

Is there a similar undergraduate course? Yes No If so, how does this graduate course differ?

Discipline Prefix: HIST If more than one provide rationale:

Credits: 3
Level: 7000 8000 9000 Brief rationale for level choice: This is a graduate readings seminar in line with other seminars in HIST.

Additional Requirements: Laboratory Hours: _____ Pre-Practicum Hours: _____ Practicum Hours: _____
Fieldwork Hours: _____ Other (specify): _____

Prerequisite course(s) if any: _____

This course will be: a Required Course an Elective Special/Note: _____

Course is a replacement for (Course Number/Name): _____

Has the course been offered previously as a "Topics" course? Yes No
If yes, How often? twice

What is the Expected Average Enrollment?: 10

Which semester will this course first be offered?: FA21 How often thereafter to be offered?: 2 year rotation

Does this course affect offerings in any other department or program? Yes No If yes, please explain.

Is this an Extended Campus course? Yes No

Course syllabus must be attached and completed according to Fitchburg State guidelines.

Course Syllabus is Attached

[Print Form](#)

Reviewed by Dean: _____

Required Signatures—Graduate and Continuing Education New Course Approval

Course Developer: _____ Date: _____

Department Chair: _____ Date: _____

Graduate Council Chair: _____ Date: _____
(Indicates Graduate Council approval)

President: _____ Date: _____

HIST 9024.51: Topics: The Atlantic World, 3cr.
Department of Economics, History, Political Science
History MA/MAT Program

Spring 2016, PERC 103 W 6:00pm – 8:30pm

Instructor: Dr. Joseph Wachtel
Office Hours: Wed 5:30pm – 6pm
Wed 8:30pm – 9pm

Phone: 978-665-3085
Email: jwachtel@fitchburgstate.edu
Campus Office: Miller 302A

Course Description:

Students will analyze the various ways historians have understood the Atlantic world as a historical process. Topics include economic push and pull factors driving colonization, the African slave trade, and religious and cultural interactions taking place on a local and macro scale.

As a field of study, the “Atlantic world” is one of the more influential and in many ways most controversial to emerge in the last two decades. Unlike more established fields, historians understand the Atlantic world more fluidly. Loosely defined, Atlantic world historians attempt to re-conceptualize the early modern period as more transnational and interconnected between North America, South America, Africa, and Europe. In this course, students will analyze the field of Atlantic world history by studying competing theories of Atlantic history through careful readings of important selections from the last twenty years. Additional topics include economic push and pull factors driving colonization, the African slave trade, and religious and cultural interactions taking place on a local and macro scale.

Objectives:

- Understand the key themes that connected disparate parts of the Atlantic during the early modern period
- Further develop clearer and more concise oral and written communication skills while actively engaging with readings and discussions
- Learn to read historical monographs to understand how they fit into a broader historiography

Grading: In order to receive credit for HST 9024, students must complete all reading, in-class quizzes or writing, and actively participate in all discussions.

See course schedule for due dates

Major Historiographical Paper	35%
4 Oral Presentations	40% (10% each)
2 Reflective Papers	10% (5% each)
<u>Participation</u>	<u>15%</u>
Total	100%

Readings:

All students will read a total of 6 historical monographs and a handful of historiographical essays. We will read two books in common:

Jack P. Greene and Philip D. Morgan, *Atlantic History: A Critical Appraisal*
Robert Harms, *The Diligent: A Voyage through the Worlds of the Slave Trade*

The Greene and Morgan book serves as our main text and is available for purchase at the bookstore. The rest of our readings, including *The Diligent*, are historical monographs that you can either purchase cheaply online or, preferably, get from the library or interlibrary loan. During our first class session, each of you will select four additional books to read from the list provided with our schedule of topics. Each student must select a different book.

We will also read a series of common articles. Nearly all of these articles are available through the JSTOR. I will provide those that are not via Blackboard.

Class Structure:

HIST 9024 is a reading seminar. During each session, we will closely analyze readings that you completed before class. I will guide discussion, but at the graduate level, students must drive the conversation. As such, it is imperative that you participate. For the first three weeks, consider me to be the discussion leader. During these first few sessions, we will discuss theories of Atlantic history so that we can better assess historical works. Beginning February 17, students will begin giving oral presentations over readings prepared ahead of time. Pay attention and take notes during these presentations. Although most of you will not have read the work, I expect the entire class to discuss each presentation and how it might fit in to the broader picture.

