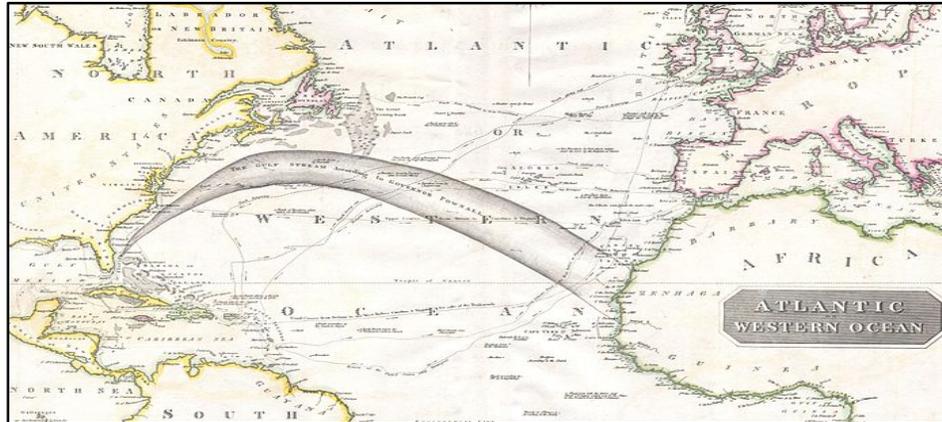


INTRODUCTION TO THE EARLY MODERN ATLANTIC WORLD

Graduate Colloquium | HIS 6934-5 | Tuesdays 2-5pm | BEL 404

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Office hours: Tuesdays & Thursdays, 1-2pm and by appointment



John Thomson, Atlantic or Western Ocean. 1814.

The meeting of the Old World and the New World beginning around 1492 had a transformative impact on peoples living in the Americas, Africa, and Europe, especially during the early modern era between roughly 1492 and 1800. Biological exchanges, like plants and diseases, shaped landscape and demography on all of these continents. Encounters among Americans, Africans, and Europeans likewise set in motion deep and ongoing negotiations (some violent, some collaborative) about territory, ideas, societies, and trade. New hybrids emerged and old categories were recast. This course surveys historical scholarship on this era to ask, how was an Atlantic world formed in the era between the European discovery of the Americas and the Age of Atlantic Revolutions? What made the Atlantic world a unique historical time and place? This graduate historiography seminar offers an introduction to the main themes and methods in early modern Atlantic historiography through readings in both classic works and recent scholarship. Each week we will focus on a single facet of the early modern Atlantic world through readings and discussion of different approaches.

In a few weeks of readings, we cannot of course get a comprehensive overview of early modern historiography. You will have an opportunity to pursue any such topics or one raised in our meetings further in your research prospectus. It is designed to allow you to connect your readings in Atlantic history with a wider research project, like your dissertation, and to think about how you might organize the next steps of your project. This exercise also requires you to practice the skills you need write research proposals for grants. We will end the course with presentations of these projects to discuss opportunities in early modern Atlantic history suggested by course readings and individual research. This course thus both emphasizes the hallmarks of Atlantic historiography and encourages new avenues of research.

¹ Here are some pointers to help all of us manage our email. Make sure you are checking the mail at your Blackboard address. I'm a good email correspondent and you are welcome to email me, but I ask you to allow at least 24 hours for me to respond. Please don't email me with procedural and logistical questions unless you have asked your fellow students and consulted Blackboard first. You will get better quality feedback and substantive discussion by coming to office hours. All emails should include the appropriate form of greeting and be signed with your name. I will not reply to any emails that do not include these appropriate courtesies. In this course *and in life*, address the person you're writing politely, be clear, delete automatic signatures that aren't appropriate, and read your mail over before you send it!

Course Objectives

At the conclusion of this course, students will be able to:

- (1) identify and explain, orally and in writing, the key features of the early modern Atlantic World (social, economic, political, cultural, intellectual);
- (2) describe and assess, orally and in writing, major historiographical debates within Atlantic history;
- (3) develop and articulate possibilities for new research in Atlantic history by writing a research prospectus.

Course Requirements

Required Books: See course schedule below.

