COURSE DESCRIPTION

This course surveys the colonial history of the Americas from early contact in 1492 to a period of revolutionary change in the late eighteenth and early nineteenth centuries. Colonialism will be examined by concentrating on the interactions between indigenous peoples, European settlers, sub-Saharan African slaves, and people of mixed-racial ancestry. Instead of following traditional narratives of discovery and conquest, this course views colonization as a multiethnic conversation, one that was filled with violence and informed by power relations, but one that also saw all ethnic groups participating in the formation of colonial societies and hence in the general shape of imperial rule. The first half concentrates primarily on the early encounter between Europeans and indigenous people through an analysis of the exploration, invasion, settlement, and evangelization of the Americas. The second half looks at the arrival of sub-Saharan Africans and their quest for abolition together with other mid-colonial mixtures and intellectual and political movements in the Atlantic world that led to the creation of independent countries.
COURSE OBJECTIVES
This course has several objectives that deal specifically with the history of colonialism in the Americas and the craft of history more generally. After having completed this course, you will have been exposed to some of the general themes of colonial history in North, Central, and South America and the Caribbean from the late fifteenth to the early nineteenth centuries. But more importantly, you will have learned about the cultural creativity and historical agency of people of all ethnic backgrounds and walks of life. Both in preparation for and during lectures and tutorials you will be listening to the multiplicity of voices from colonial encounters through an analysis of a wide range of sources: letters, travel narratives, maps, slave narratives, myths, histories, relations, sermons, paintings, and declarations. By the end of this course you will have obtained the following set of historical skills:

- The ability to distinguish between primary and secondary sources
- Bibliographic knowledge to properly format both footnotes and bibliographies
- Critical reading skills to interpret a wide range of historical documents
- Writing techniques to persuasively communicate an argument about the past
- Cultural sensitivity to diverse customs and different ways of viewing the world

COURSE FORMAT
I. LECTURE SCHEDULE

<table>
<thead>
<tr>
<th>LECTURE</th>
<th>DAY</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture #1</td>
<td>Mondays</td>
<td>4:10PM–5:00PM</td>
<td>Lash Miller Chemical Laboratories 159 (Fall)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lassonde Mining Building 128 (Winter)</td>
</tr>
<tr>
<td>Lecture #2</td>
<td>Wednesdays</td>
<td>4:10PM–5:00PM</td>
<td>Lash Miller Chemical Laboratories 159 (Fall)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lassonde Mining Building 128 (Winter)</td>
</tr>
</tbody>
</table>

II. LECTURES AND LECTURE READING
Every week there are two fifty minute lectures. It is extremely important that you attend weekly lectures, read the assigned reading beforehand, and participate in our document exercises of primary sources. Since the final exam is based upon lecture material, it is imperative that you listen attentively and take appropriate notes.

III. TUTORIALS AND TUTORIAL READINGS/IMAGES
Weekly lectures are accompanied by a fifty minute tutorial in which you are responsible for the following:

- viewing and analyzing the assigned images
- reading and reflecting upon the required readings
- attending weekly tutorials
- participating generously with your tutorial group

Your overall tutorial grade will be evaluated based upon the following two interrelated elements:

- attendance
- participation
**ATTENDANCE** is mandatory for all students for every tutorial and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a tutorial you should communicate with the instructor or your teaching assistant beforehand and not after the fact.

**PARTICIPATION** in weekly tutorials means reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion. Anyone who fails to attend a weekly tutorial will be assigned an **automatic zero** for his/her participation mark for that specific tutorial. For a more detailed description of how your tutorial participation is evaluated see the “**Guide to HIS106Y**” posted on Blackboard in the “Important Handouts” folder.

**IV. LECTURE AND TUTORIAL CONDUCT**
You are expected to treat the instructor, teaching assistants, and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during both lectures and tutorials, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

**COURSE EVALUATION**

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>VALUE</th>
<th>DUE DATE</th>
<th>MEDIUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials</td>
<td>15%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Skills Exercise</td>
<td>5%</td>
<td>September 23, 2016</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Map Quiz</td>
<td>5%</td>
<td>October 3 or 5, 2016</td>
<td>Your Tutorial Room</td>
</tr>
<tr>
<td>Ethnographic Report</td>
<td>10%</td>
<td>November 4, 2016</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Take-Home Mid-Course Exam</td>
<td>20%</td>
<td>December 14, 2016</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Research Paper</td>
<td>10%</td>
<td>March 24, 2017</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

*You need to take the map quiz, hand in all writing assignments, and complete both examinations to receive a passing grade in this course.

