

## **ETHN 169: ORIGINS OF THE ATLANTIC WORLD (c.1450-1650)**

University of California, San Diego • Spring 2012 • T/Th 9:30-10:50am • Pepper Canyon Hall 120

### **INSTRUCTOR:**

DR. NATCHEE BLU BARND

E-mail: [nbarnd@ucsd.edu](mailto:nbarnd@ucsd.edu)

Office Hours: **T** 11:15am-12:30pm (Cross-Cultural Center, 2<sup>nd</sup> floor of Price Center)

**Th** 11:15am-12:30pm (Social Science Building 249)

*The first object which saluted my eyes when I arrived on the coast was the sea, and a slave ship, which was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon connected with terror, when I was carried on board. I was immediately handled, and tossed up to see if I were sound, by some of the crew; and I was now persuaded that I had gotten into a world of bad spirits, and that they were going to kill me.*

- Olaudah Equiano (1790)

*In the arrangement of the family, a slave is a living possession...for that some should rule and others be ruled is a thing not only necessary, but expedient; from the hour of their birth, some are marked out for subjection, others for rule.*

- Aristotle

*When the Spaniards discovered this land, their leader asked the Indians how it was called; as they did not understand him, they said uic athan, which means, what do you say or what do you speak, that we do not understand you. And the Spaniard ordered it set down that it be called Yucatan...*

- Antonio de Cuidad Real (1588)

*We are ugly, but we are here.*

- Edwidge Danticat (1996)

\* *all aspects of this syllabus are subject to change*

### **COURSE DESCRIPTION**

This seminar will examine the interactions among the peoples of western Europe, Africa, and the Americas that transformed the Atlantic basin into an interconnected "Atlantic World." Topics will include maritime technology and the European Age of Discovery, colonization in the Americas, the beginnings of the transatlantic slave trade, and early development of plantation slavery in the New World. Additionally: We will explore the historical and intellectual development of race and racism. This course will operate as a seminar.

★ Please note that ETHN 169 is an upper division Ethnic Studies course. Upper division courses are intended to delve more deeply into specific or specialty subjects not covered in basic introductory-level Ethnic Studies courses. As such, these courses rely upon basic fluency with foundational social science, humanities, and Ethnic Studies concepts usually provided by the completion of the Ethnic Studies 1A-1B-1C series (or an equivalent). This class presumes competence with these core concepts and theories. If you have not completed this series (or an equivalent) you may be at a distinct disadvantage in your ability to excel in this course. Enrolled students should also be aware that this course maintains a rigorous standard of student writing and in-class participation/discussion, and requires a heavy reading and writing load. I urge you to consider these notices carefully.

### REQUIRED TEXTS

All readings are available as PDF files via your Triton Education (TED) course page ([ted.ucsd.edu](http://ted.ucsd.edu)). Students are required to bring individual hard copies to all appropriate class meetings. YES, YOU MUST PRINT THEM EACH OUT (double-sided printing is encouraged). Note: Mac users may need to download a plug-in to access the PDF materials. Directions are provided on the TED sign-in page. Academic Computing Services (located in Applied Physics & Mathematics 1323 / 858.534.2267) can assist you with continued/other access issues.

### COURSE REQUIREMENTS

**PARTICIPATION.** You are expected not only to attend all class meetings but also to participate actively. [Note: Media covered during scheduled course meetings might not be available on reserve or elsewhere.] I will regularly require in-class writing which counts toward participation. Students must visit the San Diego Maritime Museum, including the auxiliary *San Salvador* ship-building site.

**READING ASSIGNMENTS.** Students should complete all readings prior to attending class (each Tuesday). This way you will be able to follow and engage with my lectures, fully participate in the vital conversations that are the backbone of this course, and effectively prepare your written briefs. Unprepared students will be graded down.

**BRIEF ASSIGNMENTS.** Students will write a **weekly brief** that incorporates the appropriate course lecture materials with an explicit discussion of assigned readings. Weekly briefs (**no more than 650 words**) will be due at the beginning of each Thursday meeting. You will also complete a **final reflective brief (no more than 1250 words)**, to be submitted and presented during our finals week meeting, Tuesday, June 12<sup>th</sup>. Further details for these assignments will be provided in class.

**FORMATTING.** All written assignments must be typed, double-spaced, using 1" margins all around, 12-point Times New Roman font, proper paginations, proper heading, and stapled. The briefs and the final reflective brief **must include the final word count** in the heading. Papers must include a complete and appropriately formatted list of references (course readings used), starting immediately after the final lines of the text. Papers that do not follow this format will not be accepted.

