

History 1200: European Empires, Exploration, and Exchange since 1500

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Office hours: Tuesday/Thursday 11:45–12:45 and by appointment

Fall 2019

History 1200-1: Tuesday and Thursday 1:00–2:30, UNH 3320

History 1200-2: Tuesday and Thursday 2:40–4:10, UNH 2001



History 1200 examines the dynamic transformation of Europe and Europe's interactions with the world across four centuries of social, cultural, political, and economic change. The course begins with Europe on the precipice of the Age of Discovery, a remarkable period in which the European world expanded beyond the confines of the Mediterranean to encompass direct contact with the riches of the Indian Ocean and the discovery of—to the Europeans—the New World of the Americas. The first half of the course explores the consequences of the Age of Discovery for Europeans and the peoples they encountered. The second half of the course takes on the question of the Great Divergence, or how Europe came to be politically and economically dominant on the world stage by the early twentieth century, investigating the ways industrialization and revolutions across the Atlantic world fundamentally altered and disrupted political and social structures in Europe and across the globe.

The course will focus on developments that highlight momentous changes in European society brought on by European interactions in the world: the significance of inclusion and exclusion in the development of cultural and political power, the transition from commercial to industrial

capitalism, and the gradual and incomplete movement from a corporate hierarchical society to one based on the rights of autonomous individuals. Throughout the course we will draw attention to social and cultural changes, investigating the lives of common women and men as much as kings and the nobility. At all points emphasis will be placed on historical thinking and trying to better understand past cultures rather than memorization of facts, figures, and dates.

Learning Outcomes

Students will be able to identify and explain the key issues, events, and people in Europe's interactions with the world from 1500 until 1914. More importantly, the course will challenge students to think historically and analyze the criteria by which we interpret the past. Students will read and analyze a variety of primary sources and be exposed to historical scholarship through readings and lectures, learning how to evaluate historical arguments. Students will be asked to effectively use those source materials in their writing and be challenged to improve their analytical writing. Finally, students will build research skills through mapping projects and an unessay project. During Week 9 we will visit the William H. Hannon Library to discuss techniques of historical research.

Required Reading

The required books for the course can be purchased at the bookstore and are on reserve at the William H. Hannon Library. We will be using two textbooks that will provide narratives for the historical events discussed in the course, while also giving students two different frameworks within which to understand European empires, exploration, and exchange since 1500. We will also be reading Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* and Immanuel Kant, *Perpetual Peace and Other Essays*. These texts will provide the basis for the two analytical papers to be completed during the semester. In addition, various primary source texts and historical articles or chapters from books will be made available either PDFs on the class website.

Students are expected to bring the relevant reading to class each week to foster discussion. Reading assignments are listed under the date on which they are due, while the general reading assigned for the week should be completed by class on Thursday.

Charles H. Parker, *Global Interactions in the Early Modern Age, 1400–1800* (Cambridge: Cambridge University Press, 2010).

Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton: Princeton University Press, 2010).

Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (New York: Penguin Classics, 2004)

Immanuel Kant, *Perpetual Peace and Other Essays* (Cambridge: Hackett Publishing, 1983)

Assignments

Participation and weekly assignments: 15%

Attendance and careful reading are necessary for success in the course. Active participation in class discussions will make the class more enjoyable and beneficial for everyone. In addition, students are expected to write one-page, double-spaced analyses on the readings most weeks. The assignments provide students an opportunity to develop their skills in writing and historical analysis. See the schedule below for each assignment.

Midterm Exam (Week 8): 10%

Mapping European Empires: 5% x2

Mapping European Empires is a collaborative project that will involve research, writing, data entry, and visualization techniques. Students will research a person, object, or event that concerns Europe's interactions with the wider world in both the first half (Week 5) and the second half (Week 13) of the semester. Details on the project can be found on the course website.

5–6-page historical analysis papers: 15% x2

Bartolomé de las Casas, *Destruction of the Indies* (Week 6)

Immanuel Kant, "What is Enlightenment" and *To Perpetual Peace* (Week 11)

After the papers have been graded and returned, students will be able to revise and resubmit essays to receive a higher grade. Writing prompts and details will be provided during the semester.

