

The Atlantic World

HIST 4933 • Fall 2022 • MW 2:00 to 3:20 in PY 202

PROFESSOR: Dr. Mary Draper
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OFFICE: O'Donohoe 233
OFFICE HOURS: Mon., Wed., Fri. – 9am to 10am
Mon., Wed. – 3:30pm to 4:30pm

Course Description

This class draws together the histories of four continents, Africa, Europe, North America, and South America, to consider how the world changed after 1492. That year, Spanish explorers made contact with Indigenous Americans for the first time. These interactions led to violent conquest, race-based slavery, and cultural and political revolutions. By tracing this history across continents, oceans, and cultures, we will be able to chart the dramatic changes that characterized the Atlantic world from the late fifteenth century until the Age of Revolutions.

Course Objectives

By thoughtfully engaging with course materials and completing assignments, you should:

- Learn about the major historical developments in the history of the Atlantic world from the end of the fifteenth century until the Age of Revolutions
- Work to recover the experiences of diverse peoples who lived, labored, traveled, and died in the Atlantic world
- Interpret a wide range of sources (both secondary and primary) that creatively engage with archive of Atlantic history.
- Be able to critique methodologies of historians
- Write thoughtful, well-supported papers on the history of the Atlantic world
- Recognize the legacy of Atlantic history in the shaping of today's world

Readings

You will be reading five books this semester. One of these books is available via Moffett library (though I have put in a request to purchase the others).

- Camilla Townsend, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico* (University of New Mexico, 2006)
 - *An examination of the Spanish conquest of Mexico through the eyes of Malintzin, an Nahuatl woman who became the translator for Hernan Cortés.*
- Jennifer Morgan, *Laboring Women: Reproduction and Gender in New World Slavery* (UPenn, 2004)
 - *An account of Atlantic slavery that focuses on African women and their labor in Barbados and South Carolina.*
- Randy J. Sparks, *Two Princes of Calabar: An Eighteenth-Century Atlantic Odyssey* (Harvard, 2004)

- *In 1767, two African men—whose family was active in the Atlantic slave trade—were captured and sold into slavery. This book reconstructs their experiences.*
- Marjoleine Kars, *Blood on the River: A Chronicle of Mutiny and Freedom on the Wild Coast* (New Press, 2020) ([Available Online through Moffett Library](#))
 - *A history of a little known rebellion in the Dutch colony of Berbice. In 1763, enslaved Africans and their Carib allies fought against the Dutch for a year.*
- Charles F. Walker and Liz Clark, *Witness to the Age of Revolution: The Odyssey of Tupac Amaru* (Oxford, 2020)
 - *In the early 1780s, a local revolt against colonial authorities in Peru grew into the largest rebellion in the Spanish Empire. This graphic history tells that story.*

Assignments and Grading

Your grade for this course is based on the following percentages:

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| Discussion and Participation: 15% | Mini Research Paper #1: 15% |
| Response papers (5): 30% | Mini Research Paper #2: 15% |
| | Biography (w/ benchmarks): 25% |

Grading Scale: A = 100-90; B = 89-80; C = 79-70; D = 69-60, F = 59 and below

Assignments

Please note that all papers and assignments will due online to D2L, but you're welcome to turn in a hard copy if you prefer hand-written feedback.

- **Discussion and Participation (15%):** To succeed in this class, you need to participate. Come prepared to talk about the readings. Most of our classes will be discussion-based. You will find discussion questions posted on D2L to help you prepare for class. I encourage you to look at these before you begin your reading, so that you can focus your note-taking. If you have perfect attendance but never speak, your discussion grade cannot be higher than a C. Likewise, if you do not attend class, your discussion grade will suffer. Attendance will be taken at the beginning of class. If you miss four or more times, in addition to earning a zero for your discussion grade, your final grade will be penalized two percentage points for each additional class you miss.
- **Response Papers (30%):** You will write **five** two-to-three-page response papers over the course of the semester. These papers should respond to one of the discussion questions posted on D2L. You can choose which weeks and questions you answer as long as you answer one question relating to each of the books.
- **Mini Research Papers (30%):** You will write **two** four-to-five pages mini research papers. More information on these will be forthcoming. In the first paper, you will research some item that was grown, produced, bought, or sold in the Atlantic world. This paper will be due on October 10th. In the second paper, you will research the history of a statue that commemorates an event or person related to Atlantic history. This paper will be due on December 2.

