

# Cultural and Economic Exchange in the Pre-Nineteenth-Century World HIST 1500

<http://www.usu.edu/history/faculty/sanders/classessanders.htm>

**Fall term 2006**

**Mondays, Wednesdays, Fridays 10:30 - 11:20**

**Family Life 206**

**Instructor:** James Sanders

**Office:** Old Main 323-E

**Office hours:** Mondays, Fridays 9:30 – 10:15, Wednesdays 11:30-12:15 and by appointment

**E-mail:** jsanders@hass.usu.edu

**Telephone:** 797-1294

## COURSE DESCRIPTION

The term globalization is much in the news of late, denoting the international movement of goods, peoples, ideas, and culture in general. Usually, modern commentators suggest that globalization is something that has only come about in recent years due to free trade, the internet, international media conglomerates, and commercial jet travel that can take a person from, say, Logan to most of the large cities anywhere in the world within a day. We hear how the world is increasingly interconnected in ways unlike any experience of the past. A USU student may be wearing clothes produced in Malaysia or Guatemala, eating a snack of fruits grown in Mexico and of chocolate (cacao) from Cameroon, listening to music sung by a Colombian of Lebanese descent (Shakira), fearing diseases (West Nile, Ebola) or terrorist threats that originate on the other side of the globe, while reading about ongoing wars fought in Iraq or Sudan.

However, globalization is a process that began centuries ago. In this course, we will study one historic system, called the Atlantic World, that exchanged peoples, goods, and ideas across the globe. The Atlantic World System emerged in the 1400s to connect Europe, Africa, and the Americas; eventually Asia would be pulled into the processes created by this system as well. Other large systems of exchange (especially in Asia, centered on China or the Indian Ocean) existed long before this Atlantic system. However, the Atlantic system would become the first truly global system (by uniting the Old and New Worlds) and it is the direct precursor to the economic and political world in which we live today.

Indeed, the global connections of our aforementioned USU student are hardly novel. By the 1700s, many people's lives in the Atlantic World were touched by clothing, foods, music, diseases, political ideas, and wars originating thousands of miles from where they lived and died. We cannot understand our current economic, social, and political lives without exploring the Atlantic World that gave them birth.

This class is also a gateway course for new history majors. In addition to the historical study described above, the class will help you acquire the skills and knowledge necessary to thrive as a history major. We will explore the structure of the major, various methods and strategies of historical research, the use of the library, and historical writing and citation.

## REQUIRED READING

There are three books, electronic reserve readings, and internet readings. The books are available at the campus bookstore. The electronic reserves you can access from the USU library home page ([library.usu.edu](http://library.usu.edu)) and clicking the "Course Reserves" link. Internet readings can be accessed via the URL given below from any web browser. All readings are equally important!

Robert J. Allison, ed. *The Interesting Narrative of the Life of Olaudah Equiano: Written by Himself*. Boston: Bedford/St. Martin's, 1995.

Richard Bulliet, et al. *The Earth and its Peoples: A Global History. Volume B*. Boston: Houghton Mifflin, 2001.

Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: The University of Chicago Press, 1993.

## EVALUATION

Class participation - 15%  
 Pop quizzes and map test - 10%  
 Oral History Assignment – 10%  
 Newspaper Assignment – 5%  
 Archives Assignment – 5%  
 Equiano Primary Source Assignment: 5%  
 Finding Out Assignment: Question and Bibliography – 15%  
 Midterm - 15%  
 Final Exam – 20%

Seven times during the term we will hold discussion sessions. This will give you a chance to act as an historian, by evaluating evidence and formulating arguments based on that evidence. Without participation you rob your classmates of the opportunity to benefit from your ideas and you yourself do not polish your skills in analyzing information and relating your conclusions in a comprehensible form to others. Missed discussion sessions will affect your participation grade. Attending discussion sections, but not participating, will earn you a D-.

Quizzes are based on the assigned readings for each class period. I will drop your lowest quiz grade. *Missed quizzes cannot be taken later.*

Oral History Assignment, Newspaper Assignment, Archives Assignment, Equiano Primary Source Assignment, and Finding Out Assignment: Question and Bibliography will all help you develop the skills working historians utilize. Detailed descriptions of each assignment will be handed out during the semester.

The midterm and final will be a combination of short answer, multiple choice, fill-in-the-blank, and essay formats.

## A Note on Plagiarism

Plagiarism is taking another person's ideas and claiming them as your own. This includes both copying directly from another work or taking the idea from that work without giving the author recognition with a citation. Paraphrasing without a citation is still plagiarism. Similarly, citing a work, and then copying directly without quotation marks or even almost directly (paraphrasing too closely), is plagiarism. Plagiarists will receive an F and be reported to the Dean.