Everything has a history unessay: 15%

Instead of a final essay, students will create an unessay, a demonstration of knowledge in a form other than a typical essay, investigating a topic they find of particular interest.

Projects will be developed in consultation with the instructor.

Final Exam (Final's Week): 20%

Course Expectations

- All assignments must be completed to receive a passing grade for the course.
- Come to class on time and ready to participate. Keep any in-class disruptions to a minimum.
- Be respectful of fellow students. Refer to fellow students by their name. Debate in class is encouraged, but it should always be done in a respectful manner.
- Complete reading when it is due and turn in assignments on time. Contact professor Sadler if you are not able to complete an assignment on time. I am here to help if you have any issues in the course.
- Academic integrity will be assumed and rigorously enforced. Students who hand in plagiarized material will automatically fail the class and be referred to the Department and Academic Dean for disciplinary measures.
- If you have questions regarding any aspect of the class, please contact and discuss the issue with Professor Sadler by email or in office hours.

The Writing Center at LMU

An important part of improving your writing is getting feedback and revision suggestions on your writing projects in progress. The Writing Center offers free tutoring sessions (online or face-to-face) in which you can get feedback from a peer writer on your digital and print texts for any class at any stage in your process. For more information, including hours of operation, check

out the Writing Center's website:<https://academics.lmu.edu/arc/writingcenter/>. When you are ready to make an appointment with a writing tutor, just call or visit: 310.338.2847 | Daum Hall, 2nd floor.

Weekly Schedule

The syllabus is liable to change. Any changes will be made clear in class and on the website.

Week 1: Europe and the world in 1500

Tuesday, August 27: Introduction

Thursday, August 29: Europe and the world in 1500

General reading:

Parker, Introduction, 1–12

Burbank and Cooper, ch 1. Imperial Trajectories, 1–22

Week 2: Early Modern Europe

Tuesday, September 3: Development of the early modern state

Reading: J. H. Elliott, “A Europe of Composite Monarchies,” *Past & Present* 137 (1992): 48–71

Assignment: Answer the following questions in one or two sentences each.

1. What is Elliott’s primary argument?
2. Why does he think it is important to make this argument?
3. Name one or two consequences of Elliot’s discussion of composite monarchies.

Thursday, September 5: The religious division of Europe

Reading: Eye-witness Account of Image-breaking at Antwerp, 21 August 1566

Assignment: Write a one-page analysis of Richard Clough’s letter to Thomas Gresham reporting on the iconoclasm in Antwerp. Focus on one specific aspect of the letter and what you can learn about sixteenth-century society from the source.

General reading:

Burbank and Cooper, ch 5. Beyond the Mediterranean: Ottoman and Spanish Empires, 117–128 and 143–148

Week 3: The Age of Discovery

Tuesday, September 10: Oceanic Exploration: New routes and new worlds

Thursday, September 12: Encountering the New World

Reading: Clifford Geertz, “Thick Description, Toward an Interpretive Theory of Culture”
Christopher Columbus to Luis de Santángel, 1493
Amerigo Vespucci, *Mondus Novus*, 1504

Assignment: One-page analysis of Geertz's "Thick Description." What is Geertz's conception of culture, and how does it relate to thick description? How does the concept of "thick description" help to think about interpreting and analyzing historical sources such as Columbus' letter to Luis de Santángel or Vespucci's *Mondus Novus*?

General reading:

Parker, ch 1. European States and Overseas Empires, 13–38

Week 4: Europeans in the New World

Tuesday, September 17: Imagining the New World

Assignment: Choose a subject for the Mapping the Early Modern World project.

Thursday, September 19: Cross-cultural contact in the New World

Reading: Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*, 1542
Get as far into the text as you can.

