

**HIS 382.02**  
**GLOBALIZATION, 1400-1750**  
**FALL 2007**

Tu/Th 11:00-12:15  
Moore HRA 2209

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Office hours: Wed 1-3 pm and by appointment (Moore HRA 2106)

**SYNOPSIS**

Hundreds of years before the Internet, cell phones, and GIS, European empires linked peoples around the world through conquest, trade, and migration. This course provides an overview of European overseas expansion from the end of the Middle Ages to the eighteenth century. We will discuss the creation of imperial spheres, the development of colonial societies, and the impact on people and cultures worldwide.

**STUDENT LEARNING GOALS**

By the end of the course, students should be able to:

- understand the major process that shaped the development of early modern European empires
- analyze differences and similarities across imperial spheres in the Atlantic and Indian Ocean basins
- appreciate the interplay between power structures and human agency in the development of human societies
- think comparatively and critically about broad historical processes across time and place

**READINGS**

The following two books are required and can be purchased at the UNCG bookstore:

Ames, Glenn J. *The Globe Encompassed: The Age of European Discovery*. Prentice Hall, 2007.  
Seed, Patricia. *Ceremonies of Possession in Europe's Conquest of the New World*. Cambridge University Press, 1995.

Readings for some weeks will include articles which will be posted on e-reserves and accessible via the course Blackboard site.

**GRADING**

Unit tests: 60% (20% each)

Paper: 15%

Blackboard postings: 15%

Class participation and presentations: 10%

## SCHEDULE OF LECTURES, READINGS, AND ASSIGNMENTS

### *UNIT 1: EARLY EUROPEAN EXPANSION*

**Week 1 (August 21-23): Europe, the World, and the Age of Discovery**

*Readings:* Ames, "Introduction;" Seed, "Introduction"

**Week 2 (August 28-30): Portugal's Primacy**

*Readings:* Ames, Chapter 1, pp. 24-43, 52-59

**Week 3 (September 4-6): Spain's World Empire**

*Readings:* Ames, Chapter 2, pp. 60-81, 90-96

**Week 4 (September 11-13): Comparative Empires: Portugal and Spain**

*Readings:* Seed, Chapters 3 & 4

**Week 5 (September 18-20): Challenging Iberian Hegemony**

*Readings:* J. H. Parry, "Atlantic Trade and Piracy," "The Struggle for Eastern Trade" (e-reserves)

**\*\*\*\* Unit 1 Test: Thursday, September 20 \*\*\*\***

### *UNIT 2: THE ESTABLISHMENT OF IMPERIAL SPHERES*

**Week 6 (September 25-27): The Dutch Commercial Challenge**

*Readings:* Ames, Chapter 3; Seed, Chapter 5

**Week 7 (October 2-4): English Settlements and Plantations**

*Readings:* Ames, Chapter 4, pp. 132-150, 166-168, 170-172; Seed, Chapter 1

**Week 8 (October 9-11): French Explorers and Traders**

*Readings:* Ames, Chapter 4, pp. 150-165, 168-170; Seed, Chapter 2

**Week 9 (October 16-18): Iberian Empires in the Seventeenth Century**

*Readings:* Ames, pp. 44-51, 81-89.

***Reminder: There is no class on Tuesday, October 16 due to fall break***

**Week 10 (October 23-25): Comparative Empires in the Atlantic and Indian Oceans**

*Readings:* K. N. Chaudhuri, "The Dutch and English East India Companies and the Bureaucratic Form of Trade in Asia," Wim Klooster, "The Rise and Transformation of the Atlantic World" (e-reserves)

**\*\*\*\* Unit 2 Test: Thursday, October 25 \*\*\*\***

**UNIT 3: EMPIRES AND COLONIES****Week 11 (October 30-November 1): Warfare and Empire**

*Readings:* Geoffrey Parker, "Europe and the Wider World: The Military Balance" (e-reserves)

**Week 12 (November 6-8): The World that Trade Made**

*Readings:* Frédéric Mauro, "Merchant Communities, 1350-1750" (e-reserves)

