

**SAINT JOSEPH'S UNIVERSITY  
DEPARTMENT OF HISTORY  
SPRING 2009**

**HISTORY 2601**



**BEYOND THE PILLARS OF HERCULES: THE TRANS-ATLANTIC  
EMPIRES OF SPAIN AND PORTUGAL (1492 – 1713)**

**Course Section:** 151 CRN: 10944

**Course Room:** Bellarmine 102

**Course Time:** MWF, 11:00-11:50 am

**Course Site:** See St. Joseph's University BlackBoard

**Podcast:** Access through iTunes U tab on BlackBoard

**Professor:** Dr. Roger L. Martínez

**Office:** B/L 112P

**Office Hours:** -Wednesday 1:30-4:30 pm  
-Additional hours by appt.

**Telephone:** 610-660-1740

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**COURSE DESCRIPTION:**

In 1516, Spanish Emperor Charles V proudly proclaimed the motto, "Plus Ultra", to signal to the world that Spain intended to surpass the Roman Empire by going beyond the Pillars of Hercules (the Straits of Gibraltar). Unlike the Romans, who considered the strait to be the extent of the known world, Spain ventured across the Atlantic Ocean. In the process, they encountered the Americas and established a global empire. This course will investigate the Spanish and Portuguese kingdoms' earliest encounters with the New World, the formation of colonial settlements and governments, and the bi-directional flow of people and goods. Additionally, the class will focus intensely on the cultural and religious challenges that resulted from the secret migration of Jews to the Americas, as well as the intermixing of European and Native American populations.

**ACADEMIC INTEGRITY:**

You are expected to abide by the university's honor code and policies pertaining to academic integrity. All cases of academic dishonesty, cheating, and plagiarism will be handled per the university's policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of SJU's Academic Honesty Policy, see:

<http://www.sju.edu/registrar/policies.html#ahp>

## COURSE REQUIREMENTS AND ASSIGNMENTS:

This course will be conducted in a seminar discussion fashion and I will deliver only a limited number of lectures. As such, it is vitally important that you perform all readings and participate in all class discussions. To emphasize the importance of class discussions and readings, I have organized this course so that 80% of your final grade is directly connected to your successful completion of the readings and routine participation. Your performance in the course will be assessed based on a mix of assignments and in-class participation. They include:

<u>Major Assignment</u>	<u>% of Final Grade</u>	<u>Due Date</u>
Four Book Reviews	40%	See below.
Book Presentation and Facilitation of Class Discussion	20%	See below.
In-Class Participation	20%	n/a
Primary Source Analysis Paper	20%	March 27 <sup>th</sup>

Book Reviews: Although we will be reading five texts in class, you are only responsible for preparing book reviews for four texts. Each book review will account for 10% of your final course grade. You will write a review for those four texts in which you are not responsible for a book presentation/facilitation of class discussions. Each book review, approximately two to three pages in length, should evaluate the text's argument, organization, historiographical contributions, approach or method of argumentation, use of evidence, and summarize the book's key findings. Prior to the due date for your first book review, you will be provided with specific written guidelines on how to write your reviews.

Book Presentation and Facilitation of Class Discussion: Each student will be responsible for making a ten to fifteen minute presentation, including appropriate class handouts, on one of the course readings. In addition, you will need to be prepared to lead class discussions for this text, specifically, the section of the text that you are assigned to cover. I will also co-facilitate the class with you. ***To prepare properly for class discussions, you will need to meet with me in my office hours or another time to discuss what and how you plan to engage the class in discussion with pre-written questions, reading selections from the book, or using other outside materials. You are required to email your pre-written questions to your classmates and myself by 5 pm on the Sunday before your class presentation.*** Most likely, you will be responsible for facilitating book discussions on one or two days. This assignment is very important in terms of my assessment of your communication and analytical skills and therefore will account for 20% of your final grade.

Primary Source Analysis Paper: Each student will select a primary source document (no more than 20 pages in length) to analyze in a four to five page paper. I will provide you with a list of published primary sources (letters, government decrees and records, accounting and business records, wills, narratives, church documents, etc.) that pertain to Trans-Atlantic world during the 15<sup>th</sup> through 18<sup>th</sup> centuries. Using these pre-approved sources placed on reserve in the library, you will write a brief paper exploring the historical context in which the document was created, as well as the intent and purpose behind the creation of document. In addition, you will discuss the document's actors, the interconnections linking actors to each other and institutions, and suggest general and specific findings that describe the nature of life during this time period. This assignment will account for 20% of your final course grade.

Regarding writing assignments: All written assignments must be submitted in-class, or before class, on the due date. ***Emailed papers will not be accepted.*** Papers that are submitted after class will be subject to a 5-point deduction. Each additional day late will incur an additional 10-point deduction.