### GRADE BREAKDOWN

It is strongly suggested that each student keep track of her/his own progress by recording assignment scores below once graded and returned. Final grades for the course will be calculated as indicated:

Assignment	Points Available	Student Scores
Participation	30	
Weekly Briefs	50 (5pts each)	
Final Reflective Brief	20	
<b>TOTAL</b>	<b>100</b>	

A	93.1-100	C+	77 – 79.9
A-	90 – 93	C	73.1 – 76.9
B+	87 – 89.9	C-	70 – 73
B	83.1 – 86.9	D	60 – 69.9
B-	80 – 83	F	0 – 59.9

**HELLA STRICT E-MAIL POLICY**

All e-mail correspondence with the instructor must be properly formatted with a useful description in the subject line, a greeting and salutation, and must be grammatically correct; otherwise, the instructor will delete your e-mail message and will choose not to respond.

**LATE WORK POLICY**

Late work will NOT be accepted. LATE work will not be ACCEPTED. LATE WORK WILL NOT BE ACCEPTED.

**NOTE ON ACADEMIC INTEGRITY**

Students are responsible for understanding the university’s academic integrity policies and maintaining compliance. Please familiarize yourself with the UCSD Policy on Academic Integrity:

*<http://www.senate.ucsd.edu/manual/appendices/app2.htm>*

Copying even small portions of essays from the internet or not properly citing your sources falls under the definition of plagiarism. Any act of cheating or plagiarism will result in the student’s immediate failure and referral to the campus Academic Integrity Coordinator for further investigation and assessment. As indicated in the university policies on student conduct, students who cheat or plagiarize “can be suspended or even expelled from the University.” If you have questions, please make an appointment to meet with the instructor or other relevant campus resources.

**DISABILITY RESOURCES STATEMENT**

Students requesting accommodations and services due to a disability for this course need to provide a current *Authorization for Accommodation (AFA) letter* issued by the Office for Students with Disabilities (OSD), prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters. For additional information, contact the Office for Students with Disabilities:

858.534.4382 (V) / 858.534.9709 (TTY) / *osd@ucsd.edu* / *http://disabilities.ucsd.edu*

**COURSE SCHEDULE**

This is an ambitious interdisciplinary upper division course. Guest lectures and other supplemental readings and activities are not listed in the following schedule, and may occur without notice. We will try our best to adhere to the schedule below.

Note: The last page of each PDF copy of the reading consists of a copyright/title page which you do not need to print out, but will need to complete your reference list information.

The [#] following each reading assignment indicates the approximate number of pages.

### WEEK 1 (APR 3, 5): ON THE SEA OF DARKNESS / INTRODUCTIONS & GOALS

Course Introduction: Syllabus Overview

- Patricia Pearson, "The World of the Atlantic Before the Atlantic World" [19]
- ❖ **Mini-brief (300 words) due Thursday**

### WEEK 2 (APR 10, 12): ON PRECEDING THE ATLANTIC WORLD

- Janet Abu-Lughod, "Before European Hegemony" [6]
- John Thornton, "The Birth of an Atlantic World" [10]
- DW Meinig, "America as Continuation" [9]
- Olivia Dickason, "Some First Reactions" [16]
- Thomas King, "'You'll Never Believe What Happened' is Always a Great Way to Start" [30]
- ❖ **Brief (650 words) due Thursday**

### WEEK 3 (APR 17, 19): ON THE CREATION OF AN ATLANTIC WORLD

- Amy Bushnell, "Indigenous America and the Limits of the Atlantic World" [21]
- TH Breen, "Creative Adaptations: Peoples and Cultures" [24]
- Thomas Benjamin, "Alliances and Conquests" [7]
- Ramón Gutiérrez, "Franciscan Evangelization in New Mexico" [25]
- Jennifer Morgan, "Male Travelers, Female Bodies" [10]
- Philip Morgan, "Africa and the Atlantic" [17]
- David Northrup, "First Sightings – Last Impressions" [21]
- ❖ **Brief (650 words) due Thursday**
- ★ ***Class Tour – SD Maritime Museum & San Salvador ship (4216 North Harbor Dr.) – Date/Time TBD***

### WEEK 4 (APR 24, 26): ON INVENTING RACE I

- Ania Loomba and Jonathan Burton [Classical Texts/selections]: Aesop – Herodotus – Hippocrates – Aristotle – Pliny, the Elder – Claudius Ptolemaeus [10]
- Ania Loomba and Jonathan Burton [Bible/selection]: The Bible [4]
- George Fredrickson, "Religion and the Invention of Racism" [30]
- Makka Kleist, "Pre-Christian Inuit Sexuality" [5]
- Réal Ouellet with Mylene Tremblay, "From the Good Savage to the Degenerate Indian" [10]
- Ania Loomba and Jonathan Burton [Medieval Texts/selections]: St. Augustine, Bishop of Hippo – Peter Abelard [3]
- Thomas Gossett, "Early Race Theories" [13]
- Reginald Horsman, "Liberty and the Anglo-Saxons" [15]
- ❖ **Brief (650 words) due Thursday**

