**Note: This syllabus is a draft and subject to change**

**History 106-20: History of the Atlantic World, 1450-1850**

Summer 2015

MTWRF 1:00-2:30pm

ICC 208B

Instructor: Jordan Smith

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Office and Office Hours TBD

From the establishment of an integrated Atlantic world in the late-fifteenth century until the early-nineteenth century, Africans, Amerindians, and Europeans met and interacted in Europe, Africa, the Americas, and the Atlantic Ocean in-between. They moved between places (often under coercion), exchanged knowledge, pathogens, and commodities, and created new societies, religious and cultural practices, and polities. Quite simply, they revolutionized the societies, cultures, economies, and politics of each of the Atlantic World’s component parts. This course will investigate key themes in the history of the Atlantic world including discovery and conquest, the establishment of colonies, the development of the Transatlantic slave trade and new world slavery, and the age of revolutions. In the process, students will question how Europeans, Africans, Amerindians, and creoles interacted and adjusted to a changing world, and how a variety of transregional exchanges shaped the history of the Atlantic basin, and the modern world.

There are four primary course objectives for the class:

1. Through classroom experiences and the completion of course and individual readings, students will be exposed to many of the major themes underpinning the study of Atlantic history.
2. While encountering a plethora of types of primary and secondary sources, students will learn to evaluate these readings with an eye toward isolating key themes and evaluating the silences and biases contained within the written and material record.
3. Students will consider how migrations, cultural exchanges, and systems of class, gender, and racial inequality developed and practiced in the early modern Atlantic world shaped—and continue to shape—specific regions and the broader Atlantic world.
4. Students will refine their oral and written communication skills. Special attention will be paid to combining research and analysis in order to craft an original and clear thesis, and designing the remainder of a presentation or paper around proving that point. In essence, students will learn to think and communicate as historians.

I will put students in a position to meet these course objectives by assigning primary and secondary source readings highlighting key themes in Atlantic history. We will critically discuss these readings in a weekly discussion class (scheduled for Fridays), as well as shorter in-class activities. In addition to the secondary source reading assigned for class each day, discussion classes will also address two or more passages from primary sources. Students will also learn about the history of the Atlantic world in three lectures and a movie day each week. In addition to thoughtful and engaged participation in classroom discussions and activities, students will also complete three written assignments and one final exam. Further information on each graded component will be posted on Blackboard. The papers will give students an opportunity to think about historical memory of the Atlantic world, the Atlantic Ocean as a physical space, and the major historical actors in Atlantic history. The final exam will engage students’ grasp of the course readings and lectures.

It is impossible to cover every important topic and theme in the four hundred year history of the Atlantic world during the course of a five week class. As a result, I have chosen not to assign a formal textbook. Instead, lectures will provide broader contexts, and the course readings will encourage more in-depth engagement with selected topics. If you believe that a textbook would help you learn best, I recommend *The Atlantic World: 1400-1888* by Douglas Egerton, Alison Games, et al.

All students should plan to buy or borrow:

Judith Carney and Richard Rosomoff, *In the Shadow of Slavery: Africa’s Botanical Legacies in the Atlantic World* (Berkeley: University of California Press, 2011)

Wim Klooster, *Revolutions in the Atlantic World: A Comparative History* (New York: New York University Press, 2009)

Matthew Restall, *Seven Myths of the Spanish Conquest* (Oxford: Oxford University Press, 2004)

Each of these books will also be on reserve at Lauinger Library. Additional readings (averaging a total of about 25 pages per day) will be available electronically on Blackboard or through library databases.

Final Grades will be weighted in the following manner:

Class Participation: 25 % (half of this grade will be based on performance on discussion days)

First Paper: 15 %

Second Paper: 20 %

Third Paper: 20 %

Final Exam: 20 %

**COURSE POLICIES:**

**Attendance.** As our class is only five weeks in length, students must come to class prepared to actively participate every day. Each student is allowed two absences that will not affect their class participation grade. Each subsequent absence will drop your class participation grade by a letter grade. Because there are only five discussion days, unexcused absences on any of those days will affect your class participation grade. Out of respect to the instructor, please inform me in advance of any absences.

**Electronics.** Computers can be great learning tools as they facilitate good note taking and allow ready access to many of the course readings. However, they can also be a great distraction. On lecture and movie days, students may use their computers to take notes. On discussion days, students may only use electronic devices that sit flat on the desk and do not interfere with your ability to see your colleagues who you are engaging with. Use of all of these devices is a privilege and should not be abused. Cellular phones should be turned off before class begins.

**Late Papers**. Papers are due in hard copy at the beginning of class on the date listed in the syllabus. Students should strive to turn everything in on time. Extensions will only be granted **in advance** and for good reason. Late assignments will be docked a grade per day. The condensed summer school schedule makes it more important than ever to not fall behind!

**Academic Honesty**. Students should familiarize themselves with and carefully follow Georgetown’s Honor System. Sources must be properly cited following the conventions of the *Chicago Manual of Style*. Plagiarism and other forms of cheating will not be tolerated and will be reported.

