

HIST 506:328

ATLANTIC CULTURES, 1500-1800

Fall 2016
T/Th, 2:50-4:10 pm
A4 Frelinghuysen Hall, CAC

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OVERVIEW:

As an advanced survey, the purpose of this course will be to cover in detail early-modern Atlantic World history from the Age of Reconnaissance (1415-1480) to the Age of Revolution (1770-1808). “Atlantic Cultures” is not a course detailing the expansion of Europe, nor does it assume that Europe was the sole locus of historical movement, dynamism, and change. The formation of the Atlantic World involved many different actors who met, negotiated, fought, and built the framework within which cultures and societies in the Western Hemisphere came to be. Iberians, “Indios,” and Atlantic Africans; men, women, and children; and conquistadors, caciques, and caboceers all played their part in the complex web of human interactions that connected together four continents in the Atlantic littoral. This course tracks the various complexities, crosscurrents, and connections across the Atlantic World through analyses of creole cultures, commerce, Columbian exchanges, race and identity formation, political and intellectual movements, and revolution.

This course utilizes interpretive histories and primary sources to uncover the broader themes, patterns, and trajectories in the Atlantic World from 1500 to 1800. Focal points for this course will include the roles of Africans, Europeans, and Native Americans in forging Atlantic cultures, the conquest and colonization of the Americas, and the shaping influences of revolutions, wars, and reform movements. As often as possible, short video clips, virtual tours, and analyses of material culture will be utilized to provide additional insights.

LEARNING OBJECTIVES:

Upon completion of HIST 506:328, students will be able to:

- Identify and assess the major historiographic trends that define the field of Atlantic World History.

- Understand the many connections—commercial, political, cultural, and historical—linking the continents in the Atlantic littoral after the 1440s.
- Comprehend the idea that Atlantic Africans, Europeans, and Native Americans were historical actors, agents, and subjects in the making of Atlantic cultures and societies.
- Explain and compare the origins of forced labor in a range of Western Hemisphere regions, including Hispaniola, Brazil, Mexico, Peru, Virginia, New Netherland, Barbados, and South Carolina.
- Understand and explain the differences between slave societies and societies with slaves and the varying role of race and identity in a range of colonies and nations.
- Demonstrate the connections between liberalism and the Age of Revolution and the inherent contradictions between liberal thought and practical applications in newly emerging nations in the Americas.

REQUIRED TEXTS:

Each student is required to purchase a total of five books available at the campus bookstore:

1. John Thornton, *A Cultural History of the Atlantic World, 1280-1820*
2. David Northrup, *Africa's Discovery of Europe, 1450-1850*
3. Camilla Townsend, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*
4. Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution*
5. Jennifer Morgan, *Laboring Women: Reproduction and Gender in New World Slavery*

In addition to the required books, a number of short essays, articles, and book chapters will be posted on the course Sakai site. Though HIST 506:328 does not require prior coursework or knowledge of the history of the Atlantic World, the following texts are recommended for students interested in gaining broader understandings of the content explored in lectures, discussions, and assigned readings:

RECOMMENDED TEXTS:

1. Benjamin, Thomas. *The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400-1900*. Cambridge University Press, 2009.
2. Morgan, Philip and Jack Greene, eds. *Atlantic History: A Critical Appraisal*. Oxford University Press, 2009.
3. Schwartz, Stuart, ed. *Implicit Understandings: Observing, Reporting, and Reflecting on the Encounters between Europeans and Other People in the Early Modern Era*. Cambridge University Press, 1994.

REQUIRED WORK:

During the term, there will be weekly lectures and discussions, a map quiz, two documents-based in-class essays, two 1,200-word take-home interpretive essays, a midterm, and a final exam. Both the midterm and final exam will include essay questions, short answer responses, and term identification sections. Instructions and prompts for all assignments will be posted on Sakai and discussed, in detail, in class. For all written work, students will be expected to write in a clear and organized manner. Also, students will need to demonstrate critical thinking and original perspectives in their work.

The schedule established for lecture topics and discussions, reading assignments, and assignment due dates can be changed at the instructor's discretion. However, matters related to the grading of assignments cannot be altered. Notice of all changes to the structure of the course will be made by announcement in class, via email notice, or alterations to the course syllabus posted on the course Sakai site.

Attendance is mandatory for all students in this class. Students are responsible for attending lectures and participating in class discussions. Hence, the final course grade will be determined, in part, by attendance. All students will be allowed a total of three excused or unexcused absences (with three (3) tardies counting as one (1) absence) during the term. For each additional absence, students will have—without exception—**seven and a half (7.5) points per absence** deducted from their final course grade.

