



## SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

### HISTORY PROGRAMME

#### HIST 421: 'A TOPIC IN EUROPEAN HISTORY 2: THE EUROPEAN OUTREACH INTO THE ATLANTIC

**2012 – Full Year**

5 March to 17 November 2012

#### **Trimester dates**

Teaching dates: Friday 9 March to Thursday 18 October 2012

Mid-trimester breaks: 6–22 April 2012; 27 August–9 September 2012

Mid-year break: 11 June–15 July 2012

#### **Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

#### **Staff name and contact details**

**Lecturer:** Steve Behrendt

**Room** Old Kirk (OK) 503

**Phone:** 463 6757

**Office Hours:** Monday 2:10-3:00, 5:10-6:00; Friday 2:10-3:00

**Email:** [steve.behrendt@vuw.ac.nz](mailto:steve.behrendt@vuw.ac.nz)

#### **Class times and locations**

**Seminars:** Fridays, 4:10-6:00pm

**Location:** OK406; two database sessions will be in the Library room TBA in August

### LEARNING OBJECTIVES AND CONTENT

#### **Course Delivery**

This course will be taught by way of two-hour seminars, which meet, on average, once a fortnight over the 24-week academic year. It is expected that students attend all seminars and participate fully; indeed, the lecturer, in many instances, will function as facilitator. Each student will lead at least one seminar discussion, and students may help to select primary and/or secondary source readings. There will special seminars in the Library to learn the software program Statistical Package for Social Sciences (SPSS), site licensed by VUW, and to teach the skills needed to complete an assessment on English-African eighteenth-century trade. Each student will present draft essay topic sentences and paragraphs during seminars in September. Though the Course Outline lists mandatory late penalties, we expect honours-level students to submit essays on time.

### **Communication of additional information**

Additional information or information on changes during the course will be posted on the History glass notice board (level 4, Old Kirk Building) or announced in seminar and by email.

### **Course prescription**

This course considers the European outreach into the Atlantic in early modern history, 1400-1800. We examine the development of major Atlantic trades, including the Newfoundland fishing industry, whaling, the slave trade, and trades in cash-crops and other consumer goods.

### **Outline of course content**

This honours course on the European outreach into the Atlantic, 1400-1800, focuses on maritime and economic history. The first two seminars examine the late medieval background to Europe's Atlantic outreach. Subsequent classes analyse the development of Atlantic history through the late eighteenth century. There will be a mix of primary and secondary source readings, the primary sources compiled in the EEBO (Early English Books Online), ECCO (Eighteenth Century Collections Online), and Making of the Modern World (MMW) databases, available via the VUW Library website. We also will examine eighteenth-century newspapers (shipping gazettes), and students will have the opportunity to construct their own historical databases.

### **Learning objectives**

Students passing HIST 421 should be able to

1. understand changes in Atlantic history over time
2. have strengthened skills in independent thinking
3. have strengthened skills in analysing primary sources
4. have learned quantitative and analytical skills by using SPSS
5. have strengthened skills in historical research and writing
6. have strengthened skills in verbal discourse

### **Graduate attributes**

As with all HIST courses, learning objectives of this course contribute to the attainment of specific graduate attributes:

#### **Critical Thinking**

1. Assess conflicting or different arguments
2. Develop understanding of historical events, context and change
3. Use appropriate methodologies to evaluate evidence

#### **Creative Thinking**

1. Synthesise information in a clear, logical and lively way
2. Create well-documented interpretations of historical events
3. Search for patterns in historical processes over time and space

### Communication

1. Develop lucid historical arguments through writing and oral discussion
2. Use library print and online resources efficiently and constructively
3. Strengthen learning through collegial interchange

### Leadership

1. Pursue and manage independent research
2. Develop critical citizenship
3. Develop confidence through public speaking
4. Strengthen decision-making capabilities

### Other

1. Understand the development of the historical discipline

### Expected workload

In accordance with the Faculty Guidelines, this course has been constructed on the assumption that students will devote a total of 300 hours to HIST 421, including two hours of seminars per fortnight. Over the 24 teaching weeks of the academic year, that is an average of 12.5 hours per week.

### Group work requirements

None

### Readings, essential texts or equivalent materials, recommended reading

#### Essential texts

Handouts of readings will be provided at least one week before the Friday 4:10-6:00 seminar. There is a History Programme \$23 fee to cover the costs of producing the handouts. Pay the \$23 fee to the History Administrator.

#### Any other materials and/or equipment students should obtain

Flash drives to back up essential documents and data files.

