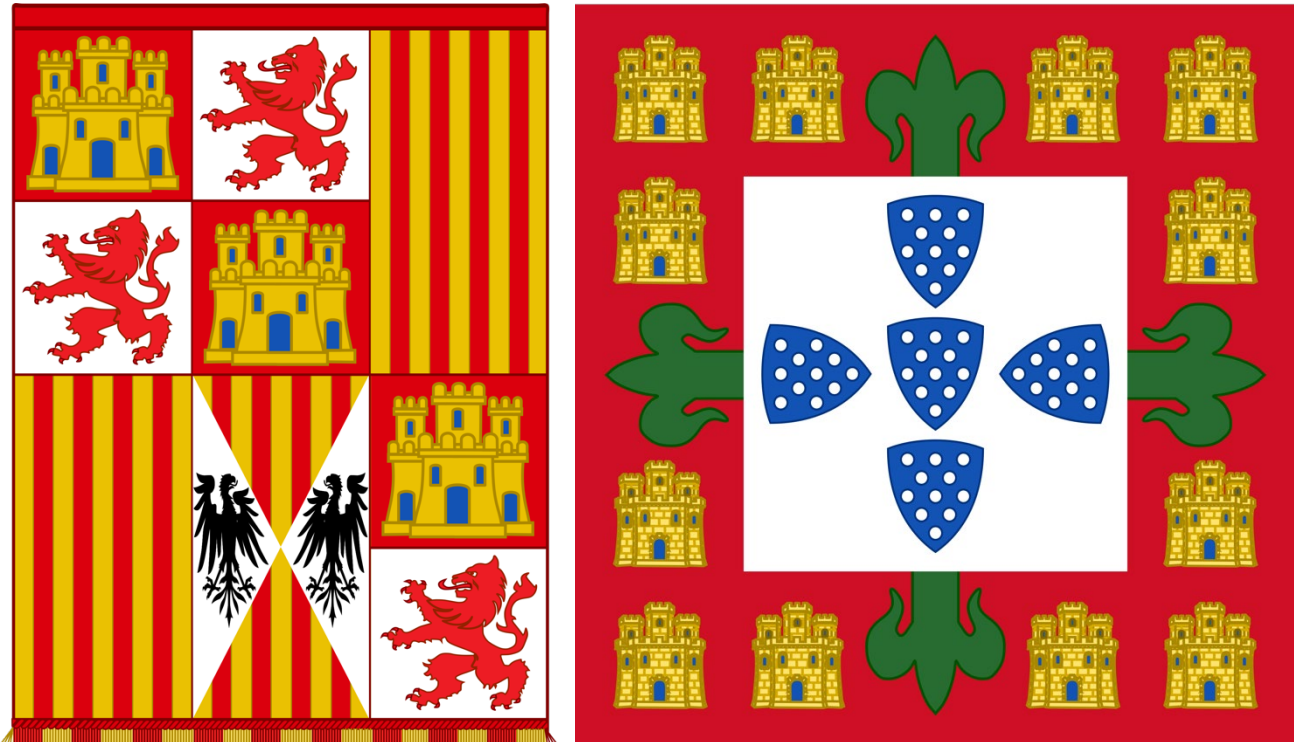


History 206-02: Spain and Portugal: The Origin of Europe's First Overseas Empires (1415-1648) (Fall 2021)



Instructor: Mr. Jonathan Baier (itbaier@uncg.edu)

Virtual Office Hours: Thursdays 11:00 AM–12:00 PM and by appointment via Zoom (See Zoom link in Canvas Course page.

I will be making frequent announcements that will be accessible in the “Announcements” tab on Canvas. Please monitor all communications whether by e-mail or through Canvas so that you can keep up-to-date throughout the semester. Please set up Course Canvas Notifications to help you promptly receive new e-mails and announcements.

COURSE INTRO/ SCOPE

Welcome to HIS-206-02! This course introduces some of the key events, people, and trends that aided in the formation of the early modern European overseas empires, Spain and Portugal. Additionally, it presents a foundational discussion on the field of history and how historians use and analyze evidence to make their argument.

The course will focus on five main themes to follow and analyze the change over time as European powers extended their reach from Europe to the Mediterranean, Atlantic and

beyond. The first theme is Political: How did political structures aid in the growth and expansion of Spain and Portugal and what debates surround their influence. The second theme follows the Social/Cultural aspect of identity and inclusion. The third theme is Religion and its influence on identity, its authoritative position and its role in the desired expansion overseas. The fourth theme focuses on the Economy and the changes in production, exploration and resource management that allowed for Spain and Portugal to seize their opportunity for power. The final theme will follow the role of the Military in the formation of empire and identity.

