

## **WOH4431: Ships, Cargo, and Greed: Material and Cultural encounters in the Spanish Pacific, 1513-1815**

**Fall 2021-Fully Online**

In this undergraduate course, we will explore the relationships developed between the Asian and New World territories colonized by the Spaniards since the late fifteenth century. The conquest of the Aztecs and its sphere of influence motivated many newly arrived conquerors to search for similar rich civilizations. These explorations led Spaniards to reach the isthmus of Panama, encounter the Pacific Ocean, and conquer the land of the Incas. While the progressive colonization and discovery of the many riches of the New World increased the attention of the Spanish Crown for these territories, expeditions to reach the Asian markets and its goods continued. In fact, new expeditions to the East Indies, as the South Asia region was known, departed from colonial ports in Spanish America. Once the Spanish conquerors were able to establish permanent settlements in the East Indies, dynamic and fluid interactions between Asia and the New World fueled the early globalization process.

This course will engage students with the vibrant material, cultural, and human exchange that the Spanish Pacific spawned. Students will use primary and secondary sources to examine those exchanges and the experiences of the participants. Based on these materials, students will recognize how much interaction occurred between Asia and the New World. While the geographical scope of the course covers colonial territories of the Spanish monarchy, people around the globe were present in these interactions. Student will, individually, write two papers, and four analytical comments during the term. As final project, students, in groups of four, will produce a report where they will examine a commodity product that shaped the interactions between Asia and the New World. By the end of the semester, students will develop critical analysis, along with a clear understanding of how the Spanish Pacific illustrates the global exchanges that occurred since early modern times.

### **How will this course help you succeed?**

This is a Discipline-specific Global Learning course that counts toward your graduation requirement.

During the term we will:

- Critically analyze the historical development of the Spanish Pacific during the early modern period.
- Examine how material and cultural exchanges between Asia and the New World shaped not only these regions, but they expanded around the globe.
- Learn that the Spanish Pacific has been a setting traditionally disregarded as part of the early process of globalization.
- Realize that, in fact, the Spanish Pacific permitted and promoted many of the exchanges that accelerated the early globalization process since the sixteenth century.

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*Global Learning Objective.* By the end of the semester, you will be able to:

- Construct evidence-based arguments demonstrating **both** that global connections occurred on the Pacific world since the sixteenth century **and** how these interactions shaped politics and people's lives in Asia, the Americas, and beyond. (Global Awareness).
- Analyze, using primary sources, intercolonial connections within the Spanish Pacific, to understand the experiences of its diverse peoples and societies, which varied across local, regional, and even global scales during early modern times (Global Perspective).
- Students must demonstrate their willingness to examine the local, regional, and global impact that single commodities promoted within the Spanish Pacific **AND** larger process of globalization (Global Engagement).

### **Instructor:**

Dr. Judith Mansilla, Department of History

Office: DM 371B

Email: [Jmansill@fiu.edu](mailto:Jmansill@fiu.edu)

Office Hours: TBA

### **Course Expectations**

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

### **Students are expected to:**

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your device is compatible with LockDown Browser
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course **3** per week
- Submit weekly analytical comments by the corresponding deadline
- Respond to **emails** within **2 days**
- Submit assignments by the corresponding deadline

### **Online Instructor:**

- Log in to the course **4** per week
- Respond to **emails** within **24 hours, excluding weekends. Emails sent on Fridays may be replied by Monday or Tuesday**

Grade assignments (papers and comments) within **14 days** of the assignment deadline.

### **Assignments:**

**Short Papers (Global Awareness Assignments)** (1200 words, approximately 3 pages): This course requires you to write 2 short papers in response to a question you will receive at least 2 weeks before the deadline. Your paper should have a **thesis statement and be built around an argument**. Your thesis statement will be your response to the question you receive for that

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specific assignment and should be stated in the introductory paragraphs. Build your argument and provide examples in following paragraphs. Reserve the last paragraph to strongly affirm, after showing evidence, your thesis statement. These papers will help you to both foster and assess your Global Awareness learning goal, through specific literature that you will read and analyze to write these assignments. More guidance will be provided in class.

**Analytical Comments (Global Perspective Assignments):** Every module, students will have to write an analytical comment based on one or more of the readings assigned for that module. The analysis of these materials and your answer to each prompt will foster and assess the Global Perspective learning goal. In **one** paragraph (100-200 words), you will answer to the question I will post at the beginning of the module. In your response, you must include examples from the materials to show you have both read and understood their content. Comments are due on FRIDAY, every last week of each module, at 11:59pm, unless otherwise indicated. I will only count towards the final grade the top 3 analytical comment grades.