GRADING:

Map Quiz	5%	Interpretive Essay One:	15%
Citizenship/Participation:	15%	Interpretive Essay Two:	15%
Two DBQ's:	20% (10% each)	Midterm:	15%
		Final Exam:	15%

GRADE SCALE:

Outstanding:	100-93% = A	Insufficient:	72-64% = D
Very Good:	92-88% = B+	Failing:	63-0% = F
Good	87-83% = B		
Satisfactory:	82-78% = C+		
Marginal:	77-73% = C		

STUDENT CONDUCT:

Students are expected to be familiar with, and to abide by, the guidelines in the Code of Student Conduct and the Academic Integrity Policy. In addition, students are not allowed to sleep, read newspapers, leave class early without permission, use cell phones (to text message, email, or talk), or hold off-topic conversations during the session. In such cases, the instructor will ask students to leave the class and reserves the right to withdraw students from the course for frequent disruptions. At the very minimum, your "citizenship/participation" grade will be penalized and reduced. See the "Citizenship" section below for further details.

Any form of academic dishonesty or misconduct (e.g., cheating, plagiarism, unauthorized copying or collaboration, forging signatures, etc.) will be directed to the Chief Academic Officer and the Office of Student Conduct for adjudication before a University Hearing Board. Students found in violation of the Academic Integrity Policy may receive a disciplinary F (XF) course grade and may be subject to academic probation, suspension, or permanent expulsion. For more information, please visit http://academicintegrity.rutgers.edu/academic-integrity-policy#I_AcademicIntegrity. For information about avoiding plagiarism, please visit <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

CITIZENSHIP:

Citizenship, as a component of the final course grade, is a set of expectations, behavioral norms, and classroom protocols agreed to by all students enrolled in this course as a means of creating and facilitating an active learning environment. What follows is a non-exhaustive list of a few of these expectations, norms, and protocols:

1. Attendance and participation in the class are mandatory. For absences, students are expected to use the University absence reporting system: <https://sims.rutgers.edu/ssra/>. Students not paying attention or falling asleep in class will be called upon by the instructor to respond to questions or comment on a matter directly related to the lecture or discussion.
2. For discussion participation, all students are required to engage respectfully with fellow students and the instructor.
3. Students arriving after the class roll must inform the instructor of their arrival to avoid being marked absent for the day.
4. Students may not leave class early without prior permission from the instructor. Leaving early from class without permission will constitute an absence in the class roster.
5. Students may not sleep in class or read newspapers, magazines, and other materials not directly related to the course material.
6. Students may not use smartphones, cellphones, tablets/iPads, headphones, laptops, or similar electronic devices—at any time—during the class session unless specifically authorized by the instructor.
7. Students are required to use their Rutgers University email account when inquiring about course materials and other items related to the class. Due to federal restrictions (FERPA), the instructor may not send details about student grades for assignments or the course to a non-University email account.
8. Students may not record video or audio of class lectures, discussions, or other in-class activities unless specifically authorized by the instructor.
9. Assignments not uploaded or hand delivered to the instructor by posted due dates will not be accepted or graded resulting in a recorded grade of zero (0).
10. The only excused absences accepted for late work include absences for authorized University activities, religious observances required by the student's faith, verified illness or injury, and the death of an immediate family member.

DISABILITY SERVICES:

Students who feel they may need accommodations based on the impact of a disability should contact me to discuss their needs. In addition, please register with the Office of Disability Services (ODS) at 848-445-6800 (or by email at dsoffice@echo.rutgers.edu) located in Lucy Stone Hall, Suite A145 on the Livingston Campus. Documentation is required in advance from ODS before accommodations can be made for exams or in-class essays. Visit the internet address of this office at <https://ods.rutgers.edu/> for more information.

SCHEDULE OF LECTURES AND ASSIGNMENTS:

Week One [9/4]

Introduction and Overview

Atlantic Worlds: Historiography, Theory, and Foundations

Readings: Sakai: Bernard Bailyn, "The Idea of Atlantic History"; David Armitage, "Three Concepts of Atlantic History"; Alison Games, "Atlantic History: Definitions, Challenges, and Opportunities"

Week Two [9/8 & 9/11]

Atlantic Worlds: Atlantic Africa, the Americas, and Europe to 1500

Readings: **Thornton, *A Cultural History of the Atlantic World*, Ch. 1**
Sakai: John Thornton, "Birth of an Atlantic World"

Week Three [9/15 & 9/18]

The Age of Reconnaissance: The Iberian Reconquista, North Africa, and Prester John

Readings: **Northrup, *Africa's Discovery of Europe*, Ch. 1-2**
Thornton, *A Cultural History of the Atlantic World*, Ch. 2
Sakai: Matteo Salvatore, "The Ethiopian Age of Exploration: Prester John's Discovery of Europe; 1306-1458"

Week Four [9/22 & 9/25]

The Age of Contact: Atlantic Africans and the Origins of Atlantic Commerce

Littoral Enclaves and the Birth of Atlantic Creole Culture: Elmina, Gorée, and Loango