Reference (*not required, but recommended*):

- Jack P. Greene and Philip D Morgan, eds. *Atlantic History: A Critical Appraisal*. Oxford: Oxford University Press, 2009.
- Nicholas P. Canny and Philip D. Morgan, eds. *The Oxford Handbook of the Atlantic World, 1450-1850*. Oxford Handbooks in History. Oxford: Oxford University Press, 2011.

Required books will be available in the university bookstore and supplemental materials may be found through the library and most major bookstores. All books are readily available through online booksellers, etc. **It is up to you to acquire copies of the reading in advance.** Plan ahead, collaborate with each other, note electronic resources where available, etc. to be sure you come to each meeting having done all of the reading. I have also placed a copy of each of the required and recommended books on reserve at the library.

The primary challenge of a historiography class is figuring out not the topic of each reading but the *conversation* in which the authors are engaged. As you read and write, think about the following questions:

- What are some of the *claims* (arguments, interpretations) historians make?
- What are the *sources* that prompt these debates (e.g. a cataclysmic event, an inexplicable pattern, a trove of papers, etc.)? How do historians mobilize these sources to make and undergird their claims?
- What is *at stake* in these debates (e.g. political commitments, epistemological paradigms)?
- *Who* is involved in these debates and how do their voices figure into the wider conversation?

Grading

- 30% Participation (including leading discussion one week)
- 30% Reading Reviews
- 40% Research Prospectus

Participation (30%): I assume that you have done all of the reading, which is marked on the syllabus, and that you are prepared to discuss it. I expect respectful, informed, and intelligent participation in those discussions. Discussion of the assigned readings (see below) will be an important element of this class: you will learn more effectively when you take an active part in the analysis of the material to be covered. Consequently, you must expect to read every reading

assignment very carefully and thoughtfully. You should come to each class ready to ask questions and contribute observations.

Participation will be assessed on a point scale: one (1) point per class attended, two (2) points per class discussion participation, ten (10) points for leading class discussion. Your percentage of points attained out of the total possible will become the basis of your participation grade (30% of your total grade as noted above). Absence from class without an approved excuse will inevitably have a serious impact on your grade because you cannot participate if you are not present. Please note that if you are absent, then you can't earn these points. Each of you may have one (1) unexcused absence with no penalty.

Reading Reviews (30%): For each meeting with readings during the semester, write a two-page double-spaced summary of the week's reading (no more than 500 words) that gives a quick overview of the content, the authors' arguments, and a few suggestions of questions and/or discussion topics. If you were going to write a review for a publication like *The New York Review of Books* or *The American Historical Review*, what would you say? You can earn up to five (5) points per review and you must do all twelve (12) reviews. All reviews must be turned in as a hard copy in class on the date of the reading's discussion. No late reviews will be accepted.

Research Prospectus (40%): Historians have yet to answer all of the questions that can be asked of early modern Atlantic history. Your task is to articulate some of these outstanding questions and propose a plan for answering them. What sources have yet to be exploited? What methods have yet to be employed? You must detail a) your question b) your argument for the best answer (your hypothesis) c) potential sources for answering it d) your research strategy (method) and, finally, e) why this research should be undertaken (i.e. the significance). Each of these five criteria will be assessed in equal proportions (18% each), with 10% of the grade reserved for writing mechanics and style (spelling, grammar, clarity, etc.). Use the reading from this semester and at least five (5) other secondary sources to build your analysis. You may cite as many primary sources as you think are relevant, but you do not need to have read them. *The final paper should be 2,000-2,500 words (not including footnotes and bibliography).* It should be typed in a standard font, double-spaced, with 1-inch margins on all sides. It must be turned in to my office as a hard copy by 5pm on the day of the scheduled final exam, Tuesday December 13th.

Grade Scale

A = 100-93

B+ = 89-87

B- = 82-80

A- = 92-90

B = 86-83

C = 79 and under

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. *See items #5 and #6 below. Make-up examinations and extensions will not be given to accommodate your travel plans or non-emergency family events, etc. Please plan accordingly.*

Classroom Policies

- 1) **NO cell phones or texting in the classroom (see #3 below).**
- 2) Laptops are permitted on the condition that they do not create a distraction for yourself or others. I reserve the right to bar laptops from the classroom if off-topic uses become a distraction. To save yourself the temptation, simply turn off your WiFi when you arrive as you won't need the internet during class.
- 3) I will dock your participation grade five (5) points per infraction if I see you texting, chatting online, browsing Facebook, or otherwise misusing cell phones, tablets, and/or laptops in class.
- 4) I check attendance at the beginning of class. Please do not disrupt class by talking, wandering in late, or leaving early. If for some reason you have to leave class early, do so quietly and let me know beforehand.
- 5) Each of you may have one (1) unexcused absence with no penalty.

