

**HIST 5349 – Introduction to Transatlantic History  
Fall 2014**

**Instructor:** Kenyon Zimmer

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332A

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**Office Hours:** Thursdays, 3:00pm-  
6:00pm



**Time and Place of Class Meetings:** Tuesdays, 7:00pm-9:50pm, University Hall 13

**Description of Course Content:** This course is designed to introduce students to the broad outlines of Transatlantic History, covering the period from 1492 to the present. It focuses on scholarship that examines the interconnected, transnational histories of Europe, Africa, and the Americas. Students will read and discuss seminal texts in Atlantic and Transatlantic History, as well as new research and historiographical debates.

**Student Learning Outcomes:** After successfully completing this course, students will be able to:

1. describe and evaluate the history and historiography of connections between Europe, Africa, and the Americas
2. describe and evaluate the central theoretical and historiographical issues in the fields of Atlantic and Transatlantic History
3. produce and exchange critical appraisals of course readings, both in writing and in classroom discussions

**Required Textbooks and Other Course Materials:**

- Samuel L. Baily, *Immigrants in the Lands of Promise: Italians in Buenos Aires and New York City, 1870-1914*. ISBN: 978-0801488825
- Brooke Lindy Blower, *Becoming Americans in Paris: Transatlantic Politics and Culture Between the World Wars*. ISBN: 978-0199927586
- Alfred W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492*. ISBN: 978-0275980924
- April Lee Hatfield, *Atlantic Virginia: Intercolonial Relations in the Seventeenth Century*. ISBN: 978-0812219975
- Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*. ISBN: 978-0807033173
- Mary Nolan, *The Transatlantic Century: Europe and America, 1890-2010*. ISBN: 978-0521692212

- Lara Putnam, *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age*. ISBN: 978-0807872857
- Daniel T. Rodgers, *Atlantic Crossings: Social Politics in a Progressive Age*. ISBN: 978-0674002012
- Edward Bartlett Rugemer, *The Problem of Emancipation: The Caribbean Roots of the American Civil War*. ISBN: 978-0807135594
- John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*, second edition. ISBN: 978-0521627245
- Penny M. Von Eschen, *Race against Empire: Black Americans and Anticolonialism, 1937-1957*. ISBN: 978-0801482922
- Jace Weaver, *The Red Atlantic: American Indigenes and the Making of the Modern World, 1000-1927*. ISBN: 978-1469614380
- Additional book articles and book chapters available through the [Library website](#)

### **Descriptions of major assignments and examinations:**

#### Short Response Papers

Of the twelve assigned books, students will choose nine for which they will write two-page response papers, to be handed in during class on the day for which the book is assigned. These papers should thoughtfully and critically analyze the goals, methodologies, and arguments of the readings, and relate them to previous course readings and discussions. Students will share summaries of their papers at the beginning of each class to help launch the discussion.

#### In-Class Book Presentation

Each student will sign up to present on one week's book and author. This requires researching the author's biography, previous and subsequent works, and reviews of their book (if available), and orally presenting the results in class. PowerPoint presentations, handouts, etc., are not required, but may be useful.

#### Final Historiographical Paper

At the end of the semester students will turn in a historiographical essay of at least ten pages. Using the readings from the course (and, if desired, additional outside readings), this paper will review the scholarship on a topic within the field of Transatlantic History. This should include a critical overview of existing works, the research methodologies and theoretical frameworks these employ, the conclusions and debates within the field, and a proposal for future directions for research.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I require regular and consistent participation in class discussions, for which attendance is crucial and will therefore be expected and noted.

#### **Grading:**

Attendance and Participation: 40%

9 Short Response Papers: 40%

In-Class Book Presentation: 5%

Final Historiographical Paper: 15%

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**Late Assignments:** Unless you have a documented excused absence (a medical or family emergency or a conflicting university commitment), assignments will be docked 10% for each day they are turned in past the due date.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student

Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

## Course Schedule

Tues. Aug. 26

Please come to class having read:

- William O'Reilly, "Geneologies of Atlantic History," *Atlantic Studies* 1, no. 1 (2004): 66-84 (available through the [Library website](#))
- Donna Gabaccia, "A Long Atlantic in a Wider World," *Atlantic Studies* 1, no. 1 (2004): 1-27 (available through the [Library website](#))
- Kenyon Zimmer, "Transatlantic History: Locating and Naming an Emergent Field of Study," *Traverse* 3 (2014): 77-86

Tues. Sept. 2

- Crosby, *The Columbian Exchange*

Tues. Sept. 9

- Hatfield, *Atlantic Virginia*
- Nicholas Canny, "Writing Atlantic History; or, Reconfiguring the History of Colonial British America," *Journal of American History* 86, no. 3 (December 1999): 1093-1114 (available through the [Library website](#))

Tues. Sept. 16

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

Tues. Sept. 23

- Weaver, *The Red Atlantic*

Tues. Sept. 30

- Linebaugh and Rediker, *The Many-Headed Hydra*

Tues. Oct. 7

- Rugemer, *The Problem of Emancipation*
- J. R. McNeill, "The End of the Old Atlantic World: America, Africa, Europe, 1770-1888," in *Atlantic American Societies, From Columbus Through Abolition, 1492-1888*, 245-268 (available through the [Library website](#))

Tues. Oct. 14

- Rodgers, *Atlantic Crossings*, chap. 1-6
- Davide Turcato, "Italian Anarchism as a Transnational Movement, 1885-1915," *International Review of Social History* 52 (2007): 407-444 (available through the [Library website](#))

Tues. Oct. 21

- Rodgers, *Atlantic Crossings*, chap. 7-11
- Tony Michels, "Exporting Yiddish Socialism: New York's Role in the Russian Jewish Workers' Movement," *Jewish Social Studies* 16, no. 1 (Fall 2009): 1-26 (available through the [Library website](#))

Tues. Oct. 28

- Baily, *Immigrants in the Lands of Promise*

Tues. Nov. 4

- Putnam, *Radical Moves*

- Lara Putnam, "To Study the Fragments/Whole: Microhistory and the Atlantic World," *Journal of Social History* 39 (2006): 615-630 (available through the [Library website](#))

Tues. Nov. 11

- Blower, *Becoming Americans in Paris*

Tues. Nov. 18

- Von Eschen, *Race against Empire*

Tues. Nov. 25

No class; work on final papers

Tues. Dec. 2

- Nolan, *The Transatlantic Century*