HIST 535-004/615-004/635-002 (2019)
AMERICA AND THE EARLY MODERN WORLD: OCEANS AND EMPIRES

Prof. Rosemarie Zagarri

Office: Robinson B, 371B 
Spring 2019 
Office hours: Wed., 4:00-6:00 p.m. 
And by appointment 
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Required Books:
Caroline Frank, Objectifying China, Imagining America: Commodities in Early America (2012)
Allan Greer, Property and Dispossession: Natives, Empires, and Land in Early Modern North America (2018)
Dane A. Morrison, True Yankees: The South Seas and the Discovery of American Identity (2014)
Carla Gardina Pestana, Protestant Empire: Religion and the Making of the British Atlantic World (2010)
Stephanie Smallwood, Saltwater Slavery: A Middle Passage from Africa to America Diaspora (2008)
Caroline Winterer, American Enlightenments: Pursuing Happiness in the Age of Reason (2016)

Date 
Jan. 23 
Jan. 30

Topic/Readings
Introduction: The "Atlantic" and the "Global' Turns
Reading: Alison Games, “Atlantic History: Definitions, Challenges, and Opportunities,” American Historical Review 111 (June 2006), 741-757 (JSTOR); Peter Coclanis, "Atlantic World or Atlantic/World?" William & Mary Quarterly 63:4 (October 2006), 675-692 (JSTOR).

The Circulation of Animals, Insects, Plants, and Diseases

(For Comparative Review: Alfred Crosby, Ecological Imperialism: The Biological Expansion of Europe, 900-1900ol OR Elizabeth Fenn, Pox Americana: The Great Smallpox Epidemic of 1775-82)
Feb. 6 Dispossessing the Natives (a.k.a., Colonization)
Greer, Property and Dispossession

(For Comparative Review: Michael McDonnell, Masters of Empire: Great Lakes Indians and the Making of America OR Tamar Herzog, Frontiers of Possession: Spain and Portugal in Europe and the Americas)

Feb. 13 The Movement of People on the High Seas
Reading: Hanna, Pirates Nests and the Rise of the British Empire

(For Comparative Review: Peter Linebaugh and Marcus Rediker, The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic OR Peter Earle, The Pirate Wars)

Feb. 20 NO CLASS

Feb. 27 The Circulation of Religious Ideas
Reading: Pestana, Protestant Empire

(For Comparative Review: Susan Juster, Sacred Violence in Early America OR Stuart B. Schwartz, All Can Be Saved: Religious Tolerance and Salvation in the Iberian Atlantic)

March 6 The Rise of Global Capitalism: Slavery
Reading: Smallwood, Saltwater Slavery

(For Comparative Review: Robert Harms, The Diligent: A Voyage through the Worlds of the Slave Trade OR Walter Hawthorne, From Africa to Brazil: Culture, Identity, and an Atlantic Slave Trade, 1600-1830 OR Richard B. Allen, European Slave Trading in the Indian Ocean, 1500-1800)

March 20 Cultural Transformations
Reading: Amussen, Caribbean Exchanges

(For Comparative Review: Jennifer L. Morgan, Laboring Women: Reproduction and Gender in New World Slavery OR Christopher Leslie Brown, Moral Capital: Foundations of British Abolitionism)

March 27 The Circulation of Goods
Reading: Frank, Objectifying China, Imagining America

April 3  
**The First Global Corporation**  


April 10  
**The Circulation of Ideas: Transatlantic Enlightenments**  
Reading: Winterer, *American Enlightenments*  


April 17  
**The Age of Revolutions**  

April 10  
**Extending the Compass**  
Morrison, *True Yankees* and "To pursue the stream to its fountain: Race, Inequality, and the Post-Colonial Exchange of Knowledge across the Atlantic" (BLACKBOARD).


April 17  
Oral Presentations of Comparative Reviews

April 24  
Oral Presentations of Comparative Reviews

May 1  
**Toward a New History of Early America in the Early Modern World**  
Reading: Johann H. Neem, "From Polity to Exchange: The Fate of Democracy in the Changing Fields of Early American Historiography," (BLACKBOARD).
Grading:

Participation* 20%
Two 5-page book reviews** 20%
1 Comparative essay (7-8 pages plus oral presentation)*** 20%
Final review essay (approx. 10-12 pages) 40%

FINAL ESSAY IS DUE due at 5:00 p.m. on Wed., May 8

*ORAL PARTICIPATION is essential in a graduate-level seminar. I assign a participation grade for each student after each class. Students are encouraged to participate actively in class discussions. The quality of oral contributions is as important as the quantity. If you would like to know your current participation grade, please contact me. If for any reason you have a problem talking in a group, please speak with me and we can arrange an alternative method of assessment.

**NOTE ON BOOK REVIEWS: Book reviews are not simply summaries of the book's contents; they are analytical essays. A good book review highlights the work's main thesis, or major arguments, and discusses the way the historian proves the thesis. The review should pay attention to the work's major kinds of primary sources and examine the work's particular methodology (social history, cultural history, political history, intellectual history, etc.). It should assess the work's strengths as well as its weaknesses. The conclusion of the review should deal in some manner with these questions: Is this primarily a work of Atlantic, World, or Global History? Why? What kind of methodological approach and/or source base does the work use to explore the process of globalization in the early modern world? How do these sources and/or approaches contribute to a new or deeper understanding of globalization in the early modern world?

It should be noted that these are brief reviews that require writing which is both concise and precise. IT IS ADVISED THAT STUDENTS NOT CONSULT PUBLISHED REVIEWS OF THE BOOK. Students should form their own assessments based on the kind of critical analysis promoted in graduate history classes. The professor periodically checks student reviews against published reviews so as to preclude the possibility of plagiarism.

***COMPARATIVE BOOK REVIEWS: In addition to writing two short reviews on individual books, each student will also write a 7-to-8 page essay comparing two books. One of the books will be the work assigned for class; the other should be a book chosen from the possibilities listed for that week under "For Comparative Review." Comparative reviews should not simply compare the contents of the two works; they should address the methodological similarities and differences between the works as well as compare and contrast the nature of the books' contributions to the scholarship in the field of early modern global history. Students cannot write a Comparative Review on a book they have already written about in an individual review. In addition to the written paper (due at class time), students will present a 9-10 minute oral report summarizing their arguments and findings and posing at least one question for the other students to discuss.
Drop Deadlines
The last day to drop a class without tuition liability is Feb. 5. The last day to withdraw from the class is Feb. 12. There is no tuition remission at the later date.

Statement on Plagiarism and Academic Integrity
All GMU students are bound to abide by the Honor Code (http://academicintegrity.gmu.edu/honorcode/). One of the most common honor code violations is plagiarism. Plagiarism is a broadly defined term that includes a wide spectrum of violations. Put most simply, it is appropriating another person’s words or ideas as if they were your own. It includes, but is not limited to, the use of another person’s words without attribution or proper citation; submission of work that is not one’s own, whether the work is stolen, purchased, or used with the author’s permission; the too-close paraphrasing of another person’s words or ideas. If you don’t know if something constitutes plagiarism, ask the instructor for clarification. Students suspected of Honor Code violations will be turned over to the university Honor Board for disciplinary action.

Students with Disabilities
If you are a student who needs academic accommodations, please contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be first arranged through that office and then be communicated to me.