

## **EUH3931/LAS3930 Early Modern Atlantic Empires**

**Instructor:** Oren Okhovat

**Office Hours:** Tues: 3:30pm-5:30pm & Thur: 3:30pm-4:30pm  
(Keene-Flint 215)

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Summer B, 2019  
MTWRF, Period 5  
2:00pm-3:15pm  
Keene-Flint 111



### **Course Description**

Throughout most of human history, empires have defined the societies in which people lived. In the fifteenth century, Portuguese and Spanish exploration in the Atlantic opened the door to new forms of empire through the entanglement of very different societies who had previously had little to no contact with one another. This course will explore the outcomes of these encounters and will explore how the world that emerged from them serves as the foundation for the one we live in today. Due to time constraints and the expansive nature of the subject matter, we will focus on thematic elements of empire and specifically how this played out in an Atlantic context and what the notion of “Atlantic” history means for the study of empire.

### **Course Objectives and Student Outcomes**

1. Students will explore the complexity of empire as a political, social, and economic entity and its place in world history using the Atlantic region as a comparative survey of seaborne empires from their emergence in the late 15<sup>th</sup> century to the end of the early modern period in the 19<sup>th</sup>.
2. Students will learn how to critically engage with text and media to formulate objective comparative analyses of historical content
3. Students will learn how to contextualize history and how historians interpret human events by categorizing the past through regular discussions and by engaging in historical writing exercises.

### **Required Material**

No books will be assigned. Instead, selected, articles, book chapters, and primary source material will be posted on Canvas.

We will also use the “Kahoot!” app for regular in-class reviews: <https://kahoot.com/>

\*It is suggested, but not required, to purchase the book, Smith, Mieroop, Von Glahn, and Lane, *Mapping the World: A Mapping and Coloring Book of World History, Volume Two: Since 1300* (Oxford University Press, 2018), for a succinct review of the region’s historical geography. I will

provide selected handouts from the book but if you would like to explore its content more broadly it has good material on world history beyond the scope of this course.

### **Attendance, Participation and Quizzes**

Attendance is vital to your success in this course. No textbook will be assigned, and thus the material for examination and quizzes will come directly from class lectures and assigned readings. Participation is based on individual contribution in class as well as reading completion.

Five quizzes will be given at random throughout the semester to promote diligence in reading and class participation. Each of the 5 quizzes will consist of 5 multiple choice questions from lecture and readings. I will drop the lowest quiz grade, not counting the Map Quiz (if you miss a quiz, that will be your drop). Four quizzes will be counted toward your quiz grades – each has 5 questions, so that is a possible total of 20. Your final quiz grade will be your total quiz points divided by 2 (hence, the 10% of your total grade).

The *Kahoot* app will be used for daily reviews that could foreshadow possible quiz questions and will count towards participation. We will also hold regular discussions at the end of the lectures. These will be based on the weekly articles as well as primary source documents assigned for that day. **MAKE SURE YOU HAVE EACH READING DONE BEFORE THE DISCUSSION SESSION**; participation in discussion will count towards your overall participation grade.

### **Assignments**

1. Map Quiz – In class, Friday July 5<sup>th</sup> – will be based on a practice map quiz taken on the first day of class
2. Midterm Exam – In class exam, Friday, July 19<sup>th</sup> – will be based on lectures and readings which we will review
3. Primary Source Analysis – Due in class, Friday, July 26<sup>th</sup> – a 2-3-page comparative analysis of at least two primary sources
4. Article Responses – Due in class, Friday, August 2<sup>nd</sup> – a 4-6-page comparative analysis of two assigned readings
5. Final Paper – Due in class, Friday, August 9<sup>th</sup> – a 5-7-page comparative analysis of one film and at least one article and two primary sources. Can use podcasts as well. Turn in hard copy in class – no late or electronic submissions

You will receive a sheet on the two writing assignments within the first week of class. Both will be a comparative critical analysis of two readings of your choice, the first on primary sources and the second on articles. If you have questions or problems with these assignments, please come and see me early. The Final will be an expanded version of the papers, you will be required to submit an outline/description of which material you would like to write about by Tuesday, July 23<sup>rd</sup>.

### **Late Policy and Make-Up Work**

Assignments are due at the beginning of class on the designated day. Late papers may be handed in up to one week late (excluding the final) with a 1/3 grade penalty per day with no exceptions outside of a university-excused absence. No make-up work is allowed for attendance and exams unless a university-excused absence is provided. Requirements for class attendance and make-

up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Academic Honesty and Plagiarism**

Plagiarism in any aspect of your work is absolutely unacceptable. Plagiarism can take various forms. Borrowing others work, downloading and copying from internet sources, or even failure to cite ideas and quotations properly are all forms of plagiarism. Your work must be entirely your own, and when it is not, you must provide proper citations and credit where necessary. The University of Florida's policies on plagiarism and the consequences can be found at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. Depending on the seriousness of the offense, consequences will range from no-credit on the given assignment, failure of the course, or if deemed necessary, expulsion from school.