Regarding in-class participation and attendance: Class participation and attendance is mandatory. It is essential that you read all materials before class so that you are prepared for class. You are allowed two

unexcused absence before it reduces your in-class participation grade. If you must be absent, you may receive an excused absence if you provide a valid doctor's note or another verification from a school official (for extracurricular activities). Notes from parents are not valid excused absences. If you have five or more unexcused absences (roughly the equivalent of missing two weeks of class) then you will receive an automatic FA, failure due to absence, for the course.

Regarding electronic devices—laptops and mobile phones in the classroom. You are permitted to use a laptop to take notes in class, but you should not check-email or surf the Internet during class. In addition, during class you should keep your mobile phone in your bag and muted or off.

## **COURSE LEARNING OBJECTIVES**

- Garner an understanding of the broad contours of Trans-Atlantic history, with a particularly focus on Spain and Portugal's interrelationships with the Americas during the early modern period.
- Develop advanced reading and historical analysis skills that will be showcased in your book reviews.
- Practice your oral presentation skills, as well as group facilitation skills.
- Practice the historian's craft of evaluating and interpreting primary source materials.

**Students with Disabilities:** Those who have or think that you may have a disability (learning, physical or psychological) are encouraged to contact Services for Students with Disabilities, Room 113, Science Center, 610-660-1774 or 610-660-1620 as early as possible in the semester. Accommodations can only be provided to student with current (within 3 years) documentation. Students are encouraged to discuss their instructional ("reasonable academic adjustments") and accommodation needs with their professors. All student requests for extended time to take examinations in a distraction free environment, must be discussed with the professor a minimum of one week prior to the scheduled date of the exam; the student must complete the Extended-Time Request Form and obtain the professor's approval; and submit the form to the office – Services for Students with Disabilities a minimum of 3 days prior to the date of the scheduled exam. Failure to follow these procedures could result in a denial of the request. Exceptions to exam schedules requires prior written approval of the professor.

## **REQUIRED TEXTS AND READINGS:**

### ***Required Texts:***

- Kamen, Henry. Empire: How Spain Became a World Power, 1492-1763. ISBN-13: 978-0060932640
- Russell-Wood, A.J.R. The Portuguese Empire, 1415-1808: A World on the Move. ISBN-13: 978-0801859557
- Perez-Mallaina, Pablo E. Spain's Men of the Sea: Daily Life on the Indies Fleets in the Sixteenth Century. ISBN-13: 978-0801881831
- Studnicki-Gizbert, Daviken. A Nation upon the Ocean Sea: Portugal's Atlantic Diaspora and the Crisis of the Spanish Empire, 1492-1640. ISBN-13: 978-0195175691
- Schwartz, Stuart B. All Can Be Saved: Religious Tolerance and Salvation in the Iberian Atlantic World. ISBN-13: 978-0300125801
- Other course readings announced in class that will be available via BlackBoard or as handouts.

## BOOK PRESENTATION/FACILITATION OF CLASS DISCUSSION ASSIGNMENTS

*Each student will select and sign-up to give a book presentation and lead discussions for one of the following sections of the course readings.*

- Kamen, Henry. Empire: How Spain Became a World Power, 1492-1763.

Section	Student #1	Student #2
Chapters II-IV – pp. 49-196.		
Chapters V-VII – pp. 197-330.		
Chapters VIII-IX – pp. 331-438		
Chapter X-Conclusion – pp. 439-512		

- Russell-Wood, A.J.R. The Portuguese Empire, 1415-1808: A World on the Move.

Section	Student #1	Student #2
Chapter I-III – pp. 8-122.		
Chapters IV-VII – pp. 123-227.		

- Perez-Mallaina, Pablo E. Spain's Men of the Sea: Daily Life on the Indies Fleets in the...

Section	Student #1	Student #2
Introduction-Chapter III – pp. vii-128.		
Chapters IV-VI – pp. 129-246.		

- Studnicki-Gizbert, Daviken. A Nation upon the Ocean Sea: Portugal's Atlantic Diaspora and...

Section	Student #1	Student #2
Chapters I-IV – pp. 17-122.		
Chapter V-Epilogue – pp. 123-180.		

- Schwartz, Stuart B. All Can Be Saved: Religious Tolerance and Salvation in the Iberian...

Section	Student #1	Student #2
Part I: Iberian Doubts – pp.1-120		
Part II: American Liberties and Part III: Toward Toleration – pp. 121-255		

## **CLASS SCHEDULE:**

### **I. January 21 and 23 Course Introduction**

- Wed, Lecture: Course Introduction
- Fri, Lecture: Overview of the Trans-Atlantic World During the 15<sup>th</sup> – 18<sup>th</sup> Centuries

### **II. January 26, 28, and 30 Overview of Trans-Atlantic Empires**

- Mon, Wed, Discussion:
  - Kamen: Preface – pp. xxi – xxviii; Chapter I: Foundations – pp. 3-48.
  - *Handout: Assignment Guidelines for Student Presentations/Class Facilitation*
  - *Handout: Questions for History Readers*
- Fri, Discussion:
  - Russell-Wood: Preface – pp. xiii – xxv; Introduction – pp. 1-7.
  - Studnicki-Gizbert: Introduction – pp. 1-16.
  - *Handout: Guidance for Writing Book Reviews*

