How does the collision of cultures transform gender and power relations as well as customary patterns of exchange? This course will examine four cultural strands—Anglo, African, Latino, and Native American—and, in the case of the first three, trace their migrations into the Atlantic World in an era of violent empire-building, conquest, and trade. We shall consider various layers of exchange of goods, captives, and ideas within and between households, communities, colonies, and empires; and focus on the fluidity in ideologies related to gender, racial, religious, and ethnic difference. Integral to our approach is an examination of the multiple roles of women not only as wives and mothers but also as producers, traders, captives, and persons of religious and political influence.

1 [Aug 30] Introduction

2 [Sep 7] Friends and Enemies (c. 1300-1500)
David Nirenberg, *Communities of Violence: Persecution of Minorities in the Middle Ages* (1996)

3 [Sep 14] Lords and Peasants (c. 1500-1700)

4 [Sep 21] Merchants and Seafarers (c. 1700-1800)
5 [Sep 28] African Slavery (c. 1550-1750)

6 [Oct 5] American Slavery (c. 1675-1800)
Allan Kulikoff, *Tobacco and slaves: the development of southern cultures in the Chesapeake, 1680-1800* (Chapel Hill, 1986)

[Oct 12 NO CLASSES – YOM KIPPUR]

7 [Oct 19] Indians and Intruders (c. 1620-1730)

8 [Oct 26] Campesinos and Haciendas (c. 1680-1810)
William B. Taylor, *Drinking, homicide & rebellion in colonial Mexican villages* (Stanford, 1979)

9 [Nov 2] Women and Men (c. 1670-1850)

10 [Nov 9] Whites and Blacks (c. 1760-1840)

11 [Nov 16] Emancipation and After (c. 1860-1920)

[Nov 23 NO CLASSES – THANKSGIVING RECESS]

12 [Nov 30] How the West was lost (c. 1880-1920)

13 [Dec 7] The New South/West (c. 1900-1940)
Goals, Expectations, and Assignments:

Upon completion of this course, students should be able:

• *to describe* the relationship between relations of production and relations of exchange in a variety of historical contexts
• *to compare and contrast* the ecological context, economic logic and social implications of different historical labor systems
• *to analyze* the relationship between gender roles and the socio-economic systems in which they are embedded
• *to evaluate* the coherence of the formal ideologies which legitimized the social and political systems of the pre-modern Atlantic World.

Success in this four-credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, forum posting, writing critical analyses, preparation for presentations, etc.).

Each student is required to attend and participate actively [NB] in every class. For each meeting, each student is required to post to the relevant forum on the course’s LATTE page at least two discussion questions or analytic observations on the week’s readings. *These questions must be received no later than 5 P.M. on the Tuesday before class.* As this is a seminar, class participation is worth … 35% of the final grade

From the second week, students will take turns presenting an introduction to the week’s readings. The student responsible for the oral introduction will also submit a short (≈ 5 pages) critical analysis of the readings, which is worth … 20% of the final grade

Each student will also make a short (10-15 minutes) in-class oral presentation on a topic of her/his own choosing. Students should select a topic which complements one or more of the broad themes of the course (consult with the instructor in advance!), and should be prepared to answer questions. The presentation is worth … 10% of the final grade

A take-home final exam on the themes and readings of the course, due in finals week (12-19 Dec) at a mutually agreed upon date. The exam is worth … 35% of the final grade

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the internet, or created by another student. Violations of University policies on academic integrity, described in Section 3 of Rights and Responsibilities, may result in failure in the course or on the assignment, and could end in suspension from the University. Ask for clarification if you are in doubt about the instructions for any assignment in this course.

*If you have a documented disability, please see the instructor as soon as possible to discuss any special needs you might have to complete the course successfully.*