

Atlantic History

HIST 6200

Spring Term 2008
Thursdays 4:30 - 7:00
Old Main 323L

Instructor: James Sanders
Office: Old Main 323-E
Office Hours: Tuesdays, Thursdays 9:00 – 10:00 and by appointment
E-mail: james.sanders@usu.edu
Telephone: 797-1294

COURSE DESCRIPTION

Atlantic History arose as an effort to understand processes whose historical evolution could not be confined to the standard continental divisions that have defined the historical profession. Historians of the United States, Europe, Africa and Latin America have begun to realize that one cannot fully understand the past of these societies in isolation. By the sixteenth century, a new world system centered on the Atlantic basin had emerged, that would unite the Americas, Europe and Africa in webs of commerce, devotion, migration, violence and revolution. Therefore, to understand aspects of the internal history of the United States or Colombia or France requires an analysis that incorporates these societies' connections with the larger economic and political world—the Atlantic World. Equally importantly, many of the most important subjects of historical study—such as slavery and its abolition, colonialism, the evolution of capitalism and its discontents, the transformation of Christianity, and the Age of Revolution—are truly processes that did not develop in individual nation-states but, rather, occurred across the Atlantic World and thus necessitate a wide-ranging historical vision.

REQUIRED READING

There are eight books available at the campus bookstore. In addition there are numerous shorter readings on reserve in the History Department main office. The articles are also all available on-line through the library.

EVALUATION

Class Participation – 45%
Comparative Visions of Atlantic History Essay – 15%
Three Short Review Essays (10 percent each) – 20%
Final Practical Application Project - 20%

The central part of your grade involves coming to class prepared to help me and your colleagues understand the historical issues and debates raised by the assigned readings. This is not a research class, but, rather, a readings and discussion course, so your participation is crucial to your success in the course and the course's quality as a whole. This should go without saying in a graduate course, but simply attending without participating is unacceptable.

Your first written assignment (3 to 4 pages) will compare the two most important “master narratives” of Atlantic History: Bernard Bailyn’s *Atlantic History* and Peter Linebaugh and Marcus Rediker’s, *The Many-Headed Hydra*. How do these two visions of Atlantic History differ in their arguments, ideology, and assumptions?

Twice during the course you will write a short essay (3 to 4 pages) discussing the most important arguments in the assigned readings. Your essay will be both a classic book review—not summarizing the text but presenting the author’s (or authors’) most important arguments as well as your critique of said arguments—and a consideration of how this text fits with the two master narratives read at the beginning of the course. You will have additional responsibility as a discussion leader for the sessions for which you write your papers.

In the Final Practical Application Project, you have a number of options. The first option involves creating a syllabus for a university-level undergraduate course that incorporates Atlantic History. At least five of the readings you assign must be annotated in a separate bibliography; the annotation will both present the main argument of the readings and explain why you would choose such a reading for your students (in other words, why you picked that reading). In addition to the syllabus, you will provide outlines of at least five lectures and the handouts for at least two assignments in the class.

The second option is available for those planning a career in secondary education. You may construct a series of lesson plans (at least ten) for a high-school level history or social studies course that involves Atlantic History. Each lesson plan should include an outline for that day’s class, an annotated list of materials used, and any sample quizzes or tests. In addition, you will write an essay (5-7 pages) explaining what learning objectives you hope your students master from these sessions on Atlantic History.

The final option is available to those whose M.A. thesis (or future Ph.D. work) directly involves some aspect of Atlantic History. You will write an essay (7-10 pages) connecting the arguments about Atlantic History raised in our class with your own research. This may concern research already in progress or the essay could be a prospectus for your thesis or future work. The essay should also include a bibliography, with at least three sources (which may be primary as well as secondary) not formally studied in the class. These new sources should be annotated to explain why they are germane to your project.

A Note on Plagiarism

Plagiarism is taking another person's ideas and claiming them as your own. This includes both copying directly from another work or taking the idea from that work without giving the author recognition with a citation. Paraphrasing without a citation is still plagiarism. Similarly, citing a work, and then copying directly without quotation marks or even almost directly (paraphrasing too closely), is plagiarism. Plagiarists will receive an F and be reported to the Dean.

SCHEDULE AND ASSIGNED READINGS

* readings on reserve in the History Department Main Office

January 10 – Introduction to Atlantic History and Welcome

No readings.

January 17 – Master Narratives of Atlantic History I

Readings: Bernard Bailyn, *Atlantic History: Concepts and Contours* (Cambridge: Harvard University Press, 2005), entire.

January 24 – Master Narratives of Atlantic History II – **Comparative Paper Due**

Readings: Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* (Boston: Beacon Press, 2000), entire.

January 31 – Colonization and Early Settlement

Readings: Jorge Cañizares-Esguerra, *Puritan Conquistadors: Iberianizing the Atlantic, 1550-1700* (Stanford: Stanford University Press, 2006), entire.

February 7 – Atlantic Slavery I

Readings: John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800* (Cambridge: Cambridge University Press, 1998), entire.

