History 2006
Atlantic World, 1450-1650

Mondays and Wednesdays: 1:05 to 2:25pm
Killam Library Macme

Dr. Justin Roberts

Contact Info:
j justin.roberts@dal.ca
Office Hours: Wednesdays, 3:00-5:00 or by appointment 1169 McCain Arts & Sciences

Course Description:

This course explores the major themes in the social, political and cultural history of the Atlantic World from the mid-fifteenth century through the seventeenth century. It will focus on an era of European exploration and discovery in Africa and in the Americas, the expansion and development of seaborne empires, the maritime and navigational technologies that made this possible and the creation of an Atlantic system, linking Europe, Africa and the Americas. Interactions and encounters between the peoples of Europe, Africa and the Americas and the ideas that shaped these encounters will be our focus. Topics will include the early Portuguese explorations of the African coast, Columbus’ voyage and the first searches for a Northwest Passage, the Spanish conquest of the powerful Aztec, Incan and Mayan empires, the rise and fall of the Spanish empire in the Atlantic World, Northern European footholds in North America and the first English attempts at settlement in Jamestown, the creation of the slave trade, the dominance of sugar and silver as new World commodities and the ways in which the discovery of the New World shaped European science and their understanding of the natural world. We will explore the major political formations, the monarchical rivalries and allegiances, the Catholic and Protestant struggles and the wars and violence that shaped the Atlantic in these early years. Our coverage will be sweeping and broad but we will also learn about the impact of diseases on human lives, life in sixteenth-century cities and popular early modern Atlantic World ideas about social and personal issues that we face today such as the body, food, the family, death, health, sex, crime and childhood.

Course Requirements:

Attendance and Participation: 10%
You will be required to attend lectures consistently and participate thoughtfully in class discussions.

Two Short Primary Source Papers: 15% each
You will critically analyze and situate with its historical context a set of primary sources on a particular subject related to the study of the Atlantic World in this era. I will provide questions.
You will write two of these essays during the semester, **minimum 1000 words** each. The essays will be based on the primary sources in *Samuel de Champlain: Founder of New France* and *Christopher Columbus and the Enterprise of the Indies*.

**Atlantic World Map Test: 10%**
You will be asked with one partner to draw a map of the Atlantic World in class from memory and label some of the major cities, islands, waterways and regions. Some of these will be identified by their historical names. I will give you a list of 20 to label on the day of the test from a bank of 60 which I will provide in advance. You will be expected to do this test without notes or any other kind of electronic assistance. You will be graded on the quality of your outline map (40%) and on how well you can locate the 20 items on the map (60%). Practice drawing the map in advance.

**Midterm Exam: 20%**
There will be an in-class midterm exam. The exam will consist of essay questions, ID’s and multiple choice questions. The questions will cover all the lectures and the readings to that date. You will have a difficult time passing the exam without reading *A Land So Strange*.

**Final Exam: 30%**
This exam will consist of multiple choice, short answer questions, longer essay questions and a set of identify and state the significance questions. Options will be provided for each set of questions. The final exam will be comprehensive.

**Late Paper Policy**
Late papers submitted without my prior approval will be docked a letter grade per day (i.e. an “A” paper submitted a day late becomes an “A-”).

**Required Textbooks (available at bookstore):**

Thomas Benjamin, *The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400-1900*

Andre Resendez, *A Land So Strange: The Epic Journey of Cabeza de Vaca*

Geoffrey Symcox and Blair Sullivan, ed. *Christopher Columbus and the Enterprise of the Indies: A Brief History with Documents*

Gayle Brunelle, ed. *Samuel de Champlain: Founder of New France*

**Week 1**

**Lecture 1/ September 4**
Introducing the Atlantic World!!: Concepts, Contours, Climate, Demography and the Geographical Terrain

**Week 2**
Lecture 1/ September 9
Vinland: Norse Settlements and Early European Contact with the Americas

Lecture 2/ September 11
The Might of the Americas: The Mayan, Incan and Aztec Empires and the Pre-Columbian World

Required Readings:
Benjamin, *Atlantic World*, 1-51

**Week 3**

Lecture 1/ September 16
Portugal the Pathfinder: Prince Henry the Navigator and Maritime Technology in the Fifteenth and Sixteenth centuries

