

**ETHN 169: Origins of the Atlantic World**  
**Winter Quarter, 2013**  
**Tues. & Thurs., 3:30-4:50pm, Pepper Canyon Hall 120**



**Instructor:** José I. Fusté

**Office Hours:** Thursdays from 5:00-6:00pm and Fridays from 1:00-2:00pm at Perk's Coffee (inside the Price Center Bookstore), or by appointment

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In this course, we will learn about the origins of the modern/colonial/capitalist Atlantic world-system. We will examine how Europeans came to represent themselves as religiously and culturally superior to their indigenous American and African "others." We will also inquire about how these discursive formations laid the groundwork for the creation of modern ideas about "race" parallel to the development of modern capitalism. Among the readings assigned for the course, we will examine excerpts from the Diaries of Columbus, the pioneering human rights literature of Bartolomé de las Casas, the earliest narratives about slavery and the slave trade, and the fictionalization of early American slavery in Tony Morrison's *A Mercy*.

### **Required Readings**

All readings will be provided in PDF via the TED Blackboard except the following (of which you will have to obtain paper copies):

- Morrison, Toni. *A Mercy*. 1st Vintage International ed. 2009.
- Smallwood, Stephanie E. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. Cambridge, Mass., 2007.
- Todorov, Tzvetan. *The Conquest of America : The Question of the Other*. Norman: University of Oklahoma Press, 1999.

\*\*\*NOTE: *Readings and assignments are subject to change. This syllabus is not a contract, so make sure you stay up to date on any possible changes to the readings or the schedules. If I do make changes, I will post an updated copy of the syllabus on the front page of our blackboard portal along with an "announcement" I will also mention it in class and email you notifying you of these changes* \*\*\*

### **Projects, Assessment, and Grade Distribution**

|                              |               |
|------------------------------|---------------|
| Participation and attendance | 10% e/a = 20% |
| Critical Essay #1            | 20%           |
| Critical Essay #2            | 20%           |
| Online Quizzes (2 of them)   | 5% e/a = 10%  |
| Final Exam                   | 30%           |

***For due dates, please see "Weekly Schedule" below***

## Attendance and Participation

I expect you to attend 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 do not feel as comfortable as others speaking in class, please try to make up for this by stopping by my office hours for a chat, which also counts toward participation or by emailing me your questions or observations about the readings or lectures.

## Critical Essays (2 of them)

You will have to complete two 5pp. long "critical essays" over the course of the quarter. I will send you writing prompts for these. You can choose to come up with an original argument (as long as you clear it with me at least a week in advance before the paper is due). For paper deadlines, please see weekly schedule below. All paper assignments will be uploaded to Turnitin.com (via our TED Blackboard). That means you don't have to turn in a paper copy.

## Final Exam

The final exam, which will take place on **Tuesday, March 19 between 3:00-6:00pm.** It will consist of short answer ID questions and several essay questions. I will give you a study guide a week before with possible ID and essay questions. All the questions that will be in the final will appear in the study guide so there will be no 'curve balls.' As long as you stay on top of the readings, take notes, and study, you will get a good grade in the final.

## Late Work Policy

All papers will be uploaded to Turnitin.com via our course's blackboard website (i.e., ted.ucsd.edu). 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 7 points** for each 24-hour period past the due date **(no exceptions).**

## Academic Dishonesty

Scholastic dishonesty is any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student's work and plagiarizing. Plagiarism is presenting someone else's work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. The University guideline for penalizing academic misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one's failing the course.

## **My Email Policy**

Please email me with questions and/or concerns about the course. I will respond within the next 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 an appointment with me.

## **A Note About Reading Volume**

Research indicates that the average U.S. college student reads about 20 pages per hour. As you will notice below, I've assigned about 80-100 pages of reading per week (i.e., 4-5 hours of reading per week). Please make sure that you stay on top of the readings.

### **Majoring or Minor in Ethnic Studies at UC San Diego**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Daisy Rodríguez, our Ethnic Studies Undergraduate Advisor, at 858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu).



## Weekly Schedule

### **I: The Creation of the Modern/Colonial "Atlantic World"**

#### **Session 1A, Jan. 8 (--pp. of reading, or approx. -- hours):**

*No readings; first day of class.*

#### **Session 1B, Jan. 10 (45pp. of reading, or approx. 2 hours):**

Pearson, Patricia (2008). "The World of the Atlantic before the "Atlantic World"." In *The Atlantic World, 1450-2000*, edited by Toyin Falola and Kevin D. Roberts. 3-26 (23pp.)

Zinn, H. (2003). "Columbus, the Indians, and Human Progress." In H. Zinn (Ed.), *A People's History of The United States*. 1-22 (22pp.)

#### **Session 2A, Jan. 15 (64pp. of reading, or approx. 3 hours):**

Cohen, J. M. (Ed.), "Introduction." 11-27, "Digest of Columbus' Log-Book on his First Voyage." 37-77, "Letter of Columbus to Various Persons Describing the Results of his First Voyage and Written on the Return Journey." 115-123. *The four voyages of Christopher Columbus*.

#### **Session 2B, Jan. 17 (50pp. of reading, or approx. 2.5 hours):**

Todorov, T. (1999). Chapter 1: "Discovery." *The conquest of America: the question of the other*. Norman: University of Oklahoma Press. 1-50 (50pp.)

