**HIST 206-601**

**Merchants, Missionaries, and Soldiers: Creating Empires on the Frontier, 1400-1800**

Instructor: Janine van Vliet

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R 5:00-8:00

Fisher-Bennett Hall 141

Office Hours: Thursday 3:30-4:30 in Mark’s Café (basement of Van Pelt library), and by appointment

**Course Overview**

The states of the early modern world transformed themselves into empires, both territorial and overseas, through the mobilization of individuals: missionaries, soldiers, merchants, and settlers. The “discovery” of new lands, the globalization of the market, and the (in)voluntary movement of peoples spurred this growth in a variety of ways. This course explores the increasingly global interactions of empires and peoples from two perspectives: the center of empires and their frontiers. What were the political, economic, and cultural goals of the state, and how were they made manifest? How did people groups who came into contact with empire react to the state, and how did different empires respond to these challenges? By examining empires from both core and periphery, students will understand the global forces at play in the early modern world and their influence in building and maintaining empires into the twentieth century.

**Required Texts**

Charles Parker, *Global Interactions in the Early Modern Age, 1400-1800* (Cambridge, 2010)

David Ringrose, *Expansion and Global Interaction, 1200-1700* (Longman, 2001)

Additional readings will be made available on Canvas throughout the semester.

**Assignments**

10% Discussion Leader in one week’s class

15% Participation (regular attendance and *active* participation in class each week)

20% In-class Midterm

25% 2 Primary Source papers: use at least two primary sources to write a short paper (4-5 pg) which:

1) briefly explains historical background of the author, the writing, and the topic of discussion

2) analyzes the source in relation to the issues we have discussed in class relevant to empire-building from core and/or periphery. These can be turned in any week at the BEGINNING of class; the first must be turned in before the midterm.

30% Final (take home essay)

**Guidelines**

This course meets once weekly for three hours. Our time together will be split into lecture and discussion. Each week, one student will open our discussion by introducing the readings and providing some discussion questions to guide our conversation.

You are expected to complete the assigned readings before class and come to class prepared to discuss them with your classmates. Some helpful things to think about when reading (both primary and secondary sources):

* What are the author’s main points?
* Does the author have any particular biases?
* What kinds of sources are used? Are there any drawbacks/limitations?
* How does the author’s style/interpretation compare or contrast with other readings from the class?
* Was there any particular statement that struck you or troubled you?

Laptops are permitted in class to take notes and to consult the readings – I know it is impractical to print all the readings I will scan for you. That being said, if laptops become a distraction I have no problem changing this policy.

*Email communication*: I will attempt to respond to emails within 24 hours but I will not respond to emails sent after 6:30 pm until the following morning. Please be aware that questions regarding paper topics and course content should be discussed in person, either in my scheduled office hours or by appointment.

*Grade Disputes*: If you wish to dispute a grade, you may do so *in writing at least 24 hours after* I have returned the exam or paper. Please provide me a thoughtful (and *specific)* justification for why I should reconsider your grade. In doing so, you acknowledge that your grade may go up, it may go down, or it may stay the same.

*Academic Misconduct*: Academic Misconduct, including plagiarism, collaborative work on individual assignments, and submitting others’ work as your own, will not be tolerated under any circumstances. Any assignment that is found to have been plagiarized or that otherwise violates the Code of Academic Integrity ([www.upenn.edu/academicintegrity/ai\_codeofacademicintegrity.html](http://www.upenn.edu/academicintegrity/ai_codeofacademicintegrity.html)) will receive a failing grade and will be referred to the Office of Student Conduct.

**Schedule**

Week 1: Sept. 1

Introduction: World History, Empires, and Frontiers

* Marshall G. Hodgson, *Rethinking World History: essays on Europe, Islam, and World History*, Ch. 2-3 (pp. 29-43).
* Parker, *Global Interactions*, Introduction (pp. 1-12)
* Burbank and Cooper, *Empires in World History: power and the politics of difference*, Ch. 1: “Imperial Trajectories” [available through the library website]
* F. J. Turner, “The Significance of the Frontier in American History” (1893) in *The Frontier in American History*, chapter 1, pp 1-9 of version provided on Canvas.

