

**HIST 4710**  
**The Atlantic World, 1500-1800**  
**Fall 2007**

MWF 9:05-9:55  
321 LeConte Hall  
Call Number 25-513

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This course will examine the shared history of Europe, Africa, and the Americas during the period of colonization and globalization. Between the era of exploration and the age of revolutions, these civilizations interacted through conquest, trade, emigration, and cultural exchange, giving rise to a distinctly Atlantic World.

**Required Texts**

Benjamin, Thomas et al, eds. *The Atlantic World in the Age of Empire*. Houghton Mifflin, 2001.

Calloway, Colin. *New Worlds For All: Indians, Europeans, and the Remaking of Early America*. Baltimore, Maryland: Johns Hopkins UP, 1997.

Curtin, Philip. *The Rise and Fall of the Plantation Complex : Essays in Atlantic History*. Cambridge UP, 1998.

Equiano, Olaudah. *The Interesting Narrative in the Life of Olaudah Equiano*, ed. Werner Sollors. W.W. Norton & Co., 2000.

León-Portilla, Miguel, ed. *The Broken Spears: The Aztec Account of the Conquest of Mexico*. Beacon Press, 1992.

Northrup, David, ed. *The Atlantic Slave Trade*. Houghton Mifflin, 2002.

The abbreviation AW refers to Benjamin et al, eds., *The Atlantic World in the Age of Empire*. AST refers to Northrup, ed., *The Atlantic Slave Trade*.

**Course Readings**

**Introduction**

17 Aug. Introduction

**Week One: Renaissance Europe**

20 Aug. *The Atlantic World in the Age of Empire* [AW], xi-xiii, 1-18

22 Aug. Curtin, 3-45

24 Aug. Seven maps of the New World at:  
<http://www.libs.uga.edu/darchive/hargrett/maps/newworld.html>

**Week Two: Africa and the Americas circa 1500**

27 Aug. *The Atlantic Slave Trade* [AST], xiii-xvii, 1-29

29 Aug. AST, 31-63

31 Aug. *Broken Spears*, Introduction and 1-49

**Week Three: The Americas**

3 Sept. Labor Day holiday

5 Sept. *Broken Spears*, 50-114

7 Sept. *Broken Spears*, 115-182

**Week Four: Atlantic Empires of Portugal and Spain**

10 Sept. AW, 29-53, 81-87

12 Sept. AW, 133-138, 179-190

14 Sept. Curtin, 46-70

**Week Five: Tudor-Stuart England**

17 Sept. First examination

19 Sept. AW, 55-80, 196-201

21 Sept. Richard Hakluyt, *Discourse of Western Planting* (1584), at:  
<http://www.fordham.edu/halsall/mod/modsbook07.html>

**Week Six: England in the Americas**

- 24 Sept. Miles Philips, "Narrative," in Richard Hakluyt, *The Principle Navigations* (Course reserves)
- 26 Sept. Instructions for the Virginia Colony (1606); Mayflower Compact (1620); and William Bradford, History of Plymouth Plantation (ca. 1650), at: <http://www.fordham.edu/halsall/mod/modsbook07.html>
- 28 Sept. Charles Mann, "America, Found & Lost," and interactive Jamestown feature, at: <http://www7.nationalgeographic.com/ngm/0705/feature1/>

### **Week Seven: The Netherlands and France**

- 1 Oct. AW, 139-144, 191-195
- 3 Oct. First paper due
- 5 Oct. Calloway, Timeline and 1-67

### **Week Eight: Indians and Europeans in North America**

- 8 Oct. Calloway, 68-133
- 10 Oct. Calloway, 134-198
- 12 Oct. Scheduled premiere of Elizabeth: The Golden Age.  
Midterm withdrawal deadline