*All assignments must have a bibliography formatted according to the Chicago Manual of Style, including the take-home mid-course exam.

**COURSE ASSIGNMENTS**

**I. LIBRARY SKILLS EXERCISE**

1. **Description and Purpose**
The first assignment of this course is a research exercise in the Robarts Library, one of the best libraries in North America. Libraries are wonderful places, storehouses of accumulated knowledge and information in various printed and electronic forms. But more than impressive physical structures, libraries are spaces of personal transformation in which we learn about ourselves and the world we inhabit, both past and present. To embark on this
fascinating journey of self-discovery and scholarship, it is necessary to learn how to find relevant materials on your research topic by mastering the library catalogue and specific databases like JSTOR. You also need to learn how to cite your sources in proper bibliographic form, a skill that is fundamental to the craft of history, university life, and to your professional career. To complete this assignment you need to download the assignment template available on Blackboard in the “Important Handouts” folder and perform the seven steps outlined below:

**Step 1:** Read through the “Guide to HIS106Y” available on Blackboard in the “Important Handouts” folder. Make sure you understand how you will be evaluated in both tutorials and assignments and look over the tips for writing an essay. At the end of the Guide there is a “Sample Paper” to help you with formatting all of your papers for this course. Study it and identify the two precious gifts.

**Step 2:** Attend one of the library workshops on “Finding Scholarly Materials” at the Robarts Library (130 St. George Street) in the electronic classroom (4-033) on the fourth floor (see times below). You need to preregister for one of the six workshops on the link available in the “Important Links” folder on Blackboard. Attendance will be taken at the workshop itself and forms part of your overall grade for this assignment.

**Workshop #1:** Monday, September 19, 5:00PM–6:00PM  
**Workshop #2:** Monday, September 19, 6:00PM–7:00PM  
**Workshop #3:** Wednesday, September 21, 11:00PM–12:00PM  
**Workshop #4:** Wednesday, September 21, 12:00PM–1:00PM  
**Workshop #5:** Wednesday, September 21, 2:00PM–3:00PM  
**Workshop #6:** Wednesday, September 21, 6:00PM–7:00PM

**Directions:** Take the escalator to the fourth floor of the Robarts Library. Turn around and go through the doors on the other side of the floor that say Centre for Teaching Support and Innovation Reference and Research Services. The lab is just to your left after you go through the doors. You will recognize it by the blue walls.

If you would like an alternative to the escalator, please take the elevator to the far right, as you face it, to the fourth floor. Then go through the doors that say Centre for Teaching Support and Innovation Reference and Research Services. The lab is just to your left after you go through the doors. You will recognize it by the blue walls. If you have any questions about accessibility, please contact Sara McDowell (s.mcdowell@utoronto.ca).

**Step 3:** Review the Research Guide for HIS 106Y available on the University of Toronto Library homepage. Go to “Research” and then click on “Research Guides” under “Tools” (http://guides.library.utoronto.ca/HIS106). To complete this step you need to read the information under “Making Scholarly Choices” and record the six criteria used to identify a scholarly journal.

**Step 4:** Choose a research topic of interest to you on indigenous peoples in the Americas between 1492 and 1804. Be specific by clearly identifying what you plan to investigate, the group of people you will be focusing on, the region you wish to cover, and the time period of your study. For this assignment, the research topic should be one brief sentence
that looks something like the following: “Agricultural practices among the Mexica in the central valley of Mexico in the seventeenth century.” Please remember that some topics might involve interactions between more than one group of people and time ranges do not have to neatly follow centuries. Before you take this step please read the information under “Essay Topic” on the Research Guide for HIS 106Y cited in Step 3.

Step 5: Find one scholarly monograph on the topic you chose in Step 4 by using the University of Toronto Library catalogue (http://onesearch.library.utoronto.ca/). A scholarly monograph is a book on one given subject that is usually penned by an individual scholar and published by a university press or scholarly society. Once you have located the book you need to record its call number, the number of the floor on which the book is located, and the number of the stack where it is found. You also need to take a look at the books surrounding the one you have chosen. Record the name of the author and the title of the book to the right or the left on the stack. With the physical book in your hand, you have all you need to provide one reason why it is a work of scholarship. You also need to cite it as it would appear in a bibliography and footnote according to the Chicago Manual of Style. The book you choose should not be from the course readings outlined on this syllabus. Before you take this step please read the information under “Books” on the Research Guide for HIS 106Y cited in Step 3.