**Week 13 (November 13-15): The Transatlantic Slave Trade**

*Readings:* Eric Wolf, "The Slave Trade" (e-reserves)

**Week 14 (November 20-22): Migrations**

*Readings:* J. H. Parry, "Migrations and Dispersals," David Eltis, "Identity and Migration" (e-reserves)

**\*\*\* Paper due Tuesday, November 20 \*\*\***

**\*\*\* Reminder: There is no class on Thursday, November 22, due to Thanksgiving break \*\*\***

**Week 15 (November 27-29): Creolization and Colonial Identities**

*Readings:* Pending

**Week 16 (December 4-6): Europe and the World**

*Readings:* Felipe Fernández-Armesto, "Empires in their Global Context, 1500-1800" (e-reserves)

**\*\*\*\* Unit 3 Test: Thursday, December 6 \*\*\*\***

**SPECIFICATIONS FOR ASSIGNMENTS**

**Unit tests (60% of total grade):** There will be an in-class test at the end of each unit, covering the readings, handouts, and discussions. Each test will include an essay question, as well as a mix of other types of learning assessments. Students will only be able to make up tests under exceptional circumstances, and then only with appropriate documentation. This course has no final exam.

**Class Participation (10% of grade):** All students are expected to attend and be attentive in class; to have read and thought about the material; and to participate actively in class discussions. There will be occasional in-class presentations, as well as in-class group work. All of these will count in the class participation grade.

Unless noted otherwise, weekly readings should be completed before class on Tuesday. Always bring the assigned readings to class.

Students are responsible for all the material that is discussed and handed out in class, as well as for the readings and Blackboard postings. Cultivate networks among your fellow students so you can get copies of class notes, announcements, handouts, etc. if you have to miss class. Keep a folder with all maps and other handouts and bring it to class each time.

**Paper (15% of grade):** This 5-7 page paper will analyze and compare a small collection of primary documents as they relate to the major course topics. Students will receive more information about this assignment during the semester. The paper is due in class on Tuesday, November 20.

**Blackboard responses (15% of grade):** Students will post responses and comments to the weekly prompt question on the class Blackboard site. You must participate in the discussion for at least 10 of the 15 weeks of the course, and for at least three weeks of each unit. It is entirely your choice which weeks you do not post. However, there will be no exceptions granted for any reason, including illness, family emergency, computer failure, etc. Plan wisely. Postings beyond the required 10 minimum will earn you some extra credit.

Initial postings are due by 6 pm each Wednesday. Feel free to post earlier. Additional comments and discussion (after you have made your initial posting) can be made until 10 pm Wednesday. Late postings will not be counted. Students are expected to read and think about their fellow students' postings, and to come to class prepared to continue the discussions that begin on Blackboard, whether or not they have posted that week.

Specifications:

- Postings should be clear and to the point. Focus on a single issue or theme and state your position or argument succinctly, with relevant references to the readings. Think through your ideas before you begin writing.
- Develop the art of articulate written conversation. Use full sentences, minimal abbreviations and acronyms, and correct grammar, spelling, capitalization, and punctuation. Proof read and edit carefully before you hit the "send" button. This is not an IM forum or text messaging.
- You are encouraged to express questions, doubts, confusion, and (within reasonable limits) emotional reactions to the material and/or to the postings of your fellow students. Of course, you always will be respectful and courteous.
- Sign every posting at the bottom.

Blackboard is an important tool for this course. Please check the Announcements and Course Documents sections regularly.

### **CLASS ETIQUETTE**

A classroom is a communal space where we all gather to pursue a common goal via group interactions. Please do not bring electronic devices (including laptop computers), cell phones or food to class, as they distract from our group dynamic. You may bring an individual drink.

Students who have documented disabilities that require special consideration should bring the necessary paperwork to the professor during the first week of class. Students with certain disabilities may bring laptop computers to class only if they have submitted the required paperwork to the professor. For more information contact the Office of Disability Services (<http://ods.dept.uncg.edu/>).