General reading:

Parker, ch 5. The Formation of New Demographic and Ecological Structures, 146–161

Burbank and Cooper, ch 6. Oceanic Economies and Colonial Societies: Europe, Asia, and the Americas, 149–151 and 162–170

Week 5: The first global economy? Commerce and consumption

Tuesday, September 24: The allure of spices: The Portuguese and the Dutch in Asia

Assignment: **Mapping the Early Modern World submission due**

Thursday, September 26: Connecting the world through commerce and consumption

Reading: Addison and Steele, *The Spectator*, 1711–1712

Assignment: One-page analysis of articles from Addison and Steele's, *The Spectator*.
Concentrate on one specific topic. Why do you think Addison and Steele wrote about the topic and why in the way that they did? What does Addison and Steele's perspective show about the concerns and ideas of people in early eighteenth-century England?

General reading:

Parker, ch 3. International Markets and Global Exchange Networks, 68–109

Burbank and Cooper, ch 6. Oceanic Economies and Colonial Societies: Europe, Asia, and the Americas, 151–162 and 170–178

Week 6: Forced and free migrations in the early modern world

Tuesday, October 1: Communication, travel, and cross-cultural trade in the early modern world

Assignment: **Bartolomé de las Casas paper due**

Thursday, October 3: Slavery and the slave trade

Reading: Francesca Trivellato, *The Familiarity of Strangers: The Sephardic Diaspora, Livorno, and Cross-Cultural Trade in the Early Modern Period, 177–193*
Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano Written by Himself, 1789*

Assignment: Why do you think Olaudah Equiano wrote about his life? What does his narrative tell us about the cultural impact of slavery on enslaved Africans and Africa in general?

General reading:

Parker, ch 4. The Movement of Peoples and Diffusion of Cultures, 110–145

Burbank and Cooper, ch 6. Oceanic Economies and Colonial Societies: Europe, Asia, and the Americas, 178–179

Week 7: Exploring nature and spreading the Word

Tuesday, October 8: Exploration, colonialism, and the Scientific Revolution

Reading: St. Francis Xavier: Letter from Japan, to the Society of Jesus in Europe, 1552

Thursday, October 10: Christianity in the early modern world

Reading: Maria Sibylla Merian, Letter about Her Scientific Work, 1702

Assignment: How did travel and contact with different peoples, places, flora, and fauna challenge European's understanding of nature and the world around them? Discuss this using either the Francis Xavier or Maria Sibylla Merian text or compare the two texts.

General reading:

Parker, ch 6. The Transmission of Religion and Culture, 183–221

Parker, Conclusion, 222–237

Burbank and Cooper, ch 6. Oceanic Economies and Colonial Societies: Europe, Asia, and the Americas, 180–184

Week 8: The modern world and the Great Divergence

Tuesday, October 15: **In-class Midterm**

Thursday, October 17: The modern world and the Great Divergence

Reading: Kenneth Pomeranz, "Ten Years After: Responses and Reconsiderations," *Historically Speaking* 12 (2011): 20–25

Students will be assigned one of the following to read:

Peter A. Coclanis, "Ten Years After: Reflections on Kenneth Pomeranz's *The Great Divergence*," 10–12

Jan de Vries, "After Ten Years: Justly Celebrated yet Hard to Believe," 13–15

Philip Hoffman, "Comment on Ken Pomeranz's *The Great Divergence*," 16–17

R. Bin Wong, "Economic History in the Decade after *The Great Divergence*,"
17–19

Assignment: Write a one-page analysis of the arguments made in the text assigned to you compared with the response of Pomeranz. What are the primary differences in the perspectives of the authors? Whose ideas do you find more compelling and why?

Week 9: Enlightenment: Self and the other

Tuesday, October 22: What is Enlightenment?

Reading: Immanuel Kant, "What is Enlightenment," 41–48

Immanuel Kant, *To Perpetual Peace: A Philosophical Sketch*, 107–143

Thursday, October 24: Whose Rights? The French Revolution

Reading: Lynn Hunt, *Inventing Human Rights: A History*, Introduction, 15–34

The Declaration of the Rights of Man and Citizen, 1789

Society of the Friends of Blacks, Address to the National Assembly in Favor of
the Abolition of the Slave Trade, 5 February 1790

Olympe de Gouges, The Declaration of the Rights of Woman, September 1791

Assignment: One-page analysis on the language of rights used in the three primary source readings. How did the language of rights push debates about the relationship between various groups of people in society?

