

## **WOH4234: Atlantic Exchanges from Columbus to NATO**

Dr. Fernanda Bretones Lane

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Class Meetings: MWF 10:40– 11:30am (Period 4) | Keene-Flint Hall 0101

Student Hours: M 3-5pm and Th 9-10am

### **Course Description**

The Iberian maritime expansion of the fifteenth century set in motion a process of encounters and transformations, connecting four different continents. People from Europe, Africa, North and South America became enmeshed in a web of exchanges made possible by the Atlantic Ocean. Their interactions over the following centuries makes up the history of the Atlantic world. In this course, we will survey the main topics of this history, including the early European exploration of Africa, the conquest of the Americas, imperial rivalries and competition, the trans-Atlantic slave trade, the Age of Revolutions, among others. [Please note: the course will end in 1888]

### **Course Goals**

This course is designed to offer students a wide understanding of the ways in which different nodes of the Atlantic world were connected. Student will develop a critical understanding of what Atlantic history means and how it helps us assess the past. They will be able to identify the peoples, ideas, and goods that circulated around the Atlantic world. Students will also sharpen their reading and analytical skills through critical evaluation of scholarly texts and primary sources.

### **Required Texts**

- Jane Landers, *Atlantic Creoles in the Age of Revolutions* (Cambridge: Harvard University Press, 2010)
- Kathryn McKnight and Leo Garofalo (Eds.), *Afro-Latino Voices: Translations of Early Modern Ibero-Atlantic Narratives* (Indianapolis: Hackett Publishing Co., 2015)

*These are available at Library West on Course Reserve. Other required reading materials will be available on CANVAS.*

### **Course Assignments**

**Map Quiz:** Identify key areas of the Atlantic world. To be administered in class on Friday, 9/6. I will provide you a map in advance from which to study.

**Content Quizzes:** These may include fill-in-the-blanks with key terms, short answers, passage identifications, or a short essay. Twice in the semester, in class, on 9/27 and 11/8.

**Reading Response:** A three to four-page analysis that answers a prompt (distributed in advance) related to Jane Landers, *Atlantic Creoles in the Age of Revolutions*.

**Final Paper:** A 5-6 page paper that answers the question “What is Atlantic History?” based on the semester-long readings and discussions. Further instructions will be distributed in advance.

**Grade Breakdown:**

Map Quiz	5%
Content Quiz 1	15%
Content Quiz 2	15%
Reading Response	20%
Participation*	10%
Final Paper	35%

\*Participation evaluation is based on two criteria: 1) whether or not you are bringing your own discussion question to designated discussion days, and 2) Whether or not you are actively participating in discussion. It is not just about how much you talk in class, is also about the quality of your contribution. If you just show up to discussion and do nothing/sit silent, that is considered insufficient participation. If you constantly interrupt your classmates/repeat what has already been said, you will likely *not* earn points for participation. Those who fail to follow class policies (i.e. use their phones/laptops without authorization/repeatedly show up late) or who disrupt the class in any way (i.e. talking loudly with others, constantly moving around, eating loudly) will also harm their participation grade.

**Attendance**

Whether it is a lecture day or a discussion session, attendance is mandatory. Each student will automatically have two absences excused without question. Any further absence will earn you an “F” for that day, which will impact your participation and final grade (see grade breakdown below). Extended absences (beyond the two excused ones) resulting from acceptable reasons (such as illness, serious family emergencies, religious holiday, military obligations, jury duty) will also be excused if proper documentation is provided (such as medical documentation, jury letter, etc). In these cases, the instructor should be communicated as soon as possible to plan a special accommodation. Poor attendance is grounds for failing the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

A special note for students who participate in university-sponsored athletic or scholarly activities: According to the University’s policies, “Students who participate in university-sponsored athletic or scholarly activities are permitted to be absent 12 scholastic days per semester without penalty. **The student or student’s advisor must notify the instructor as early as possible prior to the anticipated absence** to allow ample time for accommodations.”

