

History, Summer (Session II) 2020
History 140S-01
MTTh 3:30-5:30
06/29 to 08/06

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European Empires (Remote Teaching Version)

Welcome to History 140S: European Empires at Duke University. This course has been designed to introduce you to early modern European history and to advance your understanding of and personal approach to historical methods. The question framing this class is: “What is political modernity?” You will develop a personalized answer to this question in consultation with a wide array of primary and secondary sources and historical approaches to early modern Spain, England, France, Austria, and Netherlands, among other imperial polities. You will determine for yourself the relationship between the imperial self-conception of a polity and political modernity. You will also learn to define colonial empire and determine whether you think that it is the only distinctly modern political form. As the semester progresses, you will probe early modern European monarchs’ self-understanding as emperors and discover the differences between their self-definitions and those of classical, medieval and even non-Western emperors. With reference to the experiences of subaltern peoples and the innovative and often cynical theories which unfolded to address their treatment, you will develop your own account of the features which distinguish colonial empires from other imperial forms. Finally, you will hone your writing, analytic, and historiographical skills in a final paper on the primary source(s) of your selection. This syllabus has been tailored to Zoom and other online platforms, guided by student feedback during the second half of the Spring 2020 semester.

History 140S meets three times a week, for 120 minutes each session, and earns you one credit.

Optional course materials: (available from Duke Textbook Store or on reserve at the library):

- John H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*. New Haven: Yale, 2007
- Franz Szabo, *Kaunitz and Enlightened Absolutism, 1753-1780*. Cambridge: Cambridge, 1994
- Malick Ghachem, *The Old Régime and the Haitian Revolution*. Cambridge: Cambridge, 2012
- Alison Games, *The Web of Empire: English Cosmopolitans in an Age of Expansion*. Oxford: Oxford, 2008.

Additional course materials

- I will post journal articles on Sakai, although they are also available on the Duke library website.
- Weekly handouts for the group discussions will be provided each Monday.

Course Objectives:

Upon completion of History 140S, you should be able to:

- 1) Speak confidently about the common historical features of early modern European empires. You will understand the legal, religious, political, cultural and economic differences that distinguished early modern Spain, England, France, Austria and the Netherlands from the medieval political entities which preceded them and from their political form in the present.
- 2) Speak confidently about the differences among early modern European empires. You will understand the political, religious, etc. divergences among empires, whether preexisting or unfolding over the course of the early modern era, and understand which of those distinctions most frequently led to conflict among empires.
- 3) Speak confidently about the changes imposed on subaltern polities by early modern European empires. We will address the distortions of Christian universalism and scholastic political theory which gave rise to modern racism and the legal changes imposed on Native American polities by especially the Spanish and British empires. You will develop a theory of early modern empire which accounts for formal differences and differences in attitude towards subaltern peoples from those of, e.g., ancient empires.
- 4) Read texts using and with reference to a variety of historical methodologies. You will develop reading strategies for approaching a variety of historical texts, including primary sources, intellectual histories, cultural and social histories, religious and political histories, economic histories, works of literary criticism and others. You will learn to identify differences in historical approach and will come to understand which approaches you identify with most closely.
- 5) Write creatively and sustain analysis and argument in an historical essay. Half your grade will be determined by a final paper developed in consultation with your teammates and with me in response to the primary source(s) of your choosing (predetermined options are available, but independently-acquired sources are also an option), divided into first and second drafts. You will have the opportunity to workshop your ideas with your teammates and with me. This will represent the culmination of your efforts to develop your historical voice over the course of the term and should also constitute a good synthesis of the many of the course's themes.
- 6) Engage with the material and with your team members in individual and group response assignments. Part of your grade will be determined by informal reactions to the week's material in team Slack responses. Here you will learn to think synthetically about the themes of each week and about the course in general. You will also learn to discuss your ideas informally with a reading partner in the group questions about the week's reading.