#### **Session 3A, Jan. 22 (73pp. of reading, or approx. 3.5 hours):**

Todorov, T. (1999). Chapter 2: "Conquest." *The conquest of America: the question of the other*. Norman: University of Oklahoma Press. 51-124 (73pp.)

#### **Session 3B, Jan. 24 (17pp. of reading, or approx. 1 hour):**

León Portilla, Miguel (1992). "The Story of the Conquest as Told by the Anonymous Authors of Tlatelolco." In *The Broken Spears: The Aztec Account of the Conquest of Mexico*. 127-44 (17pp.)

#### **Session 4A, Jan. 29 (57pp. of reading, or approx. 3 hours):**

Todorov, T. (1999). Chapter 3: "Love." *The conquest of America: the question of the other*. Norman: University of Oklahoma Press. 125-182 (57pp.)

#### **Session 4B, Jan. 31 (59pp. of reading, or approx. 3 hours):**

Todorov, T. (1999). Chapter 4: "Knowledge." *The conquest of America: the question of the other*. Norman: University of Oklahoma Press. 183-242 (59pp.)

**Session 5A, Feb. 5 (35pp. of reading, or approx. 2 hours):**

Todorov, T. (1999). Epilogue: Las Casas' Prophecy. *The conquest of America: the question of the other*. Norman: University of Oklahoma Press. 243-254 (11pp.)  
Montaigne, Michel de (1973). 31. "Of Cannibals." *The Complete Essays of Montaigne*. 150-159 (9pp.)  
Castro, Daniel (2007). "Introduction: Bartolomé De Las Casas, Savior of Indoamerica?". In *Another Face of Empire: Bartolomé De Las Casas, Indigenous Rights, and Ecclesiastical Imperialism*. 2-15 (13pp.)

**Session 5B, Feb. 7 (41pp. of reading, or approx. 2 hours + 2 hours of video watching):**

Greenblatt, Stephen (2006).. "Learning to Curse: Aspects of Linguistic Colonialism in the Sixteenth Century." In *Learning to Curse: Essays in Early Modern Culture*. 22-51 (29pp.)  
Wilkes, G.A. (1995). "The Tempest and the Discourse of Colonialism." *Sydney Studies* 21: 42-55 (12pp).

**Watch: *The Tempest* (2010, 1hr, 51 mins., Directed by Julie Taymor)**

**II: Racial Slavery and the Development of the "Atlantic World"**

**Session 6A, Feb. 12 (32 pp. of reading, or approx. 1.5 hours):**

Smallwood, Stephanie E. (2007). Introduction. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. 1-9 (9pp.)  
Smallwood, Stephanie E. (2007). Chapter 1: The Gold Coast and the Atlantic Market in People. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. 9-32 (23pp.)

**Session 6B, Feb. 14 (67pp. of reading, or approx. 3 hours):**

Smallwood, Stephanie E. (2007). Chapter 2: Turning African Captives into Atlantic Commodities. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. 33-64 (31pp.)  
Smallwood, Stephanie E. (2007). Chapter 3: The Political Economy of the Slave Ship. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. 65-101 (36pp.)

**Session 7A, Feb. 19 (51 pp. of reading, or approx. 3 hours):**

Smallwood, Stephanie E. (2007). Chapter 4: The Anomalous Intimacies of the Slave Cargo. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. 101-122 (21pp.)

Smallwood, Stephanie E. (2007). Chapter 5: The Living Dead aboard the Ship at Sea. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. 122-152 (30pp.)

**Session 7B, Feb. 21 (55 pp. of reading, or approx. 3 hours):**

Smallwood, Stephanie E. (2007). Chapter 6: Turning Atlantic Commodities into American Slaves. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. 153-182 (29pp.)

Smallwood, Stephanie E. (2007). Chapter 7: Life and Death in Diaspora. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. 182-208 (26pp.)

**Session 8A, Feb. 26 (32 pp. of reading, or approx. 1.5 hours):**

Pinder, Sherrow O. (2012). "Introduction" and "Chapter 1: The Emergence of Whiteness in the United States" In *Whiteness and Racialized Groups in the United States: The Politics of Remembering*. ix-xx, and 1-22 (32pp.)

**Session 8B, Feb. 28 (46 pp. of reading, or approx. 2 hours):**

Morrison, Toni (2009). *A Mercy*. 4-50 (46pp.)

**Session 9A, Mar 5. (68 pp. of reading, or approx. 3 hours):**

Morrison, Toni (2009). *A Mercy*. 50-118 (68pp.)

**Session 9B, Mar. 7 (39 pp. of reading, or approx. 2 hours):**

Morrison, Toni (2009). *A Mercy*. 119-158 (39pp.)

**Session 10A, Mar. 12 (37 pp. of reading, or approx. 2 hours):**

Morrison, Toni (2009). *A Mercy*. 159-196 (37pp.)

**Session 10B, Mar. 14 (36pp. of reading, or approx.. 2 hours):**

Babb, Valerie. "E Pluribus Unum?: The American Origins Narrative in Toni Morrison's *A Mercy*." *MELUS: Multi-Ethnic Literature of the U.S.*, 36, no. 2 (2011): 147-164(17pp).

Cantiello, Jessica Wells. "From Pre-Racial to Post-Racial?: Reading and Reviewing *A Mercy* in the Age of Obama." *MELUS: Multi-Ethnic Literature of the U.S.*, 36, no. 2 (2011): 165-183 (19pp).