## Disability Resource Center

If accommodations for the course are needed, students should contact the Disability Resource Center, located in the University Inn, Room 101: (435)797-2444 and (435)797-0740, Monday through Friday from 8:00 a.m. - 5:00 p.m.

## SCHEDULE AND ASSIGNED READINGS

Electronic reserve readings are marked with an @. Internet readings are marked with a \*.

**August 28** – Globalization

No readings.

**August 30** – Historians’ Skills 1: The Structure of the History Major

No readings.

**September 1** – The Backwater of the Old World: Europe

READINGS: Bulliet, *The Earth and its Peoples*, 336-351.

**September 4** – Labor Day. No class.

**September 6** – The Mediterranean World and the Asian World System

READINGS: Bulliet, *The Earth and its Peoples*, 351-365.

**September 8** – Africa before the Atlantic World (**MAP TEST**)

READINGS: Bulliet, *The Earth and its Peoples*, 366-390.

**September 11** – Historians’ Skills 2: The Library I

No readings.

**September 13** - The Americas Before the Atlantic World

READINGS: Bulliet, *The Earth and its Peoples*, 305-330.

**September 15** – Discussion Session 1: The Crusades

READINGS: @“Two Faces of “Holy War”: Christian and Muslim “Jihads” (1095-1270s),” in *Discovering the Global Past, Volume I* (Boston: Houghton Mifflin, 1997), 223-251.

**September 18** – Historians’ Skills 3: The Library II & Journal Assignment

READINGS: Bulliet, *The Earth and its Peoples*, 391-416

**September 20** – The Birth of the Atlantic World from the Edge of Europe

READINGS: Bulliet, *The Earth and its Peoples*, 417-442.

**September 22** – Historians’ Skills 4: What Is a Historical Problem?

No readings.

**September 25** - Discussion Session 2: Why Europe?

READINGS: @1 “The Noble and Magnificent City of Hangzhou: Marco Polo in China,” in *Documents in World History* (New York: Longman, 2003), 208-211.

@2 “Travels of Ibn Batuta (1353),” in *Discovering the Global Past, Volume I* (Boston: Houghton Mifflin, 1997), 336-337.

@3 “Zheng He’s Voyages,” in *Discovering the Global Past, Volume I* (Boston: Houghton Mifflin, 1997), 338-340.

@4 “Global Contacts: Sailing to Calicut,” in *Documents in World History* (New York: Longman, 2003), 306-311.

@5 “Essay on Merchants” in *Global Passages* (Boston: Houghton Mifflin, 2004), 4-7.

\*6 Christopher Columbus, *The Columbus Letter of 1493*, at Osher Map Library and Smith Center for Cartographic Education (University of Southern Maine).  
<http://www.usm.maine.edu/~maps/columbus/translation.html>

**September 27** – Colonies in the New World and the Indigenous Response

READINGS: Bulliet, *The Earth and its Peoples*, 473-474, 477-498.

**September 29** –The Columbian Exchange

READINGS: Bulliet, *The Earth and its Peoples*, 473-477.

**October 2** – Historians Skills 5: Citations

READINGS: 1) Bulliet, *The Earth and its Peoples*, 511-524.

2) Allison, ed., *The Interesting Narrative*, 33-46.

**October 4** – Discussion session 3 – The Slave Trade

READINGS: 1) Allison, ed., *The Interesting Narrative*, 46-58.

@2 “Afonso of Kongo: The Evils of the Slave Trade,” in *Intellectual Traditions of Pre-Colonial Africa* (Boston: McGraw Hill, 1998), 356-358.

@3 “The Establishment of the Fort of São Jorge da Mina” and “Duarte Pacheco on the Fortress of São Jorge da Mina,” in *New Iberian World, Volume I* (New York: Times Books and Hector & Rose, 1984), 246-250.

**October 6** - Historians’ Skills 6: Newspaper Research

No readings.

**October 9** – Africa and the Atlantic

READINGS: Bulliet, *The Earth and its Peoples*, 525-549.

**October 11** – Feudalism and the Rise of State Power

READINGS: Bulliet, *The Earth and its Peoples*, 448-472, 510-511.

**October 13** – Capitalism and the Silver Economy – **Newspaper Assignment Due**

READINGS: Bulliet, *The Earth and its Peoples*, 550-574.

**October 16** – **Mid-Term!**

No readings.

**October 18** - Historians Skills 7 – Visit to the Archives**October 20** – Fall Break. NO CLASS.**October 23** – Discussion Session 4 – The Pirate Alternative?

