

**ETHN 170A/HUIS 135A**  
**Origins of the Atlantic World, 1450-1650**  
**Summer Session I, 2008**  
**Instructor: José I. Fusté**  
**M., W., F., 6:00-7:50pm, Center Hall 207**

**Office Hours: Wed. and Fri., 4:30-5:50pm @ Social Science Building 240 (2<sup>nd</sup> floor, 1<sup>st</sup> door on the left in center wing of building).**

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In this course, we will look at the creation and transformation of the modern colonial Atlantic world-system. After 1492, European overseas exploration transformed the social geography of this region. Formerly an ocean barrier, the Atlantic acted like a bridge that put European, African, and Indigenous American societies into sustained contact. By reading and discussing various primary and secondary sources, in this course we will:

- ❖ assess the making of this modern/colonial “Atlantic world,” in other words, how it gained its meaning, power, and significance
- ❖ explore the intellectual and cultural assumptions from Antiquity and the Middle Ages that Europeans brought with them to this new “world”
- ❖ enhance our understanding of the roles technology, disease, and ideology played in shaping very different kinds of lives, communities, and axes of power around new and changing relationships to the Atlantic
- ❖ comprehend the relationship between the creation of this “world,” the development of the idea of race and concomitantly the institution of Eurocentrism and a global “coloniality of power”
- ❖ analyze not only the creation of hierarchies of power in this modern colonial “world” but also the many ways African diasporic and indigenous subaltern subjects resisted their domination
- ❖ develop the tools to describe this “world” in its multi-faceted dimensions, its shifting shapes and changing contours across space and time

The following required readings for the course are available at Groundwork Books (all materials are also on reserve at Geisel Library):

- Clendinnen, I. (2003). *Ambivalent conquests: Maya and Spaniard in Yucatan, 1517-1570* (2nd ed.). New York: Cambridge University Press. (\$23.99)
- Cugoano, O., & Carretta, V. (1999). *Thoughts and sentiments on the evil of slavery and other writings*. New York, N.Y.: Penguin Books. (\$11.90)
- Shakespeare, W. (2004). *The Tempest* (Washington Square Press new Folger's ed.). New York: Washington Square Press. (\$5.99)
- Thornton, J. K., & Thornton, J. K. (1998). *Africa and Africans in the making of the Atlantic world, 1400-1800* (2nd ed.). Cambridge; New York: Cambridge University Press. (\$24.99)
- Todorov, T. (1999). *The conquest of America: the question of the other*. Norman: University of Oklahoma Press. (\$16.47)

## Assignments, Exams, Grading

Response Papers: At the end of Weeks 1, 2, and 4, you will be required to submit a 2pp. “response paper” analyzing what you read that week. In doing so, your task is not to summarize the texts but rather develop and organize your own thoughts about the readings. During the week, I will give you some questions that will assist you with this. These response papers are meant to be “thinking exercises,” not fully developed essays. These papers will be due on the designated discussion post section of WebCT every Sunday at 11:59pm. Please note that they will be graded as either satisfactory (full credit), incomplete (partial credit), or unsatisfactory (no credit). You will not receive a letter grade for these. I will give you comments on each of these on the comments section for each entry in WebCT.

Midterm and Final Exams: There will be take-home exams (open-note/open-book) for the midterm and the final.

- ❖ For the midterm, you will be asked to write one 5-6pp. essay. You will receive a midterm prompt on July 16. The essay will be due in WebCT by Sunday, July 20 at 11:59pm.
- ❖ For the final exam, you will be asked to write a 8-10 pp. essay. You will receive a writing prompt on July 28. The final essay will be due in WebCT on Saturday, August 2 by 6pm.

Attendance and Participation: I expect you to attend to all class meetings and participate actively. I will take points off for every absence (I only make exceptions if you bring me a valid medical or written excuse). I will also take points off if you don’t participate in class and show me that you’re keeping up to date with the reading and the discussion. If you are a shy person and dislike speaking in class, please try to make up for this by stopping by my office hours for a chat (that also counts towards your participation).

Late Work Policy: Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 2:00 p.m. on the due date. Assignments turned in late without prior approval will be graded down one full grade for each 24-hour period past the due date.