Assignments:

To receive credit for this class, you must complete all assignments. Failure to complete **anything** will result in a **failed grade**, regardless of how the math adds up in the end.

Short reflective essays: At the beginning of the course, I will ask each of you to reflect on readings in one-page responses to a given question. These answers will serve our discussion of those readings during class time. Please use proper formatting and cite everything using Chicago style. This assignment should be fairly straightforward, but please feel free to ask questions.

Oral Presentations: In these presentations, you will teach your book to the class. This entails a number of things, which I will detail explicitly below. **Important: this is not a blow-by-blow narrative of the book.**

Author: Who wrote the book? What are his or her qualifications? What else has he or she published and how might that work connect to this one? What is his or her background and how might that be relevant to his or her interpretation? Who published the book? Why might this matter?

Scope: What is the book about? This should be very short, but should cover every nuance: “The book is about the cultivation of sugar on Barbados during the seventeenth century with an emphasis on [planation x]. It seeks to understand sugar cultivation from the point of view of the slave rather than the master/sugar industry as a whole”. Some will be longer than others, depending on the book.

Thesis: What does the author argue? **Important: tell us in your own words.**

Sources and Methodology: What is the author’s evidence? How does the author interpret this evidence?

Outline: While you should **not** give a **blow-by-blow narrative of the book**, you should now fill us in on some details. How is it organized? What is each chapter about/arguing? What are some particularly representative examples? Try not to spend too much time on this, give us an outline.

Relevance to Atlantic History: Perhaps the most important section! How does this work speak to other things we’ve read? To our larger discussion of Atlantic history?

Strengths and Weaknesses: Does the book work? Here’s a place for your judgment.

I expect each book discussion to last approximately 30 minutes. That **includes** discussion of the book. As such, aim for approximately 15 minutes of presentation.

Important: When reading, keep this assignment in mind. Most of these books are 200-300 pages long, though a few are much longer. Part of graduate school is learning to get through material *quickly*. There is no reason to spend much more time on a 700-page book than you would a 200-300 page book. For those of you new to graduate school, we will discuss reading smartly early in the course.

Final Paper: Students will submit a 15-20 page interpretive essay over course readings. Each individual student will select unique readings with me during class on day one.

Write an interpretive essay about Atlantic world history. This should be a creative exercise that explores the Atlantic world through a lens of your choosing using course readings as your vantage point. This should not be a book-by-book review, rather a reflective account of themes, methodologies or ways of thinking about Atlantic World history. For example, you could write an essay about Atlantic cultural interactions, or an essay about how local history and macro history work together, or how colonialism evolved over time in the Atlantic. Your job in this essay is to take seemingly unrelated readings and figure out what ties them together—and then turn that into an

argument-based essay. This essay requires you to not only come up with an answer, but to also come up with the question!

Fundamentally, this is what historians do: we analyze a set of seemingly unrelated data that often transcends time and geography, we ask questions, we think about connections across that data, and we formulate broad arguments about the past.

Participation: This is a graduate readings seminar that requires participation from all students. At the graduate level, we learn by interacting with the material. I expect each of you to be constantly involved in the discussion for the entire class period. Since you are graduate students, do not think of discussions as presentations for a professor, think of them as an opportunity, once a week, to sit down with fellow historians—myself included—report your findings and have an intellectual discussion over some topic that we wish to explore. This can be immensely fun if we all buy in! As a corollary to this: attendance at **all** sessions is **mandatory**. If you need to miss a session, please notify me beforehand.

Exams: There are **no** exams in this course.

Course Policies

Attendance: This is a graduate class and you must attend all sessions. If you must miss a class for legitimate, please contact me to make arrangements. Failure to notify me of an absence will result in a failing participation grade.

Whether you are present or not, all students must complete all course readings and assignments and keep up with all class activities.

Academic Dishonesty: I will prosecute all forms of Academic Dishonest via the Office of Student Conduct to the fullest extent.

From <http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/academic-integrity/>:

“Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty.