**Quizzes:** You will be quizzed on the content of the assigned reading every week. Each quiz will consist of 5 multiple-choice questions. Quizzes will be available from Wednesdays in the afternoon (12:00 pm) until Friday mid-night (11:59pm). In order to take the quiz, you will be required to download the LockDown Browser software to your device. You will be able to access the quiz only ONCE. If you navigate out of the quiz you will be logged-out and your quiz submitted AS IS. You will not be able to take the quiz again. You will only have 20 minutes to complete each quiz. I will only count towards the final grade the top 6 quiz grades.

To mitigate any issues with your computer and online assessments, it is very important that you take the [Practice Quiz](#) from each computer you will be using to take your quizzes. If you have no access to a computer or tablet, remember you can borrow one from the library (GL-2<sup>nd</sup> floor). AVOID using smartphones. If you encounter a technical issue when accessing the quiz, contact IT immediately to report the issue. They will be able to reopen the quiz for you, ONLY if they determine the ERROR was CALS side.

**Final Group Assignment (Global Engagement Activity):** At the end of the semester, students will prepare a final report in groups. This assignment will assess your Global Engagement learning goal, as you will discuss and exchange ideas with members of your group. Each group will examine the career and performance of one of the various enemies of the Spanish monarchy, defined as pirates by royal authorities and subjects. They will evaluate the commercial and pillaging practices they committed, from two different perspective. First, students will consider the rationale of such historical actors, and their justification/s to perform such practices. Second, they will examine the historical character's impact on the area/s he/she engaged with, and how locals perceived his/her activities.

Using the information of the secondary they had to previously read for writing papers or analytical comments, students will compile a 2-page report on the **multiple** perspectives around piracy and their impact on **global** economic, political, and social dynamics.

### **Tools to Succeed**

#### **Communication with your Instructor**

I look forward to working with you this semester. Remember, I am available to answer questions. You are encouraged to visit me in my office during office hours. You can also email

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me to set an appointment at a convenient time to meet

**Writing your Papers:** You will not be allowed to rewrite your papers. Nonetheless, I will be willing to read drafts of them. You can email them to me up to 48 hours before the deadline, so I can have time to give you any feedback.

**History Tutors:** There are several history students working at the Department of History (D 390), whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers and preparing for exams. To set an in-person or online appointment, please visit:

<https://history.fiu.edu/tutoring/preparing-for-your-appointment/>

You can only reserve a slot at a time. Even if the system allows you to reserve more than one, the administrators will delete any additional appointment. Once you complete an appointment you can reserve another one. If you cancel or do not show up to an in-person appointment in three occasions, your name will be added to the list of those students who are not allowed to use the tutoring services. Online history tutors DO NOT allow no-show-ups. Even if you fail to attend your online appointment, you will not allow to use the system for the rest of the term. Please, use this service wisely.

**The Center for Excellence in Writing:** It is freely available to you. The staff can help you with all aspects of writing, from approaching the question and brainstorming to techniques for editing. Their website: <http://writingcenter.fiu.edu>

### Class Policies:

**Participation:** For completing this course successfully, you are required to complete at least four (4) analytical comments, six (6) quizzes, and two (2) papers. Failure to complete any of these assignments will affect your final grade. The schedule contains enough assignments for you to meet the minimum expectations. Do NOT ask for EXTRA CREDIT, as the course is designed to give you enough opportunities to make up for quizzes and comments.

**Grading Policy:** It is your responsibility to keep track of your own performance in the course. I am always willing to meet individually with you during the semester to suggest ways in which you can perform at your best. I really encourage you to come see me during office hours to discuss the class and papers. The appropriate time to discuss your performance in the course is during the semester, not at the end of the semester. Incompletes, in general, will not be given.

If you wish to discuss a specific grade that you receive, you must: 1) schedule an appointment to do so only after 24 hours after receiving the evaluation of your work and 2) before the appointment, submit a written statement (by e-mail is fine) explaining your question or doubts about the grade.

**Late Policy:** Assignments are due **AT MIDNIGHT OF THE DUE DATE**. One-third of a letter grade will be reduced for each day a paper is late, including weekends, unless you obtained an extension from me, IN ADVANCE. No late assignments will be received during and after the

last week of classes. Always try to submit your paper at least 30 minutes before the deadline to avoid technical issues. If you are unsuccessful to submit your paper because of Canvas issues, 1) email the paper to me right away, and 2) contact Canvas support to create a case of the issue. Canvas will investigate the issue to determine if it was a technical issue on its side, so they will reopen the assignment link for you. Instructors cannot upload students' papers on Canvas.

**Academic Dishonesty:** According to FIU student handbook (p.11) "In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work." In this class, academic dishonesty is not tolerated. Academic dishonesty includes, but is not limited to plagiarizing (presenting someone else's work as yours), or cheating on assignments or the final exam. If students do not adhere to these good practices, the penalty will vary from a zero on the assignment to failure in the course. I may also lead to a report in your academic profile.

