

**HISTORY 721**  
**Readings in European Expansion and Global Interaction, 1400-1800**  
**Fall 2009**

Lisa Lindsay  
521 Hamilton Hall, 962-2178  
[lalindsa@email.unc.edu](mailto:lalindsa@email.unc.edu)

Class meetings: Fridays, 1:00-3:50pm  
Davie 101

Office Hours: Tuesdays and Thursdays, 3:15-4pm and by appointment

This seminar focuses on the connections, interactions and exchanges that crisscrossed (and sometimes went beyond) the Atlantic Ocean from the 15<sup>th</sup> to the early 19<sup>th</sup> centuries. Beginning with European expansion into the Americas and West Africa, we will concentrate on the development of transatlantic empires, the slave trade, and the trade in plantation-produced commodities, as well as social, cultural, intellectual, and political developments associated with them. Our ending point will be the late-18<sup>th</sup> century political revolutions, which were shaped by transatlantic interactions but which ushered in a new era in global history.

The aims of this course, like those of other graduate seminars, are multiple: to familiarize you with the major themes in the history of the early modern Atlantic world; to introduce you to the major historiographical interventions and arguments in this field; and to hone your skills in effective reading, writing, and intellectual discussion. The course follows a discussion format based on a common set of readings. To give you practice in the tasks that historians routinely undertake, I will ask you to prepare book reviews of several of our readings as well as skim some supplementary books well enough to present them briefly to the class. These supplementary books will be paired with our course readings in order to give you a sense of the historiographical contours of certain topics and debates. By the end of the course, I will ask you to write a historiographical paper about a topic or debate of your choosing. In addition, to help you think about your future teaching and about broad themes, I will also ask you to prepare a draft syllabus for an undergraduate course on global or Atlantic history.

All required (but not supplemental) books will be available for purchase at Student Stores as well as on reserve in Davis Library.

Your Responsibilities, in Detail:

1. Class discussions. The success of our class will be determined largely by your participation. Students will take turns making a 5-10 minute opening comment for the

weekly readings to help clarify or illuminate the work under consideration and set the stage for group discussion. This comment should briefly place the work in its historical context as well as refer to its reception in reviews by professional historians. Drawing as appropriate from classmates' reviews posted on Blackboard (see below), the opening comment should also pose questions to begin the class discussion.

2. Short (about 800 word) reviews of any THREE of our assigned books. These should approximate book reviews published in history journals like the *American Historical Review*. In general, they should describe the topic, scope, and argument of the book; point out one or two interesting features; and offer a short assessment of its strengths and weaknesses. Each book review should be posted to the course Blackboard site by 10pm the night before we will discuss the book in class. Please make sure you complete at least one by September 25 and all of them by November 13.

3. A brief oral presentation (of about ten minutes) of one of the supplemental readings listed below, delivered in class on the date for which it is listed. Your objective should be to inform your classmates about the topic, thesis, and major contribution of the book, particularly as it compares to the main reading for the week. You will *not* be expected to read this entire book or to prepare anything written; you should skim it well enough to assimilate its contents in broad outline. If you'd like to suggest a book not listed, please talk to me about it.

4. Draft syllabus, due December 4. You can (and should) work on this throughout the semester. Plan a lecture course for advanced undergraduates on Atlantic or global history, 1400-1800. How would you allocate topics over approximately 15 weeks or 30 class meetings? What readings would you assign? What would the students' assignments be? Would you use a textbook? Which one?

5. Historiographical essay, due December 14. Choose one of the major themes or debates in early modern global or Atlantic history and write an essay of about 10-12 pages illuminating the major ways that historians have interpreted it. What is the key question of this debate? How have three or more historians answered that question? How do their interpretations build upon, contrast with, contradict, or go beyond earlier ones? Please talk with me in advance about your choice of topic.

All of these assignments will be weighed equally in the determination of your final course grade.

## CLASS SCHEDULE

### Part I: Getting Oriented

Aug. 28: Introduction

Sept. 4: Atlantic History: State of the Field

- Philip Morgan and Jack Greene, "The Introduction: The Present State of Atlantic History," in Morgan and Greene (eds.), *Atlantic History: A Critical Appraisal* (Oxford 2009), pp. 3-33, on Blackboard.
- Alison Games, "Atlantic History: Definitions, Challenges, and Opportunities," *AHR* 111, 3 (June 2006): 741-757, at <http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=aph&AN=21417554&site=ehost-live>
- Peter A. Coclanis, "Atlantic World or Atlantic/World?," *The William and Mary Quarterly* 63, 4 (October 2006) at <http://www.historycooperative.org.libproxy.lib.unc.edu/journals/wm/63.4/coclanis.html>

Supplemental Reading:

- Bernard Bailyn, *Atlantic History: Concept and Contours* (Harvard, 2005)

In-class activity: looking at some textbooks. What are the key themes in global or Atlantic history, 1400-1800? I'll bring the following books; please bring others:

- Jorge Canizares-Esguerra and Erik R. Seeman (eds.), *The Atlantic in Global History, 1500-2000* (Prentice Hall 2007)
- Jack P. Greene and Philip D. Morgan (eds.), *Atlantic History: A Critical Appraisal* (Oxford 2009)
- Thomas Benjamin, *The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400-1900* (Cambridge 2009)

## Part II: Conquest and Colonization

Sept. 11: 1492 and some of its implications

- Alfred W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492*, 30<sup>th</sup> anniversary edition (Praeger, 2003)

Supplemental Reading:

- Alfred Crosby, *Ecological Imperialism* (1986)
- Eric Wolf, *Europe and the People without History* (1982)

