

EUH3931

Religion in the Atlantic World

Instructor

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Office Hours: Keene-Flint 222
MW 10:30-11:30 (or by appointment)
Lecture: TURL 2354
MWF Period 3

Course Description

Atlantic History highlights the interconnectedness of diverse peoples and ideas between Europe, Africa, and the Americas. This course examines the role that religion played in the development of the Atlantic world from the voyages of Columbus to the revolutions of the late eighteenth and early nineteenth century. Moving thematically, this course will explore how religion was conceived, utilized, re-imagined, and negotiated by Europeans, Africans, and Native Americans throughout the early modern period. Themes of particular interest are: colonization, conquest, slavery, resistance, revolution, and empire.

Course Objectives

Students will learn:

1. To think critically about religion, especially its interconnections with culture and politics
2. To become more knowledgeable about early modern imperialism and its present-day legacies and consequences
3. To become more proficient at making concise arguments in both written and oral form
4. To improve writing abilities

Required Texts

Allan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits*

Carla Gardina Pestana, *Protestant Empire: Religion and the Making of the British Atlantic World*

Jon F. Sensbach, *Rebecca's Revival: Creating Black Christianity in the Atlantic World*

Other required readings are available on Canvas.

Grading Scale and Assignment Summary

Attendance/Participation	15%
Quizzes	15%
Essay 1	25%
Essay 2	25%
Final Project	20%

Grade Proportion	Grade Scale	Grade Value
Attendance: 50 points (5%)	935-1,000 = A	A = 4.0
Participation: 100 points (10%)	900-934 = A-	A- = 3.67
Quizzes: 150 points (15%)	870-899 = B+	B+ = 3.33
Essay 1: 250 points (25%)	835-869 = B	B = 3.00
Essay 2: 250 points (25%)	800-834 = B-	B- = 2.67
Final Project: 200 points (20%)	770-789 = C+	C+ = 2.33
	735-769 = C	C = 2.00
Total: 1,000 points (100%)	700-734 = C-	C- = 1.67
	670-699 = D+	D+ = 1.33
	635-669 = D	D = 1.00
	600-634 = D-	D- = 0.67
	0-599 = E	E = 0.00

Only course grades of C or better will satisfy Gordon Rule, general education, and college basic distribution credit.

Quizzes: Over the course of the semester, you will have six unannounced quizzes. These quizzes are meant to gauge your understanding of the course material. I will drop your lowest quiz score; only five will count toward your final grade. Each quiz is worth 30 points (3%) of your final grade. You cannot make-up a quiz without university-approved documentation.

Essays: In lieu of a midterm and final exam, you have two essays in this class. Each essay must be 8-10 pages with one-inch margins. The font is Times New Roman. Any other formatting is not acceptable. I will give you each essay topic no later than five weeks before their respective due date. Your overall essay grade will be deducted 10 points for every day the assignment is late.

Final Project: You will have a final project that assesses you on the overall semester. While it contains a minor writing component (4-6 pages), this will be an opportunity to use your creativity to help show what you know. This project is meant to be a low-stress assignment to conclude the semester. I will have further details closer to the end of the semester. Your overall final project grade will be deducted 10 points for every day the assignment is late.

*NOTE: Since your essays and final project will be known weeks in advance and may—at my discretion—be turned in on Canvas/Email, there is no “excuse” for turning them in late. If you feel your personal situation does not apply to this policy, please see me to discuss it.

Course Policies

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Attendance:

In order to ensure success in this course, it is imperative that you attend all class meetings. Attendance will be recorded at the beginning of each class. Without showing up to class, you cannot fully participate.

Participation:

For the purposes of this class, participation means you are **actively** contributing to the discussion. This could include probing questions, insights regarding readings, or making connections across multiple weeks in the course. All of these involve communicating to me and the rest of the class that you are prepared and engaged with the lectures and/or material.

Academic honesty:

Plagiarism constitutes intellectual theft and academic dishonesty. It is the failure to properly cite and give credit when you use the ideas, words, phrases, or arguments of other people in your writing assignments. On all work submitted for credit by students at the University of Florida, the following pledge is implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” For more information regarding the Honor Code, see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>

Accommodations for Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Course Schedule

I. Course Intro: Religion and the Atlantic Region

Guiding Questions: What is religion? In what ways does religion impact societies and/or social interactions? How were religious beliefs similar among societies surrounding the Atlantic Ocean? How were they different? How might differing beliefs between European Christian denominations impact expansions and interactions beyond Europe?