**Participation**

Students are expected to show up for class ready to engage with the material (answer questions that the instructor may raise/complete in-class assignments, etc), the professor (ask questions or offer insights during lectures), and with other students (during discussion). You are required to bring a copy of the assigned readings with you on relevant days. Unpreparedness (including failure to bring readings to class), unexcused absences, and uncourteous behavior will impact your grade negatively, while energetic and informed participation will raise final grades.

### **Deadlines**

All deadlines are fully noted on this syllabus, so plan accordingly. If you anticipate not being able to meet a particular deadline for reasons beyond your control (for instance, medical/personal issues), contact the instructor right away to inquire about possibly turning in late work. However, please note that, unless you are dealing with a documented acceptable absence/reason for tardiness as described above, any late work that the instructor decides to accept will incur a penalty: Half a grade point will be deducted for each day the work is late, starting from the indicated deadline.

### **Accommodations**

Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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. You are welcome to come bring the accommodation letter to my office if you prefer instead of doing it in class. Please act on this as soon as possible in the semester.

### **Classroom Etiquette**

Technology is wonderful! But it is also so pervasive in our contemporary lives, that we can all benefit from a break. During our fifty-minute meetings, let's all enjoy tech-free thinking. Laptops and cellphones must be turned off/silenced and stored away. You should bring a notebook to take notes from lecture and to jot down your thoughts.

We should all be on time for class. If you arrive late, please be as unobtrusive as possible. If you must leave early for a medical appointment or other university-sanctioned business, please notify me in advance and also try not to be too disruptive as you exit.

Each and everyone one of us must be respectful when discussing and disagreeing with the ideas and opinions of others. Argument is an important part of intellectual discussion, so I expect and encourage lively debates that will give you opportunities to work through problems, ask questions, and evaluate answers and interpretations together. I also expect you to show respect toward others and their views, even if they are very different from your own.

### **Communicating with the Instructor**

If you have questions that cannot be answered by consulting the syllabus or addressed in class, come see me during Student Hours. Those are specific times when my office is open to you, for any concerns you may have. If those hours conflict with your schedule, contact me to make an appointment at a time that works for both of us. Finally, if none of those are viable, or if you have pressing concerns, feel free to email me. Note, however, that emailing your professors is not the same as emailing (or texting) your friends. Some useful tips (not only for this class, but for all professional communication that happens online), see "How to Email Your Professor (Without Being Annoying AF)" at <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.oe41y9s16>. I generally check emails once daily. I will

do my best to answer you as soon as possible, but please allow up to 24 hours for a response. Weekends will likely disrupt this schedule.

### **Grading Criteria**

A Work that goes beyond instructor's expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a “good” student.

A- Very good work with most of the attributes of “A” work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as “A” work. Excellent.

B+ Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

B Good competent work, which meets all standards/requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

B- Almost up to specifiable standards. Often characterized by vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Sometimes the result of truncate writing that could improve with more attention/work. Talk to instructor.

C+ Below the specifiable standards for good work. Sometimes the result of poor writing that compromises quality of the work/clarity of ideas. Talk to instructor.

C Work showing serious misunderstanding or lack of effort or engagement. Talk to instructor

C- or below: Talk to instructor immediately.

Passing grades range from A to D-. Current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext-otp1>

### Class Schedule

#### **Week 1. Conceptualizing the Atlantic World**

Wed 8/21: Introduction and organizational meeting

Fri 8/23: Discussion: What is Atlantic History?

- Reading:
  - 1) David Armitage, “Three Concepts of Atlantic History.” David Armitage and Michael Braddick, *The British Atlantic World, 1500 to 1800* (Palgrave Macmillan, 2002), pp.11-29.

