

HST: 290 Atlantic History

Spring 2008

Tuesday and Thursday 12:00 – 1:45 Morrison 208

Instructor: John Lund, Ph.D. jlund@keene.edu 358-2951

Web page: <http://academics.keene.edu/jlund>

Office Hours: Monday and Wednesday 10am to 11:15 or by appointment.

History Department Web Page: <http://academics.keene.edu/history>

Themes and Objectives:

This course addresses early globalization, the origins of capitalism, and the rise of chattel slavery by examining the history of the encounters between Native Americans, Europeans, and Africans in the Atlantic world. The course focuses on the years between 1500 and 1800. Students will read both primary and secondary sources.

Required Readings:

There are five required texts. All are available at the campus bookstore. Books must be brought to class on the days they are in use.

Peter C. Mancall, ed., Travel Narratives from the Age of Discovery: An Anthology (Oxford: Oxford University Press, 2006). A collection of fifteenth and sixteenth century travel narratives, primary sources.

Stuart B. Schwartz, ed., Tropical Babels: Sugar and the Making of the Atlantic World, 1450-1680 (Chapel Hill: University of North Carolina Press, 2004). Nine essays spotlight the central place of sugar in the developing world of Atlantic commerce.

Londa Schiebinger, Plants and Empire: Colonial Bioprospecting in the Atlantic World (Cambridge: Harvard University Press, 2004). A study of the connections between eighteenth century European botanical research projects, economics, and the creation of European empires.

David Hancock, Citizens of the World: London Merchants and the Integration of the British Atlantic Community, 1735 – 1785 (Cambridge: Cambridge University Press, 1997). An exploration of cosmopolitan merchants.

Claudio Saunt, A New Order of Things: Property, Power, and the Transformation of the Creek Indian, 1733– 1816 (Cambridge: Cambridge University Press, 1999). A history of cultural assimilation.

Assignments:

Four essays, between five and seven pages, are required. Each essay must have a clear and plausible thesis based on the evidence. Essays will be graded on the basis of a clear thesis, logical development of the thesis, the use of evidence (assigned course readings,) and overall coherence of the writing. You must use quotes from the assigned readings. The topics are as follows:

1. Essay #1: Travel Narratives. What appears to be the major pattern in the fifteenth and sixteenth century European travel narratives? What are the primary benefits of studying these documents? You must include at least 7 primary sources. In making you answer consider the following:
 - i. The creation of a European master/non-European servant and slave identity.
 - ii. Religious Differences.
 - iii. European Economic/Commercial Motives.
 - iv. Construction of a European identity based on contact with non-Europeans.
 - v. The European imagination. (Fascination with human oddities and the bizarre.)
 - vi. Heroic masculinity.
2. Essay #2: Atlantic World Commodities Identify the primary contribution or contributions of the essays in Tropical Babylons? What is Londa Schiebinger's thesis? Is it helpful to study commodities in order to learn about the Atlantic world? If so, why? Are there central themes or patterns?
3. Essay #3: Trans-Atlantic Traders: London Merchants Summarize David Hancock's monograph. What is his thesis? Be sure to structure your thesis around the following questions: Is the study of specific individuals a useful method for gaining a better understanding the Atlantic world? What can be learned about the Atlantic world from individual experiences?
4. Essay #4 The Creek Indians Summarize Claudio Saunt's monograph. What is his thesis? Be sure to structure you essay around the following: What does the history of the Creek Indians reveal about cultural assimilation and race in the Atlantic World?

Academic Honesty:

In this class, every student must be aware of and adhere to the college's policy on **academic honesty**. See the Student Handbook and other college publications for the policy. Detailed procedures and processes pertaining to the Policy on **Academic Honesty** can be viewed at <http://www.keene.edu/policy/academichonesty.cfm>.

Grading:

Each essay counts for 30% of your final grade for a total of 90%. The remaining 10% will be determined by your attendance and in-class participation in discussion.

Course Schedule:

Topic I: Travel Narratives from the Age of Discovery

Week 1: Introduction

Jan 22: Introduction to the course

Jan 24: Descriptions of Africa

Read: Travel Narratives 3-28, 61- 90.

Week 2: Travel Narratives from the Age of Discovery

Jan 29: Descriptions of Africa and Asia

Read: Travel Narratives 90 – 112, 156 – 204.

