As we voyage around the Atlantic, we will observe that the countries and ports of Northwestern Europe—London, Antwerp, and Le Havre—exhibit considerably greater wealth and higher levels of human development than those of other regions.

Much of these differences may be explained by the formation of the historical connections between them. Between 1450 and 1850, the Atlantic Ocean facilitated world-historical encounters between the peoples of Eastern and Western Europe, North and West Africa, and the Americas. Our course will trace five major Atlantic networks formed by winds and currents, mariners and merchants, princes and pirates, free and forced migrants:

1. Baltic Trades that exchanged Russian grain and naval stores for Western manufactures and tropical luxuries;

2. the re-routing of Ghanaian gold from the camel caravans of Morocco to the crusader caravels of Portugal;

3. the development of the English plantation system, which failed in Ireland but triumphed in Barbados;

4. the tobacco/sugar/coffee-and-slave nexus of Northwestern Europe, West Africa, Brazil, and the Caribbean; and

5. the Spanish armadas that ferried Andean silver via Havana to Cádiz—and the Habsburg wars and debts that propelled it up the Spanish Road to Antwerp and beyond.

These networks had profound economic, demographic, environmental, political, and cultural consequences for the peoples and places at each node. They encouraged—often ironically—the humanism and individualism, capitalism and consumerism, militarization and bureaucratization that now define the modern world. But they also at least partially account for the vast differences in wealth, power, and human development among our ports of call.

The course will study these networks with an eye toward illuminating a handful of major themes:

1. **Cross-cultural Connections**: In what ways did interactions between our ports of call shape their political institutions, cultural norms, aesthetic forms, demographic patterns, or physical environments?

2. **Collective Memory**: How have societies memorialized triumphal or traumatic moments in the history of the Atlantic World?

3. **Human Development**: To what extent do the Atlantic networks which emerged between c.1250 and
1850 account for divergences in standards of socioeconomic well-being and human rights among our ports of call?

**READINGS**

We will read a handful of monographs on the various networks that shaped the Atlantic World:


We will devote four of our class days to discussions of each of these readings. Study questions and lists of key terms will be distributed via the ship’s intranet in advance of these discussions to guide your reading and note-taking. To reward you for preparedness for discussion, each discussion day will begin with a brief, open-note quiz on some of the questions or key terms. Participation in discussion will also count for part of your final grade.

**TOPICAL OUTLINE OF COURSE**

Our lectures will combine:

1. **Narratives** of the construction, functioning, and decline of our five **networks**
2. **Comparisons** of economic, political, military, cultural, demographic, or environmental changes that took place in different regions
3. **Detailed information** about upcoming specific ports, including
   a. recommended sites to be visited which relate to the topics and themes of course, and/or
   b. course-related activities to be conducted while in port.

This structure aims to provide connective and comparative overviews that will offer intellectual coherence and narrative structure to our voyage as a whole, as well as detailed and specific information that will facilitate engaged explorations of our specific ports of call.

Lecture Guides, including summaries of major points, key terms, and questions for review, will be made available in advance through the ship’s intranet.

Depart Southampton- August 23

**A1- August 25:** LEC01: COURSE INTRODUCTION
Modernity and Disparity; 5 Networks; 3 Major Themes

**A2-August 27:** LEC02: WHEAT AND WOOL:
The European Atlantic and the Baltic Grain Trade, 1200-1650

St. Petersburg: August 29- September 2
A3- September 3: LEC03: GOLD AND SALT:
Caravans and Empires in the Western Islamic World, 700-1900

Gdansk: September 5-7
Rostock: September 8-9

A4- September 10: LEC04: CRUSADER AND CARAVEL:
European Exploration and Atlantic Trade, 1400-1650

A5- September 12: LEC05: PESO AND PRIVATEER:
American Silver and European Rivalries, 1500-1800

Antwerp: September 14-16
Le Havre: September 17-19

A6-September 20: LEC06: COLONIZED AND COLONIZER:
Ireland and Barbados under English Rule, 1500-1900

A7- September 22: Reading Disc. 1: Shaw, Everyday Life in the Early English Caribbean

Dublin: September 24-27

A8- September 28: LEC07: POX AND FLUX:
Diseases and Demographics in the Atlantic World, 1450-1850

A9- September 30: LEC08: ARROW AND ARQUEBUS:
Warfare in the Atlantic World, 1450-1850

Lisbon: October 1-2
In transit: October 3
Cadiz: October 4-5

A10- October 7: Reading Discussion 2: Austen, Trans-Saharan Africa in World History

Casablanca: October 8-11

A11-October 13: LEC09: FETISH AND MARABOUT:
Animism, Islam, and Christianity in West Africa, 700-Present

A12- October 15: LEC10: CLAN AND CASTLE:
Slavery in West Africa, before and after 1450

Dakar: October 16-19 FIELD LAB: ILE DE GOREE
Section 1: Thursday, October 16, 0900-1530
Section 2: Sunday, October 19, 0900-1530

A13- October 21: LEC11: PEANUTS, PALM-OIL, AND PAN-AFRICANISM:
Imperialism and Independence in West Africa, 1850-Present

A14- October 23: Reading Discussion 3: Smallwood, Saltwater Slavery
Takoradi: October 25-26
Tema: October 27-28

