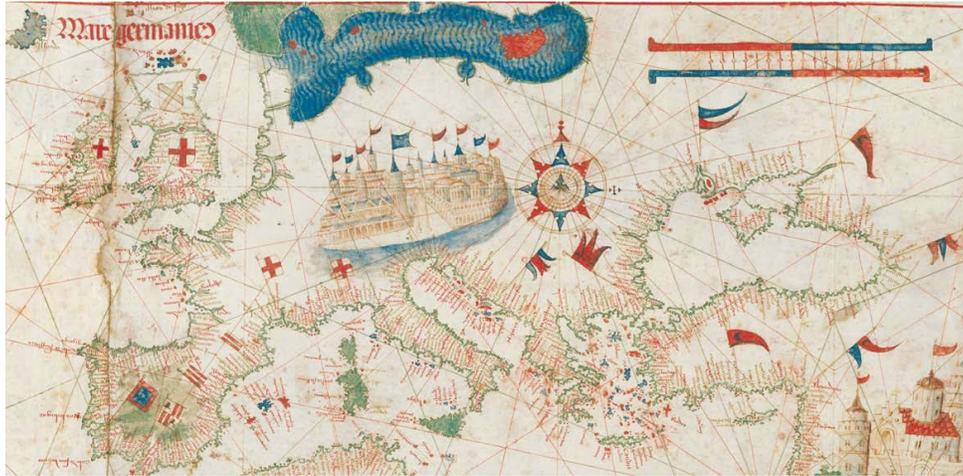


## HIST XXXX

### Atlantic Societies in a Globalizing World: A Comparative History of European Colonization Efforts, 1450-1800



Vaughn Scribner  
Sample Syllabus

Humanity's relationship with the Atlantic Ocean is a long and complicated one marked by change. Columbus viewed the Atlantic Ocean as a dangerous but potentially world-changing bridge to new opportunity, and so too did hopeful seventeenth- and eighteenth-century Englishmen. Preaching safely from his pulpit in England in 1610, for example, William Crashaw assured his congregation that the voyage across the Atlantic Ocean was "in that true temper so faire, so safe, so secure, so easie, as though God himself had built a bridge for men to passe from England to Virginea."<sup>1</sup> However, all did not always view the Atlantic Ocean in such an optimistic light. Besides the thousands of men and women who perished attempting to cross this oft-fatal ocean, by the mid-eighteenth century Native Americans like Gachradodow (Iroquois) came to see the Atlantic Ocean as a possible barrier to European imperialism, warning the English, "the Great King might send you over to conquer the Indians, but it looks to us that God did not approve of it; if he had, he would not have placed the Sea where it is, as the Limits between us and you."<sup>2</sup> Just as early modern contemporaries adjusted the Atlantic Ocean's functions to their own means, so too have twentieth- and twenty-first century scholars interpreted the Atlantic Ocean for more academic purposes. What has emerged is something historians call "Atlantic history" or the history of the "Atlantic world."

---

<sup>1</sup> William Crashaw, *A Sermon Preached in London before the right honorable the Lord Lawarre...and others of his Majesties Counsell for the Kingdome, and the rest of the Adventurers in that Plantation* (London, 1610), elverso.

<sup>2</sup> James H. Merrell, ed., *The Lancaster Treaty of 1744: with Related Documents* (Boston: Bedford/St. Martin's, 2008), 69.

This course offers a comparative history of the European (Portuguese, Spanish, French, English, and Dutch) colonization of the Americas. It examines the interaction among peoples and cultures throughout the Atlantic Ocean (North and South America, the Caribbean Islands, Western Europe, Western Africa) from the age of European exploration to the start of the independence movements in the Americas. Themes that will receive special attention include: in-depth investigations of the “Atlantic world” historical method, comparing patterns of colonization, British Imperialism in the North American colonies and the British Atlantic world, the slave trade, Native American relationships with—and resistance to—European imperialism, the consumer revolution, and the Enlightenment. We will take a chronological approach to the history of the early modern Atlantic world, beginning with European exploration and ending with the “age of Revolution” in the Atlantic world.

Easily-accessible primary documents like newspapers, travel journals, maps, poems, broadsides, and personal papers (of famous figures) will be especially important for this class. More than perhaps any other primary source, newspapers can provide us a glimpse into everyday life in the early modern period. So too can travel diaries and journals allow us an intimate glimpse into the mindsets of early modern citizens and the world in which they lived. Thus, we will investigate different primary documents each week, and through doing so will not only learn how to critically analyze primary sources, but also how to use these sources to develop our own opinions of the past. Every assigned primary document will be accessible online.

