

HIST 205-02: Atlantic World History
Fall 2011
MWF, 2-2:50pm

Professor: Vanessa Mongey
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Albrecht Dürer, *Portrait of the Moorish Woman Katharina*, c.1630

Course description:

Drawing together the histories of Europe, Africa, North and South America, this course explores Atlantic World History in the early modern period. Even before the voyage of Columbus in 1492, the Atlantic Ocean was a zone of interaction and a powerful connector between the people, plants, animals, and microbes. This course examines the Atlantic world through the experiences of the men and women who inhabited it from the mid-15th century to the 19th century. The transatlantic slave trade and the slave labor drove an economic engine that tied together different continents. The unforeseen and, for many, tragic consequences of this process of cultural exchange lie at the heart of this class. Topics will include the destruction and reconfiguration of indigenous societies, the migrations of Europeans, Native Americans, and Africans, independence movements, slavery, and different strategies of accommodation, resistance, and rebellion.

Required books:

- Alison Games, Adam Rothman, *Major Problems in Atlantic History: Documents and Essays*
- Marcus Rediker, *The Slave Ship: A Human History*

- Olaudah Equiano, *The Interesting Narrative and Other Writings*, Revised Edition, ed. Vincent Carretta
- Randy Sparks, *The Two Princes of Calabar: An Eighteenth-Century Atlantic Odyssey*

*** All these books are for sale in the Rhodes College bookstore. Additional readings are available in my faculty folder online. ***

Assignments and Grades

Your final grade in this course will be determined as follows:

- Midterm – 15%
- Final examination – 25%
- Class participation – 15%
- “Show and Tell” presentations – 15%
- Book review – 10%
- Primary source analysis – 10%
- Quizzes (including map quiz) – 10%

Examinations: You will take two exams: a 50-minute midterm exam and a 1h30 final exam.

Class participation: Although I will do some lecturing in class, much of our time will be spent discussing assigned readings. Consequently it is important that you come to class regularly and do the assigned reading BEFORE the class period. I reserve the right to call on students who do not volunteer so that everybody has a chance to participate in discussions.

Attendance and regular participation in class are mandatory. I will take attendance every class period. It is your responsibility to sign the attendance sheet. If you do not sign it, you are not there. More than 2 unexcused absences from class will negatively impact your grade. More than 5 will mean that you failed the class.

“Show and Tell,” or rather “Find and Tell”: Students will each have to do two 5-10 minute presentations during the semester (one of which has to take before BEFORE the midterm): using the websites below, students will find one or more non-textual sources, i.e. object, image, map etc. Then, students need to explain to the class the nature and background of this source, why you chose it, and its historical value (how historians can use to write the history of the Atlantic world from an African perspective). This exercise will also allow you to hone your oral presentation skills and to use online sources judiciously.

A few of the best websites about Africa, the African Diaspora, and slavery include:

- The Library of Congress has a few interesting websites:

1492: An Ongoing Voyage: <http://www.loc.gov/exhibits/1492/intro.html>

Discovery and Exploration: <http://lcweb2.loc.gov/ammem/gmdhtml/dsxphome.html>

Parallel Histories: Spain, the United States, and the American

Frontier: <http://international.loc.gov/intldl/eshtml/>

The Atlantic World: America and the

Netherlands: <http://international.loc.gov/intldl/awkbhtml/awkbhome.html>

The Dutch in America, 1609-1664:

<http://international.loc.gov/intldl/awkbhtml/kb-1/kb-1.html#track1>

- A website on Slavery in the Francophone World from U. Georgia, <http://www.uga.edu/slavery/>
- *The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record*. A great project by The Virginia Foundation for the Humanities (recommended) <http://hitchcock.itc.virginia.edu/Slavery/index.php>
- Mapping the New World from U. Texas, Austin http://libraries.uta.edu/SpecColl/Exhibits/weuromaps/thumbnail_newworld.htm

Book review: Write a 3-4 double-spaced page review on either *The Slave Ship* or the *Two Princes of Calabar*. Write a summary/overview of the major themes of the book. How did the authors come to this topic? What does the story add to your understanding of the slave trade? What kind of sources did the author use? What are the limits of this book? Did you find the arguments convincing?

Primary Source Analysis: Primary sources include diaries, letters, newspapers, customs papers, etc. written by eye-witnesses. You have read several sets of primary documents in your textbook; the assignment requires that four of these documents be used to defend an argument. Only assigned documents can be used for this paper. Each paper is 3-4 double-spaced pages.

