

**DEPARTMENT OF HISTORY
UNIVERSITY OF TORONTO**

HIS 106Y

**NATIVES, SETTLERS, AND SLAVES: COLONIZING
THE AMERICAS, 1492–1804**

Fall/Winter 2016/2017

Instructor: Jason Dyck – jason.dyck@utoronto.ca

Lecture Hall (Fall Term): Lash Miller Chemical Laboratories 159

Lecture Hall (Winter Term): Lassonde Mining Building 128

Lecture Times: Mondays and Wednesdays, 4:00PM–5:00PM

Office: Sidney Smith Hall, Room 3111

Office Hours: Wednesdays, 1:00PM–2:00PM (or by appointment)

Tutorial Times:

Tutorial #1 (TUT0101): Wednesdays, 11:00AM–12:00PM (SS 2116)

Tutorial #2 (TUT0201): Wednesdays, 12:00PM–1:00PM (SS 2116)

Tutorial #3 (TUT0301): Wednesdays, 2:00PM–3:00PM (SS 2119)

Tutorial #4 (TUT5101): Mondays, 5:00PM–6:00PM (SS 2112)

Tutorial #5 (TUT5102): Mondays, 5:00PM–6:00PM (SS 2119)

Tutorial #6 (TUT5401): Wednesdays, 5:00PM–6:00PM (SS 2116)

Tutorial #7 (TUT5501): Wednesdays, 6:00PM–7:00PM (SS 2116)

Teachings Assistants:

Lindsay Sidders – lindsay.sidders@utoronto.ca

Brad Melle – bradley.melle@mail.utoronto.ca

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

LECTURE	DAY	TIME	LOCATION
Lecture #1	Mondays	4:10PM–5:00PM	Lash Miller Chemical Laboratories 159 (Fall) Lassonde Mining Building 128 (Winter)
Lecture #2	Wednesdays	4:10PM–5:00PM	Lash Miller Chemical Laboratories 159 (Fall) Lassonde Mining Building 128 (Winter)

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

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

***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.

2. Important Details

Due Date, Time, and Place: September 23, 2016 before midnight (Blackboard)

Resources:

- Research Guide for HIS 106Y at <http://guides.library.utoronto.ca/HIS106>.
- Dyck, Jason. *Guide to HIS106Y*, 2016. [Blackboard]
- Department of History, University of Toronto, Essay Writing Guide, 2014. [<http://history.utoronto.ca/undergraduate/essays/>]
- *The Chicago Manual of Style*. Chicago: The University of Chicago Press, 2010. [e-Book]

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, vicerealties, 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*

- Atlantic World* (Baltimore: The Johns Hopkins University Press, 2012). [Course text]
- Staden, Hans. *Hans Staden's True History: An Account of Cannibal Captivity in Brazil*, trans. Michael Harbsmeier (Durham: Duke University Press, 2008): 105–145. [e-Book]

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:

- Andreoni, João Antonio. “The World of the Sugar Plantation.” In *Latin American Civilization: History & Society, 1492 to the Present*, ed. Benjamin Keen, 6th. ed. (Boulder: Westview Press, 1996): 196–201. **[Blackboard]**
- Ligon, Richard. “Servants, Slaves, and Masters in Barbados.” In *Atlantic Lives: A Comparative Approach to Early America*, ed. Timothy J. Shannon (New York: Pearson, 2004): 88–95. **[Blackboard]**
- Vieira, João Fernandes. “Instructions on How to Manage a Sugar Mill and Estate.” In *Early Brazil: A Documentary Collection to 1700*, ed. Stuart B. Schwartz and trans. Clive Willis and Stuart B. Schwartz (Cambridge: Cambridge University Press, 2010): 224–229. **[Blackboard]**

Secondary Sources:

- Benjamin, Thomas. “Bondage: The Atlantic Plantation Complex and the Cultures of Slavery.” In *The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400–1900* (Cambridge: Cambridge University Press, 2009): 373–400. **[Blackboard]**
- Thornton, John. “Resistance, Runaways, and Rebels.” In *Africa and Africans in the Making of the Atlantic World, 1400–1800*, 2nd. ed. (Cambridge: Cambridge University Press, 1998): 272–303. **[e-Book]**

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

I. 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 Writing Guide available on the Department of History website at <http://history.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

*Kicza, John E. and Rebecca Horn. *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500–1800*. 2nd ed. Boston: Pearson Education, 2013. [Available at the University of Toronto Bookstore: <http://uoftbookstore.com/>]