### **Week Nine: Slavery**

- 15 Oct. AW, 145-152
- 17 Oct. AST, 65-100
- 19 Oct. AST, 101-131

### **Week Ten**

- 22 Oct. AW, 153-165
- 24 Oct. Second examination
- 26 Oct. Fall Break

### **Week Eleven: Atlantic Exchanges**

29 Oct. Curtin, 73-85

31 Oct. Curtin, 113-143

2 Nov. AW, 167-179

**Week Twelve: Religion in the Atlantic World**

5 Nov. AW, 88-122

7 Nov. AW, 122-132

9 Nov. AST, 149-166

**Week Thirteen: Runaways, Rebels, and Pirates**

12 Nov. Curtin, 86-110

14 Nov. Equiano, Introduction and 1-97

16 Nov. Equiano, 99-178

**Week Fourteen: Olaudah Equiano**

19 Nov. Second paper due

21-23 Nov. Thanksgiving

**Week Fifteen: The Age of Revolution**

26 Nov. AW, 203-245

28 Nov. Curtin, 144-169

30 Nov. Curtin, 173-206

**Conclusion**

3 Dec. AST, 167-200

4 Dec. Friday class schedule

5 Dec. Review

**Final examination Wednesday, 12 Dec. 8-11 a.m.**

## Grading

All work submitted for this course must comply with the university academic honesty code:

<http://www.uga.edu/honesty/>

Students will be assigned a letter grade based on their performance in the class. This final grade will be calculated in this manner:

|                    |          |
|--------------------|----------|
| Two mid-term exams | 15% each |
| Two papers         | 15% each |
| Discussion         | 15%      |
| Final exam         | 25%      |

The two 5-page papers will present you with the opportunity to demonstrate your ability to read, think, and write critically. These papers are due at the beginning of class on 3 Oct. and 19 Nov. Papers will be downgraded by a half-grade for each day late. A set of guidelines for writing in this course appears at the end of the syllabus.

The mid-term and final examinations will employ the same format, a combination of terms to be identified and brief essays. Bring blue books (available at the University bookstore and elsewhere) and dark pens. We will discuss effective study methods prior to each examination.

Your discussion grade will depend upon your active and constructive participation in our open discussions of the reading materials and our in-class exercises. Read the assigned materials prior to the class meeting indicated on the syllabus, and bring them with you to class. Note that your discussion grade will be reduced by one-half grade (e.g., from A to A-) for every two absences after your first two absences. A student with a discussion grade of B and four absences, for example, would receive a discussion grade of B-. It is your responsibility to arrive on time and initial the roll. Please do not bring food or outside reading materials to class; if you carry a cell phone or pager, turn it off before class.

Your discussion grade will also include a brief written response to the film *Elizabeth: The Golden Age*, scheduled to premiere on Oct. 12. We will discuss this assignment further in class.

If you fail to appear for any of the examinations, or miss the deadline for either paper by one week, you will be dropped from the course. If this occurs after the midpoint withdrawal deadline (12 Oct.), you will be assigned a grade of WF. I do not assign final grades of Incomplete. I encourage you to speak with me if you have any questions about the grading policy in this course.

## Guidelines for Writing

In this course you will be writing two 5-page papers examining the source materials we have read. In these papers I will expect you to sustain a subjective, well-developed argument with regard to the work or works in question. I will suggest topics for each

paper, but I also encourage you to propose your own theses as well, within certain guidelines. I will consider any thesis that:

- 1) addresses the primary sources assigned during the previous section of the course;
- 2) lends itself well to a 5-page paper in terms of scope; and
- 3) represents an original and critical approach to the texts.

By critical I mean to say that these papers should take a historical approach to the sources, demonstrating sensitivity both to their context and to their larger importance. I encourage you to bring in your creativity and your own perspective, so long as you argue your ideas in the manner of a historian, with ample references to the sources.

Whether you choose a suggested topic or develop your own, the papers you submit in this course should represent your own work. You are responsible for the research and writing of your papers, and even if you have written papers about the early modern period before, the assignment is to choose a document and a topic that are new to you.

**Preparation.** Take time to outline your papers. Before you begin writing, you should have a clear idea of your exact argument and the textual passages you will cite to support it. In organizing your papers, I would encourage you to adhere to the standard format: an introductory paragraph with thesis statement, several paragraphs developing and analyzing specific examples from the text, and a concluding paragraph. Depending on your exact topic you may need to deviate slightly from this structure -- for example, if you are comparing two works -- but bear in mind that on the whole, your reader will reward clarity. I expect to know from the first paragraph exactly what you will argue, and what your sources will be; in the body of the paper I expect well-chosen, well-developed examples from the text; and I expect your conclusion to bring these elements together in a convincing and accessible manner.

**Writing.** The first page of the paper should include the following information, either at the top of the page or on a separate cover sheet: your name; my name (spelled "Ehlers"); the course number; the date; the title of your paper; and the question you are seeking to address. Staple the pages of your paper together.

