

## The Americas in the Atlantic World, 1492-1900

History 204/LAS 204

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Website: History 204

Location: tba

Time: Lectures 9:00-9:50, Mondays and Wednesdays  
Precepts tba

Office hours: tba

This course explores the principal historical forces that created modern American societies. We will focus on colonialism, its overthrow, and efforts to create post-colonial societies. The examples will be drawn from the Americas generally – from Canada to Argentina.

“The Americas in the Atlantic World” is designed to study New World societies, especially the United States, from a comparative perspective. It introduces students to the multiple origins of New World societies: Indian, African and European. We will also explore New World processes from 1492 to 1900. How did European conquests and African slavery differ? And how did struggles for statehood unfold to create distinct republican traditions, from the United States to Argentina?

### Course Format

In this course, there are two lectures and one preceptorial per week. On average, you will be expected to read around 150 pages per preceptorial. The lectures, preceptorial and readings are complementary. The lectures are analytical and interpretive. The readings offer specific interpretations of, or insights on the principal themes of the course. Regular attendance at lectures and preceptorials is essential.

### Marking Scheme

Preceptorial participation:	30
Three 3-page papers:	45
Final 10-page paper:	25

To pass this course, successful completion of all course requirements is necessary. Failure to complete any portion means failure of the course.

Participation: Regular attendance is not enough. You should be keeping up with the readings and attending lectures. Moreover, you should be thinking and reflecting on some of the issues raised, so that discussion in preceptorial will be useful and engaging. The mark for this component will be based on preparation for class and contribution to discussion. For each precept students will be required to circulate in advance a paragraph to all members of the precept. This paragraph should include the identification of three important actors or events in the reading, as well as two important questions.

Three page papers (worth 15% of the final grade each): Every three weeks you will be expected to submit a short essay evaluating one of the principal themes covered in the previous three weeks' readings and lectures. The instructor will circulate two questions on Friday. You will have the weekend to compose your essays. This exercise does not ask you to summarise the readings or lectures, but to analyse them. Please consult the enclosed guide to "Historical Book Reports/Reviews."

Final paper: In the penultimate week of classes the instructor will circulate a list of questions. Choose to answer one within a ten-page limit. Like the above assignment, these are meant to be analytical exercises designed to reflect on the overarching themes of the course. The essays are due on Dean's Date.

### Readings

All the books on this syllabus are on reserve in the library. They can also be purchased. The reading marked "P" is in a packet that can be bought at Print-it. These readings will provide the basis for the precept discussions. There is no textbook for this course. Visual materials will be linked to the course website.

## Weekly Schedule

### **Week 1: Introduction: Americas before Europe and Africa**

No precept

### **Week 2: Encounters, Disease, Conquest**

Miguel Leon-Portilla (ed.), *Broken Spears*

### **Week 3: Africa and the Atlantic World**

John Thornton, *Africa and Africans in the Making of the Atlantic World*, chpts 3-5, pp. 72-151 (P)

### **Week 4: Indians and Empire**

Steve Stern, *Peru's Indian Peoples*, chpts. 1-4

Colin G. Calloway (ed.), *The World Turned Upside Down: Indian Voices from Early America*, Powhatan, "Speech to Captain John Smith", 1609 (1 page) (P);

Chretien Leclerc "A Micmac responds to the French" ca.1677 (2 pages) (P)

### **Week 5: Religious and Cultural Exchanges**

Olaudah Equiano, *The Interesting Narrative of Olaudah Equiano*, chpts 1-7

### **Week 6: Slave Trade and Slave Societies**

Sidney Mintz and Richard Price, *Birth of African American Culture: An Anthropological Perspective*

### **Week 7: Settlement and colonization**

Mary Rowlandson, *The Sovereignty and Goodness of God*

### **Week 8: Commerce and Trade**

Sidney Mintz, *Sweetness and Power*

### **Week 9: Colonial States and Peoples**

Steve Stern, *Peru's Indian Peoples*, chpts. 5-8

Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region*, chpt. 2, pp. 50-93 (P)

### **Week 10: Revolutions**

Thomas Paine, *Common Sense* pp.7-24 (intro) and 60-128 (text)

Edward Countryman and Susan Deans, "Independence and Revolution in the Americas," *Radical History Review*, 27 (1983) pp.144-171 (P)

**Week 11: Republics**

Alexis de Tocqueville, *Democracy in America* Pt 1 Ch 15, Ch 18, parts 1, 2, 3 only (P)

David Gutiérrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants and the Politics of Ethnicity*, chpt. 1, pp. 13-38 (P)

**Week 12: The Problem of Freedom**

W.E.B. duBois, *Souls of Black Folk* “Forethought” and Chpts. 1-4, pp. V-vi, 1-45

José Carlos Mariátegui, *Seven Interpretive Essays on Peruvian Reality*, chpts. 2-3, pp. 22-76 (P)