### **Required Texts:**

Armitage, David, and Michael J. Braddick, editors. *The British Atlantic World, 1500-1800*. 2<sup>nd</sup> Edition. New York: Palgrave, 2009.

Greene, Jack P., and Phillip D. Morgan, editors. *Atlantic History: A Critical Appraisal*. New York: Oxford University Press, 2009.

Pagden, Anthony. *Lords of All the World: Ideologies of Empire in Spain, Britain, and France, c. 1500-c. 1800*. New Haven: Yale University Press, 1995.

\*\*\*I will assign excerpts from various other books and sources (both primary and secondary) throughout the class. I will email you these links/photocopies.

### **Points Break Down:**

Atlantic World Paper- 10%

Weekly Reaction Papers- 20%

Book Review- 20%

Final Paper- 30%

Participation- 20%

## **Assignments:**

### Atlantic World Paper:

Students will submit a two-to-three page paper upon what we've discussed and read regarding the Atlantic world model. What, in your opinion, are such a model's strengths and weaknesses? What topics are best approached from an Atlantic perspective, and what topics might not be best understood within the transatlantic model? If you were writing a paper using the Atlantic world model, what would be your focus and why? DUE XXXX IN CLASS. A letter grade will be subtracted for every day late.

### Weekly Reaction Papers (Thirteen Total):

Each week (Friday) a short writing assignment will be due. The one-page-to-two-page reaction paper will show that you have a thorough understanding of the week's reading assignment. I expect you to briefly explain the content of the secondary and primary readings, and how both the secondary and primary readings helped you to more fully understand the early modern Atlantic world.

### Book Review:

Students will complete a two-to-three page book review of Pagden's *Lords of All the World*. Key criticisms will be the effectiveness of Pagden's argument, how well he utilizes the Atlantic world model, and room for improvement. DUE XXXX IN CLASS. A letter grade will be subtracted for every day late.

### Final Paper:

Students will complete a six-to-eight page paper addressing the question I provide, *due XXXX*. The paper should be typed (double-spaced), with one-inch margins, a title page, and footnotes. Please use the Chicago Manual of Style. A successful paper will show a solid argument and proficient knowledge of the Atlantic world. A letter grade will be subtracted for every day late.

### Class Attendance/Participation:

Although lecture will be an important part of this class, the fifty-minute class period will also be devoted to class-wide discussion and critical analysis of primary documents. Fridays, in particular, will be devoted exclusively to discussion and analysis of assigned readings, etc. For this reason, your participation grade will not be simply determined by attendance. Rather, I will grade you on how well you participate upon arriving at class. This means you need to come prepared and ready to contribute to discussion with well-informed opinions. Therefore, even if you come to class everyday, if you do not talk you will not receive an "A" for participation. Finally, we are all adults here, and I expect you to treat me—and each other—accordingly. Disrespectful behavior towards your classmates or me will not be tolerated.

## Communication:

I prefer to communicate in person during office hours or by appointment, because you deserve my full, undivided attention. If you wish to communicate by email, you can expect a response within 24 hours. **Ensure before you ask a question that you have consulted your syllabus, class calendar, and your fellow students. Your answers will most likely be found there, and more quickly.**

## Class Policies:

Students are expected to attend and participate in all lecture and discussion classes and complete all assignments and exams. Students are to read this syllabus and understand the policies and procedures herein stipulated.

## Comportment:

I expect you to be prepared for class and to contribute to classroom discussion. I also expect you to exhibit decent public behavior. I will not tolerate the following...

-Electronic devices of any kind in class (cell phones, iPods/mp3 players...you get the point). Please turn these devices off/on silent and put them away before class begins. Please also put away newspapers and reading material which do not apply to the course before class begins.

-Sleeping

-Talking

-Defensive, combative, or lackadaisical attitudes

-Disruption of the class through habitual tardiness or early departures

-Behavior that indicates in any way that a student's full attention is not directed at course material.

## Academic Integrity:

Do not plagiarize. This means, simply, don't cheat. I'm not going to go through all the possible ways you could cheat here, but you know right from wrong. You will find the standards for academic honesty below. Failure to follow these rules will result in a failing grade for the course and appropriate recourse through the Dean's Office—this recourse may include censure, suspension and/or expulsion. Incidents of plagiarism are subject to severe sanctions and you should therefore avoid jeopardizing your future. A copy of the University policy on plagiarism, including definitions and methods of avoidance, is available at the following websites:

## Schedule of Classes

### Class One

Intro/welcome to class. Go over the syllabus, semester, etc.