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<tr>
<th>Date</th>
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<tr>
<td><strong>A15</strong>- October 29</td>
<td><strong>FIRST EXAM</strong></td>
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<td><strong>A16</strong>- October 31</td>
<td><strong>PEER REVIEW, First Field Assignment Paper</strong></td>
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<td>Study Day: November 2</td>
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| **A17**-November 3 | **LEC12: SWEETS AND STARCHES:**
                           Columbian Exchanges of Sugar, Coffee, Potatoes and Maize, 1650-1850 |
| **A18**- November 5 | **LEC13: VOUDOU AND ENLIGHTENMENT:**
                           The Atlantic World of Ideas, 1650-1850                         |

| Rio de Janeiro: November 7-9 | In-transit: November 10-11 |
| Salvador: November 12-14 |

| **A19**- November 15 | **LEC14: RUNAWAYS AND REVOLUTIONARIES:**
                           Unrest in the Atlantic World, 1750-Present |
| **A20**- November 17 | **LEC15: INDUSTRY AND EMPIRE:**
                           Economic Development in the Atlantic World, 1750-Present |
| Study Day: November 19 |                                                                  |

| **A21**-November 20 | **Reading Discussion 4: Schwartz, *Tropical Babylons*** |
| Bridgetown: November 22-24 |                                                                      |

| **A22**-November 25 | **LEC16: DISPARITY AND OPPORTUNITY:**
                           The Legacies of Atlantic History; Review Session |
| **A23**- November 27 | **PEER REVIEW, First Field Assignment Paper** |
| Havana: November 29- December 2: |                                                   |
| Study Day- December 3 |                                                      |

| **A24**-December 4 | **SECOND EXAM**                                                   |

**FIELD LAB: ILE DE GOREE, DAKAR, SENEGAL**

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab (Section 1: Thursday October 16, Section 2, Sunday October 19, both from 0900 to 1530).

We will visit sites which relate to all of our major themes: namely, the Maison des Esclaves, Musée de la
Femme, and History Museum (IFAN) on the Ile de Goree. As we explore these sites, we will consider the ways in which human trafficking in the Atlantic World facilitated cross-cultural encounters, the way in which it has been memorialized, and the impact of the slaving system and imperialism upon the human development not only of Africa, but also of Europe and the Americas.

FIELD ASSIGNMENTS: TWO COMPARATIVE ESSAYS

At midterm and again at the end of the semester, we will write two 4-7 page papers, each discussing one of the major networks and one of the major themes (above) we have explored in our readings, lectures, and port visits. (Each essay should address a different network, and a different theme, to illustrate your mastery of multiple objectives of the course.)

Essays will be graded according to a standard rubric delivered electronically, and will require:
1. A sophisticated and nuanced thesis or argument on that topic, supported by:
2. Vividly-described observations from two or more of our ports of call,* analyzed with reference to:
3. Relevant information and/or ideas from our readings, as well as:
4. Relevant information and/or concepts from our lectures; all conveyed in:
5. Well-written, thoughtfully-edited professional or academic prose.

*Note that one of the points of observation-comparison MUST be a site visited on our Field Lab.

Each requirement will be worth one letter grade: successful fulfillment of that requirement will earn full credit, while partial or unsuccessful fulfillment will lower the grade for the assignment by one letter.

We will engage in peer reviews of a full draft of the paper before submission for evaluation by the instructor. (Note that our second peer review session will occur before we visit our final port: those of us planning to include their experiences in Havana as part of their second paper should nevertheless write up as much of this paper as possible in advance of that port.)

EXAMS

While this course stresses experience and analysis over memorization, we will nevertheless have two exams (a midterm and a final) on the key terms, places, people, institutions, and practices described in our lectures, readings, and field work (Field Notes as well as Field Lab). Because of the large number of students enrolled in our course and the need to return grades quickly, these will be “objective” tests—matching, multiple-choice, and true-false.
**METHODS OF EVALUATION**

Grades for the course will be based on the following criteria:

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<thead>
<tr>
<th>Percentage</th>
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<tr>
<td>16%</td>
<td>Attendance of 16 Lectures (1% each)</td>
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<td>08%</td>
<td>Quizzes and Participation in Discussions of 4 Readings (2% each)</td>
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<td>04%</td>
<td>Participation in 2 Peer Reviews of Field Assignment Papers (2% each)</td>
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<td>10%</td>
<td>First Exam</td>
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<td>20%</td>
<td>First Field Assignment Paper</td>
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<td>Second Exam</td>
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<td>30%</td>
<td>Second Field Assignment Paper</td>
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<tr>
<td>103%</td>
<td>TOTAL</td>
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Note that our total is greater than 100%. This is to accommodate days during which you may not be feeling well: no excuse is needed, but absences or missing work beyond this 3% cannot be excused and will count against your final grade. If you attend all classes and complete all work satisfactorily, you may regard this 3% as the only opportunity for “extra credit” in our course.

**RESERVE LIBRARY LIST**

TBA

**ELECTRONIC COURSE MATERIALS**

The following materials (all created by the instructor) will be made available electronically:

1. Course Syllabus
2. Lecture Guides for our sixteen lectures
3. Reading Guides for our four major texts
4. Rubric for Field Assignment Essays (one rubric will be used for both essays)
5. Field Notes for Ports of Call: .pdfs describing major sites in our ports of call that are relevant to the topics and themes of our course, and posing questions to guide your experiences and observations at that site, as well as encouraging you to make connections and comparisons to sites in other ports. If possible, you should upload these to a portable electronic device, study them in advance of visiting a site, and use them for reference during your explorations of port.

**HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”