Step 6: Find one scholarly article from an edited volume on the topic you chose in Step 4 by using the University of Toronto Library catalogue (http://onesearch.library.utoronto.ca/). Edited volumes are books organized and edited by one or more editors and which are comprised of several articles (also referred to as chapters) penned by different scholars. Once you have located the edited volume you need to record its call number, the number of the floor on which the book is located, and the number of the stack where it is found. You also need to take a look at the books surrounding the one you have chosen. Record the name of the author and the title of the book to the right or the left on the stack. With the physical book in your hand, you have all you need to provide one reason why it is a work of scholarship. You also need to cite one of the articles (chapters) as it would appear in a bibliography and footnote according to the Chicago Manual of Style. The book you choose should not be from the course readings outlined on this syllabus. Before you take this step please read the information under “Books” on the Research Guide for HIS 106Y cited in Step 3.

Step 7: Find one scholarly journal article on the topic you chose in Step 4 by using JSTOR (https://onesearch.library.utoronto.ca/popular-databases). A scholarly journal article is normally a chapter-length study written by a scholar in a given field that has been peer-reviewed and which appears in a scholarly journal. JSTOR is a digital library of thousands of scholarly journals in which individual articles can be viewed and downloaded as pdf files. Once you have located the scholarly journal article you need to provide one reason why it is a work of scholarship. You also need to cite it as it would appear in a bibliography and footnote according to the Chicago Manual of Style. The journal article you choose should not be from the course readings outlined on this syllabus. Before you take this step please read the information under “Journal Articles” on the Research Guide for HIS 106Y cited in Step 3.
II. MAP QUIZ
1. Description and Purpose
The second assignment of this course is a map quiz to be held during the first fifteen minutes of Tutorial #2 on October 3 or 5, 2016. Geography is central to the study of history and understanding that colonial territories are not the same as modern nations is fundamental to interpreting the colonial past. You are responsible for learning the names and locations of the colonies, viceroyalties, viceregal capitals, principal ports, forts, and other major colonial cities of New France, New Netherlands, the Thirteen Colonies, Spanish America, and Brazil. Use the maps listed below in preparation for the quiz.

2. Important Details
Due Date, Time, and Place: October 3 or 5, 2016 (first fifteen minutes of your tutorial)
Sources:
• See maps posted on Blackboard

III. ETHNOGRAPHIC REPORT: GO-BETWEENS
1. Description and Purpose
The third assignment of this course is an ethnographic report on Hans Staden’s (ca. 1525–ca. 1579) description of the Tupinambá. Staden was a soldier from Germany who sailed to the New World under both the Portuguese (1547) and the Spanish (1550), but while in Brazil he was taken prisoner by the Tupinambá for a little over nine months. After gaining his freedom with the help of the French, he returned home to Germany in 1555 to write about his experiences of captivity, publishing an account of his travels in a work entitled *True History* (1557). Eve M. Duffy and Alida C. Metcalf suggest that Staden acted as a “representational go-between” when he penned his history back in Europe. What is a “representational go-between” and how trustworthy was Hans Staden in this role? To write this assignment, you need to exercise your historical imagination by carefully and critically reading through selections of Staden’s history. You must think about Staden’s biases and how he viewed the world he was experiencing. But you also need to read through Duffy’s and Metcalf’s study cited below in a critical manner. The purpose of this assignment is to recognize the role go-betweens play as intermediaries in our understanding of indigenous people. Make sure to review the “Guide to HIS106Y” on Blackboard in the “Important Handouts” folder before writing your paper.

2. Important Details
Due Date, Time, and Medium: November 4, 2016 before midnight (Blackboard)
Length: 6 pages (double-spaced, 12-font, Times New Roman)
Sources:
• Duffy, Eve M. and Alida C. Metcalf. *The Return of Hans Staden: A Go-between in the*

IV. TAKE-HOME MID-COURSE EXAM
1. Description and Purpose
The take-home mid-course exam is an essay based upon the material covered in the first half of the course, which will be handed out at the last lecture of the fall term (December 7). You should treat this exam as an opportunity to demonstrate what you have learned in both lectures and tutorials. A successful mid-course exam is a reflection of your own personal engagement with the material covered throughout the first twelve weeks of the course.