### Class Two

“What is/was the ‘Atlantic world?’”

Secondary Readings:

- \* Alison Games, “Atlantic History: Definitions, Challenges, and Opportunities,” *American Historical Review* 111 (June 2006): 741-57 (Available online at JStor).
- \* Alison Games, “From the Editor: Introduction, Definitions, and Historiography: What is Atlantic History?,” *OAH Magazine of History* 18 (Apr., 2004): 3-7 (JStor).

## “An Imperial Proving Ground”—Regional Interpretations of the Atlantic World

### Class Three

“The Spanish Atlantic—Spain’s Growing Empire”

### Class Four

“The Spanish Atlantic—Spain Conquers the Atlantic”

### Class Five

“Discussion—The Spanish Atlantic”

Secondary Reading: Greene, *Atlantic History*, 55-79

Primary Readings:

- \* Christopher Columbus and Bartolome de las Casas, “Columbus’s Landfall, 1552” (From *The Journal of Christopher Columbus*)  
SUPPLIED BY ME
- \* “Requerimiento (1513)”  
[http://www.grossmont.edu/carlos.contreras/History114/maps\\_graphs\\_pics/The%20Requirement.pdf](http://www.grossmont.edu/carlos.contreras/History114/maps_graphs_pics/The%20Requirement.pdf)
- \* Hernan Cortes, “Cortes and the *Requerimiento* (1519-1521)  
SUPPLIED BY ME
- \* Extracts from Bernal Diaz del Castillo, *The Discovery and Conquest of Mexico* (1517-1521) SUPPLIED BY ME

### Class Six

“The Portuguese Atlantic—Portuguese Development and Expansion”

### Class Seven

“The Portuguese Atlantic—Portugal’s Contestation for Imperial Prowess”

### **Class Eight**

Discussion—“The Portuguese Atlantic”

Secondary Readings: Greene, *Atlantic History*, 81-190

Primary Readings:

\* Alvise da Cadamosto, “Description of Capo Bianco and the Islands Nearest to It (1455-56).”

[http://college.cengage.com/history/west/mckay/western\\_society/6e/students/primary/slavetrade.htm](http://college.cengage.com/history/west/mckay/western_society/6e/students/primary/slavetrade.htm)

\* “Treaty of Tordesillas, June 7, 1494”

[http://avalon.law.yale.edu/15th\\_century/mod001.asp](http://avalon.law.yale.edu/15th_century/mod001.asp)

\* “Letter of Pero Vaz de Caminha, May 1, 1500.” (Discovery of Brazil)

<http://isc.temple.edu/evanson/LASC050/Readings/PeroVaz.pdf>

### **Class Nine**

“The British Atlantic— Britain’s Internal Development and Incursion into the Atlantic Region”

### **Class Ten**

“The British Atlantic— Britain Blossoms in the Atlantic Region”

### **Class Eleven**

“Discussion—The British Atlantic”

Secondary Readings: Armitage, *British Atlantic*, pg. 1-9

Primary Readings:

\* “Letters Patent to Sir Humfrey Gylberte, June 11, 1578.”

[http://avalon.law.yale.edu/16th\\_century/humfrey.asp](http://avalon.law.yale.edu/16th_century/humfrey.asp)

\* “Charter to Sir Walter Raleigh, 1584.”

[http://avalon.law.yale.edu/16th\\_century/raleigh.asp](http://avalon.law.yale.edu/16th_century/raleigh.asp)

\* John Rolfe, “Letter of John Rolfe, 1620.”

[http://xtf.lib.virginia.edu/xtf/view?docId=2005\\_Q3\\_2/uvaGenText/tei/b002245360.xml;chunk.id=d103;toc.depth=1;toc.id=;brand=default](http://xtf.lib.virginia.edu/xtf/view?docId=2005_Q3_2/uvaGenText/tei/b002245360.xml;chunk.id=d103;toc.depth=1;toc.id=;brand=default)

\* John Winthrop, “City Upon a Hill (1630)”

<https://www.mtholyoke.edu/acad/intrel/winthrop.htm>

### **Class Twelve**

“The French Atlantic— France’s Imperial Pursuits at Home and Abroad.”