- **Contextualized Biography (25%):** You will write a biography of one person who lived in the Atlantic World between 1492 and 1820. This paper, which will be eight-to-ten pages long, is an opportunity for you to be creative and think like a historian. You will be reading three biographies this semester that model how historians reconstruct the lives of those who left limited sources. In this assignment, you will do the same. There will be two benchmark assignments related to this paper throughout the semester, including a one-to-two page paper due on September 23 and another one-to-two page paper due on October 28. The final paper will be due November 11. More information about this paper will be available on D2L.

ACCOMMODATIONS: In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. Students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. For more details, please go to [Disability Support Services](#).

ACADEMIC MISCONDUCT POLICY: *“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”* Academic misconduct—cheating, collusion, plagiarism, etc.—will not be tolerated and will receive an F. For example, “cutting and pasting” from any internet source or poorly paraphrasing (i.e. changing a few words with the synonym function) without citing that source is plagiarism. It is unacceptable.

DROP DATE: Last Day to drop with a grade of “W” is October 24, 2022. It is the student’s responsibility to visit with their academic advisor prior to withdrawing from a class.

COMPUTER REQUIREMENTS: This class uses D2L. You will find readings, take reading quizzes, submit papers, and livestream class through D2L. It is your responsibility to have (or have access to) a working computer in this class. Computers are available on campus in various areas of the buildings.

NOTICE: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Should we transition to remote learning, for example, the syllabus will likely change. Look on D2L for any relevant announcements.

E-mail me (mary.draper@msutexas.edu) or visit me during office hours if you have any questions.

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| HIST 4933 COURSE SCHEDULE | |
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| | What is Atlantic History? |
| WEEK 1 Aug. 22 Aug. 24 | <p>M: Class Introduction</p> <p>W: What is Atlantic History and why does it matter?</p> <p><u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • HIST 44933 Syllabus and Course Schedule • Alison Games, “Atlantic History: Definitions, Challenges, and Opportunities,” <i>American Historical Review</i> 111:3 (June 2009): 741-57. • Jorge Canizares-Esguerra, “Some Caveats about the Atlantic Paradigm” <i>History Compass</i> 1 (2003): 1-4. • Read over the following: <ul style="list-style-type: none"> ○ “Canada confronts colonial past as Halifax removes statue of city’s founder” in <i>The Guardian</i> (https://www.theguardian.com/world/2018/feb/06/canada-halifax-statue-edward-cornwallis) ○ Episode Notes for “Onate’s Foot” (https://99percentinvisible.org/episode/onates-foot/) (Read website, not necessary to listen to podcast) ○ “Columbian anti-government protestors topple Columbus statue” in <i>BBC News</i> (https://www.bbc.com/news/world-latin-america-57651833) <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the following questions: <ul style="list-style-type: none"> ○ Describe Atlantic history in your own words. Be prepared to explain its geographic, temporal, and thematic boundaries. ○ What seems to be the value and limits of Atlantic history according to Games and Canizares-Esguerra? ○ The articles you read for today show how various people—from protestors to individuals to communities—are engaging with the legacy of Atlantic history. What questions do these articles raise? What do they reveal about the history of the Atlantic world? |
| | Origins of the Atlantic World |
| WEEK 2 Aug. 29 Aug. 31 | <p>M: The Indigenous Atlantic</p> <p><u>READING DUE MONDAY:</u></p> <ul style="list-style-type: none"> • Introduction (pgs. 1-10) and Ch. 1: Pelicans Kingdom (pgs. 11-29) in <i>Malintzin’s Choices</i> • Primary sources linked on D2L (including creation stories, winter counts, etc.) |

ASSIGNMENTS DUE MONDAY:

- **Come prepared to discuss the following questions:**
 - Describe the world into which Malintzin was born. What were some of its defining characteristics (i.e., cultural, political, economic, gender relations, etc.)?
 - What conclusions does Townsend draw about Malintzin’s background? What kind of upbringing did she have?
 - How did the slave trade operate in this region of the Americas in the fifteenth-century?
- Write a response paper to one of these questions, should you so choose.

W: The Old World

READING DUE WEDNESDAY:

- Ch. 2: The Men from the Boats (pgs. 30-54) in *Malintzin’s Choices*
- Primary sources linked on D2L (including travel accounts, charters, etc.)

ASSIGNMENTS DUE WEDNESDAY:

- **Come prepared to discuss the following questions:**
 - Read the last full paragraph on pg. 40 and the next paragraph that spans from 40-1. What kinds of sources does Townsend use and how does she use them?
 - On pages 41-42, Townsend chronicles the moment that Malintzin becomes a translator. What stands out about that moment? What stands out about Townsend’s interpretation of that moment?
 - What fallacies/misconceptions does Townsend confront in this chapter? How does she confront them? What evidence does she use? Why do her corrections matter? What do they tell us about this moment, these interactions, etc.?
 - Describe the initial encounter between Mesoamericans and Spaniards. How would you characterize it? How would you describe it if you were giving a lecture to students?
- Write a response paper to one of these questions, should you so choose.