2. Important Details
Due Date, Time, and Medium: December 14, 2016 before midnight (Blackboard)
Length: 6 pages (double-spaced, 12-font, Times New Roman)
Sources:
- Weekly lecture material, readings, document exercises, and images

V. RESEARCH PAPER
1. Description and Purpose
The fourth assignment of this course is a research paper on slave responses to plantation life across the Americas. Millions of Sub-Saharan Africans were violently transported across the Atlantic and sold as property against their will, a large majority of them ending up on plantations dedicated to the cultivation of sugar cane and tobacco. Life for a slave on any given plantation was often short, emotionally traumatizing, physically draining, and shaped by discipline, violence, corporal punishment, surveillance, and control. Your task is to write an argumentative piece addressing slave strategies for survival on plantations in the Americas. A research paper is designed to provide you with an opportunity to exercise your research and analytical skills and to refine your historical imagination. You need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. To write your research paper you need to read through the primary and secondary sources listed below. You are required to draw upon all of these sources for your paper, which means they all need to appear in both your footnotes and bibliography. In addition to these mandatory sources, you also need to incorporate one more secondary source (a scholarly book) and one more primary source (20 pages or more) in your paper. You know how to find scholarly books and articles based upon what you learned in the first assignment on “Finding Scholarly Materials.” Locating primary sources is similar, but there are some important techniques to help you find the right materials you are looking for. To do this you need to attend one of the library workshops on “Finding Primary Sources” at the Robarts Library (130 St. George Street) in the electronic classroom (4-033) on the 4th floor (see times below). You need to preregister for one of the six workshops on the link available in the “Important Links” folder on Blackboard. Attendance will be taken at the workshop itself and forms part of your overall grade for this assignment. Before writing your research paper you should review the “Guide to HIS106Y” on Blackboard in the “Important Handouts” folder and the information under “Primary Sources” on the Research Guide for HIS 106Y available on the University of Toronto Library homepage (http://guides.library.utoronto.ca/HIS106).
Workshop #1: Monday, January 16, 5:00PM–6:00PM
Workshop #2: Monday, January 16, 6:00PM–7:00PM
Workshop #3: Wednesday, January 18, 11:00PM–12:00PM
Workshop #4: Wednesday, January 18, 12:00PM–1:00PM
Workshop #5: Wednesday, January 18, 2:00PM–3:00PM
Workshop #6: Wednesday, January 18, 6:00PM–7:00PM

2. Important Details
Due Date, Time, and Medium: March 24, 2016 before midnight (Blackboard)
Length: 6 pages (double-spaced, 12-font, Times New Roman)
Primary Sources:

Secondary Sources:

VI. FINAL EXAM
1. Description and Purpose
The final exam is a series of short answers and essays based upon the entire course. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and tutorials. A successful final exam is a reflection of your own personal engagement with the material covered throughout both semesters.

2. Important Details
Due Date, Time, and Room: TBD
Sources:
- Weekly lecture material, readings, document exercises, and images

UNIVERSITY POLICIES
1. ACADEMIC INTEGRITY
Plagiarism—taking credit for someone else’s work, be it an idea, a citation, or an essay found on the internet—is a serious offence and will be treated accordingly. For further details on academic integrity, you should consult the Office of Student Academic Integrity (OSAI) website at http://www.artsci.utoronto.ca/osai. Remember that academic integrity is the foundation of learning and scholarship and essential for a degree from the University of Toronto. If you have questions or concerns about appropriate academic behaviour, research
methods, or proper forms of citation, you should speak with your instructor or teaching assistant or visit the following website: http://sites.utoronto.ca/academicintegrity/resourcesforstudents.html. You are bound by the University of Toronto’s Code of Behaviour on Academic Matters available at www.governingcouncil.utoronto.ca/policies/behaveac.htm. Some of the academic offenses listed in this document are the following:

In papers and assignments:
- Using someone else’s ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:
- Using or possessing unauthorized aids.
- Looking at someone else’s answers during an exam or test.
- Misrepresenting your identity.

In academic work:
- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.