### **III. February 2, 4, and 6 Empire: How Spain Became a World Power, 1492-1763**

- Mon, Wed, Fri, Discussion:
  - Kamen: Chapters II-IV – pp. 49-196.
- Mon, Student Presentation #1
- Wed, Student Presentation #2

### **IV. February 9, 11, and 13 Empire: How Spain Became a World Power, 1492-1763**

- **Mon, No Class. Dr. Martinez at academic conference.**
- Wed, Fri, Discussion:
  - Kamen: Chapters V-VII – pp. 197-330.
- Wed, Student Presentation #1
- Fri, Student Presentation #2
- **Fri, Draft Book review due on Friday, February 13<sup>th</sup>**

### **V. February 16, 18, and 20 Empire: How Spain Became a World Power, 1492-1763**

- Mon, Wed, Fri, Discussion:
  - Kamen: Chapters VIII-IX – pp. 331-438
- Mon, Student Presentation #1
- Fri, Lecture: What are Primary Sources and How do Historians Work With Them?
  - *Handout: Working With Primary Sources*
  - *Handout: Primary Source Paper Assignment Overview*

**VI. February 23, 25, and 27**  
**Empire: How Spain Became a World Power, 1492-1763**

- Mon, Wed, Fri, Discussion:
  - Kamen: Chapter X-Conclusion – pp. 439-512
- Mon, Student Presentation #1
- **Fri, Final Book review due on Friday, February 13<sup>th</sup>**
- **Fri, Selection of Primary Source Paper Topic due on Friday, February 13<sup>th</sup>**

**VII. March 2, 4, and 6**  
**The Portuguese Empire, 1415-1808: A World on the Move**

- Mon, Wed, Fri, Discussion:
  - Russell-Wood: Chapter I-III – pp. 8-122.
- Mon, Student Presentation #1
- Wed, Student Presentation #2

**VIII. March 9, 11, and 13**  
**Spring Break**

- **Spring Break. Have fun, create unforgettable memories, but please be careful.**

**X. March 16, 18, and 20**  
**The Portuguese Empire, 1415-1808: A World on the Move**

- Mon, Wed, Fri, Discussion:
  - Russell-Wood: Chapters IV-VII – pp. 123-227.
- Mon, Student Presentation #1
- **Fri, Book review due on Friday, March 20<sup>th</sup>**

**XI. March 23, 25, and 27**  
**Spain's Men of the Sea: Daily Life on the Indies Fleets in the Sixteenth Century**

- Mon, Wed, Fri, Discussion:
  - Perez-Mallaina: Introduction-Chapter III – pp. vii-128.
- Mon, Student Presentation #1
- Wed, Student Presentation #2
- **Fri, Primary Sources Analysis Paper due Friday, March 27<sup>th</sup>**

**XII. March 30, April 1 and 3**  
**Spain's Men of the Sea: Daily Life on the Indies Fleets in the Sixteenth Century**

- Mon, Wed, Fri, Discussion:
  - Perez-Mallaina: Chapters IV-VI – pp. 129-246.
- Mon, Student Presentation #1
- **Fri, Book review due on Friday, April 3<sup>rd</sup>**

**XIII. April 6, 8, and 10**

**A Nation upon the Ocean Sea**

- Mon, Wed, Discussion:
  - Studnicki-Gizbert: Chapters I-IV – pp. 17-122.
- Mon, Student Presentation #1
- **Fri, April 10<sup>th</sup>, Easter Break. No Class.**

**XIV. April 13, 15, and 17**

**A Nation upon the Ocean Sea**

- Mon, Wed, Fri, Discussion:
  - Studnicki-Gizbert: Chapter V-Epilogue – pp. 123-180.
- Mon, Student Presentation #1
- **Fri, Book review due on Friday, April 17<sup>th</sup>**

**XV. April 20, 22, and 24**

**All Can Be Saved: Religious Tolerance and Salvation in the Iberian Atlantic World**

- Mon, Wed, Fri, Discussion:
  - Schwartz: Part I: Iberian Doubts – pp.1-120.
- Mon, Student Presentation #1
- Wed, Student Presentation #2

**XVI. April 27 and 29 and May 1**

**All Can Be Saved: Religious Tolerance and Salvation in the Iberian Atlantic World**

- Mon, Wed, Fri, Discussion:
  - Schwartz: Part II: American Liberties and Part III: Toward Toleration – pp. 121-255
- Mon, Student Evaluations
- Mon, Student Presentation #1
- Wed, Student Presentation #2
- Fri, Closing Thoughts on the Course
- **Fri, Book review due on Friday, May 1<sup>st</sup>**

**XVII. May 4 - 8**

**Final Exams Week**

- **No classes.**