European Expansion

WEEK 3
Sep. 5
Sep. 7

**** No Class on Monday. Happy Labor Day****

W: The Conquest

READING DUE WEDNESDAY:

- Ch. 3: One of Us People Here (pgs. 55-84) and Ch. 4: Tenochtitlan (pgs. 85-108) in *Malintzin’s Choices*
- Primary sources linked on D2L (including excerpts from Columbus’s journal, accounts of Spanish conquest, etc.)

ASSIGNMENTS DUE WEDNESDAY:

- **Come prepared to discuss the following questions:**
 - Describe the role of translators in the Spanish conquest.
 - What do these chapters tell us about the conquest? If you only had these chapters as sources, how would you describe/characterize the conquest?

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| | <ul style="list-style-type: none"> ○ In Chapter 3, Townsend uses images as sources (see pgs. 64-75). Reflect on her analysis. What does it add to our understanding of Malintzin? What can these sources tell us that others might not? <p>Continue reading Ch. 5: Water-Pouring Song (pgs. 109-125) and and Ch. 6: Reed Mats (pgs. 126-147) in <i>Malintzin's Choices</i></p> |
| The Columbian Exchange | |
| WEEK 4 Sep. 12 Sep. 14 | <p>M: Diseases, Plants, and Animals <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Continue reading <i>Malintzin's Choices</i> • Primary sources linked on D2L <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Bring computer/table/phone for in-class exercise on the Columbia Exchange. <p><u>IN CLASS</u></p> <ul style="list-style-type: none"> • Episode of <i>High on the Hog</i> <p>W: Discussion of <i>Malintzin's Choices</i> <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Remainder of <i>Malintzin's Choices</i>: Ch. 7: The Concubine Speaks (148-171), Ch. 8: Doña María (172-187), Ch. 9: Don Martín (188-214) <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the remainder of <i>Malintzin's Choices</i>. Questions will be posted on D2L. |
| The Rise of Atlantic Slavery | |
| WEEK 5 Sep. 19 Sep. 21 | <p>Contextualized Biography Benchmark #1 due on Friday</p> <p>M: Atlantic Africa <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Introduction (pgs. 1-11) and Ch. 1 (12-49) in <i>Laboring Women</i>\ • Primary Sources linked on D2L <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L. <p>W: The Transatlantic Slave Trade <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Ch. 2 (pgs. 50-68) in <i>Laboring Women</i> • Trans-Atlantic Slave Trade Database: https://www.slavevoyages.org/voyage/database <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> |

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| | <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L. • Using the drop-down menus at the top of the Trans-Atlantic Slave Trade Database, create a search that produces results that you find interesting. Describe the search you created and why the results seem important. |
| | Slavery |
| WEEK 6 Sep. 26 Sep. 28 | <p>**October 11 is the last day to register to vote for the Nov. 8 election**</p> <p>M: Plantation Slavery <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Ch. 3 (pgs. 69-106) in <i>Laboring Women</i> • Primary Sources linked on D2L <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L. <p>W: Cities and Slavery <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Ch. 4 (pgs. 107-43) in <i>Laboring Women</i> • Primary Sources linked on D2L <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L. |
| | Slavery (Part II) |
| WEEK 7 Oct. 3 Oct. 5 | <p>**October 11 is the last day to register to vote for the Nov. 8 election**</p> <p>M: Discussion of <i>Laboring Women</i> <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Remainder of <i>Laboring Women</i> (pgs. 144-202) <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the remainder of <i>Laboring Women</i>. Questions will be posted on D2L. <p>W: Indigenous Slavery & the Pueblo Revolt <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • “The Greatest Insurrection against the Other Slavery” in Andrez Resendez, <i>The Other Slavery: The Uncovered Story of Indian Enslavement in America</i> (Mariner, 2016) • Primary Sources linked on D2L <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L. |
| | Atlantic Economies |