A student's name on any written or creative exercise (e.g., examination, report, thesis, theme, laboratory report, computer program, artistic production, etc.), or in association with an oral presentation, declares that the work is the result of that student's own thought

and study. Any work that the student declares as his or her own shall be stated in the student's own words and produced without the assistance of others. Students must make clear through accurate citations when they make use of other sources. Talking during an examination, or possession or use of unauthorized materials or equipment during an examination constitutes an infringement of the academic integrity policy. Aiding and abetting academic dishonesty also constitutes a violation of the academic integrity policy.

Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Fitchburg State University or any other institution. A student who perceives the possibility of overlapping assignments in courses should consult with the appropriate faculty members before presuming that a single effort will fulfill requirements of both courses. Students should consult course syllabi for additional guidance on matters of academic integrity.”

Please see the Code of Conduct and Disciplinary Process Handbook pg. 1 – 3 and the Student Handbook page 39 – 40 for more information.

E-Mail: I encourage you to contact me via email. I will check my email on a regular basis, but ***don't wait until the last minute.*** If you email me without notice the night before an exam, I might not be able to get back to you in time.

Respect: Please be respectful of others. Most of the ideas that we will discuss have no exact answers, and a hostile discussion environment will discourage thoughtful debate.

Snow Days: If class cancels due to inclement weather, you are still responsible for assigned readings and assignments.

Students with Disabilities: To support access and inclusion, Fitchburg State offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise.

If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services. For more information, or to schedule an appointment, please call 978.665.4020. Disability Services is located in the Academic Support Center on the third floor of the Hammond building via the Library Entrance.

Technical Difficulties: I am not an IT technician. It is the sole responsibility of the student to contact the Blackboard help line at (978) 665-4500 to resolve technical difficulties.

All students must be officially enrolled in the course by Tuesday, January 26. Enrolling officially and on time is solely the responsibility of each student.

Note: The Instructor reserves the right to alter this syllabus if necessary and will make students aware of any changes in advance.

Schedule of Classes

Subject to change with due notification

Jan 20

Introductions to the class and to each other; selection of readings

PART I: UNDERSTANDING ATLANTIC WORLD AS METHODOLOGY

Jan 27

What is “The Atlantic World”?

Assignment:

One-page reflection: What is “The Atlantic World”?

Common Readings:

Nicholas Canny, “Writing Atlantic History, or Reconfiguring the History of Colonial British America,” *Journal of American History*, 86, 3 (1999), pp. 1093-1114

David Armitage, “The Concepts of Atlantic History,” in David Armitage and Michael Braddick, eds., *The British Atlantic World, 1500-1800* (New York, 2002), 11-30 [Blackboard]

Allison Games, “Atlantic History: Definitions, Challenges, and Opportunities,” in *American Historical Review*, 111:3 (2006): 741-57

Philip D. Morgan and Jack P. Greene, “Introduction: The Present State of Atlantic History,” in Philip D. Morgan and Jack P. Greene, *Atlantic History: A Critical Appraisal* (Oxford: Oxford University Press, 2009), 3-24

Feb 3

Historians debate Atlantic History in the 00s

Assignment:

Oral presentation over your individual reading—be prepared to outline the article’s argument and evidence for the class. What does this article contribute to our discussion of Atlantic history?

Common Readings:

AHR Conversation: “On Transnational History,” in *American Historical Review*, 111, 5 (2006), pp. 1441-64

Individual Readings:

Peter A. Coclanis, “*Drang nach Osten*: Bernard Bailyn, the World-Island, and the Idea of Atlantic History,” in *Journal of World History*, 13, 1 (2002), pp. 169-82

From “AHR Forum: Entangled Empires of the Atlantic World,” *American Historical Review*, 111, 3 (2006), pp. 1415-31.

Peregrine Horden and Nicholas Purcell, “The Mediterranean and the New Thalassology,” pp. 722-40.

Matt. K. Matsuda, “The Pacific,” pp. 758-80.

From special issue on “Beyond the Atlantic: A Forum” in *William and Mary Quarterly*, 63, 4 (2006)

Alison Games, “Beyond the Atlantic: English Globetrotters and Transoceanic Connections,” pp. 675-92.

Philip J. Stern, “British Asia and British Atlantic: Comparisons and Connections,” pp. 693-712.

From “AHR Exchange,” *American Historical Review*, 112, 5 (2007), pp. 1415-31.