*Duffy, Eve M. and Alida C. Metcalf. *The Return of Hans Staden: A Go-between in the Atlantic World*. Baltimore: The Johns Hopkins University Press, 2012. [Available at the University of Toronto Bookstore: <http://uoftbookstore.com/>]

*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:

- [SS] Fernández-Armesto, Felipe. "Americas? America?" In *The Americas: A Hemispheric History* (New York: Modern Library, 2005): 3–20. [Blackboard]

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:

- [SS] Kupperman, Karen Ordahl. "Introduction: The Changing Definition of America." In *America in European Consciousness, 1493–1750*, ed. Karen Ordahl Kupperman (Chapel Hill: The University of North Carolina Press, 1995): 1–5. [Blackboard]
- [SS] Axtell, James. "Imagining the Other: First Encounters in North America." In *Beyond 1492: Encounters in Colonial North America* (Oxford: Oxford University Press, 1992): 26–34 [e-Book]
- [PS] Montaigne, Michel Eyquem de. "On Cannibals." In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 1:472–479. [Blackboard]

LIBRARY WORKSHOP: FINDING SCHOLARLY MATERIALS

Workshop Resources:

- Research Guide for HIS 106Y at <http://guides.library.utoronto.ca/HIS106>.
- Dyck, Jason. *Guide to HIS106Y*, 2016. [Blackboard]
- Department of History, University of Toronto, Essay Writing Guide, 2014. <http://history.utoronto.ca/undergraduate/essays/>
- *The Chicago Manual of Style*. Chicago: The University of Chicago Press, 2010. [e-Book]

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:

- [SS] Kicza, John E. and Rebecca Horn. *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500–1800*. 2nd ed. (Boston: Pearson Education, 2013): xv–xvi, 1–28, 182–185. [Course text]
- [PS] Norton, John. "Iroquois Creation Story." In *World Turned Upside Down: Indian Voices from Early America*, ed. Colin G. Calloway (Boston: St. Martin's Press, 1994): 20–27. [Blackboard]
- [PS] Anonymous. "The Origins of the Aztecs." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 57–60. [Blackboard]
- [PS] Anonymous. "The Deeds of Elal." In *The Argentina Reader: History, Culture, Politics*, eds. Gabriela Nouzeilles and Graciela Montaldo (Durham: Duke University Press, 2002): 19–22. [e-Book]
- [PS] Anonymous (Cayapo Legend). "The Origin of Fire." In *The Brazil Reader: History, Culture, Politics*, eds. Robert M. Levine and John J. Crocitti (Durham: Duke University Press, 1999): 16–19. [Blackboard]

WEEK IV: EXPANSION INTO THE ATLANTIC

LECTURE #7: LATE MEDIEVAL EUROPE (OCTOBER 3)

LECTURE #8: RENAISSANCE EXPLORATION (OCTOBER 5)

Lecture Reading:

- [SS] Taylor, Alan. "Colonizers, 1400–1800." In *American Colonies: The Settling of North America* (London: Penguin Books, 2001): 24–37. [Blackboard]

TUTORIAL #2: TRAVEL NARRATIVES

Tutorial Readings:

- [SS] Mancall, Peter C. "Introduction." In *Travel Narratives from the Age of Discovery: An Anthology*, ed. Peter C. Mancall (Oxford: Oxford University Press, 2006): 3–17. [e-Book]
- [PS] "Greenlanders' Saga, c. 1000." In *Interpreting a Continent: Voices from Colonial America*, eds. Kathleen DuVal and John DuVal (London: Rowman & Littlefield Publishers, 2009): 13–17. [Blackboard]
- [PS] Polo, Marco. "The West and the Mongols: Marco Polo." In *World History in Documents: A Comparative Reader*, ed. Peter Stearns, 2nd ed. (New York: New York University, 2008): 138–141. [Blackboard]
- [PS] Mandeville, John. "A European View of the World." In *Human Record: Sources of Global History*, vol. 1 *To 1500*, ed. Andrea Overfield (Boston: Wadsworth, Cengage Learning, 2012): 375–379. [Blackboard]

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:

- [SS] Kicza, John E. and Rebecca Horn. *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500–1800*. 2nd ed. (Boston: Pearson Education, 2013): 31–37. [Course text]
- [SS] Sued-Badillo, Jalil. "From Tainos to Africans in the Caribbean: Labor, Migration, and Resistance." In *The Caribbean: A History of the Region and Its People*, eds. Stephen Palmié and Francisco A. Scarano (Chicago: The University of Chicago Press, 2011): 97–113. [Blackboard]
- [PS] Columbus, Christopher. "Letter of Columbus Describing the Results of His First Voyage" [1494]. In *The Journal of Christopher Columbus*, trans. Cecil Jane (New York: Bonanza Books, 1989): 191–202. [Blackboard]
- [PS] Las Casas, Bartolomé de. "A Brief Account of the Destruction of the Indies." In *Born in Blood and Fire: Latin American Voices*, ed. John Charles Chasteen (New York: W. W. Norton & Company, 2011): 7–12. [Blackboard]

NO TUTORIALS

WEEK VI: THE COLUMBIAN EXCHANGE

LECTURE #10: PATHWAYS OF DISEASE (OCTOBER 17)

LECTURE #11: GASTRONOMIC BLENDS (OCTOBER 19)

Lecture Reading:

- [SS] Kicza, John E. and Rebecca Horn. *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500–1800*. 2nd ed. (Boston: Pearson Education, 2013): 173–182. [Course text]

TUTORIAL #3: COLONIAL FOODWAYS

Tutorial Readings:

- [SS] Earle, Rebecca. "The Columbian Exchange." In *The Oxford Handbook of Food History*, ed. Jeffrey M. Pilcher (Oxford: Oxford University Press, 2012): 342–357. [e-Book]
- [PS] Acosta, José de. "Book IV." In *Natural and Moral History of the Indies*, trans. Frances López-Morillas (Durham: Duke University Press, 2002), xvii–xviii, 226–233, 239–240. [e-Book]

- [PS] Hariot, Thomas. “An Elizabethan Scientist Admires Indian Agriculture.” In *Atlantic Lives: A Comparative Approach to Early America*, ed. Timothy J. Shannon (New York: Pearson, 2004): 30–33. [Blackboard]
- [PS] Gage, Thomas. “On Chocolate (1648).” In *Mexican History: A Primary Source Reader*, eds. Nora E. Jaffary, Edward W. Osowski, and Susie S. Porter (Boulder: Westview Press, 2010): 124–127. [e-Book]

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:

- [SS] Kicza, John E. and Rebecca Horn. *Resilient Cultures: America’s Native Peoples Confront European Colonization, 1500–1800*. 2nd ed. (Boston: Pearson Education, 2013): 37–55. [Course text]

TUTORIAL #4: THE BLACK LEGEND

Tutorial Readings:

- [SS] Lane, Kris. “Introduction to Bernardo de Vargas Machuca’s *Defense of the Western Conquests, or Apologetic Discourses*.” In *Defending the Conquest: Bernardo de Vargas Machuca’s Defense and Discourse of the Western Conquests*, trans. Timothy F. Johnson (University Park: Pennsylvania State University, 2010): 3–18. [Blackboard]
- [PS] Las Casas, Bartolomé de. “New Spain” In *A Short Account of the Destruction of the Indies*, trans. Nigel Griffin (Harmondsworth: Penguin Books, 2004): 42–56. [Blackboard]
- [PS] Vargas Machuca, Bernardo de. “The Second Discourse and Defense: Rebuttal and Justification of the Conquests of the Kingdom of New Spain.” In *Defending the Conquest: Bernardo de Vargas Machuca’s Defense and Discourse of the Western Conquests*, trans. Timothy F. Johnson (University Park: Pennsylvania State University, 2010): 92–100. [Blackboard]

WEEK VIII: COLONIAL GO-BETWEENS

LECTURE #14: COLONIAL EXPERIMENTS IN BRAZIL (OCTOBER 31)

LECTURE #15: NATIVE INTERMEDIARIES (NOVEMBER 2)

TUTORIAL #5: HANS STADEN

Lecture, Tutorial, and Ethnographic Report Readings:

- [SS] Duffy, Eve M. and Alida C. Metcalf. *The Return of Hans Staden: A Go-between in the Atlantic World* (Baltimore: The Johns Hopkins University Press, 2012). [Course text]
- [PS] Staden, Hans. *Hans Staden’s True History: An Account of Cannibal Captivity in Brazil*, trans. Michael Harbsmeier (Durham: Duke University Press, 2008): 105–145. [e-Book]

WEEK IX: THE EDGES OF EMPIRE

NO LECTURE: FALL BREAK (NOVEMBER 7)

LECTURE #16: THE SPANISH BORDERLANDS (NOVEMBER 9)

Lecture Reading:

- [SS] Kicza, John E. and Rebecca Horn. *Resilient Cultures: America’s Native Peoples Confront European Colonization, 1500–1800*. 2nd ed. (Boston: Pearson Education, 2013): 117–125. [Course text]

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:

- [SS] Kicza, John E. and Rebecca Horn. *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500–1800*. 2nd ed. (Boston: Pearson Education, 2013): 125–142, 146–168. [Course text]
- [PS] Percy, George. “The First Colonists Arrive at Jamestown.” In *Colonial North America and the Atlantic World*, eds. Brett Rushforth and Paul W. Mapp (Upper Saddle River: Pearson Prentice Hall, 2009): 87–91. [Blackboard]
- [PS] Champlain, Samuel de. “Samuel de Champlain on the Founding of Quebec, 1608.” In *Interpreting a Continent: Voices from Colonial America*, eds. Kathleen DuVal and John DuVal (London: Rowman & Littlefield Publishers, 2009): 94–96. [Blackboard]
- [PS] Winthrop, John. “John Winthrop on Founding New England, 1630.” In *Interpreting a Continent: Voices from Colonial America*, eds. Kathleen DuVal and John DuVal (London: Rowman & Littlefield Publishers, 2009): 97–100. [Blackboard]

THE MISSIONARY THEATRE

WEEK XI: CATHOLIC EVANGELIZATION

LECTURE #19: THE “SPIRITUAL CONQUEST” (NOVEMBER 21)

LECTURE #20: MISSIONARY PARTNERSHIPS (NOVEMBER 23)

Lecture Reading:

- [SS] Kicza, John E. and Rebecca Horn. *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500–1800*. 2nd ed. (Boston: Pearson Education, 2013): 72–85, 89–114. [Course text]

TUTORIAL #7: JESUIT MISSIONS

Tutorial Readings:

- [SS] Greer, Allan. “Native North America and the French Jesuits.” In *The Jesuit Relations: Natives and Missionaries in Seventeenth-Century North America*, ed. Allan Greer (Boston: St. Martin's, 2000): 1–14. [Blackboard]
- [SS] Kicza, John E. and Rebecca Horn. *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500–1800*. 2nd ed. (Boston: Pearson Education, 2013): 102–104. [Course text]
- [PS] Chauchetière, Claude. “Letter of October 14, 1682.” In *The Jesuit Relations: Natives and Missionaries in Seventeenth-Century North America*, ed. Allan Greer (Boston: St. Martin's, 2000): 146–154. [Blackboard]
- [PS] Ruiz de Montoya, Antonio. “General Observations.” In *The Spiritual Conquest Accomplished by the Religious of the Society of Jesus in the Provinces of Paraguay, Parana, Uruguay, and Tape: A Personal Account of the Founding and Early Years of the Jesuit Paraguay Reductions*, trans. C. J. McNaspy (St. Louis: The Institute of Jesuit Sources, 1993): 129–134. [Blackboard]

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:

- [SS] Cohen, Charles L. “Conversion among Puritans and Amerindians: A Theological and Cultural Perspective.” In *Puritanism: Transatlantic Perspectives on a Seventeenth-Century Anglo-American Faith*, ed. Francis J. Bremer (Boston: Massachusetts Historical Society, 1993): 233–254. [Blackboard]
- [PS] Eliot, John. “A Brief Narrative of the Progress of the Gospel amongst the Indians in New England, in the Year 1670.” In *The Eliot Tracts: With Letters from John Eliot to Thomas Thorowgood and Richard Baxter*, ed. Michael P. Clark (Westport: Praeger, 2003): 399–406. [Blackboard]
- [PS] Eliot, John. “A Dialogue between Piumbukhou and His Unconverted Relatives, ca. 1671.” In *World Turned Upside Down: Indian Voices from Early America*, ed. Colin G. Calloway (Boston: St. Martin’s Press, 1994): 43–49. [Blackboard]

CONSOLIDATION

WEEK XIII: IMPERIAL DREAMS OF GLORY

LECTURE #23: SPREADING CIVILIZATION (DECEMBER 5)

LECTURE #24: ATLANTIC EMPIRES (DECEMBER 7)

Lecture Readings:

- [SS] Kicza, John E. and Rebecca Horn. *Resilient Cultures: America’s Native Peoples Confront European Colonization, 1500–1800*. 2nd ed. (Boston: Pearson Education, 2013): 59–72. [Course text]
- [SS] Pincus, Steve. “Empires.” In *The Princeton Companion to Atlantic History*, ed. Joseph C. Miller (Princeton: Princeton University Press, 2015): 185–190. [Blackboard]
- [SS] Kagan, Richard L. “People and Places in the Americas: A Comparative Approach.” In *The Oxford Handbook of the Atlantic World, c. 1450–c. 1850*, eds. Nicholas Canny and Philip Morgan (Oxford: Oxford University Press, 2011): 341–361. [e-Book]

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:

- [SS] Burnard, Trevor. “The Atlantic Slave Trade.” In *The Routledge History of Slavery*, eds. Gad Heuman and Trevor Burnard (London: Routledge, 2011): 80–97. [Blackboard]
- [PS] “Stowage of the British Slave Ship ‘Brookes’ under the Regulated Slave Trade, Act of 1788,” Plan of the British Slave Ship Brookes, 1789, The Library of Congress, Printed Ephemera Collection, Portfolio 282, Folder 43. [<http://memory.loc.gov/rbc/rbpe/rbpe28/rbpe282/28204300/001dr.jpg>]
- [PS] Equiano, Olaudah. *The Life of Olaudah Equiano, or Gustavus Vassa, the African* [1789] (New York: Dover Publications, 1999): 23–36. [Blackboard]

- [PS] Oliveira Mendes, Luiz Antonio de. "A Portuguese Doctor Describes the Suffering of Black Slaves in Africa and on the Atlantic Voyage." In *Children of God's Fire: A Documentary History of Black Slavery in Brazil*, ed. Robert Edgar Conrad (Princeton: Princeton University Press, 1994): 15–23. [Blackboard]

NO TUTORIALS

WEEK II: OLD AND NEW WORLD IDENTITIES

LECTURE #27: EUROPEAN IMMIGRATION (JANUARY 16)

LECTURE #28: CREOLE COMMUNITIES (JANUARY 18)

Lecture Readings:

- [SS] Altman, Ida and James Horn. "Introduction." In *"To Make America": European Emigration in the Early Modern Period*, eds. Ida Altman and James Horn (Berkeley: University of California Press, 1991): 1–29. [Google Books]
- [PS] Jones, John. "Welsh Immigrant Life in Pennsylvania." In *Colonial North America and the Atlantic World*, eds. Brett Rushforth and Paul W. Mapp (Upper Saddle River: Pearson Prentice Hall, 2009): 218–220. [Blackboard]
- [PS] Megapolensis, Johannes. "Dutch Ministers Discuss New Netherland." In *Colonial North America and the Atlantic World*, eds. Brett Rushforth and Paul W. Mapp (Upper Saddle River: Pearson Prentice Hall, 2009): 205–206. [Blackboard]
- [PS] Pliego, Sebastián de. "The Troubadour." In *Letters and People of the Spanish Indies: Sixteenth Century*, trans. and eds. James Lockhart and Enrique Otte (Cambridge: Cambridge University Press, 1976): 123–127. [Blackboard]

LIBRARY WORKSHOP: FINDING PRIMARY SOURCES

Workshop Resources:

- [SS] Research Guide for HIS 106Y at <http://guides.library.utoronto.ca/HIS106>.

MULTICULTURAL SOCIETIES

WEEK III: BLENDED COMMUNITIES

LECTURE #29: SOCIORACIAL HIEARCHIES (JANUARY 23)

LECTURE #30: MISCEGENATION (JANUARY 25)

TUTORIAL #9: "RACIAL" MIXTURE

Lecture and Tutorial Readings and Images:

- [SS] Egerton, Douglas R., Alison Games, Jane G. Landers, Kris Lane, and Donald R. Wright. "Racial and Cultural Mixture in the Atlantic World, 1450–1830." In *The Atlantic World: A History, 1400–1888* (Wheeling: Harlan Davidson, 2007): 255–288. [Blackboard]
- [PS] Solórzano, Juan de. "The Mestizo: Seed of Tomorrow." In *Latin American Civilization: History & Society, 1492 to the Present*. 6th. ed. (Boulder: Westview Press, 1996): 121–123. [Blackboard]
- [PS] "Two Castas Paintings from Eighteenth-Century Mexico." In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 322–327. [Blackboard]
- [PS] Saint-Méry, Médéric-Louis-Élie Moreau. "Description . . . of the French Part of the Island of Saint-Domingue." In *Slave Revolution in the Caribbean, 1789–1804: A Brief History with Documents* (Boston: Bedford/St. Martin's, 2006): 57–59. [Blackboard]

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:

- [SS] Wiesner-Hanks, Merry E. "Gender in the Colonial World." In *Women and Gender in Early Modern Europe*. 3rd ed. (Cambridge: Cambridge University Press, 2008): 303–331. [Blackboard]
- [PS] L'Incarntion, Marie. "A French Nun Remarks on Native American Women." In *Atlantic Lives: A Comparative Approach to Early America*, ed. Timothy J. Shannon (New York: Pearson, 2004): 192–197. [Blackboard]
- [PS] Pinckney, Eliza. "Eliza Lucas to Mrs. Boddicott, 1740." In *Interpreting a Continent: Voices from Colonial America*, eds. Kathleen DuVal and John DuVal (London: Rowman & Littlefield Publishers, 2009): 141–143. [Blackboard]
- [PS] Kunz, Marie Elizabeth. "Moravian Women's Spiritual Autobiographies." In *Atlantic Lives: A Comparative Approach to Early America*, ed. Timothy J. Shannon (New York: Pearson, 2004): 197–202. [Blackboard]

COLONIAL ECONOMIES

WEEK V: CIRCULATING GOODS AND PEOPLE

LECTURE #33: ATLANTIC COMMODITIES (FEBRUARY 6)

LECTURE #34: SEAFARING AND PIRACY (FEBRUARY 8)

Lecture Readings:

- [SS] Beckert, Sven. "Commodities." In *The Princeton Companion to Atlantic History*, ed. Joseph C. Miller (Princeton: Princeton University Press, 2015): 116–119. [Blackboard]
- [PS] Exquemelin, Alexander Olivier. "A Dutch Pirate in the Seventeenth-Century Caribbean." In *Atlantic Lives: A Comparative Approach to Early America*, ed. Timothy J. Shannon (New York: Pearson, 2004): 149–155. [Blackboard]

TUTORIAL #11: TOBACCO

Tutorial Readings:

- [SS] Norton, Marcy and Daviken Studnicki-Gizbert. "The Multinational Commodification of Tobacco, 1492–1650." In *The Atlantic World and Virginia, 1550–1624*, ed. Peter C. Mancall (Chapel Hill: The University of North Carolina Press, 2007): 251–273. [Blackboard]
- [PS] Berkeley, William. "Sir William Berkeley's Scheme for Diversifying the Economy, 1662." In *The Old Dominion in the Seventeenth Century: A Documentary History of Virginia, 1606–1700*, ed. Warren M. Billings (Williamsburg: University of North Carolina Press, 2007): 248–252. [Blackboard]
- [PS] "How to Plant Tobacco, 1615." In *The Old Dominion in the Seventeenth Century: A Documentary History of Virginia, 1606–1700*, ed. Warren M. Billings (Williamsburg: University of North Carolina Press, 2007): 217–220. [Blackboard]
- [PS] Peirce, Daniell. "Captain Yardley Buys Five Africans, 1648." In *The Old Dominion in the Seventeenth Century: A Documentary History of Virginia, 1606–1700*, ed. Warren M. Billings (Williamsburg: University of North Carolina Press, 2007): 223. [Blackboard]

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:

- [SS] Benjamin, Thomas. "Bondage: The Atlantic Plantation Complex and the Cultures of Slavery." In *The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400–1900* (Cambridge: Cambridge University Press, 2009): 373–400. [Blackboard]
- [PS] Andreoni, João Antonio. "The World of the Sugar Plantation." In *Latin American Civilization: History & Society, 1492 to the Present*, ed. Benjamin Keen, 6th. ed. (Boulder: Westview Press, 1996): 196–201. [Blackboard]
- [PS] Ligon, Richard. "Servants, Slaves, and Masters in Barbados." In *Atlantic Lives: A Comparative Approach to Early America*, ed. Timothy J. Shannon (New York: Pearson, 2004): 88–95. [Blackboard]
- [PS] Vieira, João Fernandes. "Instructions on How to Manage a Sugar Mill and Estate." In *Early Brazil: A Documentary Collection to 1700*, ed. Stuart B. Schwartz and trans. Clive Willis and Stuart B. Schwartz (Cambridge: Cambridge University Press, 2010): 224–229. [Blackboard]

SPIRITUAL AND IMPERIAL REFORM

WEEK VII: RELIGIOUS REVIVAL

LECTURE #37: BAROQUE CATHOLICISM (FEBRUARY 27)

LECTURE #38: THE GREAT AWAKENING (MARCH 1)

Lecture Readings:

- [SS] Larkin, Brian. "Baroque and Reformed Catholicism." In *The Very Nature of God: Baroque Catholicism and Religious Reform in Bourbon Mexico City* (Albuquerque: University of New Mexico Press, 2010): 4–8. [Blackboard]
- [PS] Edwards, Jonathan. "Jonathan Edwards Speaks of Sin and Salvation." In *Colonial North America and the Atlantic World*, eds. Brett Rushforth and Paul W. Mapp (Upper Saddle River: Pearson Prentice Hall, 2009): 240–246. [Blackboard]

TUTORIAL #13: BLACK CHRISTIANITY

Tutorial Readings:

- [SS] Sensbach, Jon. "Prophets and Helpers: African American Women and the Rise of Black Christianity in the Age of the Slave Trade." In *Women, Religion, and the Atlantic World (1600–1800)*, eds. Daniella Kostroun and Lisa Vollendorf (Toronto: University of Toronto Press in association with the UCLA Center for Seventeenth- and Eighteenth-Century Studies and the William Andrews Clark Memorial Library, 2009): 116–135. [Blackboard]
- [PS] Oldendorp, C. G. A. "August Gottlieb Spangenberg's Visitation to the Mission in 1736." In *History of the Mission of the Evangelical Brethren on the Caribbean Islands of St. Thomas, St. Croix, and St. John*, trans. Arnold R. Highfield and Vladimir Barac and ed. Johann Jakob Bossard (Ann Arbor: Karoma Publisher, 1987): 311–315. [Blackboard]

WEEK VIII: THE RISE OF REASON

LECTURE #39: ENLIGHTENED REFORMS (MARCH 6)

LECTURE #40: THE DISPUTE OF THE NEW WORLD (MARCH 8)

Lecture Reading:

- [SS] Outram, Dorinda. "What is Enlightenment?" In *The Enlightenment*, 3rd ed. (Cambridge: Cambridge University Press, 2013): 1–9. [Blackboard]
- [SS] Kupperman, Karen Ordahl. "Eighteenth-Century Realities." In *The Atlantic in World History* (Oxford: Oxford University Press, 2012): 98–110. [Blackboard]

TUTORIAL #14: COLONIAL SCIENCE

Tutorial Readings:

- [SS] Schiebinger, Londa. “Scientific Exchange in the Eighteenth-Century Atlantic World.” In *Soundings in Atlantic History: Latent Structures and Intellectual Currents, 1500–1830*, eds. Bernard Bailyn and Patricia L. Denault (Cambridge: Harvard University Press, 2009): 294–328. [e-Book]
- [PS] Long, Edward. *The History of Jamaica* (London: T. Lowndes, 1774): 2:351–353, 380–381. [Internet Archive]

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:

- [SS] Klooster, Wim “Civil War in the British Empire: The American Revolution.” In *Revolutions in the Atlantic World: A Comparative History* (New York: New York University Press, 2009): 11–44. [Blackboard]
- [PS] “The American Revolution: Declaration and Resolves of the First Continental Congress.” In *World History in Documents: A Comparative Reader*, ed. Peter Stearns, 2nd ed. (New York: New York University, 2008): 222–225. [Blackboard]
- [PS] “The American Declaration of Independence.” In *The Portable Enlightenment Reader*, ed. Isaac Kramnick (New York: Penguin Books, 1995): 448–452. [Blackboard]
- [PS] Paine, Thomas. “Common Sense.” In *The Dover Anthology of American Literature*, vol. 1, *From the Origins through the Civil War*, ed. Bob Blaisdell (Mineola: Dover Publications, 2014): 61–67. [Google Books]

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:

- [SS] Schmidt-Nowara, Christopher. “An Era of Emancipation: Slavery and Revolution in the Americas.” In *Slavery, Freedom, and Abolition in Latin America and the Atlantic World* (Albuquerque: University of New Mexico Press, 2011): 90–116. [Blackboard]
- [SS] Rodriguez, Junius P. “Sons of Africa.” In *Encyclopedia of Emancipation and Abolition in the Transatlantic World*, ed. Junius P. Rodriguez (London: Routledge, 2007): 492–493. [Blackboard]
- [PS] Equiano, Olaudah. *The Life of Olaudah Equiano, or Gustavus Vassa, the African* [1789] (New York: Dover Publications, 1999): 74–76, 78–81, 177–180. [Blackboard]
- [PS] Cugoana, Quobna Ottobah. *Thoughts and Sentiments on the Evil of Slavery and Other Writings*, ed. Vincent Carretta (London: Penguin Books, 1999): 115–119, 123–125, 140–143. [Blackboard]