Use a standard font, in 12-point size. Double-space your paper. Number the pages, preferably in the center of the bottom of the page.

In the body of your paper, document your arguments with concrete references to the text, indicating the sources in footnotes. Provide full bibliographical information in the first reference, and short titles thereafter:

1 Eugene F. Rice and Anthony Grafton, *The Foundations of Early Modern Europe, 1460-1559* (New York: W.W. Norton, 1994), 140-141.

2 Rice and Grafton, *The Foundations*, 142.

Provide footnotes for all references to the sources, whether these are direct or indirect. In many cases, it is necessary to place a comma before a quotation:

As Machiavelli argues, "When simple good luck raises private citizens to the rank of prince, they have little trouble in rising, but plenty in holding onto their positions."<sup>1</sup>

There are certain exceptions, as when you are using only one section of a quotation: Machiavelli's use of this example contradicts his earlier assertion that men "who become princes through their own strength of character [*per vie virtuose*] may have troubles gaining power, but they find it easy to hold onto."<sup>2</sup>

When including a quotation of three lines or longer, single-space, indent, and drop the quotation marks:

The following passage illustrates Machiavelli's pragmatic approach to classical and Biblical history:

Turning to those who have become princes by their own powers [*virtu*] and not by accident, I would say that the most notable were Moses, Cyrus, Romulus, Theseus, and a few others. And though we should not consider Moses, because he was simply an agent sent by God to do certain things, he still should be admired, if only for that special grace which made him worthy of talking with God.<sup>3</sup>

You should only use such block quotations if they are essential to your argument, and if the original language is important to the point at hand. Quotations are necessary to document your assertions, but they should not replace your own thoughts and ideas.

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<sup>1</sup> Niccolo Machiavelli, *The Prince* (New York: W.W. Norton & Co., 1992), 18.

<sup>2</sup> Machiavelli, *The Prince*, 17.

<sup>3</sup> Machiavelli, *The Prince*, 16.

When paraphrasing the text, include footnotes as you would for a quotation.

In chapter VI, Machiavelli addresses the subject of princedoms acquired through virtue rather than fortune.<sup>4</sup>

For the purposes of this course it is not necessary to append a bibliography, but I would like you to do so if you have made reference to sources outside the assigned materials.

**Voice and Tense.** On occasion, the passive voice represents the most clear and concise way of stating an idea. In general, however, use the active voice whenever possible:

In this chapter, Machiavelli argues ...

Machiavelli's argument falters when he turns to the subject of ...

The passive voice is usually less precise and less elegant:

Here, virtue is seen to be less concerned with morality ...

In this section, it is argued by Machiavelli ...

Keep the tense of your paper consistent. It is fine to use either the historical present (as in the examples above) or the past tense ("Machiavelli rejected contemporary concepts of virtue") so long as you do not switch back and forth between the two.

Semi-colons can be an effective tool, but should only be used to separate independent clauses, i.e., between otherwise complete sentences. Do not separate complete sentences with a comma.

Strictly speaking, pronouns such as "everyone" and "anyone" are singular: "Everyone has the right to his own opinion." Recently, in the interest of gender neutrality, many writers have begun to use "their" to replace the clumsier "his or her:" "Everyone has the right to their own opinion." Either usage is fine so long as you are consistent.

Hyphenate centuries when you are using them as adjectives, but not as nouns. "The long sixteenth century;" "sixteenth-century Spain."

Finally, to say that something is "unique" is to say that it is the only example of its kind. Nothing can be "a little unique" or "somewhat unique."

**Editing.** Review your own work with a critical eye, preferably at least twelve hours after you finish writing. Spellchecker is a valuable tool and you should use it, but it is no

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<sup>4</sup> Machiavelli, *The Prince*, 15-18.

substitute for proofreading your work. In re-reading your papers, ask yourself the following questions about each paragraph, and about the paper as a whole: Is the topic sentence clear? Are the examples well chosen and well presented? Does the paragraph or the paper present an internally consistent argument?

**Questions.** I will hold office hours each week (MW 11-12). I am frequently in my office at other times and can make an appointment if necessary. I encourage you to meet with me outside of class at least once during the semester to discuss any questions you might have about the course, the assignments, or the source materials.