Eliga Gould, “Entangled Atlantic Histories: A Response from the Anglo-American Periphery”

Jorge Cañizares-Esguerra, “The Core and Peripheries of Our National Narratives: A Response from IH-35”

Feb 10

Alternatives to the Atlantic World

Common Readings:

From *Atlantic History: A Critical Appraisal*:

Peter H. Wood, "From Atlantic History to a Continental Approach"

Jack. P. Greene, "Hemispheric History and Atlantic History"

Nicholas Canny, "Atlantic History and Global History"

Peter A. Coclanis, "Beyond Atlantic History"

Feb 17

Atlantic History Article Exercise

Assignments:

This week, each of you will choose any article regarding any topic within the confines of Atlantic history published in a flagship academic journal since 2000. This article should *not* be theoretical; rather, it should be content oriented.

Flagship journals are published by academic presses or institutes and are affiliated with major conferences in various fields. Some examples include *The American Historical Review*, *The William and Mary Quarterly (colonial America)*, *The Americas (colonial Latin America)*, *The Sixteenth Century Journal*, *The Journal of African History*. There are many others—if you are not sure, check with me.

You have two assignments for this article:

1. **Prepare an outline of the article:** count the number of paragraphs in this article. Number a word document with that many numbers. For each line, fill in the purpose of each paragraph as you read. By breaking down an author's text, you can better see what he or she is trying to do in the text. Furthermore, it will prepare you for approach texts later in this course and beyond. I suggest doing this mentally every time you read nonfiction.
2. **Oral presentation:** Present this article to the class the way that we did before. Except this time, after you've gone through the article itself, I want you to apply Atlantic theory to also explain to us how your chosen article is "Atlantic". What methods does it use? What might some of our previous authors have to say about the article? What might your chosen author say to them?

PART II: APPLYING ATLANTIC METHODOLOGY TO HISTORICAL INQUIRY

Feb 24

An Atlantic World Case-Study: *The Diligent*

Assignment:

One-page reflection: How and why does Harm's book reflect "Atlantic World" methodology?

Common Reading:

Robert Harms, *The Diligent*

Mar 2

The Atlantic World in the 15th and 16th centuries

Common Readings:

Joyce E. Chaplain, "The Atlantic Ocean and its Contemporary Meanings," in *Atlantic History: A Critical Appraisal*

Group 1: Oral presentations:

David Birmingham, *Portugal and Africa*

Stephen Greenblatt, *Marvelous Possessions: the Wonder of the New World*

William D. Phillips, Jr. and Carla Rahn Phillips, *The Worlds of Christopher Columbus*

Patricia Seed, *Ceremonies of Possession in Europe's Conquest of the New World*

Eric Wolf, *Europe and the People without History*

Mar 9

The Atlantic World in the 16th century

Common Readings:

Sanjay Subrahmanyam, "Holding the World in Balance: The Connected Histories of the Iberian Overseas Empires, 1500-1640," in *American Historical Review*, 112, 5 (2007): 1329-1358

Group 2: Oral presentations:

Ida Altman, *Emigrants and Society: Extremadura and Spanish America in the Sixteenth Century*

Joyce E. Chaplain, *Subject Matter: Technology, the Body, and Science on the Anglo-American Frontier*

Alfred Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492*

Alison Games, *Migration and the Origins of the English Atlantic World*

Benjamin Schmidt, *Innocence Abroad: The Dutch Imagination and the New World, 1570-1670*

Mar 23

NO MEETING THIS WEEK: Individual consultations about final paper

This week, we will not meet. Instead, I want you to submit to me a short proposal for your **final paper**. I will consult with you throughout the week to make sure you are on the right track.

Mar 30

Latin America and the West Indies

Common Readings:

Kenneth J. Andrien, "The Spanish Atlantic System," in *Atlantic History: A Critical...*

A.J.R. Russell-Wood, "The Portuguese Atlantic," in *Atlantic History: A Critical...*

Group 1: Oral presentations:

Karen Ordahl Kupperman, *America in European Consciousness, 1493 – 1750*

Jane E. Mangan, *Trading Roles: Gender, Ethnicity, and the Economy in Urban Potosi*

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

Stuart B. Schwartz, *Tropical Babels: Sugar and the Making of the Atlantic World*

Charles Walker, *Shaky Colonialism: The 1746 Earthquake-Tsunami in Lima Peru, and its Long Aftermath*