II. ACCESSIBILITY SERVICES
If you require academic accommodations related to a documented disability, you are encouraged to familiarize yourself with the services available on the Accessibility Services website at http://www.studentlife.utoronto.ca/as. The instructor and teaching assistants are committed to a respectful and open learning environment, so please discuss any accommodations you might need with them well in advance of due dates and scheduled assessments.

III. COURSE WITHDRAWAL
If you wish to withdraw from this course without academic penalty you must do so before February 21, 2017. After this deadline a mark is recorded for this course, whether it was completed or not, and calculated into your overall GPA.

ADMINISTRATIVE/ACADEMIC MATTERS
I. EMAIL POLICY
Emails will be checked weekly between Monday and Friday and students should expect a response within 48 hours (excluding weekends). You may feel free to email the instructor about any questions you may have concerning the course, but every message should indicate in the subject line “HIS 106Y” or it may be placed into junk mail. Not only this, but according to the Policy on Official Correspondence with Students all students must use a current University of Toronto email address.
II. BLACKBOARD
The syllabus, tutorial readings, important handouts, internet links, lecture outlines, and
document exercises will all be available for consultation on Blackboard. It should be noted,
however, that you are responsible for either printing off the lecture outlines and document
exercises and bringing them with you to class or pulling them up on your laptops or smart
phones. These documents will appear on Blackboard on the Sunday of each week before
lectures on Monday and Wednesday.

III. SUBMISSION AND LATE POLICY
All assignments must be word documents and submitted via Blackboard before the
established due date (although teaching assistants have the right to request a hard copy).
Assignments that are handed in late without the instructor’s permission will be penalized 5% of
the assignment’s worth per day after the due date (including weekends). When an
assignment is more than five days overdue it will not receive written comments. All
extensions must be approved by the instructor or your teaching assistant beforehand and
only valid excuses will result in permission to hand in an assignment late. In order to receive
an extension you need to provide a Verification of Student Illness or Injury form and
establish a new due date in consultation with the instructor or your teaching assistant.

IV. INTELLECTUAL PROPERTY
All lectures and course materials are the intellectual property of the instructor. One must
acquire written permission to tape, photograph, video-record or digitally reproduce anything
from the course. Students requiring accommodations will be granted permission based upon
their specific needs in consultation with the instructor.

V. ACADEMIC ASSISTANCE
There are several services available at the University of Toronto to help you with essay
writing and all matters of academic life. All students are encouraged to familiarize
themselves with the resources available on the Academic Success Centre (ASC) website at
http://www.studentlife.utoronto.ca/asc. Also helpful for writing history papers is the Essay
utoronto.ca/undergraduate/essays/.

VI. GRADING
To earn a passing grade in this course you must take the map quiz, hand in all of the writing
assignments, and write the final exam. All submitted papers that do not have a bibliography
and/or are less than the required length (even a paragraph under) will be considered
incomplete and penalized accordingly. For more information on how to write an essay and
on how they are evaluated see the “Guide to HIS106Y” posted on Blackboard. Here are
some of the general characteristics your papers should have:

- A title page with the title of your paper, your name, course code, instructor, and the date
- An introduction clearly stating the theme of your paper and its general argument
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar
- A manageable topic and organized structure
- An intelligent use of sources and signs of original research
- A quality of analysis and a general demonstration of effort
- An informative conclusion concisely summing up your paper
A bibliography and footnotes according to the Chicago Manual of Style
A format using 12-font and Times New Roman letters on double-spaced pages
A page number at the top or bottom of every page (excluding the title page)

REQUIRED TEXTS


*All other readings and images (whether scans or internet links) for this course are available on Blackboard (with the exception of e-Books and e-Journals available through the University of Toronto Libraries Catalogue).