LEARNING GOALS/ OBJECTIVES FOR THE COURSE

Minerva Academic Curriculum Learning Goals:

(MAC) Goal 6: Critical Thinking and Inquiry in the Humanities

Through this course, students will acquire a working knowledge of the foundational tools for reasoning, including constructing sound arguments, evaluating the quality of evidence, and forming judgments about the evidence, arguments, and conclusions of others in Humanities and Fine Arts disciplines.

UNCG History Department Learning Goals:

Upon successful completion of the course, students will be able to:

- 1: Critically analyze claims, arguments, artifacts or information.
- 2: Construct coherent, evidence-based arguments.

Additionally, these SLO's are integrated in all course assignments to provide students with the foundation to satisfactorily meet these goals. The students will also work towards the following historical learning objectives:

- 3: Historical Comprehension: Analyze the historical change over time through the lens of human agency and other systems or structures.
- 4: Historical Analysis: Conceptualize and analyze primary and secondary sources using historical thinking.

REQUIRED/ RECOMMENDED BOOKS

There is no required textbook for this course. Due to the online nature of the class, I wanted to limit required purchases and make your access to readings as convenient and simple as possible.

To facilitate this, the readings will be uploaded on Canvas through PDF's, web links, and/or be accessible through the UNCG library website. The majority of the readings will be articles and excerpts from book chapters and/or primary source documents. You will find the readings on Canvas in the Reading tab under each week's Module. If you desire to read/learn beyond our readings, you will have the full citations for each work. This will allow you to find it to purchase or to borrow from the library.

MODULES

The course will flow week to week using Modules that are accessible on the Canvas course site. These weekly modules will include the assigned readings, lecture videos, assignments and discussions for the week. Additionally, they will include any web links to readings or videos that will pertain to that week's material. The weekly module will be posted by the Friday of the previous week and will be available throughout the rest of the semester if you need to look back on them.

ASSIGNMENTS (MAC Goal 6, HIS SLO's 1, 4)

There will be a weekly Assignment to gauge your understanding of the assigned material. These will generally consist of short written responses to questions from the readings and lecture. These assignments are not considered quizzes and will allow you to use course materials to aid your responses. You will only need to work within the context of the course to complete these assignments and connect them to course themes. Full instructions for the assignments will be included in the appropriate weekly module.

The assignment becomes available on Friday's with the launch of the weekly module and will be due the following Friday by 11:59 pm. While there will be an assignment each week, **I will allow for three missed assignments.** Consequently, I will not allow for any late submissions for the weekly assignments.

DISCUSSION BOARD (HIS SLO's 3, 4)

The Discussion board will be our way to gauge participation and interaction with each other. There will always be a few questions, introduced by me, to initially guide the discussion. Take this as an opportunity to reflect on the material, discuss and to ask questions on that week's lecture and reading. The discussion boards will work as a method to learn, bring thoughts, analysis, and questions in a format that will allow us to provide support and answers to each other.

You will be required to answer the discussion questions through your response and add any analysis of the material. Additionally, you will be required to respond to at least 3 other student responses.

The Discussion boards will be accessible through the Discussion page under the weekly module. The initial instructions may vary week to week, so be sure to thoroughly read the requirements so that you can properly respond to the week's discussion.

The Discussion will begin on Friday's when the module launches and will conclude on the following Friday at midnight. Discussions are meant to be used to gauge participation and utilize your critical thinking skills with the group, therefore, I will not allow for any late submissions once the Discussions close. Due to the participatory nature of the Discussions, it is important for you to be present each week. However, **I will allow for you to miss up to two of the discussions throughout the semester.**

MIDTERM and FINAL (MAC Goal 6, HIS SLO's 1, 3, 4)

History allows us to work through issues confronted by those in the past and to track the change evident over time. The process of historical writing allows us to investigate, analyze content and pass on knowledge.

Both the Midterm and the Final will require the student to review and analyze the course lectures, readings and other material to provide a more in-depth and complete response than the weekly assignments.

For each, you will receive a series of three prompts from which to choose. You will choose one of the prompts and write a 2-3 page response that offers a compelling and complete answer related to the material covered. The midterm will cover the first half of the course and the final will cover the second half.

The Midterm will be due on Sun. Oct. 10 at 11:59 pm as an upload to the Canvas assignment page.