Apr 6

Africa and Africans: The Slave Trades

Common Readings:

Philip D. Morgan, "Africa and the Atlantic," in *Atlantic History: A Critical Appraisal*

Group 2: Oral presentations:

David Eltis, *The Rise of African Slavery in the Americas*

Lina M. Heywood and John K. Thornton, *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585 – 1660*

Joseph C. Miller, *Way of Death Merchant Capitalism and the Angolan Slave Trade to 1830*

Marcus Rediker, *Slave Ship: A Human History*

John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*

Apr 13

North America Above Mexico

Common Readings:

Trevor Burnard, "The British Atlantic" in *Atlantic History: A Critical Appraisal*

Laurent Dubois, "The French Atlantic" in *Atlantic History: A Critical Appraisal*

Benjamin Schmidt, "The Dutch Atlantic," in *Atlantic History: A Critical Appraisal*

Group 1: Oral presentations:

David Armitage, *The Ideological Origins of the British Empire*

Bernard Bailyn, *Voyages to the West: A Passage in the People of America on the Eve of the Revolution*

Alan Gally, *The Indian Slave Trade: The Rise of the English Empire in the American South, 1670-1717*

April Hatfield, *Virginia and the Atlantic World*

Donna Merwick, *Death of a Notary: Conquest and Change in Colonial New York*

Carla Gardina Pestana, *The English Atlantic in the Age of Revolution*

Apr 20

Africans in the Americas

Common Readings:

Philip D. Morgan, "The Cultural Implications of the Atlantic Slave Trade: African Regional Origins, American Destinations, and New World Developments," in *Slavery and Abolition*, 18, 1 (1997), pp. 72-98 [Blackboard]

Group 2: Oral presentations:

Gwendolin Midlo Hall, *Slavery and African Ethnicities in the Americas: Restoring the Links*

Jane Landers, *Black Society in Spanish Florida*

Jennifer L. Morgan, *Laboring Women: Reproduction and Gender in New World Slavery*

Philip D. Morgan, *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Low Country*

James H. Sweet, *Recreating Africa: Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770*

Apr 27

The Atlantic World in the 18th Century: Linking the Continents—Trade, Migration and Warfare

Common Readings:

Jeremy Adelman, "An Age of Imperial Revolutions," in *American Historical Review*, 113, 2 (2008), pp. 319-340

Group 1: Oral presentations:

Kenneth Banks, *Chasing Empire Across the Sea: Communications and the State in the French Atlantic*

Christopher L. Brown, *Moral Capital: Foundations of British Abolitionism*

J. H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492 – 1830*

David Hancock, *Citizens of the World: London Merchants and the Integration of the British Atlantic Community, 1735-1785*

Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*

Marcus Rediker, *Between the Devil and the Deep Blue Sea: Merchant Seamen, Pirates, and the Anglo-American Maritime World, 1700-1750*

Stanley J. Stein and Barbara H. Stein, *Apogee of Empire: Spain and New Spain in the Age of Charles III 1759-1789*

May 4

The Atlantic World in the 18th century: Settler Societies, Indigenous Peoples, and Cultural Exchange

Common Readings:

Amy Turner Bushnell, "Indigenous America and the Limits of the Atlantic World," in *Atlantic World: A Critical Appraisal*

Carla Rahn Phillips, "Europe and the Atlantic," in *Atlantic World: A Critical Appraisal*

Group 2: Oral Presentations:

Susan Deeds, *Defiance and Deference in Mexico's Colonial North: Indians under Spanish Rule in Nueva Vizcaya*

Steven F. Hackel, *Children of Coyote, Missionaries of Saint Francis: Indian-Spanish Relations in Colonial California, 1769-1850*

Karen Ordahl Kupperman, *Indians and English: Facing Off in Early America*

David Northrup, *Africa's Discovery of Europe, 1450-1850*

Neil Safier, *Measuring the New World: Enlightenment Science in South America*

Mecahl Sobel, *The World They Made Together: Black and White Values in Eighteenth-Century Virginia*

David Weber, *Bárbaros: Spaniards and their Savages in the Age of Enlightenment*

Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*

May 11

Teaching Atlantic History

In-class review of Atlantic world textbooks

Final paper due

There is no final exam in this class