This course covers the period of North American exploration between the 16th and 19th centuries, paying special attention to Spanish, French and English exploration and the nature of geographic and cultural encounters. Students will examine the myths and realities of explorers and discovered lands, cultures and environments. They will also analyze the many distortions which accompany human ‘discovery,’ and anticipate problems that often arise in the use and interpretation of primary exploration and travel texts. For that reason, emphasis will be placed on reading and discussing in class primary texts and secondary literature on the history of exploration.

ASSIGNMENTS and GRADING
I - Mid-term Exam: Short Answers (testing readings and lecture concepts) and Short Essay

   Date: Friday, February 27, 35%

II – Term Paper: (8-10 pages/ 2,000 words):

   Due Date: Friday, April 3, 35% (In class, not in the History Department Red Box! – Note that papers will be assessed a half-grade penalty for every day they are handed in late.)

III – Final Examination: Short Answer and Two Essays (one on readings)

   Date: TBA by Registrar: - 30%

Students must complete all of the above requirements to pass the course. The test and exam are not open book.

Notes on Term Essay
Approximately 2000 words (8-10 pages) in length, the essay will represent a student’s cumulative historical research during the course of the term. The student will choose a representation in dramatic film, documentary or novel of a North American exploration and, based on wider reading of academic research (both in books and articles) assess the ways that exploration as a human enterprise is portrayed in these popular media. Students are encouraged to think broadly of possibilities (from Columbus, to novels around the Franklin expeditions, to recent David Thompson commemorative documentaries, to the 1960s US space program) to choose a film, documentary or novel. The essay will
demonstrate the student’s ability to critically assess a topic, to arrive at an independent opinion, and to convincingly support a thesis statement clearly articulated in the essay paper.

Please note the following:
1. Students must submit in paper form a topic proposal (1 page in length) no later than February 6, describing the film, documentary or novel that has been chosen for analysis. They will also list the academic books and articles that will be consulted in order to gain a wider understanding of the event. Students should normally consult primary sources such as explorer journals, published narratives or contemporary newspaper accounts, etc., to help them make their assessment. They should begin work as early as possible to avoid a last-minute rush for books, articles and, if necessary, interlibrary loan requests.

2. Please note that the wider reading of the event must be based on academic sources. Internet references drawn from non-academic sites (and non-refereed materials in general), reference sources with no attribution, or web information of dubious origins are not acceptable.

3. Papers with insufficient footnoting or plagiarized will receive a failing (F) grade.

4. Late papers will be penalized half a grade for every day beyond the due date.

Please refer to the Department of History Essay Guide prior to the writing of your Essay review. Essay guides, tips and notes on plagiarism are available at http://www.hist.ucalgary.ca/essay/essay.htm

Plagiarism: Plagiarism is a serious academic offence. A plagiarized paper will automatically be failed. Plagiarism may also result in a failing grade for the entire course and other penalties as noted in The University of Calgary Calendar. Students are strongly advised to consult the Department of History Essay Guide for more information on plagiarism.

Text Book and Required Books:

Barry Gough, Fortune’s a River: The Collision of Empires in Northwest America (Madeira Park: harbor Publishing, 2007). (Please note that internationally-known exploration historian, Barry Gough, will visit the class on November 23. His book should be read by the time of his visit)


Please Note: there is no formal text for this course. Students unfamiliar with the general context of North American exploration, however, can read excerpts of Derek Hayes,
America Discovered: A Historical Atlas of North American Exploration (Vancouver: Douglas & McIntyre, 2004). This will be available as one of the course reserve readings.

Assigned Articles and Readings:
Articles and documents are assigned each week of the course and available on the class blackboard. Students are required to read all materials and be ready to discuss them in class and on mid-term and final exams.

Reserved Readings:
This course has a number of helpful books on exploration held in Reserve Reading, Library Tower. Reference to these works will be made throughout the course for further reading by interested students. Please consult the University of Calgary Library Webpage, Reserve Reading List, for this course to view the titles on reserve.

Week 1 January 12-16 Introduction, sources and historiography: Pre-Modern, Modern and Post-Modern Exploration History

Week 2: January 19-23 Overview of navigational, commercial and military developments from the 15th through 19th Centuries
For Wednesday, Daniel S. Murphree, “Constructing Indians in the Colonial Floridas,” Florida Historical Quarterly 81(2) 2002, pp. 133-154

Week 3: January 26-30 The Columbus Discovery: The history and historiography
For Friday, January 30: In-Class Document Discussion of the Relation of David Ingram, 1589

Week 4: February 2-6 The New World of Vespucci, de Veca and de Soto
Wednesday February 4, In-Class Document Discussion of ‘The Columbus Letter’.

Week 5: February 9-13 From Martin Frobisher to John Smith; 17th Century English Colonial Promoters, Commercial geography in England
For Friday, February 13: In-Class Document Discussion, comparison of two de Soto Expedition accounts: The Rodrigo Rangel Account, 1546, and the Account by a Gentleman from Elvas, 1557

WEEK 6 – READING WEEK No Classes

Week 7: February 23 - 27 The French and America: Champlain to Jesuit Cartography in New France
Note: Friday February 27 – Mid-Term Test

Week 8: – March 2-6 The French mastery of the Interior: the Great Lakes to the Mouth of the Mississippi

Week 9: March 9-13 The Race for the Western Sea and the Northwest Passage to Asia
In-class document discussion: Native Maps of the Passage to the Western Sea

Week 10: March 16-20 Exploration in the Age of Enlightenment: James Cook, Joseph Banks and Scientific Exploration of the Northwest Coast
For March 20: In-Class Document Discussion of Journal of James Sutherland, Gloucester House Journals, 1785-1786

Week 11: March 23-27 The Great Wests: American and British Commercial Expansion to the Mid-West, from Alexander Mackenzie to the Lewis and Clark Expedition
For March 27: In-class Document Analysis: ‘Exploration of the Colorado River of the West and its tributaries’
Note: Barry Gough will join our class Monday 23 March
**Week 12: March 30- April 3 Borders and Boundaries**

For March 30: Tony Reese, excerpt from *Arc of the Medicine Line: Mapping the World’s Longest Undefended Border across the Western Plains* (Lincoln: University of Nebraska Press and Douglas and McIntyre, 2007)


**Note:** Term Papers Due Friday, April 3 in class.

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**Week 13: April 6-8 Exploration in the Age of Romanticism**


**Note:** April 10 Good Friday – No Class

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**Week 14: April 13-17 The Modern Adventure**


For April 15: **In-class Document analysis:** Comparing Cheadle’s Journal of a Trip Across Canada, 1862-1863 with Milton and Cheadle’s *The North-West Passage By Land* of 1865

**End of Lectures**