### **Class Thirteen**

“The French Atlantic— France Contends in the Atlantic Fray”

### **Class Fourteen**

“Discussion—The French Atlantic”

Secondary Readings: Greene, *Atlantic History*, 137-161

Primary Readings:

- \* Henry IV “Edict of Nantes (April 13, 1598)  
<http://www2.stetson.edu/~psteeves/classes/edictnantes.html>
- \* *Jesuit Relations: Volume 4, Travels and Explorations of the Jesuit Missionaries in New France, 1610-1791*  
[http://puffin.creighton.edu/jesuit/relations/relations\\_04.html](http://puffin.creighton.edu/jesuit/relations/relations_04.html)
- \* Samuel de Champlain, *Voyages of Samuel de Champlain, 1604-1618*, pg. 284-87.  
<http://www.questia.com/read/6743570/voyages-of-samuel-de-champlain-1604-1618>
- \* Father Pierre Biard, “Indian Populations of New France, 1611,”  
SUPPLIED BY ME

### **Class Fifteen**

“The Dutch Atlantic—A Commercial Empire Emerges”

### **Class Sixteen**

“The Dutch Atlantic—The Empire Expands its Tendrils”

### **Class Seventeen**

“Discussion—The Dutch Atlantic”

Secondary Readings: Greene, *Atlantic History*, 163-187

Primary Readings:

- \* William Morris, “Excerpt from the First Settlement of New-York by the Dutch.” (Depositions of Catelina Trico, Arien Dirksen, Peter Lawrrnsen)  
[http://books.google.com/books?id=KtuBzUJ6AzUC&pg=PA31&dq=Arien+Dirksen&hl=en&ei=um6gTpaxFs2btwfSh6SYBQ&sa=X&oi=book\\_result&ct=result&resnum=1&ved=0CDcQ6AEwAA#v=onepage&q=Arien%20Dirksen&f=false](http://books.google.com/books?id=KtuBzUJ6AzUC&pg=PA31&dq=Arien+Dirksen&hl=en&ei=um6gTpaxFs2btwfSh6SYBQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDcQ6AEwAA#v=onepage&q=Arien%20Dirksen&f=false)
- \* Adriaen Van der Donck, *Description of New Netherland* (1640)  
<http://solomon.eena.alexanderstreet.com.www2.lib.ku.edu:2048/cgi-bin/asp/phil/eena/getpart.pl?S3105-D018>
- \* Johannes Vingboons “View of New York (1664)” IMAGE  
<http://www.geheugenvannederland.nl/?/en/items/KONB04:4-VELH619-14>

### **Class Eighteen**

“The African Atlantic—Origins and Expansion of Slavery from Africa”

### **Class Nineteen**

“The African Atlantic—Slavery Defines the Atlantic World”

### **Class Twenty**

“Discussion—The African Atlantic”

Secondary Readings: Greene, *Atlantic History* 223-248.

Primary Readings:

- \* Gomes Eannes de Azurara, “Prince Henry and the Slave Trade (1444)”  
SUPPLIED BY ME
- \* Oludauh Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or*

*Gustavus Vassa, the African* (London, 1789), Chapter Two.

[http://history.hanover.edu/texts/equiano/equiano\\_contents.html](http://history.hanover.edu/texts/equiano/equiano_contents.html)

\* Thomas Phillips, “A Journal of a Voyage Made in the *Hannibal* (1693-94)”

SUPPLIED BY ME

### **Class Twenty-One**

“The Native American Atlantic—Societies Infringed Upon.”

### **Class Twenty-Two**

“The Native American Atlantic—Conflict and Coercion in Transatlantic Networks”

### **Class Twenty-Three**

“Discussion—The Native American Atlantic”

Secondary Readings: Greene, *Atlantic History*, 191-221.

Primary Readings:

\* Bortolome de las Casas, “History of the Indies (1552)”

SUPPLIED BY ME

\* John White, “Images of Native Americans from Roanoke Island (1580s)”

[http://www.britishmuseum.org/whats\\_on/past\\_exhibitions/2007/archive\\_a\\_new\\_world.aspx](http://www.britishmuseum.org/whats_on/past_exhibitions/2007/archive_a_new_world.aspx)

\* Pierre de Charlevoix, “The Role of Women in Huron Society (1721)”

SUPPLIED BY ME

## **Peoples, Places, Things, and Ideas—Thematic Approaches to the Atlantic World**

### **Class Twenty-Four**

“A Religious People?—Religion and the Making of the Atlantic World”

### **Class Twenty-Five**

“Awakening—Religion’s Development and/in the Atlantic World”

### **Class Twenty-Six**

“Discussion—Religion in a Larger Context”

Secondary Readings: Armitage, *The British Atlantic*, 71-91.