### ASSESSMENT AND MANDATORY COURSE REQUIREMENTS

Monday, 26 March, 5pm	Atlantic history essay (1,500 words)	15% of course mark
Monday, 14 May, 5pm	Primary source exercise (1,500 words)	15% of course mark
Monday, 13 August, 5pm	English-African trade essay (2,000 words)	20% of course mark
Tuesday, 2 October, 5pm	Research essay (5,000 words)	50% of course mark

#### Additional mandatory course requirement

Monday, 17 September 5pm Research essay draft topic sentences (2 pages)

### **Relationship between assessment and course objectives; marking criteria**

**Assessment 1**, Atlantic history essay (1,500 words), will: help students understand changes in Atlantic history over time; strengthen their independent thinking skills; and strengthen their skills in historical writing (Course learning objectives 1, 2, 5).

Marking criteria: Your ability to: write an essay without formal research that includes major themes in Atlantic history; write paragraphs, totalling 125-175 words, on single topics; write strong sentences in active voice.

**Assessment 2**, Primary source exercise (1,500 words) will help to strengthen students' skills in analysing primary sources and in historical research and writing (learning objectives 3 and 5).

Marking criteria: Your ability to: keep your introduction to 500 words; include 20 most-relevant footnotes—with up to 5-7 sentences of explanatory text; choose the most historically important information to include in your introduction and footnote text. The best primary source annotations will place the passage in historic context, discussing its value as a primary source to help understand the history of the period in which it was written.

**Assessment 3**, English-African trade essay (2,000 words) will strengthen students' quantitative and analytical skills by using SPSS and their skills in historical research and writing (learning objectives 4 and 5).

Marking criteria: Your ability to: write idea-driven paragraphs that figures or tables supplement; assess how an English-African trade dataset helps historians understand English-African trade during the period 1699-1808; understand historical changes over time.

**Assessment 4**, Research essay (5,000 words) will strengthen skills in: understanding changes in Atlantic history over time; independent thinking; analysing primary sources; quantitative analysis; historical research and writing (learning objectives 1, 2, 3, 4, 5).

Marking criteria: Your ability to: formulate a research topic manageable within the 5,000-word limit; discuss historians' writings—and their source material—on your commodity; discuss why your commodity is important; discuss the historic context of your commodity; write paragraphs of 5-7 sentences (125-175 words) on single topics; interpret primary and secondary sources effectively; maintain an argument over the 5,000-word limit.

Note: As with all History honours courses, final results are subject to external assessment.

### Submission of essays

The essays you submit must have a cover sheet (available in the History Programme Office, OK 405) that contains the following information:

- Student name and ID
- Title or topic of the essay
- Date of submission
- HIST 421
- Word count excluding reference material
- Signature declaring non-plagiarism

Submit your exercise in the pigeon hole outside OK405 and **email your essay to the course coordinator**. You are responsible for the submission of your written work.

### Return of assignments

Essays will be returned during seminars. If students fail to attend, they may collect their essay from the History Programme Office (OK405) between the hours of 2 and 3pm from Monday to Friday and must show their Student ID card before collection.

### Penalties and late submission of work

Students will be penalised for late submission of essays—a deduction of 5% for the first weekday late and then 2% per each additional weekday, up to a maximum of ten weekdays, from marks awarded to such a late essay. Essays submitted after ten weekdays will meet the mandatory course requirements, but will be marked only with the discretion of the Course Coordinator. Penalties may be waived, however, if there are valid grounds, for example, illness (presentation of a medical certificate is required) or similar other contingencies. In such cases prior information will be necessary.

Extension forms are available in the History Programme office. If granted an extension by the course coordinator, students are required to agree to a new assessment due date.

### Practicum arrangements

Not applicable

### Mandatory course requirements

To gain a pass in this course each student must

- submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work);
- submit research essay draft topic sentences (2 pages) by 17 September 5pm;
- lead discussion in one seminar

PLEASE NOTE that **2 November 2012** is the **FINAL DATE** on which any written work can be accepted by the History Programme, since this is the date on which we must determine whether students have met the course requirements. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 2 November must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the fail grade (D or E).

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, tutors and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Statement on legibility**

Students are expected to print neatly or type submitted work. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

### **Academic Integrity and Plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **Use of Turnitin**

To preserve academic integrity, the Course Coordinator reserves the right to ask students for work submitted for assessment in HIST 421 to be submitted for vetting to the website [www.turnitin.com](http://www.turnitin.com). Turnitin is an online plagiarism prevention tool that compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

**Where to find more detailed information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).