LECTURE AND TUTORIAL SCHEDULE
[PS] = Primary Source
[SS] = Secondary Source
[Course text] = Book available for sale at the University of Toronto Bookstore
[Blackboard] = Article/book chapter available on Blackboard
[e-Book] = Book available through the University of Toronto Libraries Catalogue
[e-Journal] = Journal article available through the University of Toronto Libraries Catalogue
[Google Books] = Book available as a pdf file or for viewing on Google Books
[Internet Archive] = Book available as a pdf file for viewing on Internet Archive

FALL TERM (2015)

INTRODUCTION

WEEK I: SURVEYING THE LAND
LECTURE #1: REVIEW OF THE COURSE OUTLINE (SEPTEMBER 12)
LECTURE #2: BACKPACKING THROUGH THE AMERICAS (SEPTEMBER 14)
Lecture Reading:

NO TUTORIALS

WEEK II: THE CRAFT OF HISTORY
LECTURE #3: THE HISTORICAL IMAGINATION (SEPTEMBER 19)
LECTURE #4: HOW TO TELL THE HISTORY OF THE NEW WORLD (SEPTEMBER 21)
Lecture Readings:


LIBRARY WORKSHOP: FINDING SCHOLARLY MATERIALS

Workshop Resources:
• Dyck, Jason. Guide to HIS106Y, 2016. [Blackboard]

ANTECEDENTS

WEEK III: PRE-COLUMBIAN TIMES

LECTURE #5: INDIGENOUS MIGRATIONS (SEPTEMBER 26)
LECTURE #6: AMERINDIAN EMPIRES (SEPTEMBER 28)
TUTORIAL #1: WRESTLING WITH ORIGINS

Lecture and Tutorial Readings:


WEEK IV: EXPANSION INTO THE ATLANTIC

LECTURE #7: LATE MEDIEVAL EUROPE (OCTOBER 3)
LECTURE #8: RENAISSANCE EXPLORATION (OCTOBER 5)

Lecture Reading:


TUTORIAL #2: TRAVEL NARRATIVES
Tutorial Readings:


EARLY ENCOUNTERS

WEEK V: THE “DISCOVERY” OF THE NEW WORLD

NO LECTURE: THANKSGIVING (OCTOBER 10)

LECTURE #9: EARLY CONTACT IN THE CARIBBEAN (OCTOBER 12)

Lecture Readings:


NO TUTORIALS

WEEK VI: THE COLUMBIAN EXCHANGE

LECTURE #10: PATHWAYS OF DISEASE (OCTOBER 17)

LECTURE #11: GASTRONOMIC BLENDS (OCTOBER 19)

Lecture Reading:


TUTORIAL #3: COLONIAL FOODWAYS

Tutorial Readings:

CONQUEST AND SETTLEMENT

WEEK VII: THE INVASION OF AMERICA: PART I
LECTURE #12: GUNS, GERMS, AND STEEL (OCTOBER 24)
LECTURE #13: THE MYTHS OF CONQUEST (OCTOBER 26)
Lecture Reading:

TUTORIAL #4: THE BLACK LEGEND
Tutorial Readings:

WEEK VIII: COLONIAL GO-BETWEENES
LECTURE #14: COLONIAL EXPERIMENTS IN BRAZIL (OCTOBER 31)
LECTURE #15: NATIVE INTERMEDIARES (NOVEMBER 2)
TUTORIAL #5: HANS STADEN
Lecture, Tutorial, and Ethnographic Report Readings:

WEEK IX: THE EDGES OF EMPIRE
NO LECTURE: FALL BREAK (NOVEMBER 7)
LECTURE #16: THE SPANISH BORDERLANDS (NOVEMBER 9)
Lecture Reading:

NO TUTORIALS
WEEK X: THE INVASION OF AMERICA: PART II
LECTURE #17: MEETINGS ON THE ATLANTIC SEABOARD (NOVEMBER 14)
LECTURE #18: FRENCH, BRITISH, AND DUTCH SETTLERS (NOVEMBER 16)
TUTORIAL #6: EARLY SETTLEMENTS
Lecture and Tutorial Readings:

THE MISSIONARY THEATRE

WEEK XI: CATHOLIC EVANGELIZATION
LECTURE #19: THE “SPIRITUAL CONQUEST” (NOVEMBER 21)
LECTURE #20: MISSIONARY PARTNERSHIPS (NOVEMBER 23)
Lecture Reading:
TUTORIAL #7: JESUIT MISSIONS
Tutorial Readings:

WEEK XII: PROTESTANT MISSIONS
LECTURE #21: PURITAN EVANGELISTS (NOVEMBER 28)
LECTURE #22: NATIVE PREACHERS (NOVEMBER 30)
TUTORIAL #8: PURITANS AND AMERINDIANS
Lecture and Tutorial Readings:

CONSIDERATION

WEEK XIII: IMPERIAL DREAMS OF GLORY
LECTURE #23: SPREADING CIVILIZATION (DECEMBER 5)
LECTURE #24: ATLANTIC EMPIRES (DECEMBER 7)
Lecture Readings:

NO TUTORIALS

WINTER TERM (2016)

ADAPTING TO THE NEW WORLD

WEEK I: THE ATLANTIC SLAVE TRADE
LECTURE #25: THE MIDDLE PASSAGE (JANUARY 9)
LECTURE #26: THE FIRST BLACKS OF THE AMERICAS (JANUARY 11)
Lecture Readings and Images:

NO TUTORIALS

WEEK II: OLD AND NEW WORLD IDENTITIES

LECTURE #27: EUROPEAN IMMIGRATION (JANUARY 16)
LECTURE #28: CREOLE COMMUNITIES (JANUARY 18)

Lecture Readings:

LIBRARY WORKSHOP: FINDING PRIMARY SOURCES

Workshop Resources:

MULTICULTURAL SOCIETIES

WEEK III: BLENDED COMMUNITIES

LECTURE #29: SOCIO RACIAL HIERARCHIES (JANUARY 23)
LECTURE #30: MISCEGENATION (JANUARY 25)

TUTORIAL #9: “RACIAL” MIXTURE

Lecture and Tutorial Readings and Images:
WEEK IV: GENDER ROLES
LECTURE #31: MARRIAGE AND THE FAMILY (JANUARY 30)
LECTURE #32: NUNNERIES AND COLONIAL SOCIETIES (FEBRUARY 1)
TUTORIAL #10: COLONIAL WOMEN

Lecture and Tutorial Readings:

COLONIAL ECONOMIES

WEEK V: CIRCULATING GOODS AND PEOPLE
LECTURE #33: ATLANTIC COMMODITIES (FEBRUARY 6)
LECTURE #34: SEAFARING AND PIRACY (FEBRUARY 8)

Lecture Readings:

TUTORIAL #11: TOBACCO

Tutorial Readings:

WEEK VI: LABOUR AND SERVITUDE
LECTURE #35: URBAN SLAVES AND FREE BLACKS (FEBRUARY 13)
LECTURE #36: MASTERS AND SLAVES (FEBRUARY 15)
TUTORIAL #12: PLANTATION LIFE

Lecture and Tutorial Readings:


SPIRITUAL AND IMPERIAL REFORM

WEEK VII: RELIGIOUS REVIVAL

LECTURE #37: BAROQUE CATHOLICISM (FEBRUARY 27)
LECTURE #38: THE GREAT AWAKENING (MARCH 1)

Lecture Readings:


TUTORIAL #13: BLACK CHRISTIANITY

Tutorial Readings:


WEEK VIII: THE RISE OF REASON

LECTURE #39: ENLIGHTENED REFORMS (MARCH 6)
LECTURE #40: THE DISPUTE OF THE NEW WORLD (MARCH 8)

Lecture Reading:


TUTORIAL #14: COLONIAL SCIENCE
REBELLION, WAR, AND REVOLUTION

WEEK IX: SHIFTING POWERS
LECTURE #41: THE SEVEN YEARS’ WAR (MARCH 13)
LECTURE #42: THE LANGUAGE OF RIGHTS (MARCH 15)
TUTORIAL #15: THE AMERICAN REVOLUTION
Lecture and Tutorial Readings:

WEEK X: BREAKING THE CHAINS
LECTURE #43: SLAVE RESISTANCE AND REBELLION (MARCH 20)
LECTURE #44: THE ABOLITION MOVEMENT (MARCH 22)
TUTORIAL #16: THE SONS OF AFRICA
Lecture and Tutorial Readings:

WEEK XI: DRIVES FOR INDEPENDENCE
LECTURE #45: THE HAITIAN REVOLUTION (MARCH 27)
LECTURE #46: POPULAR DISCONTENT IN SPANISH AMERICA (MARCH 29)
Lecture Readings and Documentary Film:


**CONCLUSION**

**WEEK XII: ARRIVING HOME**

**LECTURE #47: COLONIAL LEGACIES (APRIL 4)**

**LECTURE #48: UNPACKING THE BACKPACK (APRIL 6)**

**NO TUTORIALS**

**LECTURE AND TUTORIAL OVERVIEW**

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<th>FALL TERM (2016)</th>
<th>LECTURE</th>
<th>DATE</th>
<th>TUTORIAL</th>
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