Quizzes: There will be 4 pop quizzes given on random Fridays, based on the weeks' assigned readings and lectures (with the exception of one quiz on the geography of the Atlantic world on September 14, 2011.) Each quiz will count for roughly 3% of your grade. The lowest quiz score will be dropped. Quizzes cannot be made up.

Policies

All students are bound by the Rhodes Honor Code, with which you should already be familiar with. If you require special accommodations for taking exams, it is your duty to inform me of your circumstances well in advance so that alternative arrangements can be made. Plagiarism and intellectual dishonesty are serious offenses and could result in severe penalties. All other policies are articulated in the Rhodes College Student Handbook: <http://www.rhodes.edu/about/937.asp>. Do not hesitate to ask if you have any questions or concerns regarding policies and assignments.

*** With some exceptions, electronic devices are not permitted in class. Cell phones must be turned off ***

Wednesday	August 24	Intro
Friday	26	America, Africa, and Europe before Columbus <i>Major Problems</i> , pp. 1-23 and 24-31
Monday	29	The Opening of the Atlantic Ocean <i>Major Problems</i> , pp. 33-53
Wednesday	31	Iberian expansion and European competitors

Comment [WU1]: Exercise on note-taking

		<p><i>Major Problems</i>, pp. 55-61; 65-71; 80-91</p> <p>Michael Ryan, "Assimilating New Worlds in the Sixteenth and Seventeenth Centuries" <i>Comparative Studies in Society and History</i> (1981)</p>
Friday	September 2	<p>The Columbian Exchange</p> <p><i>Major Problems</i>, pp. 122-133; 137-154</p>
Monday	5	Labor Day Holiday (no class)
Wednesday	7	<p>Uprooted</p> <p><i>Major Problems</i>, pp. 156-161; 167-170; 173-187</p>
Friday	9	<p>The Middle Passage</p> <p><i>Slave Ship</i>, pp. 1-13 and 73-107 (intro & chap 3)</p>
Monday	12	<i>Slave Ship</i> , pp. 14-40 and 132-156 (chap 1 & 5)
Wednesday	14	<p><i>Slave ship</i>, pp. 187-221 (chap 7)</p> <p>*** Map quiz ***</p>
Friday	16	<p>More money, more problems</p> <p><i>Major Problems</i>, pp. 189-195; 197-204; 207-222</p>
Monday	19	<p>Bondage and Freedom</p> <p><i>Slave Ship</i>, pp. 263-307 (chap 9)</p> <p><i>Major Problems</i>, pp. 224-235; 237-255</p>
Wednesday	21	<p>Numbers of the Middle Passage</p> <p>Transatlantic Slave Trade Database (Demonstration in class. Bring your laptop or ipad)</p> <p>www.slavevoyages.org/tast/index.faces</p>
Friday	23	<p>Walter Rodney, "The Unequal Partnership Between Africans and Europeans"</p> <p>Patrick Manning, "Social and Demographic Transformations"</p> <p>John Thornton, "Africa's Effects on the Slave Trade"</p>
Monday	26	<p><i>Slave Ship</i>, pp. 108-131 (chap 4)</p> <p><i>Life of Olaudah Equiano</i>, pp. 5-14 & 31-61</p>
Wednesday	28	<i>Life of Olaudah Equiano</i> , pp. 62-112

		Revolt scene from the film <i>Amistad</i>
Friday	30	<i>Life of Olaudah Equiano</i> , pp. 113-177 James H. Sweet, "Mistaken Identities? Olaudah Equiano, Domingos Álvares, and the Methodological Challenges of Studying the African Diaspora," <i>The American Historical Review</i> , Vol. 114, No. 2 (April 2009), pp. 279-306
Monday	October 3	Religion and Spirituality: Africans <i>Life of Olaudah Equiano</i> , pp. 178-219 <i>Major Problems</i> : pp. 257-261; 281-286
Wednesday	5	Religion and Spirituality: Europeans and Native-Americans <i>Life of Olaudah Equiano</i> 220-236 <i>Major Problems</i> , pp. 267-281
Friday	7	Founding mothers: Dona Marina & Pocahontas <i>Major Problems</i> , "A Conquistador Praises Maliche" (pp. 72-73); "John Rolfe Explains Why" (pp. 262-264) View clips from <i>Pocahontas</i>
Monday	10	Rivalries <i>Major Problems</i> , pp. 288-289; 291-299; 308-320 (essays)
Wednesday	12	*** Midterm ***
Friday	14	Class canceled
Monday	17	Fall break
Wednesday	19	Resistance and Accommodation, part I <i>Major Problems</i> , Anne Askew Meets her Fate," (p. 94); "Marie of the Incarnation" (p. 162-164); "Elizabeth Sprigs Begs for Help" (p.172); "Women in the United States Assert Themselves" (p.358); Matilda Skip with Meets with sorrow in Liberia" (p.425) Barbara Bush, "Hard Labor: Women, Childbirth and Resistance in British Caribbean Societies" in <i>More than Chattel</i>
Friday	21	Resistance and Accommodation, part II Primary sources "Report from William Bull re. Stono Rebellion" and "Report re. Stono Rebellion slave-catchers" on the PBS website <i>Africans in America</i> (at bottom of the page, under "Related Entries" Also in Academic