**Accommodation for Students with Disabilities.** If you have a documented disability on record with the university, please speak with me during the first week of class to discuss accommodations.

**Sexual Misconduct and Harassment.** I am committed to supporting survivors of sexual misconduct, harassment, or assault. Students should be aware that University policy requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role it is to coordinate the University’s response to sexual misconduct.

July 11: Introduction to the Class and Atlantic History

Reading: Alison Games, “Atlantic History: Definitions, Challenges, and Opportunities,” AHR, 2006

July 12: Seaborne Exploration and the “Discovery” of the Americas

Reading: Restall, *Seven Myths of the Spanish Conquest*, 1-26

July 13: Movie Day: TBD

Reading: Restall, *Seven Myths*, 27-63

July 14: Conquest

Reading: *Seven Myths,* 64-76; 100-130

July 15: Class Discussion: “Discovery” and Conquest

Reading: Restall, *Seven Myths,* 131-146; Primary Sources: selection of *The Journal of Christopher Columbus* and selection from Las Casas, *Destruction of the Indies* (both on Blackboard).

July 18: The Columbian Exchange

Reading: Carney, *In the Shadow of Slavery,* 27-64 **or** 155-176

July 19: Re-peopling the Americas: The Slave Trade

**Assignment #1 Due.**

Reading: Carney, *In the Shadow of Slavery*, 65-79

July 20: Movie Day: “The Black Atlantic, 1500-1800” *PBS Documentary*

Reading: Carney, *In the Shadow of Slavery*, 80-99

July 21: Commodity Production and its Consequences

Reading: Carney, *In the Shadow of Slavery*, 100-122, 148-154

July 22: Class Discussion: Forms of Unfreedom and What they Meant

Reading: Carney, *In the Shadow of Slavery*, 123-138; **Primary Sources:** “Indians Toil in Guatemala, 1648” (Blackboard), [“The ‘Code Noir’ (1685),”](https://directory.vancouver.wsu.edu/sites/directory.vancouver.wsu.edu/files/inserted_files/webintern02/code%20noir.pdf) [“Our Plantation Is Very Weak”: The Experiences of an Indentured Servant in Virginia, 1623](http://historymatters.gmu.edu/d/6475)

July 25: Emerging Creole Societies

**Assignment #2 Due.**

Reading: Rachel Sarah O’Toole, “’In a War Against the Spanish’: Andean Protection and African Resistance on The Northern Peruvian Coast”

July 26: Old rivalries, New Actors: Atlanticizing American, African, and European Wars

Reading: Pekka Hämäläinen, “The Politics of Grass” ([JSTOR](file:///C%3A%5CUsers%5Chuntleca%5CDownloads%5Cjstor.org))

July 27: Movie Day: TBD

Reading: Marcus Rediker, “Life Under the Jolly Roger” ([JSTOR](file:///C%3A%5CUsers%5Chuntleca%5CDownloads%5Cjstor.org))

July 28: Religion and the Atlantic World

Reading: John Thornton, “African Religions and Christianity in the Atlantic World” (Blackboard)

July 29: Class Discussion: Citizens of an Atlantic World?

Reading: David Hancock, “Shipping and Trading in an ‘Empire of the Seas” (Blackboard); **Primary Sources:** Each student will read a selection from a seventeenth- or eighteenth-century travel narrative.

August 1: Imperial Fissures and The Seven Years War

Reading: David Garrett, "His Majesty's Most Loyal Vassals": The Indian Nobility and Túpac Amaru” ([muse.jhu.edu](file:///C%3A%5CUsers%5Chuntleca%5CDownloads%5Cmuse.jhu.edu))

August 2: How Revolutionary was the American Revolution?

Reading: Klooster, *Revolutions in the Atlantic World*, 11-44.

August 3: Movie Day: *Egalite for All: Toussaint Louverture and the Haitian Revolution*, PBS Documentary

Reading: Klooster, *Revolutions in the Atlantic World*, 84-116.

August 4: Steam and Spanish-American Independence: Two Nineteenth-Century Revolutions

Reading: Klooster, *Revolutions in the Atlantic World*, 117-157.

August 5: Class Discussion: The Age of Revolutions

Reading: Klooster, *Revolutions in the Atlantic World*, 158-174; **Primary Sources:** US and Haitian Declarations of Independence and “A South American Revolutionary Looks to the Future” (All on Blackboard).

August 8: Abolition and Emancipation in the Atlantic World

**Assignment #3 Due.**

Reading: Ada Ferrer, “Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic” ([ahr.oxfordjournals.org](file:///C%3A%5CUsers%5Chuntleca%5CDownloads%5Cahr.oxfordjournals.org))

August 9: Georgetown University and Slavery

Reading: “What We Know” Pamphlet (Blackboard) and peruse [Georgetown Slavery Archive](http://adamrothman.georgetown.domains/gsa/)

August 10: Class Discussion: Remembering and Historicizing the Atlantic World

Reading: Ta-Nehisi Coats, [“The Case for Reparations”](http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/); **Primary Source:** “The King of Asante Explains the Importance of the Slave Trade, 1820” (Blackboard)

August 11: Review Session

August 12: **Final Exam in Class.**