#### **Week 2. European-African Encounters**

Mon 8/26: Europeans come to Africa

- Reading:
  - 1) David Northrup, *Africa’s Discovery of Europe*, Chapter 1: “First Sights—Lasting Impressions”

Wed 8/28: West Africa and “the Birth” of the Atlantic World

- Readings:
  - 1) Toby Green, *The Rise of the Trans-Atlantic Slave Trade in Western Africa, 1300-1589*, Chapter 2 “The Formation of Early Atlantic Societies in Senegambia and Upper Guinea,” pp.69-94
  - 2) John Thornton, “The Treason of Dom Pedro Nkanga a Mvemba against Dom Diogo, King of Kongo, 1550,” followed by “Copy of a Judicial Inquiry That His Royal Lordship [Dom Diogo] Ordered the Magistrate and Purveyor Jorge Afonso to Carry Out, Concerning the Treason that Dom Pedro Nkanga a Mvemba Mounted against Him” in *Afro-Latino Voices Afro-Latino Voices*, pp. 2-19

Fri 8/30: Discussion

#### **Week 3. Iberian Expansion across the Atlantic, part 1**

~~Mon 9/2~~ Labor Day – no class

Wed 9/4: Africans in Iberia

- Readings:
  - 1) Ruth Pike, “Sevillian Society in the Sixteenth Century: Slaves and Freedmen,” *The Hispanic American Historical Review* Vol. 47, No. 3 (Aug., 1967), pp. 344-359.
  - 2) Leo Garofalo, “Afro-Iberian Subjects: Petitioning the Crown at Home, Serving the Crown Abroad, 1590s-1630s” and primary sources that follow the essay, *Afro-Latino Voices*, 35-42.

**Fri 9/6:** Spain, Portugal, and the Atlantic Islands

- Reading:
  - 1) Emily Berquist Soule, “From Africa to the Ocean Sea: Atlantic Slavery in the Origins of the Spanish Empire,” *Atlantic Studies* 2017, 1-24

**\*Map Quizz**

**Week 4. Iberian Expansion across the Atlantic, part 2**

Mon 9/9: Conquest and Colonial Society in Spanish America

- Reading:
  - 1) Matthew Restall, “Black Conquistadors: Armed Africans in Early Spanish America,” *The Americas* Vol. 57, Issue 2 (Oct. 2000), pp.171-205

Wed 9/11: Further South: The Portuguese in Brazil

- Reading:
  - 1) Pedro Vaz de Caminha, “There can easily be Stamped upon Them Whatever Belief We Wish to Give Them,” The First Letter from Brazil, 1500

Fri 9/13: Discussion

**Week 5. Trade and Contraband**

Mon 9/16: Atlantic Commodities

- Readings:
  - 1) Marcy Norton, *Sacred Gifts, Profane Pleasures: A History of Tobacco and Chocolate in the Atlantic World*, Chapter 5 “Learning from Indians”
  - 2) Jesse Cromwell, *The Smugglers' World: Illicit Trade and Atlantic Communities in Eighteenth-Century Venezuela*, Prologue

Wed 9/18: Merchants, Smugglers, and Pirates

- Reading:
  - 1) Nuala Zahedieh, “The Merchants of Port Royal, Jamaica, and the Spanish Contraband Trade, 1655-1692,” *The William and Mary Quarterly*, Vol. 43, No. 4, pp.570-593

Fri 9/20: Discussion

**Week 6. Imperial Competition in the Atlantic World**

Mon 9/23: The Northwestern European Atlantic system

- Reading:
  - 1) Wim Klooster, “Northern Europeans Invade the Americas,” *Major Problems in Atlantic History* (essay + primary sources)

Wed 9/25: The Iberian Atlantic system

- Reading:
  - 1) Marcia Berbel, Rafael Marquese, Tamis Parron. “The Iberian and Northwestern European Atlantic Systems,” *Slavery and Politics*, pp.13-32
  - 2) Primary Source: “A Spanish Caribbean Captivity Narrative: African Sailors and Puritan Slavers, 1635” in *Afro-Latino Voices*, pp.126-136

**Fri 9/27: Quiz 1**

## **Week 7. Slavery and the Trans-Atlantic Slave Trade**

Mon 9/30: Humans as Cargo

- Reading:
  - 1) Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*, Chapter 2, 33-64

Wed 10/2: The Atlantic business of trafficking people

- Reading:
  - 1) Angela Sutton, “The Seventeenth-Century Slave Trade in the Documents of the English, Dutch, Swedish, Danish and Prussian Royal Slave Trading Companies.” *Slavery & Abolition*, 36.3 (2015): 445–459

~~Fri 10/4~~ Homecoming – no class.