### **Professionalism**

I fully expect students to follow each of the guidelines outlined above. Each aspect of formatting for written work is checked. If margins, fonts, stapling, or formatting for written work are incorrect or absent, a 10% penalty will be deducted. Cell phones should be silenced in class, and computers should be used only for note-taking purposes. NO RECORDING LECTURES.

### **Communication**

Email is the most appropriate form of communication outside of meeting during office hours. I check my email once a day, and as a result you may receive an answer to your query the next day. Weekends may interrupt this schedule.

### **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are available. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

### **Accommodations for Students with Disabilities**

Classroom accommodations need to be registered through the Disability Resource Center (352-392-8565) (<http://www.dso.ufl.edu/drc/>). After registration, students will receive paperwork, which must be presented to me. Follow this procedure as soon as possible.

### **Other Concerns and Campus Resources**

Students should never hesitate to contact me about any concern or issue that needs to be discussed regarding themselves or any other UF student.

- Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Student Complaints Campus: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)  
On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

## Grades

### Assignments

Participation and Attendance	10%
Quizzes	10%
Map Quiz	5%
Source Analyses	10%
Midterm	25%
Article Response	10%
Final Paper	30%

### Grading Scale

93-100	<b>A</b>	83-86	<b>B</b>	73-76	<b>C</b>	63-66	<b>D</b>
90-92	<b>A-</b>	80-82	<b>B-</b>	70-72	<b>C-</b>	60-62	<b>D-</b>
87-89	<b>B+</b>	77-79	<b>C+</b>	67-69	<b>D+</b>	<60	<b>F</b>

Only course grades of C or better will satisfy Gordon Rule, general education, and college basic distribution credit. This course is designed according to UF grading policy which can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Weekly Syllabus and Readings

It is important that you keep up with the readings, as they will provide the base knowledge for class lectures and discussions. Make sure to take note of each week's academic article/book chapter and the corresponding primary sources. Source readings are generally short but should be engaged critically as well. They are paired with articles to encourage comparison and critical analysis of both. Also remember to try and read the week's articles in comparison to each other, as they have been assigned together with purpose.

## Unit 1 – The Foundation of an Atlantic World

### Week One, July 1<sup>st</sup>- 5<sup>th</sup>

#### Introduction to the History of Empire and the Atlantic

**Readings:** Burbank & Cooper, Imperial Trajectories; David Armitage, Three Concepts of Atlantic History; Joan-Pau Rubjes, Europeans, African and Americans; Altman, The Spanish Caribbean

#1) Monday 1<sup>st</sup>: Overview of class goals

**Text** - Syllabus

**Assignment** - Practice map quiz

#2) Tuesday 2<sup>nd</sup>: What is Atlantic History?

**Text** –Burbank & Cooper, Imperial Trajectories

#3) Wednesday 3<sup>rd</sup>: Early Atlantic Contacts

**Text** – Joan-Pau Rubies, “The Worlds of Europeans, Africans, and Americans, c. 1490”

**Source** – Columbus’ Journal (intro and Saturday, 6 October – Sunday, 21 October)

<https://sourcebooks.fordham.edu/source/columbus1.asp>; John Cabot, 1497 Voyage to North America <https://sourcebooks.fordham.edu/mod/1497cabot-3docs.asp>

#4) Thursday 4<sup>th</sup>: No Class, 4<sup>th</sup> of July

#5) Friday 5<sup>th</sup>: Conquest and Settlement

**Text** – Ida Altman, “The Spanish Caribbean, 1492-1550”

**Source** – The Requirement (1513)

**Assignment** – Map Quiz

## **Week Two, July 8<sup>th</sup>-12<sup>th</sup>**

### **Entangled Atlantics**

**Readings:** Schwartz, The Iberian Atlantic; Klooster, The Northern European World; Schwartz, All Can Be Saved

#6) Monday 8<sup>th</sup>: The Iberian Atlantic

**Text:** Stuart Schwartz, The Iberian Atlantic to 1650

**Source:** Conquest of Mexico; Brazil Documents

#7) Tuesday 9<sup>th</sup>: Religious Conflict

**Text:** Stuart Schwartz, All Can Be Saved, Ch.5

**Watch:** Mark Christensen Interview, “Nahua and Mayan Christianities”

<https://www.youtube.com/watch?v=4wiJ9yYN9cs&feature=youtu.be>

**Source:** Bartolome de las Casas and Juan Ines de Sepulveda; Jesuit Relations

#8) Wednesday 10<sup>th</sup>: Northern European Interlopers

**Text:** Wim Klooster, The Northern European World

#9) Thursday 11<sup>th</sup>: Film: *1492: Conquest of Paradise*

#10) Friday 12<sup>th</sup>: Midterm Review and Finish film

## **Unit 2 – Social, Cultural, and Economic Exchanges**

### **Week Three, July 15<sup>th</sup>-19<sup>th</sup>**

#### **Colonial Networks**

**Readings:** Wheat, Global Transit Points; Socolow, Women and Migration; Terraciano, Voices

#11) Monday 15<sup>th</sup>: Resource Exchange and Global Networks

**Text** – David Wheat, *Global Transit Points and Travel in the Iberian Maritime World, 1580-1640*

**Listen:** 15-minute History Podcast – interview with Ashleigh Dean on “The Trans-Pacific Silver Trade and Early Modern Globalization”