Jan 31: Descriptions of America

Read: Travel Narratives 207 – 247.

Week 3: Travel Narratives from the Age of Discovery

Feb 5: Descriptions of America

Read: Travel Narratives 247 – 305.

Feb 7: Descriptions of America

Read: Travel Narratives 305 – 360.

Week 4: Travel Narratives from the Age of Discovery

Feb 12: Description of Europe

Read: Travel Narratives 363 – 403.

Feb 14: Coaching on the First Essay.

Topic II: Atlantic World Commodities

Week 5: Sugar and the Making of the Atlantic World

Feb 19: The Beginning of the Sugar Plantation System (**FIRST ESSAY DUE**)

Read: Tropical Babylons Chapters 1 -3.

Feb 21: Espanola and Cuba

Read: Tropical Babylons Chapters 4 and 5.

Week 6: Sugar and the Making of the Atlantic World

Feb 26: Brazil and the Atlantic Slave Trade

Read: Tropical Babylons Chapters 6 and 7.

Feb 28: The Sugar Market

Read: Tropical Babylons Chapters 8 and 9.

Week 7: Botanical Knowledge in the Atlantic World

March 4: Botany

Read: Plants and Empire Introduction and Chapter 1.

March 6: Bioprospecting

Read: Plants and Empire Chapter 2.

Week 8: Botanical Knowledge in the Atlantic World

March 11: Exotic Abortifacients

Read: Plants and Empire Chapter 3 and 4.

March 13: Linguistic Imperialism

Read: Plants and Empire Chapter 5.

(SECOND ESSAY DUE FRIDAY MARCH 14 BY 1PM)

Week 9: Spring Break
March 18: Spring Break. No Class.
March 20: Spring Break. No Class.

**Topic III: Trans-Atlantic Traders:
London Merchants**

Week 10: Trans-Atlantic Traders
March 25: The Crucible of Trade
Read: Citizens of the World Introduction, Chapters 1 and 2.
March 27: The Management of Trade
Read: Citizens of the World Chapters 3 and 4.

Week 11: Trans-Atlantic Traders
April 1: Planting and Slaving
Read: Citizens of the World Chapters 5 and 6.
April 3: Government Contracting
Read: Citizens of the World Chapter 7.

Week 12: Trans-Atlantic Traders
April 8: Financing
Read: Citizens of the World Chapters 8 and 9.
April 10: The Way to be Rich and Respectable
Read: Citizens of the World Chapter 10 and Epilogue

Topic IV: The Creek Indians

Week 13: Power and Property
April 15: Power and Property Among the Creek (**THIRD ESSAY DUE**)
Read: A New Order of Things Introduction, Chapters 1 and 2.
April 17: Alexander McGillivray
Read: A New Order to Things Chapter 3.

Week 14: The New Order
April 22: Creek Country
Read: A New Order of Things Chapters 4, 5, and 6.
April 24: Property Law and Writing
Read: A New Order of Things Chpaters 7 and 8.

Week 15: The New Order Challenged
April 29: Violence, Racism, and Greed
Read: Finish A New Order of Things
May 1: **FINAL ESSAY DUE.**

TOPICS IN HISTORY I
HST 161:01
Spring 2008

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Themes and Objectives:

Survey courses on American History often run the risk of being overly familiar or far too general. To avoid these pitfalls, this course explores specific historical events and trends to increase the depth of study and attainment of knowledge about American civilization. We will read and critically assess primary and secondary sources. A special emphasis will be placed on the analysis of primary sources (real evidence) and the different ways of interpreting these sources. A major goal of this course is to allow students to “work” with the assigned materials to gain skill and sophistication in their reading, thinking, and writing.

Format:

A mixed lecture and discussion model will be the primary format in this course. Assigned readings in Going to the Source and American Visions and Revisions will be the basis of our in-class discussion. Be sure to bring books to class on the days they are in use.

Required Reading:

James Henretta, et. al., America A Concise History Volume 1: To 1877 (Boston: Bedford/StMartins, 2006).

Victoria Brown and Timothy Shannon, eds., Going to the Source Volume 1: To 1877 (Boston: Bedford/StMartins, 2004).

David Grimsted, ed., American Visions and Revisions, 1607-1865 (Boston: Copley, 1999).