### Grade distribution:

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| Weekly Response Papers       | 30% (10% e/a) |
| Midterm Exam                 | 30%           |
| Final Exam                   | 30%           |
| Attendance and Participation | 10%           |

**Principles of Community and Academic Integrity:** The term “academic integrity” represents a complex of values and practices essential to the successful pursuit of education at UCSD. Students are members of the academic community, with accompanying rights and responsibilities based on honesty, trust, fairness, and mutual respect. UCSD affirms the right to freedom of expression and, at the same time, is

committed to the highest standards of civility and respect among the faculty, staff, and students. In keeping with these fundamental ideals, please familiarize yourself with the “UCSD Principles of Community,” available at <http://www.ucsd.edu/principles/>. Academic integrity, however, entails more than is contained in this declaration. It necessarily includes a personal, individual commitment to contribute to and maintain a supportive learning environment for all UCSD students within as well as outside of the classroom. Above all, it means upholding the rules of academic honesty – doing your own work on all assignments and examinations, written or otherwise; and giving credit where credit is due when using the words or ideas of others (that means citing so make sure you do this when is necessary in the response papers, the midterm, and the final, using proper conventions).

**My Email Policy:** Please email with questions and/or concerns about the course. I will try to respond within 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please visit me during office hours or schedule a time to meet.

### Weekly Schedule

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| <p><b>Wk. 1:</b><br/><b>June 30-</b><br/><b>July 6</b></p> | <p><u>Primary Sources:</u><br/>Cohen, J. M. (Ed.), <i>The four voyages of Christopher Columbus; being his own log-book, letters and dispatches with connecting narrative drawn from the Life of the Admiral by his son Hernando Colon and other contemporary historians</i>. Harmondsworth,: Penguin.</p> <ul style="list-style-type: none"> <li>• “Introduction” (p. 11-27)</li> <li>• Oviedo, C. G. F. (1992). General and Natural History of the Indies, Bk. II, Ch. 2-4. (p. 27-37)</li> <li>• Colombus, C. (1992a). “Digest of Columbus’ Log-Book on his First Voyage.” (p. 37-77).</li> <li>• Colombus, C. (1992b). “Letter of Columbus to Various Persons Describing the Results of his First Voyage and Written on the Return Journey” (p. 115-177)</li> </ul> <p><u>Secondary Sources:</u><br/>Karras, A. L. (1992). “The Atlantic World as a Unit of Study.” In A. L. Karras &amp; J. R. McNeill (Eds.), <i>Atlantic American Societies: from Columbus through abolition, 1492-1888</i> (pp. xi, 274 p.). London ; New York: Routledge.</p> <p>Quijano, A. (2000). “Coloniality of Power and Eurocentrism in Latin America” <i>Nepantla: Views From the South</i>, 1:3, 533-580.</p> <p>Ladero Quesada, Miguel Ángel (1994). “Spain, Circa 1492.” In S. B. Schwartz (Ed.), <i>Implicit Understandings: observing, reporting, and reflecting on the encounters between Europeans and other peoples in the early modern era</i> (pp. xv, 637 p.). Cambridge [England] ; New York, NY, USA: Cambridge University Press.</p> <p>Zinn, H. (2003). “Columbus, the Indians, and Human Progress.” In H. Zinn (Ed.), <i>A People's History of The United States</i>. New York: Harper</p> |
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|   | <p>Collins.</p> <p>Todorov, T. (1999). <i>The conquest of America: the question of the other</i>. Norman: University of Oklahoma Press.</p> <ul style="list-style-type: none"> <li>• Chapter 1: “Discovery” (p. 1-50).</li> </ul> <p style="text-align: center;">***</p> <p><i>Except for the Todorov reading, all other texts for Week 1 will be available through <u>electronic reserves</u> (in order to save paper and pollute less, try to read them as PDF files on your computer. You can even mark and annotate the text using programs like Acrobat and Apple Preview).</i></p> |
| <b>Week 2:<br/>July 7-13</b>            | <p><u>Secondary Source:</u></p> <p>Todorov, T. (1999). <i>The conquest of America: the question of the other</i>. Norman: University of Oklahoma Press.</p> <ul style="list-style-type: none"> <li>• <b>Chapters 2, 3, 4 &amp; Epilogue</b></li> </ul>   |
| <b>Wk. 3:<br/>July 14-20</b>            | <p><u>Secondary Source:</u></p> <p>Clendinnen, I. (2003). <i>Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570</i> (2nd ed.). New York: Cambridge University Press.</p>  |
| <b>Wk. 4:<br/>July 21-27</b>            | <p><u>Secondary Source:</u></p> <p>Thornton, J. K., &amp; Thornton, J. K. (1998). <i>Africa and Africans in the making of the Atlantic world, 1400-1800</i> (2nd ed.). Cambridge; New York: Cambridge University Press.</p>  |
| <b>Wk. 5:<br/>July 28-<br/>August 2</b> | <p><u>Primary Sources:</u></p> <p>Cugoano, O., &amp; Carretta, V. (1999). <i>Thoughts and sentiments on the evil of slavery and other writings</i>. New York, N.Y.: Penguin Books.</p> <p>Shakespeare, W. (2004). <i>The Tempest</i> (Washington Square Press new Folger's ed.). New York: Washington Square Press.</p>  |