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| <p>WEEK 8 Oct. 10 Oct. 12</p> | <p>**October 11 is the last day to register to vote for the Nov. 8 election**</p> <p>Mini Research Paper #1 due on Monday</p> <p>M: Local Production & Atlantic Consumption <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Prologue (pgs. 1-9) and Ch. 1 (pgs. 10-32) in <i>The Two Princes of Calabar</i> • Primary sources linked on D2L <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L. <p>TR: World of Goods (and a visit to Special Collections) <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Ch. 2 (pgs. 33-69) in <i>The Two Princes of Calabar</i> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L. <p>Continue reading Ch. 3 (pgs. 70-89) and Ch. 4 (pgs. 90-106) in <i>The Two Princes of Calabar</i></p> |
| Migration | |
| <p>WEEK 9 Oct. 17 Oct. 19</p> | <p>M: Discussion of <i>The Two Princes of Calabar</i> <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Remainder of <i>The Two Princes of Calabar</i> (pgs. 107-148) • Primary sources linked on D2L <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the remainder of <i>Two Princes of Calabar</i>. Questions will be posted on D2L <p>W: Patterns and People <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • “Migration and the Atlantic World” in Alison Games, <i>Migration and the Origins of the English Atlantic World</i> (Harvard, 1999), pgs. 190-218. • Primary sources linked on D2L <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L |
| Religion, Culture, and Society | |
| <p>WEEK 10 Oct. 24 Oct. 26</p> | <p>**Early voting starts on Monday**</p> <p>Contextualized Biography Benchmark #2 due on Friday</p> <p>M: African Religions in the Atlantic World <u>READING FOR MONDAY:</u></p> |

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| | <ul style="list-style-type: none"> • Prologue (1-10), Ch. 1 (11-31), and Ch. 2 (Ch. 32-56) in <i>Blood on the River</i> • Primary sources linked on D2L <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L <p>W: Christianity in the Atlantic World</p> <p><u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Continue reading Ch. 3 (pgs. 57-74) and Ch. 4 (pgs. 75-94) in <i>Blood on the River</i> • Primary sources linked on D2L <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L <p>Continue reading Ch. 3 (pgs. 57-74) and Ch. 4 (pgs. 75-94) in <i>Blood on the River</i></p> |
| Pirates, Runaways, and Rebels | |
| <p>WEEK 11 Oct. 31 Nov. 2</p> | <p>M: Maroon Communities</p> <p><u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Ch. 5 (pgs. 95-107), Ch. 6 (pgs. 108-122), and Ch. 7 (123-137) in <i>Blood on the River</i> • Primary sources linked on D2L <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L <p>W: Piracy</p> <p><u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Primary sources linked on D2L <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L <p>Continue reading Ch. 8 – Epilogue (pgs. 138-268)</p> |
| Imperial Contests | |
| <p>WEEK 12 Nov. 7 Nov. 9</p> | <p>**Election day is Tuesday, November 8! Go exercise your right to vote!**</p> <p>Contextualized Biography due Friday</p> <p>M: Discussion of <i>Blood on the River</i></p> <p><u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Remainder of <i>Blood on the River</i> (pgs. 172-268) <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the remainder of <i>Blood on the River</i>. Questions will be posted on D2L. |

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| | <p>W: The Seven Years' War <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Primary Sources linked on D2L. <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L |
| | <p>The Age of Revolutions</p> |
| <p>WEEK 13 Nov. 14 Nov. 16</p> | <p>M: American Revolution <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Preface and Chs. 1-4 (pgs. 1-52) of <i>Witness to the Age of Revolution</i> • Primary sources linked on D2L <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L <p>W: Haitian Revolution <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Chs. 5-8 (pgs. 53-107) of <i>Witness to the Age of Revolution</i> • Primary sources linked on D2L <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L |
| | <p>The Age of Revolutions (Part II)</p> |
| <p>WEEK 14 Nov. 21 Nov. 23</p> | <p>**No Class on Wednesday. Enjoy Thanksgiving!**</p> <p>M: Latin American Revolutions <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Part II (pgs. 109-138) and Part III pgs. (139-171) in <i>Witness to the Age of Revolution</i> <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L <p>W: No class</p> <ul style="list-style-type: none"> • Happy Thanksgiving! |
| | <p>Legacies of the Atlantic World</p> |
| <p>WEEK 15 Nov. 28 Nov. 30</p> | <p>Mini Research Paper #2 due on Monday</p> <p>M: Why does Atlantic History matter? <u>READING FOR MONDAY:</u></p> |

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| | <ul style="list-style-type: none"> • “The Root of Haiti’s Misery: Reparations to Enslavers” in <i>The New York Times</i> (https://www.nytimes.com/2022/05/20/world/americas/haiti-history-colonized-france.html) <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L <p>W: Why does Atlantic History matter?</p> <p><u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • TBD <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L |
| FINALS WEEK | |
| WEEK 16 | <p>M:</p> <ul style="list-style-type: none"> • Please submit to D2L • Enjoy winter break! |