Part I: Regional Studies

Week 2: Sept. 8

Asia

Nomadic Steppe Empires; China and South Asia

* + - Ringrose, *Expansion and Global Interaction*, Ch. 1: “The Globalization of History: Climate, Nomads, Mongols” (pp 5-28), & pp. 129-45, 161-74.
    - Parker, *Global Interactions,* pp. 39-46.
* Peter Perdue, *China Marches West: the Qing Conquest of Central Eurasia* (2005), Chapter 2, “The Ming, Muscovy, and Siberia, 1400-1600,” pp. 51-73; 89-93.
  + - Wm. Theodore de Bary and Irene Bloom, eds. *Sources of Chinese Tradition* vol. 1, “Ming Foundations of Late Imperial China,” pp. 779-793.
    - Jan Huygen, *Discourse of Voyages into ye Easte and West Indies* (1598), in Peter C. Mancall, ed. *Travel Narratives from the Age of Discovery: an Anthology* (2006). \*\*\*starts midway through PDF on Canvas\*\*\*

Week 3: Sept. 15

Eurasia

Ottoman and Muscovian Expansion; European Kingdoms

* Ringrose, *Expansion and Global Interaction*, Ch. 2: “The Struggle for the Mediterranean” (pp. 29-62).
* Micheal Khodarkovsky, *Russia’s Steppe Frontier: the making of a colonial empire, 1500-1800* (2002); Ch. 2: “Frontier Concepts and Policies in Muscovy.”
* JH Elliott, “A Europe of Composite Monarchies,” *Past and Present*, no. 137 (Nov 1992), pp. 48-71.
* Sidi Ali Reis, *Mirat ul Memalik* (*The Mirror of Countries*) (1557), selection.
* Theodore Beza, *De jure magistratuum* (*On the Rights of Magistrates*) (1574), selection.

Week 4: Sept. 22

The Americas

Native American & Early European Empires

* + - Ringrose, *Expansion and Global Interaction*, Ch. 4: “Three American Empires, 1400-1600: Expansion, Political Power, and Religion” (pp. 97-128).
    - Pekka Hämäläinen, *The Comanche Empire*, Introduction.
    - Karen Ordahl Kupperman, *The Jamestown Project*, Ch. 5: “Grasping America’s Contours” (pp. 145-182).
    - Thomas Hariot, *A briefe and true report of the new found land of Virginia* (1588), selection.
    - Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (1552), selections.

Part II: Empire Building: The perspective from the core

Week 5: Sept. 29

Economy: Global Markets and Mercantilism

* + - Parker, *Global Interactions*, Ch. 3: “International Markets and Global Exchange Networks” (pp. 68-109).
    - Timothy Brook, *Vermeer’s Hat: the Seventeenth Century and the Dawn of the Global World* (2008), Ch. 6: “Weighing Silver” (pp. 152-184).
    - Peter Perdue, “Coercion and Commerce on two Chinese Frontiers,” in Nicola di Cosmo, ed. *Military Culture in Imperial China* (Harvard, 2011).
    - Adam Smith, “Of Colonies,” from *Wealth of Nations* (1776).
    - Pedro de León Portocarrero, *Description of Lima, Peru*. In *Sources of World History*, ed. Mark Kishlansky.

Oct. 6: FALL BREAK

Week 6: Oct. 13

The Atlantic Economy

* + - Ringrose, *Expansion and Global Interaction*, Ch. 3: “A New Kind of Society: Africa, Europe, and the Plantation System” (pp. 63-95).
    - JH Elliott, *Empires of the Atlantic World*,
    - *Vermeer’s Hat*, Ch. 2: “Vermeer’s Hat,” pp. 26-53.
    - Richard Hakluyt, *Voyages and Discoveries: the principal navigations, voyages, traffiques, and discoveries of the English nation* (16C), selection on trade.
    - Olaudah Equiano, *The Interesting Narrative of the life of Olaudah Equiano, or Gustavus Vassa, the African. Written by himself.* selections

Week 7: Oct. 20

Civilizing & Christianizing lands & peoples

**Midterm**

* + - Stephen Greenblatt, *Marvelous Possessions*, Ch. 3, “Marvelous Possessions”
    - St. Francis Xavier, “Letter from Japan to the Society of Jesus in Europe” (1552)

Week 8: Oct. 27

Strategies of incorporation

* Karen Barkey, *Empire of Difference: the Ottomans in Comparative Perspective*, Ch. 4: “Maintaining an Empire: an expression of tolerance” (pp. 109-153).
* Michael Hechter, *Internal Colonialism: the Celtic Fringe in British National Development, 1536-1966*, Ch. 3: “Expansion of the English state” (pp. 47-78).
* Khodarkovsky, *Russia’s Steppe Frontier*, Ch. 5: “Concepts and Policies in the Imperial Borderlands, 1690s-1800” (pp. 184-220).
* “The Status of Jews and Christians in Muslim Lands, 1772 CE,” in Jacob Marcus, *The Jew in the Medieval World: A Sourcebook, 315-1791* (1938), 15-19.
* Primary Source from Jim

Week 9: Nov. 3

Securing the Borders

* + - Barkey, *Empire of Difference*, Ch. 3: “Becoming an Empire: Imperial Institutions and Control”
    - Perdue, *China Marches West* Ch. 12: “Moving through the Land.”
    - Mark Stein, *Guarding the Frontiers: Ottoman Border Forts and Garrisons in Europe*, pp.
    - “Rules of the Garrison and Town of Berwick” (1560-1577)
    - Jorge Juan and Antonio de Ulloa, *A Voyage to South America (*1748); selection on Colonial Lima

