis assignment is five pages in length, based on a student's critical reading of an exploration text chosen from a list of options available on D2L. Building upon the document analysis, the student will develop a term paper of 10 to 12 pages in length, using at least six scholarly articles and/or books. More information on the exams and assignments will be posted on the course D2L.

Academic Integrity Statement

Exams and course assignments are checked for plagiarism and other forms of academic misconduct. Students must correctly cite the primary and secondary documents they draw from in their coursework. Any text (sentences and/or paragraphs) taken from other sources must

appear in quotation marks, with citation, in a student's written work or it will be deemed plagiarism. Students are encouraged to speak with the instructor about any questions they might have about expectations of academic integrity in their work.

Learning Technologies Requirements

The course D2L site contains relevant class resources and materials. To successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L. Office hours will be conducted in person and online. Students meeting online will need a microphone of some kind.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible. To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule

Date	Topic	Reading
Jan 10 -14	Introduction to Pre-Modern, Modern, and Post-Modern Exploration History	<i>For discussion January 13:</i> ‘The Columbus letter of 1493; a facsimile of the copy in the William L. Clements library, with a new translation into English by Frank E. Robbins. (Ann Arbor: The Clements Library Associates, 1953)
Jan 17 - 21	Overview of European Expansion: Exploration and Imagination from the 15 th	The Relation of David Ingram, from <i>The Principall navigations by Richard Hakluyt</i> (1589) Facsimile reprint 1966. Michael T. Ryan, "Assimilating New Worlds in the Sixteenth and Seventeenth Centuries," <i>Comparative Studies in Society and History</i> 23:4 (1981) 519-538.

	through 17 th centuries	
Jan 24 - 28	Indigenous People, Mapping and Fictions of Colonization	<p>G. Malcolm Lewis, "Misinterpretation of Amerindian Information as a Source of Error on Euro-American Maps," <i>Annals of the Association of American Geographers</i> 77(4) 1987, 542-563.</p> <p>Louis de Vorsey, Jr., "The Importance of Native American Maps in the Discovery and Exploration of North America," <i>Terra Incognitae</i>, 42 (September 2010) 5-17.</p>
Jan 31 - Feb 4	The Problem of Northern Latitude Navigation, colonial promotion, and commercial geographers	<p>Alistair Maeer, "The New World as Commodity: Understanding the 'Drake Manuscript' or 'Histoire naturelle des Indes' and Samuel de Champlain's 'A Voyage to the West Indies and Mexico' as expressions of commercialization in Early Modern Europe," <i>Terra Incognitae</i> 39 (January 2007) 38-51.</p> <p>Jeffers Lennox, "Acadia in Paris," from <i>Homelands and Empires: Indigenous Spaces, Imperial Fictions, and Competition for Territory in Northeastern North America, 1690-1763</i> (Toronto: University of Toronto Press, 2017)</p> <p><i>Note: Class will end at 11:50 on January 27.</i></p>
Feb 7 - 11	Reconciling Indigenous Worldviews and European mapping	<p>Renée Fossett, "Mapping Inuktut: Inuit Views of the Real World," from Jennifer S.H. Brown & Elizabeth Vibert, <i>Reading Beyond Words: Contexts for Native History</i>, 2nd ed. (Peterborough: Broadview Press, 2003), 111-131.</p> <p>David A. Chang, "Ka Wahine on the <i>Imperial Eagle</i>: A Maka‘Āinana Lady's Maid to Nootka and Macao," and "Ka‘Iana: A Learned Ali‘i Aboard the <i>Iphegenia</i>," from <i>The World and All the Things upon It: Native Hawaiian Geographies of Exploration</i> (Minneapolis: University of Minnesota Press, 2017), 33-43.</p> <p>Excerpt from Captain William Edward Parry, <i>Journal of a Second Voyage for the Discovery of a North-West Passage...</i> (London: John Murray, 1824), 196-199.</p>
Feb 14 - 18	The Fur Trade and the Interior	Barbara Mitchell, "Near being in the Wars," from <i>Mapmaker: Philip Turnor in Rupert's Land in the Age</i>

	of the Continent	<i>of Enlightenment</i> (Regina: University of Regina Press, 2017), 37-56.
Feb 21 - 25	Term Break, no lectures	
Feb 28 – Mar 4	The Myth of the Northern Passage and biological and ethnological exchanges in the New World	<p><i>Midterm due March 1 submitted to D2L before class.</i></p> <p>For March 3, Paul Mapp, "French Reactions to the British Search for a Northwest Passage from Hudson Bay and the Origins of the Seven Years' War," from <i>The Elusive West and the Contest for Empire, 1713-1763</i> (University of North Carolina Press, 2011) 283-311.</p>
Mar 7 - 11	Romanticism in Exploration, the role of the “Author”	<p><i>Note: Document Analysis due March 8 before class</i></p> <p>Charles W.J. Withers and Innes M. Keighren, “Travels into print: authoring, editing and narratives of travel c. 1815-c.1857,” <i>Transactions of the Institute of British Geographers</i>, 36:4 (October 2011), 560-573.</p> <p><i>The Journal of Captain James Colnett aboard the Argonaut from April 26, 1789 to Nov. 3, 1791</i>, F.W. Howay, ed., (Toronto: Champlain Society, 1940) 19-36.</p>
Mar 14 - 18	British Imperialism and the Archipelago: the 19 th Century Search for the Northwest Passage	<p>Constance Martin, <i>James Hamilton: Arctic Watercolours</i> (Calgary: Glenbow Museum, 1983) 12, 16, 17, 20, 24</p> <p>I.S. MacLaren, "From Exploration to Publication: The Evolution of a 19th-Century Arctic Narrative," <i>Arctic</i> 47(1) March 1994, pp. 43-53.</p>
Mar 21 - 25	Explorations of another kind: Masculinity and Sport Hunting in Empires of Nature	<p>Roger Pocock, <i>The Frontiersman's Pocketbook</i> (Toronto: Henry Fowde, 1909), 20-40; 373-376; 394-98</p> <p>Greg Gillespie, "'I was well pleased with our sport among the buffalo': Big-game hunters, travel writing, and cultural imperialism in the British North American West, 1847-72," <i>Canadian Historical Review</i>, 83:4 (December 2002), 555-584.</p>
March 28 – Apr 1	The Middle Class Explorer:	<p><i>Note: Term Essay due March 31 before class</i></p> <p>“Chapter 1: Niagara,” from S. Margaret Fuller,</p>

	Tourism and Industrialized Sensibilities	<i>Summer on the Lakes in 1845</i> (Boston: Charles Little, 1845) 3-13. Karen Dubinsky, “‘The pleasure is exquisite but violent’: the imaginary geography of Niagara Falls in the Nineteenth Century,” <i>Journal of Canadian Studies</i> 29:2 (Summer 1994) 64-88.
Apr 4 – 8	The Anti-Modern in 20 th Century Mountain Climbing and Nature Recreation	Agnes Macdonald, "By car and by cowcatcher," <i>Murray's Magazine</i> (January-June 1887): 215-35. Excerpts: J.P. Sheldon, <i>From Britain to British Columbia</i> (1887), and CPR Annotated Timetable, Westbound, 1905
Apr 11 & 12	Wrap-up class	No reading this week. Take-home exam given April 12

University Closed April 15-18.

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 schedule. 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 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

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)