**Students with Disabilities:** If you have or believe you might have a disability-related need for schedule modification or reasonable accommodation in this course, contact the Disability Resources Center (<http://drc.fiu.edu>). I will be happy to work with you and them to accommodate you in the best way possible. Even if you do not need special accommodation, I highly advise you to let me know if you have a disability that might affect your performance in this class.

**Accommodations:** If you foresee any possible problems to fulfill any of the requirements of this course—attendance or on-time submission of assignments—please see me, to make any arrangements. **Don't wait until the last week of the course to bring up something you anticipated.**

### Grade Distribution

Weekly Comments	20%
Papers	25% each/50% total
Quizzes	20%
Group Assignment	10%
Total	<span style="border: 1px solid black;">100%</span>

Grading rubric will be available online.

### Grading Scale:

- A = 95.00-94.00
- A- = 93.99-90.00
- B+ = 89.99-87.00
- B = 86.99-83.00
- B- = 82.99-80.00
- C+ = 79.99-77.00
- C = 76.99-70.00
- D = 69.99-60.00
- F = 59.99 or less

### **Required Materials:**

- Bridge, Robin. "The British Invasion and Occupation of The Philippines, October 1762 to April 1764." *Journal of the Royal Asiatic Society Hong Kong Branch* 48 (2008): 205-09. A
- Buschmann, Rainer F., Edward R. Slack, and James B. Tueller. *Navigating the Spanish Lake: The Pacific in the Iberian World, 1521-1898*. University of Hawai'i Press, 2014.
- Lee, Christina H., and Ricardo Padrón, eds. *The Spanish Pacific, 1521-1815: A Reader of Primary Sources*. Amsterdam: Amsterdam University Press, 2020
- Mapp, Paul W. "The Pacific Ocean and the War of the Spanish Succession." In *The Elusive West And The Contest For Empire, 1713-1763*, 122-44. Chapel Hill: University Of North Carolina Press, 2011.
- Newson, Linda A. *Conquest and Pestilence in the Early Spanish Philippines*. University of Hawai'i Press, 2009.
- Padrón, Ricardo. "A Sea of Denial: The Early Modern Spanish Invention of the Pacific Rim." *Hispanic Review* 77, no. 1 (2009): 1-27.
- Rogers, Robert f. *Destiny's Landfall: A History of Guam, Revised Edition*. Honolulu: University of Hawai'i Press, 2011.
- Sarcina, Alberto. "Santa María De La Antigua Del Darién: The Aftermath of Colonial Settlement." In *Material Encounters and Indigenous Transformations in the Early Colonial Americas: Archaeological Case Studies*, edited by Hofman Corinne and Keehrn Floris W.M., 175-96. LEIDEN; BOSTON: Brill, 2019.
- Tremml-Werner, Birgit. *Spain, China, and Japan in Manila, 1571-1644*. Amsterdam: Amsterdam University Press, 2015.

### **Schedule:**

#### **Module 1: Expanding over the Pacific World**

##### **Week 1**

Introduction and Syllabus review

##### **Week 2**

The South Sea

Padron, "A Sea of Denial"

##### **Week 3**

A New Ocean

Buschmann, Ch.1; Opt. Rogers, Ch 2.

Analytical Comment 1 due

#### **Module 2: Conquest of the Philippines**

##### **Week 4**

Conquest and depopulation  
Newson, Ch. 5; Opt. Ch 2 &3

**Week 5**

The Manila Galleon and Contraband  
Goodie, "Merchant-Bureaucrats, unwritten contracts, and Fraud in the Manila Galleon Trade"  
Opt. Dawa, The Cebu-Acapulco Galleon

**Week 6**

Social transformations  
Buschmann, Ch 3

**Week 7**

Paper 1 due

**Week 8**

Economic challenges  
MacLeod, New Industries and Trades  
Analytical Comment 2 is due

**Module 3: Diverse Experiences in the Pacific world**

**Week 9**

Cosmopolitan Cities  
Gallay, Ch 1

**Week 10**

Colonial center in the periphery  
Ortiz-Sotelo, Peruvian Viceroyalty and the Pacific

**Week 11**

Buccaners and pirates in the Pacific Ocean  
Lane, Ch 5, 6  
Analytical Comment 3 is due

**Module 4: Political Challenges in the Spanish Pacific**

**Week 12**

From Contrabandist to Legal Traders  
Mapp, The Pacific Ocean and the War of Spanish Succession

**Week 13**

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Paper 2 is due

**Week 14**

Foreign Invasion

Bridge, British Invasion and Occupation of the Philippines

**Week 16**

Final Group Projects are due

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