Calculation of Grades**Grading Scale**

Slack weekly reflection	25 %	A+	98-100	C+	78-79
Slack chatroom (groups of 2)	25 %	A	93-97	C	73-77
Final paper first draft	20 %	A-	90-92	C-	70-72
Final paper final draft	30 %	B+	88-89	D+	68-69
		B	83-87	D	63-67
		B-	80-82	D-	60-62
				F	0-59

There is ordinarily no pass/fail option in History 140S. Depending on pandemic conditions a grade of Satisfactory/Unsatisfactory may be available.

Sakai Course Web Site: <http://sakai.duke.edu>

Your History 140S website contains important information about the course, including the syllabus, grading guidelines, and writing assignments. Please check this site daily. I will also send out emails for important announcements.

Readings:

The syllabus is not likely to change in terms of the weekly constitution of readings. I will lecture from the entire set of readings every week. However, I will email out a reading guide with each set of readings on Monday or Tuesday. This reading guide will identify the set of readings (typically 2 chapters, primary sources, or articles) which it is most important to read every week. These will typically fall into two categories:

- 1) Readings which will be discussed explicitly in the lecture, with passages put up on the PowerPoint.
- 2) One reading which will form the basis for the Slack group questions. This may be part of category (1) or may be separate.

In general, you aren't required to read more than the equivalent of about 2-3 articles or 3 primary sources per week. These should be done before the lectures. However, since I will lecture from all the readings, including the books, you are strongly encouraged to identify themes that interest you in the lecture and pursue them further in the week's book or books when the lecture is over, especially if this could help you workshop a final paper.

I will try to let you know as far in advance as possible which readings will appear in which day's lecture. I will include it in the reading guide for the following week no later than Tuesday each week.

Slack:

At the beginning of class I will create a Slack workspace for the entire class, along with channels for student groups of two (which we will assign creative names). Each Monday or Tuesday I will send out a series of guiding questions on our readings. You will use these handouts as scaffolding for a

discussion or debate about the week's readings with your partner, which you will conduct in your Slack channel. I will stop in throughout the week to comment and react to your discussions. Not every team will be able to conduct a synchronous discussion of the questions, and I will not dock points for failure to do so, but real-time chatting is strongly encouraged. Slack participation constitutes 25% of your grade. Please complete the Slack questions with your teams (teams, not individuals, must cover every question) by Sunday night.

Please note that you don't have to answer all the questions I ask, but I do encourage you to cover the general themes of each set of questions. I will grade Slack discussions every Sunday night, and I will also respond to your comments in the Slack.

Individual reflections:

In addition to the chats for groups of two, we'll create a channel open to all students in which you will type a 300-500-word reflection on the week's lectures. This may be posted between Thursday night and Sunday night. It consists of 25% of grade. I encourage you to make these on the longer side if you have not participated much (or at all) during our synchronous sessions!

Please read the reflections of the rest of the class on Sunday night if you can. I'll respond to them as they appear.

Attendance and participation under pandemic conditions:

There is NO attendance requirement. If you can't make it to a synchronous session, watch the video or read the lecture notes. Either one is fine.

Students who wish to participate during Zoom lectures will raise their hand or type Q into the chat box. I will pause every 25 minutes for questions and more frequently than that to discuss primary sources with you, but I will also stop for questions during the lecture. If you raise your hand and I don't see it, type Q. There is no participation grade, but you can spend less time on your weekly reflection if you've asked a lot of questions in class. Those who have been relatively silent in class or who haven't been able to attend are highly encouraged to put extra effort into the individual Slack reflections.

We will also have in-class activities. The Breakout Rooms feature of Zoom is too unwieldy for in-class team exercises to be a good idea without a TA. However, as this will be a smaller class (no more than 16 students) there will be some opportunity for on-the-spot engagement with films and slides, and perhaps also we will coordinate ourselves to play the occasional game.

Final paper:

Much of your grade will be determined by a final paper on an aspect of the early modern European empire of your choice. Near the beginning of class, I will post a series of short visual and textual primary sources on Sakai. You may choose from any of these to serve as the main source for your final paper. Multiple sources (no more than 3, preferably two) are a possibility. You may also find

your own primary source(s) for this purpose, but you must have it approved by me before you submit your paper proposal (one page, double spaced).