<https://15minutehistory.org/2016/04/13/episode-81-the-trans-pacific-silver-trade-and-early-modern-globalization/>

**Source:** *Women in Colonial Latin America*, Doc. 9: Sor Ana’s Travel Excerpt from Mexico to Manila

#12) Tuesday 16<sup>th</sup>: Labor, Migration, and Settlement

**Text:** Susan Socolow, *Women and Migration in Colonial Latin America*

**Source:** *Women in Colonial Latin America*, Doc. 5: Life and Love in Women’s Letters to Spouses

#13) Wednesday 17<sup>th</sup>: Indigenous Perspectives and Cultural Exchanges

**Text:** Kevin Terraciano – *Voices From the Other Side*

#14) Thursday 18<sup>th</sup>: Writing Tips and Discussion: Colonial Societies and Cultures using episode 1 of *Juana Ines*

#15) Friday 19<sup>th</sup>: Midterm Exam

**Week Four, July 22<sup>nd</sup>-26<sup>th</sup>**

**Societies with Slaves vs. Slave Societies**

**Readings:** Thornton, *Africa and Africans*; Peabody and Grinberg, *Slavery, Freedom, and the Law*; Smith, Stono; Landers, Mose

#16) Monday 22<sup>nd</sup>: The Transatlantic Slave Trade

**Text:** John Thornton, *Africa and Africans in the making of the Atlantic world*, chapter 3

**Listen:** 15-minute History Podcast – interview with Natalie Arsenault on “Effects of the Atlantic Slave Trade on the Americas” <https://15minutehistory.org/2012/12/03/episode-6-effects-of-the-atlantic-slave-trade-on-the-americas/#more-170>

#17) Tuesday 23<sup>rd</sup>: The Legal Status of Slavery and Freedom

**Text:** Peabody and Grinberg, *Slavery, Freedom, and the Law in the Atlantic World*,

**Source:** Peabody and Grinberg, selected readings

**Assignment:** Final Paper Outline

#18) Wednesday 24<sup>th</sup>: Resistance

**Text:** Mark Smith, *Stono*

**Source:** McKnight, Palenque voices

#19) Thursday, 25<sup>th</sup>: Discussion – Slavery in the Atlantic World

**Text:** Jane Landers, “Gracia Real de Santa Teresa de Mose: A Free Black Town in Spanish Colonial Florida,” *American Historical Review* 95:1 (1990): 9-30

#20) Friday, 26<sup>th</sup>: Final Paper Review and writing tips  
**Assignment:** Primary Source Analysis Due

### **Unit 3 – Shifting Power, Reform, and the Age of Revolution**

#### **Week Five, July 29<sup>th</sup> – August 2<sup>nd</sup>**

##### **Maturing Atlantic Networks**

**Readings:** Altman, *The Spanish Atlantic*; A.J.R. Russell-Wood, *The Portuguese Atlantic*; Joyce E. Chaplain, *The British Atlantic*; Silvia Marzagalli, *The French Atlantic World*

#21) Monday 29<sup>th</sup>: Maturing Colonial Societies

**Text:** Altman, *The Spanish Atlantic*; A.J.R. Russell-Wood, *The Portuguese Atlantic*

#22) Tuesday 30<sup>th</sup>: New Imperial Policies

**Text:** Chaplain, *The British Atlantic*; Marzagalli, *The French Atlantic World*

**Source:** Brazil Reader – Expulsion of the Jesuits

#23) Wednesday 31<sup>st</sup>: The Enlightenment, Natural Science, and New Colonial Identities

Susan Parrish, *Science, Nature, Race*

#24) Thursday 1<sup>st</sup>: Film: *The Mission*

#25) Friday 2<sup>nd</sup>: finish the Mission and Discussion – American Identities

**Assignment:** Article Response Due

#### **Week 6, August 5<sup>th</sup>-9<sup>th</sup>**

##### **Revolutions...for some**

**Readings:** Burbank & Cooper, *Empire, Nation, and Citizenship in a Revolutionary Age*; Thomson, *Sovereignty Disavowed*

#26) Monday 5<sup>th</sup>: Empire, Conflict, and Nation

**Readings:** Burbank & Cooper, *Empire, Nation, and Citizenship in a Revolutionary Age*

#27) Tuesday 6<sup>th</sup>: The French Revolution, Napoleon, and their Aftermath

#28) Wednesday 7<sup>th</sup>: A New Age?

**Readings:** Thomson, *Sovereignty Disavowed*: The Túpac Amaru revolution in the Atlantic World

**Listen:** 15-minute History Podcast – interview with Jorge Cañizares-Esguerra on “Simón Bolívar” <https://15minutehistory.org/2013/02/20/episode-13-simon-bolivar/>

#29) Thursday 8<sup>th</sup>: Writing Day

#30) Friday 9<sup>th</sup>: Turn in Final Papers in Class