February 14 – Atlantic Slavery II

Readings: David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (Oxford: Oxford University Press, 2006), entire.

February 21 – Race and Religion in Atlantic World

Readings: *Irene Silverblatt, “New Christians and New World Fears in Seventeenth-Century Peru,” *Comparative Studies in Society and History* 42 (July 2000): 524-546.

*Irene Silverblatt, *Modern Inquisitions: Peru and the Colonial Origin of the Civilized World* (Durham: Duke University Press, 2004), 217-226.

*Colin Kidd, *The Forging of Races: Race and Scripture in the Protestant Atlantic World, 1600-2000* (Cambridge: Cambridge University Press, 2006), 19-53, 79-120, 271-276.

*Melanie Perreault, "To Fear and to Love Us": Intercultural Violence in the English Atlantic,” *Journal of World History* 17 (March 2006), 71-93.

*Sue Peabody, "A Nation Born to Slavery": Missionaries and Racial Discourse in Seventeenth-Century French Antilles,” *Journal of Social History* 38 (Fall 2004), 113-126.

February 28– Gender in the Atlantic World

Readings: *Kathleen M. Brown, “Brave New Worlds: Women's and Gender History,” *The William and Mary Quarterly* 50 (April 1993), pp. 311-328.

*Kelvin Santiago-Valles, "Race," Labor, "Women's Proper Place," and the Birth of Nations: Notes on Historicizing the Coloniality of Power," *The New Centennial Review* 3 (Fall 2003): 47-69.

*John Bohstedt, "The Myth of the Feminine Food Riot: Women as Proto-Citizens in English Community Politics, 1790-1810," in *Women and Politics in the Age of the Democratic Revolution*, edited by Harriet B. Applewhite and Darline G. Levy (Ann Arbor: The University of Michigan Press, 1990), 21-60.

* Darline G. Levy and Harriet B. Applewhite, "Women, Radicalization, and the Fall of the French Monarchy," in *Women and Politics in the Age of the Democratic Revolution*, edited by Harriet B. Applewhite and Darline G. Levy (Ann Arbor: The University of Michigan Press, 1990), 81-107.

*Linda K. Kerber, " 'I Have Don...much to Carrey on the Warr': Women and the Shaping of Republican Ideology after the American Revolution," in *Women and Politics in the Age of the Democratic Revolution*, edited by Harriet B. Applewhite and Darline G. Levy (Ann Arbor: The University of Michigan Press, 1990), 227-257.

March 6 –The Age of Revolution

Readings: *R.R. Palmer, "The World Revolution of the West: 1763-1801," *Political Science Quarterly* 69 (March 1954): 1-14.

*William H. Sewell Jr., "The French Revolution and the Emergence of the Nation Form," in *Revolutionary Currents: Nation Building in the Transatlantic World*, edited by Michael Morrison and Melinda Zook (Lanham: Rowman and Littlefield, 2004), 91-125.

*Jack P. Greene, Franklin W. Knight, Virginia Guedea, and Jaime E. Rodríguez O., "AHR Forum: Revolutions in the Americas," *The American Historical Review* 105 (February 2000): 92-152.

March 13 – Spring Break. No class.

March 20 – The American Revolution

Readings: Gordon S. Wood, *The Radicalism of the American Revolution* (New York: Knoph, 1992), entire.

March 27: The American Revolution from Below

Readings: Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia* (Chapel Hill: The University of North Carolina Press, 1999), entire.

April 3 – No class.

Prepare final projects. Meet with Professor Sanders. Read Dubois.

April 10: Revolution in the Caribbean

Readings: Laurent Dubois, *A Colony of Citizens: Revolution and Slave Emancipation in the French Caribbean, 1787-1804* (Chapel Hill: University of North Carolina Press, 2004), entire.

April 17 – The Age of Revolution in Latin America and the End of the Atlantic World

Readings: *Jeremy Adelman, *Sovereignty and Revolution in the Iberian Atlantic* (Princeton: Princeton University Press, 2006), 1-12, 258-307, 344-397.

*Marixa Lasso, “Haiti as an Image of Popular Republicanism in Caribbean Colombia: Cartagena Province (1811-1828),” in *The Impact of the Haitian Revolution in the Atlantic World*, edited by David P. Geggus (Columbia: University of South Carolina Press, 2001), 176-190.

*James Sanders, “Atlantic Republicanism in Nineteenth-Century Colombia: Spanish America’s Challenge to the Contours of Atlantic History,” *Journal of World History* (forthcoming 2008/9).

*Richard M. Morse, “Claims of Political Tradition,” in *Politics and Social Change in Latin America: Still a Distinct Tradition?*, edited by Howard J. Wiarda (Boulder: Westview Press, 1992), 70-107.

*Walter D. Mignolo, “Coloniality at Large: The Western Hemisphere in the Colonial Horizon of Modernity” *The New Centennial Review* 1 (Fall 2001): 19-56.

April 24 – Presentation of Final Projects – **Final Practical Application Project Due**

No readings.