Your assignment will be to write a 12-20-page (double spaced) microhistory or micro-intellectual history of the source of your choosing. This involves contextualizing the source in the cultural climate of early modern Europe more broadly and of the empire of its origin more specifically. What cultural assumptions are in evidence in this source? Do you know their origin? What questions does the source raise? Are you able to answer them with the knowledge you have picked up in class?

In this assignment, looking for details that might be overlooked at first but which only make sense in the larger narratives explored by the class will be of key importance. You may find a traditional microhistory focusing on the hidden dimensions of an individual's lived experience the most accessible option given the limited range of primary sources, but it is not the only option. Intellectual history explaining the cultural assumptions in a narrative or work of art is a strong possibility. You will deploy tools developed in history, anthropology, ethnography, literary and philological studies, sociology and other disciplines and, in addition to the subfields already named, you will incorporate elements of social, gender, geographic, military, political and art history, among others.

The final product will be an historical narrative unfolding within the temporal framework of your choice. This can range from a single day to an era such as the reign of a particular monarch. It will explain some historical change (cultural, political, intellectual, literary, artistic) or development over the course of this period with reference to the clues contained within the primary source itself as well as in secondary readings, primarily derived from course materials but also the light research you conduct yourselves.

The first draft, worth 20% of your grade, need not have formally correct citations but should otherwise be as polished as you can make it. If your grade for this draft is an A+, you do not have to change anything for the final paper besides, where applicable, cleaning up citations. Your final draft, worth 30% of grade, must incorporate my feedback and that of your Slack teammate to be successful.

You can use any primary source surveyed in this course, as well as additional ones which I gradually upload on Sakai over the course of this class. You may also seek out your own primary source to write about, but please check with me once you have one you want to use.

You are encouraged to start talking to me about the final paper as soon as the class starts. You can submit as many drafts as you want before the official draft is due.

Films and extra credit:

I will use the "Share Screen" function of Zoom to broadcast our films after class (or perhaps at another time if the period immediately after class is not convenient for everyone). You may write a one-page reflection on a maximum of two movies for one grade percentage point each, added at the end of class. Plagiarism from existing reviews will result in a failing grade.

Special accommodations:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Student Disability Access Office at **(919) 668-1267** as soon as possible to better ensure that such accommodations can be implemented in a timely fashion.

DUKE COMMUNITY STANDARD:

Your participation in this course comes with the expectation that your work will be completed in full observance of the Duke Community Standard (<http://www.integrity.duke.edu/new.html>), as well as the principles of academic integrity and personal honesty. Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

Specifically, you are expected to neither give nor receive aid in the completion of exams, quizzes, or any work prepared outside of class that is to be submitted for a grade. It is a violation of the Duke Community Standard to have anyone (including tutors) correct any written work to be turned in for a grade. **If at any point during the semester you decide you wish to consult a tutor, please let me know their name and email address.**

Student Obligation to Act: In accordance with the Duke Community Standard, students should act if they witness another student or professor partaking in unethical academic behavior. Appropriate responses include, but are not limited to: approaching the individual(s) observed, contacting the professor or teaching assistant about the event, and/or notifying other faculty. For more information, visit: <http://studentaffairs.duke.edu/conduct/about-us/duke-community-standard>