## **Week 8. Ports, Forts, and Factories of the Atlantic World**

Mon 10/7: The African Port of Annamaboe

- Reading:
  - 1) Randy Sparks, *Where the Negroes Are Masters: An African Port in the Era of the Slave Trade*, Chapter tba

Wed 10/9: Liverpool: Center of the Slave Trade in Europe

- Reading:
  - 1) James Rawley, “The Transatlantic Slave Trade: A History,” Chapter 9 “Liverpool”

Fri 10/11: African Diaspora in Brazil: The Port City of Rio de Janeiro

- Reading:
  - 1) Mariza de Carvalho Soares, “African Barbeiros in Brazilian Slave Ports,” *The Black Urban Atlantic in the Age of the Slave Trade*, 207-230

**Week 9. Resisting Slavery in the Americas**

Mon 10/14: Maroons and fugitives

- Reading:
  - 1) Gabriel Debien, “Marronage in the French Caribbean,” in Richard Price (Ed.), *Maroon Societies: Rebel Slave Communities in the Americas*, 107-134

Wed 10/16: Negotiating Amelioration

- Reading:
  - 1) Randy Browne, *Surviving Slavery in the British Caribbean*, Chapter 2 “Challenging the ‘Right of a Master to Punish’”

Fri 10/18: Discussion

- Readings:
  - 1) Maria Elena Diaz, “To Live as a *Pueblo*: A Contentious Endeavor, El Cobre, Cuba, 1670s-1790s” Essay + primary sources, *Afro-Latino Voices* pp.81-88
  - 2) Maribel Arrelucea Berrantes, “Slavery, Writing, and Female Resistance: Black Women Litigants in Lima’s Tribunals of the 1780s,” Essay + primary sources, *Afro-Latino Voices* 180-191

**Week 10. Atlantic Wars in the Eighteenth Century**

Mon 10/21: War and Disease in the Caribbean

- Reading:
  - 1) John McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean*, Chapter 5

Wed 10/23: The Seven Years’ War

- Reading: *tba*

Fri 10/25: Discussion

**Week 11. Slave Revolution in the Atlantic World**

Mon 10/28: The Haitian Revolution

- Readings:
  - 1) Laurent Dubois, “Why Haiti should be at the centre of the Age of Revolution,” Aeon ([online](#))
  - 2) “The Free Citizens of Color, Address to the National Assembly, October 22, 178;” “Philadelphia General Advertiser, Reports from the Insurrection, October-November 1791” both in Laurent Dubois and John Garrigus, *Slave Revolution in the Caribbean 1789-1804*



Wed 10/30: Atlantic Repercussions of the Haitian Revolution

- Reading:
  - 1) David Geggus (Ed.), *The Impacts of the Haitian Revolution in the Atlantic World*, Excerpts pp.3-20

Fri 11/1: Discussion

### **Week 12. The Atlantic in the Age of Revolutions**

Mon 11/4: Jane Landers, *Atlantic Creoles in the Age of Revolutions*, Chapters 1 and 2

Wed 11/6: Landers, *Atlantic Creoles*, Chapters 3 and 4

**Fri 11/8:** Finish Landers, *Atlantic Creoles*

#### **Quiz 2**

### **Week 13. South Atlantic Connections: The Mature Portuguese Empire**

~~Mon 11/11~~ Veterans Day.