READINGS: @1) Peter Linebaugh and Marcus Rediker, “The Maritime World Turned Upside Down,” in *The Many-Headed Hydra* (Boston: Beacon, 2001), 162-173.

@2) “After What Manner the Pirates Arm their Vessels,” in John Esquemeling, *The Buccaneers of America* (New York: Barnes and Noble, 1951 (first published 1684), 58-60, 69-77.

**October 25** - The Atlantic Slave System I – Sugar

READINGS: 1) Bulliet, *The Earth and its Peoples*, 499-503.

2) Allison, ed., *The Interesting Narrative*, 59-100.

**October 27** - The Atlantic Slave System II – Plantation Life

READINGS: 1) Bulliet, *The Earth and its Peoples*, 503-509.

2) Allison, ed., *The Interesting Narrative*, 100-125.

**October 30** – The Atlantic Slave System III – The Creation of Race

READINGS: Allison, ed., *The Interesting Narrative*, 125-149.

**November 1** – Discussion Session 5 – Equiano’s Choices and Atlantic Travelers? - **Equiano Primary Source Assignment Due**

READINGS: 1) Allison, ed., *The Interesting Narrative*, 165-182.

@2) “The True and Exact History of the Island of Barbadoes,” in *Discovering the Global Past, Volume II* (Boston: Houghton Mifflin, 1997), 110-115.

@3) “The Masters and the Slaves,” in *Children of God’s Fire* (Princeton: Princeton University Press, 1983), 63-71.

**November 3** – Historians Skills 8: Oral History**November 6** - Industrialization

READINGS: Bulliet, *The Earth and its Peoples*, 608-631.

**November 8** – Discussion Session 6 – Women and Witches in the Atlantic World

READINGS: @1) Heinrich Kramer and Jacob Sprenger, “Why Women Are Chiefly Addicted to Evil Superstitions,” in *Witches of the Atlantic World*, ed. Elaine G. Breslaw (New York: New York University Press, 2000), 289-295.

@2) “Salem Witch Trials” in *Witches of the Atlantic World*, ed. Elaine G. Breslaw (New York: New York University Press, 2000), 377-395, 405-406.

**November 10** – Historians Skills 9: Government Documents

**November 13** – The Enlightenment, Republicanism, and Anti-Colonialism

READINGS: Bulliet, *The Earth and its Peoples*, 580-587.

**November 15** – The American Revolution

READINGS: 1) Bulliet, *The Earth and its Peoples*, 587-592.

**November 17** – The French and Haitian Revolutions I

READINGS: 1) Bulliet, *The Earth and its Peoples*, 592-601.

**November 20** – The French and Haitian Revolutions II – **Archives Assignment Due**

READINGS: Bulliet, *The Earth and its Peoples*, 601-607.

**November 22 and 24** – No class. Thanksgiving.

**November 27** – The Spanish American Revolutions –

READINGS: Bulliet, *The Earth and its Peoples*, 632-638.

**November 29** - Discussion Session 7 – Atlantic Revolutions?

READINGS: \*1) “Declaration of Independence,” 1776. At *From Revolution to Reconstruction*.  
<http://odur.let.rug.nl/~usa/D/1776-1800/independence/doi.htm>

\*2) “The Constitution of the USA,” 1788. At *From Revolution to Reconstruction*.  
<http://odur.let.rug.nl/~usa/D/1776-1800/constitution/const.htm>

\*3) “Declaration of the Rights of Man.” 1789. At *The Avalon Project at Yale Law School*.  
<http://www.yale.edu/lawweb/avalon/rightsof.htm>

@4) “Letter of Toussaint L’Ouverture,” in C.L.R. James, *The Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution* (New York: Vintage Books, 1963), 194-197.

@5) “A Charter of Liberty,” in Benjamin Keen, ed., *Latin American Civilization: History and Society, 1492 to the Present. Fourth Edition* (Westview Press: Boulder and London, 1986), 142-144.

@6) “José María Morelos’s “Sentiments of the Nation,” Chilpancingo, Mexico (1813),” in *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: SR Books, 1998), 341-344.

\*7) Simón Bolívar, “Message to the Congress of Angostura, 1819.” At *Modern History Sourcebook*.  
<http://www.fordham.edu/halsall/mod/1819bolivar.html>

**December 1** – Oral History Presentations – **Oral History Assignment Due**

No readings.

**December 4** – Oral History Presentations - **Oral History Assignment Due**

No readings.

**December 6** – Oral History Presentations - **Oral History Assignment Due**

No readings.

**December 8** – Conclusions and Review - **Finding Out Assignment Due**

No readings.

**December 13 (Wednesday)** – **FINAL EXAM** 9:30 – 11:20