CLASS SCHEDULE*

***Readings in bold are required.**

<p style="text-align: center;"><u>June 29</u> <i>Spain</i></p> <p>Introduction to the course.</p> <p style="text-align: center;"><i>Spain and Portugal</i> Letter of Pero Vaz de Caminha.</p> <p>Elliott, <i>Empires of the Atlantic World</i> (begin)</p>	<p style="text-align: center;"><u>June 30</u> <i>Spain</i></p> <p>Elliott, <i>Empires of the Atlantic World</i> (cont'd)</p> <p style="text-align: center;">“Petition from Francisco Núñez Muley, Morisco Noble.”</p>	<p style="text-align: center;"><u>July 2</u> <i>Spain</i></p> <p>Elliott, <i>Empires of the Atlantic World</i> (finish)</p> <p>Magnier, <i>Pedro de Valencia</i>, Chapters 3, 7, 10</p> <p style="text-align: center;">RL Green, “Africans in Spanish Catholic Thought”</p>
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		Film: <i>The Mission</i>
<p><u>July 6</u> <i>France</i></p> <p>Abé, <i>The Jesuit Mission to New France</i>, Introduction, Chapters 4, 5</p> <p>Richard Fiset and Gilles Samson, “Charlesbourg-Royal and France-Roy”</p> <p>Thwaites, <i>The Jesuit Relations and Allied Documents</i>, excerpts.</p> <p>Film showing after class: <i>Black Robe</i></p>	<p><u>July 7</u> <i>Britain and France</i></p> <p>John Guy, <i>Tudor England</i>, chapters 4 and 5</p> <p>Neil Murphy, “Violence, colonization, and Henry VIII’s conquest of France”</p>	<p><u>July 9</u> <i>Britain and Spain</i></p> <p>Games, <i>The Web of Empire</i>, chapters 1, 2</p> <p>Jorge Cañizares-Esguerra, <i>How to Write The History Of the New World</i>, Chapters 1, 2</p>
<p><u>July 13</u> <i>Britain</i></p> <p>Games, <i>The Web of Empire</i>, chapters 4, 5, 6, 8</p>	<p><u>July 14</u> <i>Britain</i></p> <p>Hugh Redwald Trevor-Roper, “The General Crisis of the 17th Century,” Past & Present 16 (Nov. 1959)</p> <p>Henry Turner, <i>The Corporate Commonwealth</i>, Chapter 6: Shakespeare’s “Thing of Nothing”</p> <p>Film showing after class: <i>Coriolanus</i></p>	<p><u>July 16</u> <i>Britain</i></p> <p>Phil Stern, <i>The Company-State</i>, Chapters 8, 9, conclusion</p> <p>Final Paper Proposals Due</p>

<p style="text-align: center;"><u>July 20</u> <i>Netherlands</i></p> <p>Andrew Fitzmaurice, “The Dutch Empire in Intellectual History”</p> <p><i>Empire and Science</i>, Chapter “From the Mundane to the Sublime,” Peter Boomgaard</p>	<p style="text-align: center;"><u>July 21</u> <i>Netherlands</i></p> <p>Empire and Science, Chapter “Dutch and English Knowledge of Islam”</p> <p>José-Manuel Barreto, “Cerberus: Rethinking Grotius and the Westphalian System.”</p>	<p style="text-align: center;"><u>July 23</u> <i>Austria</i></p> <p>Charles Ingrao, <i>The Habsburg Monarchy</i>, Chapters 1 and 2</p> <p>Cezary Taracha, “The courts of the Spanish and Austrian Habsburgs in the first half of the 17th century”</p> <p>Final Paper Drafts Due</p>
<p style="text-align: center;"><u>July 27</u> <i>Enlightened Despotism (Portugal, Austria)</i></p> <p>Franz Szabo, <i>Kaunitz and Enlightened Absolutism</i>, Chapters 1, 2</p> <p>Miguel Pereira Lopes, “Leading by fear and by love: Machiavelli and the enlightened despotism of the Marquis of Pombal”</p>	<p style="text-align: center;"><u>July 28</u> <i>Enlightened Despotism (Austria)</i></p> <p>Franz Szabo, <i>Kaunitz and Enlightened Absolutism</i>, Chapters 3, 6</p>	<p style="text-align: center;"><u>July 30</u> <i>Enlightened Despotism (Austria)</i></p> <p>Franz Szabo, <i>Kaunitz and Enlightened Absolutism</i>, Chapters 7, 8, conclusion</p>
<p style="text-align: center;"><u>August 3</u> <i>The Age of Revolution</i></p> <p>Malick Ghachem, <i>The Old Regime and the Haitian Revolution</i>, Chapters 1, 2</p>	<p style="text-align: center;"><u>August 4</u> <i>The Age of Revolution</i></p> <p>Malick Ghachem, <i>The Old Regime and the Haitian Revolution</i>, Chapters 3, 4</p>	<p style="text-align: center;"><u>August 6</u> <i>The Age of Revolution</i></p> <p>Malick Ghachem, <i>The Old Regime and the Haitian Revolution</i>, Chapters 5, 6</p> <p>Final Papers Due</p>