The Final will be due on Mon. Dec. 6 at 11:59 pm, also as an upload to the Canvas assignment page. This is a hard deadline due to grades needing to be finalized at a certain day. **No late submissions will be accepted for the Final.**

Each response will be submitted with the following parameters: 12-point font, 1-inch margins and double spaced. Further details on prompts, instructions, and grading criteria for the respective midterm and final will be posted as we near the start of the assignment under either the "Midterm" or "Final" document under the "Files" tab on Canvas.

GRADING

Your final grade will be comprised of the following:

Discussion Boards (20 points)	20%
Assignments (20 points)	20%
Midterm (30 points)	30%
Final (30 points)	30%

Grades follow this scale: A = 93 and up; A- = 90-92; B+ = 87 to 89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = <60

COURSE SCHEDULE

*The readings are based upon topics that we will cover in the specified week. Readings may be updated or changed depending upon the circumstances of the course at the time. **Please keep track of any changes through Canvas announcements and by consulting the syllabus and modules each week.**

INTRODUCTION

Week 1: Aug 17- Aug 22: Course introduction, Empire (European, Atlantic and Global)

Thomas Benjamin. "Antecedents", in *The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400-1900*. Cambridge University Press. 2009. 35-50.

UNIT 1: Muslims in Europe and the Origins of European Expansion

Week 2: Aug 23-Aug 29: Muslim influence on Spain and Portugal and the Conquest of Ceuta

Colin Smith. Ed. *Christian and Moors in Spain. Volume 22, 1195-1614*. Warminster, England: Aris and Phillips Ltd. 1989. 118-134.

David B. Abernathy. "Ceuta, Bojador, and Beyond: Europeans on the Move", in *The Dynamics of Global Dominance: European Overseas Empires, 1415-1980*. Yale University Press. 2000. 3-17.

Week 3: Aug 30-Sept 5: Spain and the Reconquest

Marvin Lunenfeld, ed. "Spain and the Reconquest", in *1492, Discovery, Invasion, Encounter*. New York: D.C. Heath and Company. 1991. 23-28.

J. H. Parry. "The Tradition of Conquest", in *The Spanish Seaborne Empire*. University of California Press. 1990. 27-37.

UNIT 2: The Spanish and Portuguese Preparations in the Mediterranean and Africa

Week 4: Sept 6-Sept 12 Religion and its Influence on Expansion

Norman Roth. "The Jews of Spain and the Expulsion of 1492", in *Social History of Western Civilization, Vol. 1, Readings from the Ancient World to the Seventeenth Century*. Richard M. Golden, ed. New York: St. Martin's Press. 1996.

James Muldoon. "Papal Responsibility for the Infidel: Another Look at Alexander VI's "Inter Caetera", in *The Catholic Historical Review*, Vol. 64, No. 2, (Apr., 1978), 168-184.

Pope Alexander VI. "Inter Caetera". Papal Encyclicals Online.
<https://www.papalencyclicals.net/Alex06/alex06inter.htm>

Week 5: Sept 13-Sept 19: Technology and the Expansion of Empire

A.R. Disney. "The Atlantic Islands and Fisheries", in *A History of Portugal and the Portuguese Empire: From Beginnings to 1807*. Cambridge University Press. 2009. 84-118.

Palmira Fontes da Costa and Henrique Leitao. "Portuguese Imperial Science, 1450-1800", in *Science in the Spanish and Portuguese Empires, 1500-1800*. eds. Daniela Bleichmar, Paula de Vos, Kristin Huffine, and Kevin Sheehan. Stanford University Press. 2008. 35-54.

Week 6: Sept 20-Sept 26: The Portuguese and the African Coast

Nzinga Mbemba. "Appeal to the King of Portugal, 1526", in *Worlds of History, A Comparative Reader. Volume 2, Since 1400*. ed. Kevin Reilly. New York: Bedford/St. Martins. 2017. 584-587.

Philip J. Havik. "Walking the Tightrope: Female Agency, Religious Practice, and the Portuguese Inquisition on the Upper Guinea Coast", in *Bridging the Early Modern Atlantic World*. New York: Routledge. 2009. 173-193.

Bailey W. Diffie and George D. Winius. "Portuguese Expansion in Africa and the Atlantic, 1415-37", in *Foundations of the Portuguese Empire, 1415-1580*. University of Minnesota Press, 1977. 57-73.

