



COURSE:

HIST 4101A/ENGL 4301A/ENGL 5900T Seminar in Early Modern European History

Travel & Mobility in the Early Modern World

TERM:

Summer Term 2023

PRECLUSIONS:

None

CLASS:

Day & Time: Mondays and Wednesdays 18:05 – 20:55

Room: St Patrick's Building 412

INSTRUCTOR:

Prof. Paul Nelles

CONTACT:

Office: PA 410

Office Hrs: *20 mins before class each day in St Pat's and by appointment*

Email paul.nelles@carleton.ca

Course Description: This seminar explores the experience of travel and mobility circa 1500–1750. The early modern period experienced an unprecedented level of mobility, both within Europe and globally. People moved across space and across distance for all sorts of reasons: the faithful pilgrimaged to holy sites; merchants journeyed to buy and sell material goods; the sick moved for health; diplomats travelled to spy and negotiate; missionaries crossed oceans to save souls; non-Europeans experienced coerced migration in the form of African slavery and the colonial enclosure of indigenous peoples. The seminar considers the social and cultural context of early modern mobility at the local, transnational, and global levels. We also explore the technologies of travel – how did people move from place to place? where did they stay? what did they eat and drink? what mechanisms, practices, and sites facilitated movement in the early modern period?

The seminar seeks to re-create the material and cultural world of early modern travel. We explore how linguistic and cultural difference were experienced, how travellers made sense of unfamiliar places, social customs, and cultural practices, and the ‘things’ that also moved on journeys. The class pays close attention to the sources that constitute early modern ‘travel writing:’ travel journals, letters, diaries, ship’s logs, missionary reports, and the like.

Texts: There is no required text to purchase for this course. Unless otherwise indicated, readings are

available digitally through the CUL catalogue, on the www, or Ares.

Evaluation

Participation	20%		
Article presentation	5%		
Reading responses	25%		
Group research project or final essay	50%		
Part 1	10%	Due Friday June 2,	18:00
Part 2	15%	Due Wednesday June 7	17:00
Part 3	25%	Due Friday June 16,	23:55

Participation: the assessment of your participation is based on your attendance and your participation in seminar. Full attendance and participation is expected in this course. In seminar, it is not the quantity but the quality of your contributions that count in assessing participation. Give yourself time not only to read, but to reflect on the readings; be prepared to engage the issues at hand. While debate is encouraged, it is expected that participants will behave in a civil manner, respecting diverse points of view. Participation is assessed on the regularity, substance and quality of your interventions, not their frequency, volume, or length.

Article presentation: beginning our second class on Wednesday May 10, one student will be responsible for presenting each of the assigned readings in class. Each student will present on one (1) reading over the span of the course. See the sign-up sheet here. You have free reign to organize this in whatever way you see fit. In the past, it has worked well if the presenter prepares 3–4 discussion questions for each reading, together with a couple of general questions that address the weekly theme as a whole. You can send these to me to look over before class if you like. (Worth 5% of your total grade, assessed on a 10-point scale.)

Reading responses: in weeks 1–5, a weekly reading response is due. 5% each response. Responses are normally due Monday before class at 4 pm. Exceptions: Week 1 *due Wednesday May 10, 4 pm*. Week 3: *due Wednesday May 24, 4 pm*. The first response is due before class on Wednesday, May 10 (*If you are presenting an article on a Monday or on May 10 or May 24, your reading response may be submitted the following day.*)

Each week, you are responsible for submitting a one-page reading response in which you engage with the week's readings. You might try to define analytical threads that run across the different readings, or you can provide a critique of the ways in which the authors engage with the topic. There is no one perfect way to write a response – but please do not simply provide summaries of the readings. This is a chance for you to show that you have not just read the material but have engaged with it. If you put effort and thought into these responses you will do very well (somewhere in the A range) in this part of the course.

Avoid just summarizing the readings. Write about something that really grabs your attention. You can only say so much in a page, of course, so focus in on one or, at most, two issues or questions that you find important, fascinating, troubling, perplexing, etc. The purpose of this assignment is twofold. 1) To show me that you have engaged with the readings for the week. 2) To prepare you to come to class ready to discuss at least the subject or question you address in your response. It is important to think of this assignment as connected to your class participation and as a foundation for contributing to discussion.

Reading responses will be graded on a scale of 5 points. 1 to 2 points for simply doing it on time, 2 or more for providing some original questions, and 5 to 6 (i.e. a possible bonus point!) for a really original and thoughtful piece. Your response does not need to include full bibliographical citations, footnotes, etc. If you are citing specific pages, use parenthetical citation, e.g.: (Smith 1995: 1165).

One-page (300–450 words) maximum. Put your name at the top of the page submit the response as a Word document in the dropbox on the course Brightspace page.

Research Project: The due date for the completed project is **Friday, June 16**. Please see guidelines for the Research Project here and on our course Brightspace page.

You will work on this as part of a small group. Given the shortness of the term, working collaboratively will allow you to produce a more substantial and valuable piece of research than would be possible working on your own. It will also, I hope, bring more enjoyment than the lonely life of the essay writer! A substantial amount of class time (usually on the Wednesday) will be devoted to this project, so there will be plenty of opportunity to work together with each other and with me during class. I will provide early and frequent feedback on how you are doing, offer suggestions on sources, and so on. The project will be in three parts.

Part 1 Due Friday June 2, 18:00

Part 2 Due Wednesday June 7 17:00

Part 3 Due Friday June 16, 23:55

Lecture Schedule: The lecture schedule is available on our course Brightspace page.

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F = 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF	Official deferral of final exam (see "Petitions to Defer")
GNA	Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
IP	In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
WDN	Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

May 17, 2023: Last day for a full fee adjustment when withdrawing from **early** summer and **full** summer courses (financial withdrawal). Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

June 1, 2023: Last day for academic withdrawal from **early** summer courses.

July 17, 2023: Last day for a full fee adjustment when withdrawing from **late** summer courses (financial withdrawal).

August 1, 2023: Last day for academic withdrawal from **late** summer and **full** summer courses and any other courses that end this term.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two

weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

COVID INFORMATION

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

STATEMENT ON STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

OTHER CONTACTS (613-520-2600, phone ext.)

- Department of History (2828) history@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1