Sept. 18: Empire in the Americas

- Jorge Cañizares-Esguerra, *Puritan Conquistadors: Iberianizing the Atlantic, 1550-1700* (Stanford, 2006)
- Pamela Scully, "Malintzin, Pocahontas, and Krotoa: Indigenous Women and Myth Models of the Atlantic World," *Journal of Colonialism and Colonial History* 6,3 (Winter 2005), at

[http://muse.jhu.edu.libproxy.lib.unc.edu/journals/journal\\_of\\_colonialism\\_and\\_colonial\\_history/v006/6.3scully.html](http://muse.jhu.edu.libproxy.lib.unc.edu/journals/journal_of_colonialism_and_colonial_history/v006/6.3scully.html)

Supplemental Reading:

- Henry Kamen, *Empire: How Spain Became a World Power* (HarperCollins, 2002)
- Steve J. Stern, *Peru's Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640*, 2<sup>d</sup> ed. (Wisconsin, orig. 1982)

Sept. 25: The Plantation Atlantic

- Philip D. Curtin, *The Rise and Fall of the Plantation Complex*, 2<sup>nd</sup> ed. (Cambridge, 1998)
- Eric Williams, *Capitalism and Slavery* (orig. 1944—read any edition, including UNC, 1994)

Supplemental Reading:

- Robin Blackburn, *The Making of New World Slavery: from the Baroque to the Modern, 1492-1800* (Verso, 1997)
- David Eltis, *The Rise of African Slavery in the Americas* (Cambridge, 2000)
- J.E. Inikori, *Africans and the Industrial Revolution in England: A Study in International Trade and Economic Development* (Cambridge, 2002)

Oct. 2: Africans in the Old and New Worlds

- John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*, 2d ed. (Cambridge, 1998)

Supplemental Reading:

- John Thornton and Linda Heywood, *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585-1660* (Cambridge, 2007)
- James H. Sweet, *Recreating Africa: Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770* (UNC, 2003)

Oct. 9: The African Slave Trade and the French Atlantic World

- Robert Harms, *The Diligent: A Voyage through the Worlds of the Slave Trade* (Basic Books, 2003)
- Slave Trade Database, at [www.slavevoyages.org](http://www.slavevoyages.org)

Supplemental Reading:

- Marcus Rediker, *The Slave Ship: A Human History* (Viking, 2007)
- Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Harvard, 2007)
- Kerry Ward, *Networks of Empire: Forced Migration in the Dutch East India Company* (Cambridge, 2009)

Oct. 16: Circuits of Commodities

- Sydney Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (Penguin, 1985)

Supplemental Reading:

- Philip Curtin, *Cross-Cultural Trade in World History* (Cambridge, 1984)

Oct. 23: No Class/Fall Break

Oct. 30: "Race" in the Atlantic World (with a visit by Kathryn Burns)

- James H. Sweet, "The Iberian Roots of American Racist Thought," *William and Mary Quarterly* 54, 1 (1997): 143-166, at <http://www.jstor.org/stable/2953315>
- Jennifer L. Morgan, "'Some Could Suckle over their Shoulder:' Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770," *WMQ* 54, 1 (1997): 167-192, at <http://www.jstor.org/stable/2953316>
- Karen Ordahl Kupperman, "Presentment of Civility: English Reading of American Self-Presentation in the Early Years of Colonization," *WMQ* 54, 1 (1997): 193-228, at <http://www.jstor.org/stable/2953317>
- Kathryn Burns, "Unfixing Race," in Margaret R. Greer, Walter D. Mignolo, and Maureen Quilligan (eds.), *Rereading the Black Legend: The Discourses of Religious and Racial Difference in the Renaissance Empires* (Chicago, 2007), available at [http://books.google.com/books?id=T4\\_rFZLGF1IC&printsec=frontcover&source=gbs\\_ViewAPI#v=onepage&q=&f=false](http://books.google.com/books?id=T4_rFZLGF1IC&printsec=frontcover&source=gbs_ViewAPI#v=onepage&q=&f=false)
- Barbara Fields, *Aldeology and Race in American History*, @ in JM Kousser and JM McPherson (eds.), *Region, Race and Reconstruction* (1982), online at <http://chss.montclair.edu/english/furr/essays/fieldsideolandrace.html>

Supplemental Reading:

- Winthrop Jordan, *White Over Black: American Attitudes toward the Negro, 1550-1812* (1968)
- Edmond Morgan, *American Slavery, American Freedom* (1975)
- George Fredrickson, *White Supremacy: A Comparative Study of American and South African History* (1981)
- John Wood Sweet, *Bodies Politic: Negotiating Race in the American North, 1730-1830* (JHU 2003)
- María Elena Martínez, *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico* (Stanford 2008)
- Jean Gelman Taylor, *The Social World of Batavia: Europeans and Eurasians in Colonial Indonesia* (2<sup>nd</sup> ed., Wisconsin 2009)

Nov. 6: The Revolutionary Caribbean

- Laurent Dubois, *Avengers of the New World: the Story of the Haitian Revolution* (Harvard, 2004)

Supplemental Reading:

- Laurent Dubois, *A Colony of Citizens: Revolution and Slave Emancipation in the French Caribbean, 1787-1804* (UNC, 2006)
- CLR James, *The Black Jacobins: Toussaint Louverture and the San Domingo Revolution* (orig. 1938)

Nov. 13: The Global American Revolution

- Cassandra Pybus, *Epic Journeys of Freedom: Runaway Slaves of the American Revolution and Their Global Quest for Liberty* (Beacon, 2007)

Supplemental Reading:

- Christopher Leslie Brown, *Moral Capital: Foundations of British Abolitionism* (UNC, 2006)

Nov. 20: No Class (Lisa at a conference)

Work on your syllabi.

Nov. 27: No Class/Thanksgiving

Dec. 4: Wrapping-Up

Syllabi due for submission and discussion.

Dec. 14: FINAL PAPERS DUE