### WEEK 5 (MAY 1, 3): ON CONTACT AND THE CARIBBEAN

- Bartolomé de las Casas, "A Brief Account of the Destruction of the Indies" [50]
- William Keegan, "The Legend of Caonabo" [32]
- ❖ **Brief (650 words) due Thursday**

### WEEK 6 (MAY 8, 10): ON COLONIALISM AND CONFLICT

- Selma Barkham, "The Mentality of the Men Behind Sixteenth-Century Spanish Voyages to Terranova" [13]
- Valentin Groebner, "The Carnal Knowing of a Coloured Body" [13]
- Gomes Azurara, [selections]: *The Chronicle of the Discovery and Conquest of Guinea* [8]
- Carla Phillips, "The Spanish Treasure Fleets" [4]
- Denys Delâge, "The Fur Trade of New France" [6]
- Hugh Thomas, "The Transatlantic Slave Trade" [8]
- Charles Bergquist, "The Paradox of American Development" [12]
- Timothy Grady, "Contact and Conquest in Africa and the Americas" [19]
- ❖ **Brief (650 words) due Thursday**

### WEEK 7 (MAY 15, 17): ON INVENTING RACE II

- Ania Loomba and Jonathan Burton [Early Modern Texts/selections]: John Mair – Queen Mary I – Johannes Boemus – Girolamo Benzoni – George Best – Stephen Batman – John Hawkins – Robert Gainsh [14]
- Ania Loomba and Jonathan Burton [Early Modern Texts/selections]: Johannes Leo Africanus – Queen Elizabeth I – Abraham Ortelius – Michel de Montagne – Thommaso Buoni – Edward Topsell [16]
- Ania Loomba and Jonathan Burton [Early Modern Texts/selections]: Richard Jobson – Sir Thomas Herbert – Sir Thomas Browne – Thomas Calvert – John Bulwer [20]
- Ania Loomba and Jonathan Burton [Early Modern Texts/selections]: Richard Ligon – Francois Bernier – Edward Tyson [8]
- ❖ **Brief (650 words) due Thursday**

### WEEK 8 (MAY 22, 24): ON THE SLAVE TRADE AND PLANTATION SLAVERY

- Eric Williams, "Economics, Not Racism, as the Root of Slavery" [6]
- Winthrop Jordan, "The Simultaneous Invention of Slavery and Racism" [7]
- David Brion Davis, "Sugar and Slavery from the Old to the New World" [9]
- David Eltis, "The Cultural Roots of African Slavery" [6]
- Joseph Miller, "West Central Africa" [7]
- John Thornton, "Warfare and Slavery" [8]
- Worger, et al., [European Discovery and Beginnings of Slave Trade/selections I]: Duarte Pacheco Pereira – King Charles – Afonso Mvemba a Nzinga [7]
- Worger, et al., [European Discovery and Beginnings of Slave Trade/selections II]: Brother Luis Branadon – Jan van Riebeeck [2]
- Worger, et al. [The Slave experience/selections]: Venture Smith – Oladuah Equiano – Anders Sparrman – Alexander Falconbridge – the Slave Ship *Brookes* [30]
- ❖ **Brief (650 words) due Thursday**

### WEEK 9 (MAY 29, 31): ON RACE AND ENLIGHTENMENT

- David Hume, "Negroes...Naturally Inferior to the Whites" [5]
- James Beattie, "A Response to Hume" [4]
- Carl von Linné, "The God-Given Order of Nature" [4]
- Georges-Louis Leclerc, Comte de Buffon, "The Geographical and Cultural Distribution of Mankind" [12]
- Immanuel Kant, "This Fellow was Quite Black...a Clear Proof that What he Said was Stupid" [12]
- Charles Mills, "Black Trash" [18]
- Gregory Claeys, "Paradise Found?" [12]
- Saidiya Hartman, "The Path of Strangers" [15]
- Saidiya Hartman, "So Many Dungeons" [25]
- ❖ **Brief (650 words) due Thursday**

### WEEK 10 (JUNE 5, 7): ON LOOKING TO THE FUTURE

Course Conclusions: Final Project special screening

- Simon Ortiz, *Culture and the Universe* [poem]
- Derrick Bell, "The Afrolantica Awakening" [14]
- ❖ **Mini-brief (300 words) due Thursday**
- ❖ **Peer editing (reflective paper and self-grading)**

★ FINAL REFLECTIVE BRIEF DUE / PRESENTATIONS  
TUESDAY, JUNE 12, 8:00-11:00am

### MAJORING OR MINORING IN ETHNIC STUDIES AT UCSD

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 **YOLANDA ESCAMILLA**, Ethnic Studies Department Undergraduate Advisor, at:

858-534-3277 or [yescamilla@ucsd.edu](mailto:yescamilla@ucsd.edu) or [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)