Lecture 2/ September 18
Mysteries, Myths and Monsters: Mapping, Imagining and Exploring New Worlds

Required Readings:
Benjamin, *Atlantic World*, 52-102
Syncox and Sullivan, *Christopher Columbus and the Enterprise of the Indies* (Begin Reading)

**Week 3**

Lecture 1/ September 23
Columbus Encounters the New World

Lecture 2/ September 25
The Little Ice Age, the Natural World and the Columbian Exchange: Weather, Climate, Disease, Nature and History

Required Readings:
Syncox and Sullivan, *Christopher Columbus and the Enterprise of the Indies* (Continue Reading)

**Week 4**

Lecture 1/ September 30
Conquest and Reconquest: The Iberian Peninsula, the Reconquista and the Invasion of the Americas

Lecture 2/ October 2
***Atlantic World In-Class Map Exam***

Required Readings:
Syncox and Sullivan, *Christopher Columbus and the Enterprise of the Indies* (Finish Reading)
Week 5:

Lecture 1/ October 7
Flesh and Bones: Sex, Gender, Health, Race and the Body in the Early Atlantic

Lecture 2/ October 9
I Was Living in a Devil’s Town: Catholic and Protestant Atlantics

Required Readings:
Resendez, *A Land so Strange* (Begin Reading)

Week 6:

Lecture 1/ October 14
No Class

Lecture 2/ October 16
How to Write a History Essay

Required Readings:
Resendez, *A Land so Strange* (Continue Reading)

Week 7:

Lecture 1/ October 21
Wild Coasts and Tulips: The Rise of the Dutch Atlantic

Lecture 2/ October 23
Midterm

Required Readings:
Resendez, *A Land So Strange* (Finish Reading before the midterm exam)

Week 8:

Lecture 1/ October 28
The West African Coast and the Expansion of Racial Slavery in the Atlantic World

Lecture 2/ October 30
New World Riches: Silver, Gold and Sugar

Required Readings:

***Assignment: First Primary Source Paper***
Due in Class: Wednesday, October 30
Week 9:

Lecture 1/ November 4
Shivering, Scurvy and the Sea: The Northwest Passage and the First “Pirates”

Lecture 2/ November 6
Fish and Fur: Newfoundland and the North American Fur Trade

Required Readings:

Week 10:

***FALL STUDY BREAK***

Week 11:

Lecture 1/ November 18
England’s First New World: England and Ireland

Lecture 2/ November 20
Digging in for the Winter: Settling New France

Required Readings:

Week 12:

Lecture 1/ November 25
The Rise of the English Empire: Roanoke and New England

Lecture 2/ November 27
The Strangers: What really happened to John Smith and Pocahontas?

Required Readings:
Benjamin, *Atlantic World*, 420-464
Brunelle, ed. *Samuel de Champlain* (Begin Reading).

Week 13

Lecture 1/ December 2
Barbadosed: The English Civil War and the Early English Atlantic

Lecture 2/ December 3
A Comparative Overview of Models of Colonial Settlements, Course Recap and Exam Preparation

Required Readings:
Brunelle, ed. *Samuel de Champlain* (Finish Reading).

***Assignment: Second Primary Source Essay***
Due in my essay drop box on the first floor of the McCain Building: Monday, December 9
This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

University Statements

Academic Integrity
At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Click here to read more.

Accessibility
The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Click here to read more.

Student Code of Conduct
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution. Click here to read more.

Diversity and Inclusion – Culture of Respect
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Click here to read more.

Recognition of Mi’kmaq Territory
Dalhousie University would like to acknowledge that the University is on Traditional Mi’kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

University Policies and Programs
Important Dates in the Academic Year (including add/drop dates),
http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures,
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Scent-Free Program
https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources

- General Academic Support - Academic Advising: https://www.dal.ca/campus_life/academic-support/advising.html
- Copyright and Fair Dealing: https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html
- Libraries: http://libraries.dal.ca
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html
- ELearning Website: https://www.dal.ca/dept/elearning.html
- Student Advocacy Services: http://dsu.ca/dsas
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html