W 8/22	Course Introduction
F 8/24	What is Religion?
M 8/27	Atlantic Religious Groups Read: Pestana, <i>Protestant Empire</i> , ch. 1
W 8/29	Atlantic Religious Groups
F 8/31	Atlantic Religious Groups Read: Pestana, <i>Protestant Empire</i> , ch. 2

II. Early Colonization: Launching Imperial Projects

Guiding Questions: How did European empires use religion to justify colonization and conquest? How did Native Americans fit into their mindset? How did religion create inter-imperial conflicts? How did Spain's violent history of Reconquista contribute to colonization? In what ways were the colonizations and conquests by Catholic Spain and Protestant England similar? In what ways were they different? How did the religious background of historical actors affect their interaction with unknown peoples?

M 9/3	No Class: Labor Day
W 9/5	Iberian Atlantic Expansion
F 9/7	Iberian Atlantic Expansion Read: Thornton, "Development of African Catholic Church"
M 9/10	Iberian Conquest
W 9/12	Iberian Conquest
F 9/14	Iberian Conquest Read: <i>Empires of God</i> , ch. 1-2
M 9/17	British Colonization Read: Pestana, ch. 3-4
W 9/19	British Colonization

F 9/21 Understanding Religious Justifications of Empire
Read: Bartolome de las Casas, Preface and Prologue
Read: Increase Mather, p. 9-15

M 9/24 Understanding Religious Justifications of Empire

W 9/26 Religious Backgrounds on Both Sides
Read: Allan Greer, *Mohawk Saint*, chs. 1-2

F 9/28 Religious Backgrounds on Both Sides
Read: Allan Greer, *Mohawk Saint*, chs. 3-4

III. Religious Encounters

Guiding Questions: *How did European empires contend with dissent in their overseas colonies? What role did the Inquisition have in Spanish colonies? In what ways did Europeans and Native Americans navigate a religious “middle ground”? How did Europeans use religious beliefs to justify slavery? What is the connection between race and Protestant Christianity? Why were some European Christian denominations more appealing to enslaved Africans than others?*

M 10/1 Encountering Other Religious Beliefs
Pestana, chs. 5-6

W 10/3 Navigating Religious Encounters with Native Americans
Read: Allan Greer, *Mohawk Saint*, chs. 5-6

F 10/5 Navigating Religious Encounters with Native Americans
Read: Allan Greer, *Mohawk Saint*, chs. 7-9

M 10/8 Inquisition

W 10/10 Inquisition

F 10/12 Inquisition
Read: Inquisition Documents (Canvas)

M 10/15 Race & Slavery
Essay 1 Due

W 10/17 Race & Slavery

F 10/19 Race & Slavery
Read: Sensbach, *Rebecca’s Revival*, chs. 1-3

M 10/22 Slavery and Conversion

W 10/24	Slavery and Conversion Read: Sensbach, <i>Rebecca's Revival</i> , ch. 4-6
F 10/26	No Class: At a Conference; Work on your essay!
M 10/29	Creole Religions
W 10/31	Creole Religions Read: Creole Religion documents (Canvas)
F 11/2	No Class: Homecoming
M 11/5	Understanding Violent Encounters In-Class Movie: <i>The Mission</i>
W 11/7	Understanding Violent Encounters In-Class Movie: <i>The Mission</i>
F 11/9	Understanding Violent Encounters Read: Violence documents (Canvas)

IV. Enlightenment, Revivalism, Abolition, and Revolutions

Guiding Questions: What impact did enlightenment and revivalism have on Atlantic religious history? What role did religion play in the various Atlantic revolutions? Why did many African slaves respond positively to revivalism? What role did evangelical Christianity have in the debates regarding slavery and the slave trade?

M 11/12	No Class: Veterans Day
W 11/14	Enlightenment
F 11/16	Revivalism Pestana, ch. 7
M 11/19	Revivalism
W 11/21	No Class: Thanksgiving
F 11/23	No Class: Thanksgiving
M 11/26	Revivalism & Slavery
W 11/28	Abolition

F 11/30 Abolition
Read: Abolition Documents (Canvas)

M 12/3 Atlantic Revolutions
Read: Pestana, ch. 8

W 12/5 Atlantic Revolutions
Essay 2 Due

W 12/12 **Final Project Presentation**
12:30 - 2:30 pm