Week 10: Revolutions in the Atlantic World

Tuesday, October 29: Library research trip for Everything has a history unessay project

Assignment: Submit proposal for Everything has a history unessay project.

Thursday, October 31: Revolutions in the Atlantic

Reading: The Haitian Declaration of Independence, 1804

Assignment: One-page analysis on The Haitian Declaration of Independence. How does The Haitian Declaration of Independence use the language of the Enlightenment and the French Revolution to make its arguments? How does it go beyond this language?

General reading:

Burbank and Cooper, ch 8. Empire, Nation, and Citizenship in a Revolutionary Age, 219–235

Week 11: Revolutions of the nineteenth century: Industrialization and Nationalism

Tuesday, November 5: Industrialization, cotton, and capitalism

Reading: Richard Guest, *Compendious History of the Cotton Manufacture*, 1823

Thursday, November 7: Nationalism and the turn to empire

Reading: Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, 37–66

Assignment: One-page analysis on Benedict Anderson, *Imagined Communities* and the concept of nationalism. What does Anderson mean by an imagined community? How does nationalism relate to colonialism and the Enlightenment according to Anderson?

General reading:

Burbank and Cooper, ch 8. Empire, Nation, and Citizenship in a Revolutionary Age, 235–250

Week 12: Social movements: Labor, gender, and the family

Tuesday, November 12: The proletariat and the development of socialism

Reading: Friedrich Engels, “Draft of a Communist Confession of Faith,” 1847

Assignment: Choose a subject for the Mapping the Modern World project.

Assignment: Submit 100–150-word overview of unessay project, the research involved, and how it will be presented.

Assignment: **Immanuel Kant paper due**

Thursday, November 14: Family, gender, and life in the industrialized city

Reading: Friedrich Engels, *The Origin of the Family, Private Property, and the State*, 1884

Assignment: Why do family and gender roles play such a central role in Engels’ thinking about the past organization of society? What do his ideas about family show about the nature of Communism as it developed in the second half of the nineteenth century?

General reading:

Burbank and Cooper, ch 11. Sovereignty and Empire: Nineteenth-Century Europe and Its Near Abroad, 331–333, 346–352, 361–368

Week 13: Imperialism, race, and industrialization in the nineteenth century

Tuesday, November 19: Slavery, abolition, and race in the nineteenth century

Assignment: **Mapping the Modern World submission due**

Thursday, November 21: Transportation, industrialization, and the concept of time

Reading: Ritika Prasad, “Railway Time: Speed, Synchronization, and ‘Time Sense,’” 134–164

Thomas Babington Macaulay, *On Empire and Education*, 1830s

Assignment: Compare Prasad’s discussion of the changes to time and speed brought by the railway to a modern technology. What does this show about the historicity of society and culture that concepts of time and space can change with technology?

General reading:

Burbank and Cooper, ch 10. Imperial Repertoires and Myths of Modern Colonialism, 287–312

Week 14: Scramble for Africa, 1880–1914

Tuesday, November 26: Scramble for Africa, 1880–1914

Reading: Ndansi Kumalo, “His Story,” 1890s

Assignment: One-page analysis of Ndansi Kumalo’s story. What does his account show about the relationship between the rhetoric of civilization of Europeans and the realities of conquest and imperial rule?

Thursday, November 28: Thanksgiving

General reading:

Burbank and Cooper, ch 10. Imperial Repertoires and Myths of Modern Colonialism, 312–329

Week 15: Europe and the world on the eve of the First World War

Tuesday, December 3: Europe and the world on the eve of the First World War

Reading: Georg Simmel, *The Metropolis and Mental Life*, 324–339

Assignment: Reflect on Simmel’s *The Metropolis and Mental Life*, written in 1903, and his analysis of the changes and challenges on modern society in the context of the changes to Europe and the world since 1500. How different is the freedom and cosmopolitanism of modern life from the cross-cultural experiences in the early modern period?

Thursday, December 5: **Everything has a history unessay presentations in class**

Final’s Week: December 9–13

In-class Final