Week 7: Sept 27-Oct 3: Portugal Around Africa to India

Marvin Lenefeld, ed. "Portugal" and "Around Africa to India" (Henry the Navigator), in *1492, Discovery, Invasion, Encounter*. New York: D.C. Heath and Company. 1991. 13-20.

A.R. Disney. "Empire in the East", in *A History of Portugal and the Portuguese Empire: From Beginnings to 1807*. Cambridge University Press. 2009. 145-171.

Week 8: Oct 4-Oct 10: Early Staging Areas for the Atlantic Journey

Eduardo Aznar Vallejo. "The Conquest of the Canary Islands", in *Implicit Understandings: Observing, Reporting and Reflecting on the Encounters Between Europeans and Other Peoples in the Early Modern Era*. ed. Stuart B. Schwartz. Cambridge University Press. 1994.

Ida Altman and Thiago Krause. "Europeans, Indians, and Africans in the Making of Colonial Societies", in *The Iberian World, 1450-1820*. Fernando Bolzano, Pedro Cardim and Antonio Feros, eds. London: Routledge. 2019. 416-430.

MIDTERM: The Midterm will open on Monday, Oct. 4 and will close on Sunday, Oct. 10.

UNIT 3: Spanish and Portuguese in the Americas

Week 9: Oct 11-Oct 17: Oceans Divided: Lines of Demarcation, Columbus and the "Discovery of America"

Christopher Columbus. "First Voyage of Columbus", in *Select Letters of Christopher Columbus, with Other Original Document, Relation to His Four Voyages to the New World*. ed. R. H. Major. Hakluyt Society. 2010.

E. Bradford Burns and Julie A. Charlip. "Land and People", in *Latin America: An Interpretive History, 8th Edition*. Upper Saddle River, New Jersey: Pearson/Prentice Hall. 2007. 10-28.

Week 10: Oct 18-Oct 24: The Spanish Conquest of the Americas

Bartolome de Las Casas. *An Account Much Abbreviated, of the Destruction of the Indies, with Related Texts*. New York: Hackett Publishing Company. 2003. 18-30, 64-78.

Marvin Lunenfeld. "The Assault on Peru" (Garcilaso de la Vega), in *1492, Discovery, Invasion, Encounter: Sources and Interpretations*. Marvin Lenefeld, ed. Lexington, MA: D.C. Heath and Company. 1991. 174-182.

Rachel Sarah O'Toole. "Household Challenges: The Laws of Slaveholding and the Practices of Freedom in Colonial Peru", in *Iberian Empires and the Roots of Globalization*. eds. Sarah Rachel O'Toole, Ivonne Del Valle, and Ann More. Vanderbilt University Press, 2019. 159-182.

Week 11: Oct 25-Oct 31: Portuguese Expansion to Brazil (Contact, Conquest and Colonization)

Boris Fausto. "Colonial Brazil, (1500-1822)", in *A Concise History of Brazil*. Cambridge University Press. 2014. 1-25.

Kenneth Maxwell. "Portugal, Europe, and the Origins of the Atlantic Commercial System, 1415-1520," in *Portuguese Studies, Vol. 8*. 1992. 3-16.

Week 12: Nov 1-Nov 7: The Aftermath of Iberian Exploration to the Americas and Consolidation of Empire

Bernardino de Sahgun. "Excerpt from the Florentine Codex", in *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*. Stuart B. Schwartz, ed. New York: New Bedford/ St. Martins. 2000. 189-196.

Parker Van Valkenburgh. "Unsettling Time: Persistence and Memory in Spanish Colonial Peru", in *The Journal of Archaeological Method and Theory*. Vol. 24, No. 1. 117-148.

James Sloan Allen. "Reflections at the Edge of the World", in *The Swanee Review, Vol. 100. No. 4. (Fall, 1992)*. 565-582.

Jean-Frederic Schaub. "The Union Between Portugal and the Spanish Monarchy (1581-1640)", in *The Iberian World, 1450-1820*. Fernando Bolzano, Pedro Cardim and Antonio Feros, eds. London: Routledge. 2019. 126-141.

UNIT 4: Global Effect of Worldwide Spanish and Portuguese Empires

Week 13: Nov 8-Nov. 14: The Portuguese in Asia

Vasco Da Gama. "Journal of the First Voyage of Vasco da Gama, 1498", in *Worlds of History, A Comparative Reader. Volume 2, Since 1400*. ed. Kevin Reilly. New York: Bedford/St. Martins. 2017.