Part III: Empires, peoples, and communication: Perspective from the periphery

Week 10: Nov. 10

“New” Worlds? Interactions with Indigenous Peoples

* Jeremy Adelman and Stephen Aron, “From Borderlands to Borders: Empires, Nation-States, and the Peoples in Between in North American History,” *The American Historical Review*, vol. 104, no. 3 (June 1999), 814-841.
* Alida Metcalf, *Go-Betweens and the Colonization of Brazil 1500-1600*, Ch. 1: “Go-betweens”
* Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*, Introduction
* Thwaites, Ruben, ed. *The Jesuit Relations and Allied Documents*. Vol. 19, *Quebec: Hurons*, 1640 (2005), selections

Week 11: Nov. 17

Cultural and Religious Exchange

* Parker, *Global Interactions*, Ch. 6: “The Transmission of Religion and Culture”
* Juliana Barr, *Peace came in the Form of a Woman*,
* Natalie Davis, *Trickster Travels: a sixteenth-century Muslim Between Worlds*,
  + - John Meskill, ed. *Ch'oe Pu's Diary: A record of Drifting Across the Sea* (15C), selections.

Week 12: Nov. 22 (\*\* NOTE THURSDAY SCHEDULE ON TUESDAY)

Migration and settlement

* Parker, *Global Interactions*, Ch. 4: “The Movement of Peoples and the Diffusion of Cultures”
* Kris Lane, *Quito 1599: City and Colony in Transition* (2002), selections
  + - Willard Sunderland, *Taming the Wild Field: Colonization and Empire in the Russian Steppe*, Ch. 1: “Frontier Colonization” (pp. 11-53).
* William Bradford, *Of Plymouth Plantation*, selections.

Week 13: Dec. 1

Empires and Revolutions

* + - Burbank and Cooper, *Empires in world history*, Ch. 8: “Empire, Nation, and Citizenship”
    - DC Geggus, “The Caribbean in the Age of Revolution” in David Armitage and Sanjay Subrahmanyam, eds. *Age of Revolutions in Global Context, c. 1760-1840*
    - H.V. Bowen, “Perceptions from the Periphery: Colonial American views of Britain’s Asiatic Empire, 1756-1783,” in Christine Daniels and Michael V. Kennedy, *Negotiated Empires: Centers and Peripheries in the Americas, 1500-1820* (2002).
    - *Memoir of General Toussaint L’Ouverture, written by himself*, in JR Beard, *Toussaint L'Ouverture: A Biography and Autobiography* (1863)

Week 14: Dec. 8

A New Wave of Empire-building

Europe turns east and the growth of the American Empire

* Parker, *Global Interactions*, Conclusion
* Ringrose, *Expansion and Global Interaction*, Ch. 7: “Outcomes and Portents”

**Take home final**, due in hard copy at the scheduled exam time for our course.

**Primary Source Collections**

Suggestions in case you are looking for additional material

Andrea, Alfred J. and James H. Overfield. *The Human Record: Sources of Global History*, 3rd ed., vol. II: *Since 1500*. Boston and New York, 1998.

Kishlansky, Mark, ed. *Sources of World History,* vols. I & II. 4th ed. New York, 2006.

Sherman, Dennis, et al. *World Civilizations: Sources, Images, and Interpretations*, 3rd ed., vols. I and II. Boston, 2002.

Bland, JOP. *Annals and Memoirs of the Court of Peking.* Boston, 1914.

Ebrey, Patricia Buckley, ed. *Chinese Civilization: a Sourcebook*, 2nd ed (1993).

De Bary and Lufrano, *Sources of Chinese Tradition: from 1600 through the twentieth century* (2000)

Collins, Robert. *Documents from the African Past*. 2001.

Mancall, Peter, ed. *Travel Narratives from the Age of Discovery: An Anthology*. Oxford, 2006.

**Additional Resources**

Armitage, David, and Michael J. Braddick. *The British Atlantic World, 1500-1800*. 2nd ed. New York, 2002.

Daniels, Christine, and Michael V. Kennedy, eds. *Negotiated Empires: Centers and Peripheries in the Americas, 1500-1820*. New York, 2002.

Goffman, Daniel. *The Ottoman Empire and Early Modern Europe*. Cambridge, 2002.

Murphey, Rhoads. *A History of Asia.* 2009.

Perdue, Peter. *China Marches West: the Qing Conquest of Central Eurasia*. Cambridge, Mass, 2005.

Richards, John F. *The New Cambridge History of India: the Mughal Empire*. Cambridge, 1995.

Schwartz, Stuart B. *Implicit Understandings: Observing, Reporting, and Reflecting on the Encounters between Europeans and other peoples in the early modern era*. Cambridge, 1994.

Trigger, Bruce G. and Wilcomb E. Washburn, eds. *The Cambridge History of the Native Peoples of the Americas*. Cambridge, 1996.