In Focus: Caramansa, Azambuja, and Elmina Castle

Readings: **Northrup, *Africa's Discovery of Europe*, Ch. 3-5**
Thornton, *A Cultural History of the Atlantic World*, Ch. 3
Sakai: John Thornton, "The Development of Commerce between Europeans and Africans"

Video: "The Slave Kingdoms"

Week Five [9/29 & 10/2]

The Age of Conquest: Iberian Expansion in the Atlantic Islands, Hispaniola, and Brazil

In Focus: Guacanagarí, Columbus, and Fort Navidad

Readings: **Thornton, *A Cultural History of the Atlantic World*, Ch. 4-7**
Sakai: Christopher Columbus, *Log of Columbus's First Journey*; Bartolomé De Las Casas, *Tears of the Indians*; William D. Phillips Jr., "Africa and the Atlantic Islands Meet the Garden of Eden: Christopher Columbus's View of America"

Video: "Conquest of Paradise"

Interpretive Essay One Due on 10/2

Week Six [10/6 & 10/9]

The Age of Colonization: The Yucatan and Mexico

In Focus: Malintzin, Cortés, and Tenochtitlan

Readings: **Townsend, *Malintzin's Choices***
Sakai: Bernal Díaz, *The Conquest of New Spain*

Week Seven [10/13 & 10/16]

The Age of Colonization: New Netherland and Virginia

In Focus: Pocahontas, John Smith, and Powhatan

Readings: Sakai: Ira Berlin, "Societies with Slaves: The Charter Generations"; Linda Heywood and John Thornton, "Atlantic Creoles in the Early Anglo-Dutch Colonies"; John Smith, "Descriptions of Virginia"

Video: "Africans in America"

Week Eight [10/20 & 10/23]

The Origins of Forced Labor: Encomienda, Indentured Servitude, and Chattel Slavery

Readings: **Morgan, *Laboring Women***

Sakai: Linda Heywood and John Thornton, "Becoming Slaves: Atlantic Creoles and the Defining of Status"; Timothy J. Yeager, "Encomienda or Slavery? The Spanish Crown's Choice of Labor Organization in Sixteenth-Century Spanish America"

Video: "Race: The Power of an Illusion"

Map Quiz on 10/20

Week Nine [10/27 & 10/30]

Atlantic Africans, Europeans, and the Transatlantic Slave Trade

Readings: **Northrup, *Africa's Discovery of Europe*, Ch. 6**

Sakai: Lisa Lindsay, "Why Did Africans Sell Slaves?"

Video: "The Slave Kingdoms"

Week Ten [11/3 & 11/6]

Slave Societies and Societies with Slaves: Creolization and the Confluence of Cultures

Readings: **Thornton, *A Cultural History of the Atlantic World*, Ch. 8-10**

Sakai: Ira Berlin, "Slave Societies: The Plantation Generations"; John Thornton, "Africans in the New World"

Midterm on 11/3

Week Eleven [11/10 & 11/13]

Slave Societies and Societies with Slaves: Creolization and the Confluence of Cultures

Readings: Sakai: Philip Morgan, "Cultural Implications of the Atlantic Slave Trade: African Regional Origins, American Destinations and New World Developments"; Douglas Chambers, "Ethnicity in the Diaspora: The Slave-Trade and the Creation of African 'Nations' in the Americas"; James Sidbury and Jorge Cañizares-Esguerra, "Mapping Ethnogenesis in the Early Modern Atlantic"

DBQ One on 11/13: "Ethnogenesis, Ethnicity, and Identity in the Black Atlantic"

Week Twelve & Thirteen [11/17, 11/20, & 11/24]

The Age of Imperial Reorganization: Bourbon, Pombaline, and Stuart Reforms, 1720-1780

Readings: Sakai: Thomas Benjamin, "Great Britain and France in the Long Eighteenth Century"; Allan Kuethé and Kenneth Andrien, "The Pinnacle of Bourbon Reforms, 1763-1796"; Kenneth Maxwell, *Pombal: Paradox of the Enlightenment*

DBQ Two on 11/24: "Absolutism and Empire in the Age of the Enlightenment"

Week Fourteen & Fifteen [12/1, 12/4, & 12/8]

The Age of Revolution: Liberalism, Reform, and Abolition, 1770-1808

The French, American, and Haitian Revolutions

Readings: **Dubois, *Avengers of the New World: The Story of the Haitian Revolution***
 Thornton, *A Cultural History of the Atlantic World*, Ch. 11

Video: “Egalité for All: Toussaint Louverture and the Haitian Revolution”

Interpretive Essay Two Due on 12/8

FINAL EXAM: MONDAY, DECEMBER 22, 8:00 TO 11:00 AM