Susana Munch Miranda. "Fiscal System and Private Interests in Portuguese Asia under the Habsburgs, 1580-1640", in *Journal of the Economic and Social history of the Orient*. Vol. 60., No. 3. (2017). 202-232.

Week 14: Nov 15-Nov 21: The Spanish in Asia

Saint Francis Xavier. "Missionaries in Japan (1552)," in *Sources of Western Society: From the Age of Exploration to the Present. Vol. 2. Second Edition*. John Beeler and Charles Clark, eds. New York: Bedford/St. Martin's. 2011. 241-243.

Ubaldo Iaccarino. "Conquistadors of the Celestial Empire: Spanish Policy toward China at the End of the Sixteenth Century", in *Beyond the Silk Roads: New Discourses on China's Role in East Asian Maritime History*. Harrassowitz Verlag. 2017. 77-98.

Week 15: Nov 22-Nov 28: Imperial Legacies and Review

Jose L. Gasch-Tomas and Susana Munch Miranda. "Imperial Economies", in *The Iberian World, 1450-1820*. Fernando Bolzano, Pedro Cardim and Antonio Feros, eds. London: Routledge. 2019. 431-448.

Maria Elena Martinez. "Religion, Caste, and Race in the Spanish and Portuguese Empires: Local and Global Dimensions", in *Iberian Empires and the Roots of Globalization*. Ivonne del Valle, Anna More and Rachel Sarah O'Toole, eds. Vanderbilt University Press. 2019. 75-104.

THANKSGIVING BREAK

Reading Day and Finals

Week 16: Nov 29-Dec 5

FINAL: Instructions for the Final will be given on Tuesday, Nov. 30. It will be due DEC. 6 AT 11:59 pm.

Course Policies

COURSE ETIQUETTE

Even though this is not a traditional face-to-face course, our online interaction with each other should always remain respectful. As we discuss the course material, critiques or disagreements to ideas is expected, but offensive, abusive and disrespectful behavior will not be tolerated.

Responses should remain relevant to the discussion topics. As example, using or posting offensive images and/or language that is outside the scope of course materials, posting suspicious websites, and advertising yours or others' businesses or products is prohibited.

ACADEMIC RESOURCES

The following are a number of services provided to you by UNCG.

The UNCG Library (<https://library.uncg.edu/>) has a wealth of books, articles, archival materials, and other media resources, computers, inter-library loan services, and knowledgeable staff.

The UNCG Writing Center (<https://writingcenter.uncg.edu/>) provides assistance with writing assignments; contact staff members to set an appointment either in person or via instant-messaging.

If you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS) (<https://ods.uncg.edu/>). I want to make sure that you receive the best learning experience possible, so, if need be, OARS can be a wonderful resource. Remember that I cannot provide disability accommodations without paperwork directly from OARS.

If you encounter a technology problem, contact UNCG Information Technology Services as soon as possible. They have online, phone and walk-in options for technical support, all listed here: <https://its.uncg.edu/Help/>. If a technology problem poses the possibility of preventing you from completing coursework, communicate this to me as soon as possible.

ACADEMIC INTEGRITY/PLAGIARISM

The University of North Carolina at Greensboro prohibits any and all forms of academic dishonesty. It is the student's responsible to know what constitutes academic integrity and academic dishonesty, and to be familiar with UNCG policies on academic integrity laid out here: <https://sa.uncg.edu/handbook/academic-integrity-policy/>. Students who engage in an academically dishonest act (such as plagiarizing part of a paper or cheating during an exam) will receive a grade of "F" in the course and be reported to the Academic Dean for possible additional disciplinary action, including expulsion from the university. Do not attempt it. All writing assignments (reflections, assignments, midterm and final, etc.) are subject to a plagiarism check through the website <https://www.turnitin.com/>. This website compares the text of your paper to text up on webpages, in scholarly works, and within its massive database of student papers submitted to schools around the world.

SYLLABUS MODIFICATIONS

I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to keep up with class announcements regarding any changes and to review the syllabus frequently to make sure that you are staying on schedule.

UNCG COVID-19 AND GENERAL HEALTH INFORMATION

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> ([Links to an external site.](#)) or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> ([Links to an external site.](#)) or reaching out to recovery@uncg.edu

Additionally, I have included the following new information regarding the general COVID-19 instructions for campus this fall (2021) at UNCG. With this being an online course, this will largely not apply to us, but is important and useful information in the event that you need to be on campus.

COVID-19 INSTRUCTIONS

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](mailto:OARS@uncg.edu) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.