		Folder. http://www.pbs.org/wgbh/aia/part1/1p284.html John K. Thornton, "African Dimensions of the Stono rebellion," <i>American Historical Review</i> , 96: 4 (1991): pp. 1101-1113
Monday	24	Creole identities and transformations <i>Two Princes</i> , pp. 1-9 & 70-89
Wednesday	26	<i>Two Princes</i> , pp. 90-106
Friday	28	<i>Two Princes</i> , pp. 107-126 John K. Thornton, "On the Trail of Voodoo: African Christianity in Africa and the Americas" <i>The Americas</i> , Vol. 44, No. 3 (Jan., 1988), pp. 261-278
Monday	31	<i>Two Princes</i> , pp. 127-147 Ira Berlin, "From Creole to African: Atlantic Creoles and the Origins of African- American Society in Mainland North America," <i>The William and Mary Quarterly</i> , Third Series, Vol. 53, No. 2 (Apr., 1996), pp. 251-288
Wednesday	November 2	Movie: <i>Last Supper</i>
Friday	4	Movie cont. <i>Two Princes</i> , pp.33-69 *** Review due in class***
Monday	7	From riots to revolts <i>Major Problems</i> , pp. 304-308
Wednesday	9	Liberty and Independence: the British Atlantic <i>Major Problems</i> , pp. 322-327; 328-330; "Irish Revolutionaries" (p. 332;) 347-353
Friday	11	Liberty and Independence: the French Atlantic <i>Major Problems</i> , pp. 327; 330-331; 332-334; 378-384 Robin Blackburn, "Haiti, slavery, and the Age of Democratic Revolution," <i>William and Mary Quarterly</i> 63: 4 (Oct. 2006): 643-674
Monday	14	Liberty and Independence: the Spanish and Portuguese Atlantic <i>Major Problems</i> , pp. 338-347

		Jaime O. Rodriguez, "The Emancipation of America," <i>American Historical Review</i> , Vol. 105, No. 1 (Feb., 2000), pp. 131-152
Wednesday	16	Creating citizens <i>Major Problems</i> , pp. 354-358; 363-366; 368-377
Friday	18	Writing Atlantic History Read biography of Mahommah Gardo Baquaqua at http://docsouth.unc.edu/neh/baquaqua/baquaqua.html Robin Law, "Individualising the Atlantic Slave Trade: The Biography of Mahommah Gardo Baquaqua of Djougou (1854)" <i>Transactions of the Royal Historical Society</i> , Sixth Series, Vol. 12, (2002), pp. 113-140
Monday	21	The abolition of the Atlantic Slave Trade <i>Slave Ship</i> , 308-355 (Chpt. 10 & Epilogue)
W, F	23, 25	Thanksgiving Break begins Tuesday, Nov. 22 at 10 p.m.
Monday	28	The Abolition of New World Slavery <i>Major Problems</i> , pp. 385-392; 397-400; 405-419
Wednesday	30	Literacy , Music, and Power <i>Major Problems</i> , pp. 392-395 Gary A. Donaldson, "A Window on Slave Culture: Dances at Congo Square in New Orleans, 1800-1862." <i>The Journal of Negro History</i> Vol. 69, No. 2 (Spring, 1984), pp. 63-72
Friday	December 2	Post-slavery Atlantic World <i>Major Problems</i> , pp. 421-427; 430-437; 442-449
Monday	5	Legacies <i>Major Problems</i> , pp. 457-463; 466-470; 475-481
Wednesday	7	Final thoughts <i>Major Problems</i> , pp. 451-457; 471-474
Wednesday	12	Final Exam – 8:30am