Wed 11/13 Portuguese Africa

- Readings:
  - 1) Mariana P. Candido, *An African Slaving Port: Benguela and the Atlantic World*, Chapter 3 “Benguela and the South Atlantic World” pp. 143-190

Fri 11/15: Discussion

***Atlantic Creoles* Essay Due** by 6pm via Canvas

### **Week 14. Napoleonic Wars, Independence, and Abolition**

Mon 11/18: Spanish American Revolutions

- Readings:
  - 1) Jorge China, “In the Royal Service of Spain: The *Milicianos Morenos* Manuel and Antonio Perez during the Napoleonic Invasion, 1808-1812,” Essay + primary source *Afro-Latino Voices* pp.200-207

Wed 11/20: The End of the Slave Trade?

- Reading:
  - 1) David Eltis, “Was Abolition of the U.S. and British Slave Trade Significant in the Broader Atlantic Context?”
  - 2) Fernanda Bretones Lane, Gabriel Santos, Alain Youssef, “The Congress of Vienna and the Making of Second Slavery,” *Journal of Global Slavery* 2019

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Fri 11/22: Discussion

**Week 15. First Draft of Final Paper**

Mon 11/25: How to Craft a Good Paper

~~Wed 11/27~~ Thanksgiving

~~Fri 11/29~~ Thanksgiving

**Week 16. After Empires: The Enduring Legacies of Slavery and Colonialism**

Mon 12/2: The Enduring Legacies of Slavery and Colonialism: Brazil, Cuba, and Puerto Rico

- Reading:
  - 1) Christopher Schmidt- Nowara, “Continuity and Crisis: Cuban Slavery, Spanish Colonialism, and the Atlantic World in the Nineteenth Century,” 199-217

Wed 12/4: New Imperialism in Africa

- Reading:
  - 1) Egerton, Games, et alii, *The Atlantic World*, “Atlantic Africa: New Exports, Cheap Imports, Heightened Dependence”

~~Fri 12/6~~ Reading Day

**Final: Wednesday, December 11, 7:30-9:30am. In lieu of an in-class, final exam, you will turn in your final paper by the end of the exam period allotted for this class, which is 9:30am today. Submission via Canvas.**

*Last but not least...*

**Academic Integrity**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism is not tolerated. Unintentional plagiarism results in an “F” for the paper. Intentional plagiarism results in an “F” for the course, or worse.

In order to avoid the (unintentional) appearance of plagiarism, make sure you are familiar with standard forms of citation (for example, using quotation marks when citing primary and secondary sources, and inserting footnotes or endnotes to refer your reader to the source).

### **Campus Resources**

UF is a big school—and there are lots of resources available to students. Here is a sample of some useful resources:

#### **Health and Wellness**

*U Matter, We Care:* If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

*Counseling and Wellness Center:* <https://counseling.ufl.edu/> or call 392-1575

*Hitchcock Field And Fork Food Pantry:* For anyone experiencing food insecurity, with no requirement to verify income or need. <https://pantry.fieldandfork.ufl.edu/>

*The Molm Family Gator Career Closet:* An on-campus, lending closet for students to borrow professional clothing and accessories free of charge. Valid with UF ID <https://career.ufl.edu/closet/>

*Police Department:* 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

*Sexual Assault Recovery Services (SARS):* Student Health Care Center, 392-1161.

#### **Academic Resources**

*E-learning technical support,* 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

*Career Connections Center,* Reitz Union, 392-1601. Career assistance and counseling.

<https://career.ufl.edu/>

*Library Support,* <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

*Writing Studio,* 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

*Student Complaints On-Campus:* <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>

*On-Line Students Complaints:* <http://distance.ufl.edu/student-complaint-process/>

### **Course Evaluations**

As mandated for all CLAS courses in Fall 2019, “Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is

designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [https://urldefense.proofpoint.com/v2/url?u=https-3A\\_ufl.bluera.com\\_ufl\\_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F\\_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E\\_HUO3wQ&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E_HUO3wQ&e=). Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu><<https://evaluations.ufl.edu>>. Thank you for serving as a partner in this important effort.”