

**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:**

- Susan Dwyer Amussen, *Caribbean Exchanges: Slavery and Transformation of English Society, 1640-1700* (2007)
- 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)
- Mark Hanna, *Pirates Nests and the Rise of the British Empire* (2015)
- J.R. McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914* (2010)
- Jane Merritt, *The Trouble with Tea: The Politics of Consumption in the Eighteenth-Century Global Economy* (2016)
- 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)

<b>Date</b>	<b>Topic/Readings</b>
Jan. 23	<b>Introduction: The "Atlantic" and the "Global" Turns</b> Reading: Alison Games, "Atlantic History: Definitions, Challenges, and Opportunities," <i>American Historical Review</i> 111 (June 2006), 741-757 ( <b>JSTOR</b> ); Peter Coclanis, "Atlantic World or Atlantic/World?" <i>William &amp; Mary Quarterly</i> 63:4 (October 2006), 675-692 ( <b>JSTOR</b> ).
Jan. 30	<b>The Circulation of Animals, Insects, Plants, and Diseases</b> Reading: McNeill, <i>Mosquito Empires</i> , pp. 1-303.

**(For Comparative Review:** Alfred Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* 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*

**(For Comparative Review:** Zara Anishanslin, *Portrait of a Woman in Silk: Hidden Histories of the British Atlantic World* OR Jennifer Van Horn, *The Power of Objects in Eighteenth-Century British America*)

April 3

### **The First Global Corporation**

Reading: Merritt, *The Trouble with Tea* AND Woodruff D. Smith, "Complications of the Commonplace: Tea, Sugar, and Imperialism," *Journal of Interdisciplinary History* 23: 2 (Autumn 1992), 259-279 (**JSTOR**).

**(For Comparative Review:** Marcy Norton, *Sacred Gifts, Profane Pleasures: A History of Tobacco and Chocolate in the Atlantic World* OR Jonathan Eacott, *Selling Empire: India in the Making of Britain and America, 1600-1830*)

April 10

### **The Circulation of Ideas: Transatlantic Enlightenments**

Reading: Winterer, *American Enlightenments*

**(For Comparative Review:** James H. Sweet, *Domingo Alvares, African Healing, and the Intellectual History of the Atlantic World* OR Dena Goodman, *The Republic of Letters: A Cultural History of the French Enlightenment*)

April 17

### **The Age of Revolutions**

Reading: Jack Censer and Lynn Hunt, *Liberty, Equality, Fraternity: Exploring the French Revolution* (at [www.chnm.gmu.edu/revolution/](http://www.chnm.gmu.edu/revolution/)): all sections under "**Explore**" heading, except for "Songs of the Revolution"; Ashli White, "The Contagion of Rebellion" (**BLACKBOARD**); Maya Jasanoff, "Revolutionary Exiles: The American Loyalist and French Émigré Diasporas" (**BLACKBOARD**); Jeremy Adelman, "Iberian Passages: Continuity and Change in the South Atlantic," (**BLACKBOARD**); Pernille Roge, "Rethinking Africa in the Age of Revolutions: The Evolution of Jean-Baptiste-Leonard Durand's Voyage au Senegal," *Atlantic Studies* 13:3 (2016), 389-406 (**BLACKBOARD**).

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**).

**(For Comparative Review:** Kariann Yokota, *Unbecoming British: How Revolutionary America Became a Post-Colonial Nation* OR Hannah Weiss Muller, *Subjects and Sovereign: Bonds of Belonging in the Eighteenth-Century British Empire*)

April 17

Oral Presentations of Comparative Reviews

April 24

Oral Presentations of Comparative Reviews

May 1  
**Modern World**

### **Toward a New History of Early America in the Early**

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.