

## **Old World, New World, Other World:** European Exploration and Expansion 1450-1815

### **I. COURSE GOALS.**

During the early modern period, Europeans looked west to an Atlantic World on which they imposed themselves through conquest and colonization. At the same time they ventured eastward into the Indian Ocean, negotiating a new relationship with an Asiatic world with which they had been engaged since Antiquity. Course readings will examine this early stage of the globalization process, primarily from a European perspective that not only differed between countries but evolved over time. It will begin by studying the motives and means behind the initial exploration of the oceans, before examining the dynamics and discourse of empire-building by the Portuguese, Spanish, Dutch, French and British empires, their resort to disparate mercantilist strategies, and subsequent attempts to reconcile their imperialism with emerging Enlightenment and revolutionary ideas that they inspired.

### **II. READING ASSIGNMENTS.**

Seminar members will read, outline and report on one book per week. Typically, the reading will consist of a mix of surveys and monographs, one of which will be read by roughly half of the seminar (and will be available for purchase at Vons Books), while other related titles will be read and reported on by individual students. The weekly syllabus will pose questions to keep in mind while reading the next week's assignment, so that it will be possible to contribute to the common themes that we will develop in class.

Readings will be selected from the course bibliography. Prior to class meetings, each seminar member will provide an annotated, chapter-by-chapter outline of the book that s/he has read for that week, presenting its salient points. Given the size of some of the monographs, it will occasionally be necessary to "gut" a book without actually reading every sentence, paragraph or page. Regardless of a book's size, everyone should come to class prepared to:

- Set the stage by identifying the subject
- Present the author's intentions and thesis
- Briefly retell the story in that context
- Discuss and evaluate the author's methodology and sources
- Judge the author's success
- Suggest how the author might have improved the book<sup>1</sup>

Seminar members should familiarize themselves with their outlines before class. As a rule, they should be no longer than two pages in length (12 pica, with at least ½-inch margins).

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<sup>1</sup> Presenters should cite any book reviews that they may have read in preparing their outlines or presentations.

### III. COURSE GRADES.

The final course grade will be based exclusively on class participation. Annotated outlines of the assigned readings are important insofar as they indicate the degree to which you have absorbed the material and are in a position to promote class discussion. In absolute terms, the grading scale is the same that applies to undergraduate students:

- A = excellent
- B = good
- C = satisfactory
- D = unsatisfactory
- F = failing

*N.b.* the Department of History requires graduate students to earn at least a *B* to receive credit.

### IV. OFFICE HOURS:

Room: UNIVersity 325  
Phone: 463-9658 (home office)  
889-2114 (Google Voice)  
E-Mail: Ingrao@Purdue.edu

TUESDAY 5:45-6:00+

THURSDAY 3:30-4:15

### V. SCHEDULE (tentative)

		WEEK	PRIMARY READING:
August 22	Introduction	1	
29	Empires: Motives, Means & Moralization	2	Day, <i>Conquest</i>
September 5	Exploration	3	Phillips, <i>The Worlds of Christopher Columbus</i>
12	Spain: MÉXICO	4	Hassig, <i>Mexico and the Spanish Conquest</i>
19	PERÚ	5	Hemming, <i>The Conquest of the Incas</i>
26	YUCATÁN	6	Clendennin, <i>Ambivalent Conquest</i>
October 3	Portugal	7	Russell-Wood, <i>Portuguese Empire 1415-1850</i>
10	Netherlands	8	Brook, <i>Vermeer's Hat</i>
17	England & France	9	Colley, <i>Captives</i>
24	ENCOUNTERS: CANNIBALISM, SLAVERY	10	Harms, <i>The Diligent</i> , PARTS 1-6
31		11	PARTS 7-12+
November 7	COMPETITION – 17 <sup>th</sup> C	12	Phillips, <i>Six Galleons for the King of Spain</i>
14	-- 18 <sup>th</sup> C	13	---
28	Enlightenment	14	---
December 5	Revolutionary Challenge	15	---