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

You are also expected to know the definition of plagiarism. You must do your own work and make sure that your work is not being plagiarized by others. I will report any plagiarism to the Vice President for Faculty Development and Advancement's office. Failure to abide by the honor code could result in a “0” for the assignment, an “F” for this course and/or possible dismissal or suspension from the University.

Course Outline²:

30-Aug | 1.1 Introduction: Models for Atlantic History

- Alison Games, “Atlantic History: Definitions, Challenges, and Opportunities” *American Historical Review* (June 2006): 741-757.
- * Philip Morgan and Jack Greene, “Introduction: The Present State of Atlantic History,” in *Atlantic History: A Critical Appraisal*. Oxford: Oxford University Press, 2009, 3-34.
- Jorge Cañizares-Esguerra and Benjamin Breen. “Hybrid Atlantics: Future Directions for the History of the Atlantic World.” *History Compass* 11, no. 8 (2013): 597–609.

6-Sep | 2.1 An African Atlantic

- John K. Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*. 2nd ed. Studies in Comparative World History. New York: Cambridge University Press, 1998.
- James H. Sweet, “Mistaken Identities? Olaudah Equiano, Domingos Álvares, and the Methodological Challenges of Studying the African Diaspora.” *The American Historical Review* 114, no. 2 (April 1, 2009): 279–306.

²* = Will be made available on Blackboard. **Syllabus Change Policy:** *Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.*

13-Sep | 3.1 An Indigenous American Atlantic

- Andrew Lipman, *The Saltwater Frontier: Indians and the Contest for the American Coast*. New Haven: Yale University Press, 2015.
- * Prologue, chapter 1, and appendices, Brett Rushforth, *Bonds of Alliance: Indigenous and Atlantic Slavery in New France*. Chapel Hill, NC: University of North Carolina Press; Published for the Omohundro Institute of Early American History and Culture, 2012.

20-Sep | 4.1 Gender & Family

- “Centering Families in Atlantic Histories,” *William and Mary Quarterly* 70:2 (April 2013), 205-424 (entire exchange)

27-Sep | 5.1 Hybridization

- Alida C. Metcalf, *Go-Betweens and the Colonization of Brazil, 1500-1600*. 1st ed. Austin: University of Texas Press, 2005.
- James Sidbury, and Jorge Cañizares-Esguerra. “Mapping Ethnogenesis in the Early Modern Atlantic” and “On the Genesis of Destruction, and Other Missing Subjects.” *The William and Mary Quarterly* 68, no. 2 (April 1, 2011): 181–208; 240–46.
 - You may want to read/ skim the entire forum on ethnogenesis in this issue of the WMQ.

4-Oct | 6.1 Meetings with Professor to Discuss Prospectuses

- NO CLASS

11-Oct | 7.1 Migration

- Rebecca J. Scott and Jean M. Hébrard. *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*. Cambridge, MA: Harvard University Press, 2012.
- * Roquinaldo Ferreira, “Atlantic Microhistories: Mobility, Personal Ties, and Slaving in the Black Atlantic World (Angola and Brazil).” In *Cultures of the Lusophone Black Atlantic*, edited by Nancy Priscilla Naro, Roger Sansi-Roca, and Dave Treece. 1st ed. New York: Palgrave Macmillan, 2007, 99–128.

18-Oct | 8.1 Slavery and Race

- Gregory E. O’Malley, *Final Passages: The Intercolonial Slave Trade of British America, 1619-1807*. Chapel Hill: Published for the Omohundro Institute of Early American History and Culture, Williamsburg, Virginia, by the University of North Carolina Press, Chapel Hill, 2014.
- Christopher Schmidt-Nowara, “Big Questions and Answers: Three Histories of Slavery, the Slave Trade and the Atlantic World.” *Social History* 27, no. 2 (May 1, 2002): 210–17.