Requirements:

There will be three exams, one for each of the three topics. There will also be three short essays in which students present a clear and plausible thesis based on the evidence. Each essay will be three to four pages, word-processed, employ direct quotes from the primary sources, and include footnotes. The topics are as follows:

1. Benjamin Franklin What is Franklin’s major contribution to American Civilization? What are some of the problems with his story of the way to wealth?
2. Revolutionary America What sort of society did Revolutionaries like Alexander Hamilton and James Madison envision? Did they believe in democracy?
3. Coming of the Civil War How important were the abolitionists in the process of driving the fateful wedge between North and South that led to Civil War? How important were other factors, such as westward expansion, in the breakdown of American democracy?

Academic Honesty:

In this class, every student must be aware of and adhere to the college's policy on **academic honesty**. See the Student Handbook and other college publications for the policy. Detailed procedures and processes pertaining to the Policy on **Academic Honesty** can be viewed at <http://www.keene.edu/policy/academichonesty.cfm>.

Grading:

Each of the 3 exams counts for 15% or 45% of your total final grade. Each essay will count for 15% or 45% of your total final grade. The remaining 10% will be based on attendance and in-class participation.

Course Schedule:

Topic I: Early America

Week 1: Introduction

Jan 23: Introduction to the course.

Week 2: America, Europe, and Africa, 1400 - 1550

Jan 28: Worlds Collide

Read: America Chapter 1 and Going to the Source Chapter 1.

Jan 30: European Colonization

Read: America Chapter 2 and Going to the Source Chapter 2.

Week 3: English Colonization

Feb 4: Seventeenth Century New England

Read: American Visions and Revisions Chapter 2.

Feb 6: Seventeenth Century Virginia

Read: American Visions and Revisions Chapter 3.

Week 4: British Empire

Feb 11: Creating Empire

Read: America Chapter 3. Going to the Source Chapter 3.

Feb 13: The Case of Benjamin Franklin

Read: American Visions and Revisions 137 – 186.

Week 5: Provincial America

Feb 18: Enlightenment and Awakening

Read: America Chapter 4. Going to the Source Chapter 4.

Feb 20: FIRST EXAM. FIRST PAPER DUE

Topic II: Revolutionary America

Week 6: Revolutionary America

Feb 25: Imperial Reform Efforts

Read: America Chapter 5. American Visions and Revisions 199 – 212.

Feb 27: War for Independence

Read: America Chapter 6. American Visions and Revisions 213 – 232.

Week 7: The New American Republic

March 3: The New Political Order

Read: America Chapter 7 American Visions and Revisions 233-240

March 5: Revolutionary Change?

Read: Going to the Source Chapter 5 and 7.

Week 8: The Early Republic

March 10: Defining Citizenship

Read: America Chapter 8. Going to the Source Chapter 6

March 12: Old Values in the New Republic

Read: American Visions and Revisions 251 - 308

Week 9: Spring Break. No Class March 17 and March 19.

Week 10: The Quest for a Republican Society

March 24: Defining Republicanism

Read: America Chapter 9. Going to the Source Chapter 8.

March 26: SECOND EXAM. SECOND ESSAY DUE.

Topic III: Antebellum America

Week 11: Market Revolution/Democratic Revolution

April 7: Changes in the Market/ Keeping Capitalism Wholesome

Read: America Chapter 10. Going to the Source Chapter 9. American Visions and Revisions Chapter 11

April 9: Democratic Faiths

Read: America Chapter 11. Going to the Source Chapter 10. American Visions and Revisions Chapter 8.

Week 12: Northern Reformers

April 14: Religion and Reform, 1820 - 1860

Read: America Chapter 12. Going to the Source Chapter 11.

April 16: Antislavery and Abolition

Read: American Visions and Revisions Chapter 12,

Week 13: The Crisis of the Union 1844 - 1860

April 21: Mexican American War

Read: America Chapter 13. Going to the Source Chapter 12 American Visions and Revisions 637 – 651.

April 23: Which Minority's Rights

Read: American Visions and Revisions Chapter 13.

Week 14: Civil War

April 28: The Failure of Democracy

Read: America Chapter 14. Going to the Source Chapter 13.

April 30: Reconstruction

Read: America Chapter 15. Going to the Source Chapter 14.

FINAL EXAM WEDNESDAY MAY 3 FROM 1PM TO 3PM. THIRD ESSAY DUE.