Primary Readings:

\* John Winthrop, “A Modell of Christian Charity (1630)”

SUPPLIED BY ME

\* John Barnard, “Excerpts from Autobiography (early-eighteenth century)”

<http://historymatters.gmu.edu/d/6523>

\* Nathan Cole, “Description of Whitefield (1740)”

<http://historymatters.gmu.edu/d/5711>

\* George Whitefield, “The Folly and Danger of Being Not Righteous Enough (mid-eighteenth century)”

<http://www.ccel.org/ccel/whitefield/sermons.xi.html>

### **Class Twenty-Seven**

“Others: Race and the Atlantic World”

### **Class Twenty-Eight**

“Others: Gender and the Atlantic World”

### **Class Twenty-Nine**

“Discussion: Race and Gender in the Atlantic World”

Secondary Readings: Armitage, *British Atlantic*, 133-151; 173-190.

Primary Readings:

\*Mary Rowlandson, *The Narrative of Captivity and the Restoration of Mrs. Mary Rowlandson* (1682)

<http://www.library.csi.cuny.edu/dept/history/lavender/rownarr.html>

\* William Byrd II, “Excerpts from *The Secret Diary* (1709-1711)”

SUPPLIED BY ME

### **Class Thirty**

“Citizens of the World: Enlightenment Thought in the Atlantic World”

### **Class Thirty-One**

“Changing Contours: The ‘Enlightened’ World of Benjamin Franklin”

### **Class Thirty-Two**

“Discussion: Enlightenment”

Secondary Readings: Roy Porter, “Matrix of Modernity,” *History Today* 51 (April, 2001). (JStor)

Primary Readings:

\* Benjamin Franklin, *The Autobiography* (London, 1793)

<http://www.earlyamerica.com/lives/franklin/>

\* Find examples of “enlightened” thought in the *Pennsylvania Gazette* or *Virginia Gazette* (pre-1776)

<http://www.accessible.com.www2.lib.ku.edu:2048/accessible/preLog>

<http://research.history.org/DigitalLibrary/BrowseVG.cfm>

### **Class Thirty-Three**

“A World Made By Trade—The Consumer Revolution in the Atlantic World”

### **Class Thirty-Four**

“Consumer Consciousness—Consumerism in the (Atlantic) world.”

### **Class Thirty-Five**

“Discussion—Consumerism and Connections”

Secondary Readings: T.H. Breen, “An Empire of Goods: The Anglicization of Colonial America, 1690-1776” *The Journal of British Studies* 25 (1986): 467-499. (JStor)

Primary Readings:

\*Find at least three examples of all the consumer goods available to colonists before 1776 in the *Pennsylvania Gazette* or the *Virginia Gazette*.

<http://www.accessible.com.www2.lib.ku.edu:2048/accessible/preLog>

<http://research.history.org/DigitalLibrary/BrowseVG.cfm>

\* Alexander Hamilton, "Excerpt from *Itinerarium* (1744)," Tuesday, June 5<sup>th</sup>.

[http://mith.umd.edu/eada/html/display.php?docs=hamilton\\_itinerarium.xml](http://mith.umd.edu/eada/html/display.php?docs=hamilton_itinerarium.xml)

\* Sarah Kemble Knight, "Excerpt from *Journal* (1704)," 40-42.

[http://mith.umd.edu/eada/html/display.php?docs=knight\\_journal.xml&action=show](http://mith.umd.edu/eada/html/display.php?docs=knight_journal.xml&action=show)

### **Class Thirty-Six**

"A Revolutionary Atlantic: The American Revolution in an Atlantic Context"

### **Class Thirty-Seven**

"A Revolutionary Atlantic: The French Revolution and the Haitian Revolution"

### **Class Thirty-Eight**

"Discussion: The Age of Atlantic Revolutions"

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

Primary Readings:

\* Declaration of Independence

[http://www.archives.gov/exhibits/charters/declaration\\_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html)

\* Toussaint L'Ouverture, *Memoirs*, 1863

<http://www.marxists.org/reference/archive/toussaint-louverture/memoir/index.htm>

\* "Declaration of the Rights of Man and Citizen (1789)"

<http://www.thecaveonline.com/APEH/frrevdocuments.html>

### **Class Thirty-Nine**

"An (Atlantic) World?: Criticisms and Differing Interpretations"

### **Class Forty**

"Beyond the Atlantic: Globalization and Empire"

### **Class Forty-One**

"Discussion: Forming Your Own Opinion on the Atlantic World"

Secondary Readings: Greene, *Atlantic History*, 337-356.