25-Oct | 9.1 Religion

- Aaron Spencer Fogleman, *Two Troubled Souls: An Eighteenth-Century Couple’s Spiritual Journey in the Atlantic World*. Chapel Hill: University of North Carolina Press, 2013.
<http://public.eblib.com/choice/publicfullrecord.aspx?p=1663511>.
- Pablo F. Gómez, “Incommensurable Epistemologies?: The Atlantic Geography of Healing in the Early Modern Caribbean.” *Small Axe* 18, no. 2 (2014): 95–107.

1-Nov | 10.1 Economy and Consumption

- Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History*. Penguin, 1986.

- David Hancock, “Commerce and Conversation in the Eighteenth-Century Atlantic: The Invention of Madeira Wine.” *The Journal of Interdisciplinary History* 29, no. 2 (October 1, 1998): 197–219.
- Molly A. Warsh, “A Political Ecology in the Early Spanish Caribbean.” *The William and Mary Quarterly* 71:4 (Oct., 2014): 517-548.

8-Nov | 11.1 Science and Epistemology

- Londa L. Schiebinger, *Plants and Empire: Colonial Bioprospecting in the Atlantic World*. Cambridge, MA: Harvard University Press, 2004.
- * Excerpts, James Delbourgo and Nicholas Dew, eds. *Science and Empire in the Atlantic World*. New York: Routledge, 2008.

15-Nov | 12.1 State and Empire

- Lauren A. Benton, *A Search for Sovereignty: Law and Geography in European Empires, 1400-1900*. Cambridge, UK: Cambridge University Press, 2010.
- * “Part 2. Consolidation: 5. Crown and Colonists: The framework of empire; authority and resistance. 6. The Ordering of Society: Hierarchy and control; social antagonism and emerging elites. 7. America as Sacred Space: God's providential design; the church and society; a plurality of creeds. 8. Empire and Identity: Transatlantic communities; creole communities; cultural communities.” In John H. Elliott, *Empires of the Atlantic World: Britain and Spain in America 1492-1830*. Yale University Press, 2007.

22-Nov | 13.1 Work on Papers

- NO CLASS
- Meetings with Professor (as needed)

* THANKSGIVING *

29-Nov | 14.1 Atlantic History & Global History

- Linda Colley, *The Ordeal of Elizabeth Marsh: A Woman in World History*. 1st American ed. New York: Pantheon Books, 2007.
- * Peter A. Coclanis, “ReOrienting Atlantic History: The Global Dimensions of the “Western” Rice Trade” in Jorge Cañizares-Esguerra, and Erik R. Seeman, eds. *The Atlantic in Global History, 1500-2000*. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.
- David Hancock, “Organizing Our Thoughts: ‘Global Systems’ and the Challenge of Writing a More Complex History.” *Journal of The Historical Society* 10, no. 3 (September 1, 2010): 319–35.

6-Dec | 15.1 Roundtable Discussion of Prospectuses

Final Draft of Research Prospectus must turned in to my office as a hard copy by 5pm on the day of the scheduled final exam, Tuesday, December 13th.

Additional University Policies:

Americans with Disabilities Act: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: *Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167. (850) 644-9566 (voice); (850) 644-8504 (TDD), sdrc@admin.fsu.edu. <http://www.disabilitycenter.fsu.edu/>*

Title IX: As a recipient of Federal financial assistance for education activities, FSU is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities are free from discrimination on the basis of sex. Sexual discrimination includes sexual misconduct (sexual violence, stalking, intimate partner violence, gender based animosity and gender based stereotyping). If you have questions about Title IX or wish to file a Title IX complaint, please visit the FSU Title IX website: www.titleix.fsu.edu or call Jennifer Broomfield, Title IX Director 850-644-6271. **Please note that as Responsible Employees, all faculty are required to report any incidents of sexual misconduct to the Title IX Office.** *The Victim Advocate Program at FSU has a confidential advocate on call twenty-four hours a day to respond to FSU students, faculty, and staff who are victimized, or any other person who is victimized on our campus, or by an FSU student. Daytime Phone: 850.644.7161, 850.644.2277, or 850.645.0086. Nights, Weekends & Holidays 850.644.1234 ([FSUPD](http://www.fsu.edu)) Ask to speak to the on-call advocate.*

Free Tutoring from FSU: On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace/fsu/edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.