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:

- [SS] Walker, Noland. *Egalite for All: Toussaint Louverture and the Haitian Revolution*. PBS Documentary, 2009. [<https://www.youtube.com/watch?v=IOGVgQYX6SU>]
- [SS] Chasteen, John Charles. "Independence." *Born in Blood and Fire: A Concise History of Latin America*. (New York: W. W. Norton & Company, 2011): 87–110. [Blackboard]
- [PS] Iturbide, Agustín de. "Plan of Iguala." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 192–195. [Blackboard]
- [PS] "The Argentine Declaration of Independence." In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 345–346. [Blackboard]
- [PS] "The Haitian Declaration of Independence, January 1, 1804." In *Slave Revolution in the Caribbean 1789–1804: A Brief History with Documents*, eds. Laurent Dubois and John D. Garrigus (Boston: Bedford, 2006): 188–191. [Blackboard]

NO TUTORIALS

CONCLUSION

WEEK XII: ARRIVING HOME

LECTURE #47: COLONIAL LEGACIES (APRIL 4)

LECTURE #48: UNPACKING THE BACKPACK (APRIL 6)

NO TUTORIALS

LECTURE AND TUTORIAL OVERVIEW

FALL TERM (2016)			
WEEK	LECTURE	DATE	TUTORIAL
1	#1: Review of the Course Outline	September 12	No Tutorials
	#2: Backpacking through the Americas	September 14	
2	#3: The Historical Imagination	September 19	Library Workshop: Finding Scholarly Materials
	#4: How to Tell the History of the New World	September 21	
3	#5: Indigenous Migrations	September 26	#1: Wrestling with Origins
	#6: Amerindian Empires	September 28	
4	#7: Late Medieval Europe	October 3	#2: Travel Narratives
	#8: Renaissance Exploration	October 5	
5	Thanksgiving: No Lecture	October 10	No Tutorials
	#9: Early Contact in the Caribbean	October 12	
6	#10: Pathways of Disease	October 17	#3: Colonial Foodways
	#11: Gastronomic Blends	October 19	
7	#12: Guns, Germs, and Steel	October 24	#4: The Black Legend
	#13: The Myths of Conquest	October 26	
8	#14: Colonial Experiments in Brazil	October 31	#5: Hans Staden
	#15: Native Intermediaries	November 2	
9	Fall Break: No Lecture	November 7	No Tutorials
	#16: The Spanish Borderlands	November 9	
10	#17: Meetings on the Atlantic Seaboard	November 14	#6: Early Settlements
	#18: British, Dutch, and French Settlers	November 16	
11	#19: The "Spiritual Conquest"	November 21	#7: Jesuit Missions
	#20: Missionary Partnerships	November 23	
12	#21: Puritan Evangelists	November 28	#8: Puritans and Amerindians
	#22: Native Preachers	November 30	
13	#23: Spreading Civilization	December 5	No Tutorials
	#24: Atlantic Empires	December 7	

WINTER TERM (2017)			
1	#25: The Middle Passage	January 9	No Tutorials
	#26: The First Blacks of the Americas	January 11	
2	#27: European Immigration	January 16	Library Workshop: Finding Primary Sources
	#28: Creole Communities	January 18	
3	#29: Socioracial Hierarchies	January 23	#9: "Racial Mixture"
	#30: Miscegenation	January 25	
4	#31: Marriage and the Family	January 30	#10: Colonial Women
	#32: Nunneries and Colonial Societies	February 1	
5	#33: Atlantic Commodities	February 6	#11: Tobacco
	#34: Seafaring and Piracy	February 8	
6	#35: Urban Slaves and Free Blacks	February 13	#12: Plantation Life
	#36: Masters and Slaves	February 15	
7	#37: Baroque Catholicism	February 27	#13: Black Christianity
	#38: The Great Awakening	March 1	
8	#39: Enlightened Reforms	March 6	#14: Colonial Science
	#40: The Dispute of the New World	March 8	
9	#41: The Seven Years' War	March 13	#15: The American Revolution
	#42: The Language of Rights	March 15	
10	#43: Slave Resistance and Rebellion	March 20	#16: The Sons of Africa
	#44: The Abolition Movement	March 22	
11	#45: The Haitian Revolution	March 27	No Tutorials
	#46: Popular Discontent in Spanish America	March 29	
12	#47: Colonial Legacies	April 3	No Tutorials
	#48: Unpacking the Backpack	April 5	