

HIST 5349 – Introduction to Transatlantic History
Fall 2016

Instructor: Kenyon Zimmer

Office Number: University Hall
332A

**History Department Telephone
Number:** 817-272-2861

Email Address: kzimmer@uta.edu

Faculty Profile:
<https://www.uta.edu/profiles/kenyon-zimmer>

Office Hours: Thursday, 12:00pm-
3:00pm



Time and Place of Class Meetings: Tuesday, 7:00pm-9:50pm, University Hall 321

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:

Samuel L. Baily, *Immigrants in the Lands of Promise: Italians in Buenos Aires and New York City, 1870-1914*

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

Federico Finchelstein, *Transatlantic Fascism: Ideology, Violence, and the Sacred in Argentina and Italy, 1919-1945*

Paul Gilroy, *The Black Atlantic: Modernity and Double-Consciousness*

April Lee Hatfield, *Atlantic Virginia: Intercolonial Relations in the Seventeenth Century*

Maya Jasanoff, *Liberty's Exiles: American Loyalists in the Revolutionary World*

Martin Klimke, *The Other Alliance: Student Protest in West Germany and the United States in the Global Sixties*

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

Mary Nolan, *The Transatlantic Century: Europe and America, 1890-2010*

Daniel T. Rodgers, *Atlantic Crossings: Social Politics in a Progressive Age*

Edward Bartlett Rugemer, *The Problem of Emancipation: The Caribbean Roots of the American Civil War*

James E. Sanders, *The Vanguard of the Atlantic World: Creating Modernity, Nation, and Democracy in Nineteenth-Century Latin America*

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

Andrew Zimmerman, *Alabama in Africa: Booker T. Washington, the German Empire, and the Globalization of the New South*

Descriptions of major assignments and examinations:

Short Response Papers

Of the fourteen 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 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 Author Presentation

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

Research Project Proposal

At the end of the semester students will turn in a project proposal of at least ten pages. This will identify a gap or problem within transatlantic history and propose a research project designed to address it. Drawing on both course readings and a reasonable number of relevant outside sources, students will identify a research question, summarize the pertinent historiographical debates, and identify the sources, research methodology, and theoretical framework to be used in answering the question. This proposal is intended to serve as a usable foundation for a future project in one of the History Department's research seminars, a thesis or dissertation, or a journal article.

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when

assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. **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: Your final grade for the course will be calculated according to the following rubric:

Attendance and Participation:	40%
9 Short Response Papers:	35%
In-Class Author Presentation:	5%
Research Project Proposal:	20%

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://wweb.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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which

prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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.

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>

Course Schedule

Section I: Foundations and Themes

August 30

Please come to class having already read, and prepared to discuss, the following:

1. William O'Reilly, "Genealogies of Atlantic History," *Atlantic Studies* 1, no. 1 (2004): 66-84 (available on the course [BlackBoard](#) page)
2. Jack P. Greene and Philip D. Morgan, "Introduction: The Present State of Atlantic History," in *Atlantic History: A Critical Appraisal* (Oxford: Oxford University Press, 2008), 3-33 (available on [GoogleBooks](#))
3. Donna Gabaccia, "A Long Atlantic in a Wider World," *Atlantic Studies* 1, no. 1 (2004): 1-27 (available on the course [BlackBoard](#) page)
4. Kenyon Zimmer, "Transatlantic History: Locating and Naming an Emergent Field of Study," *Traversea* 3 (2014): 77-86

September 6

1. Crosby, *The Columbian Exchange*

September 13

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

September 20

1. R. R. Palmer, *The Age of Democratic Revolutions: A Political History of Europe and America, 1760-1800* (Princeton University Press, 1959), chap. 1 (available on the course [BlackBoard](#) page)
2. Linebaugh and Rediker, *The Many-Headed Hydra*

September 27

1. Gilroy, *The Black Atlantic*
2. Jace Weaver, "The Red Atlantic: Transoceanic Cultural Exchanges," *American Indian Quarterly* 35, no. 3 (Summer 2011): 418-463 (available on the course [BlackBoard](#) page)

October 4

1. Rodgers, *Atlantic Crossings* (be warned: this is a very long book!)

Section II: Reinterpreting US History from an Atlantic Perspective

October 11

1. Hatfield, *Atlantic Virginia*
2. Eliga H. Gould, "Entangled Histories, Entangled Worlds: The English-Speaking Atlantic as a Spanish Periphery," *American Historical Review* 112, no. 3 (June 2007): 764-786 (available on the course [BlackBoard](#) page)

October 18

1. Jasanoff, *Liberty's Exiles*

October 25

Research Project Proposal Synopsis due

1. Sanders, *The Vanguard of the Atlantic World*

November 1

1. Rugemer, *The Problem of Emancipation*

November 8

1. Baily, *Immigrants in the Lands of Promise*

Section III: Twentieth-Century Transatlantic Histories**November 15**

1. Klimke, *The Other Alliance*

November 22

Optional First Draft of Research Project Proposal due

1. Nolan, *The Transatlantic Century*
2. Reed Ueda, "Pushing the Atlantic Envelope: Inter-Oceanic Perspectives on Atlantic History," in Jorge Canizares-Esguerra and Erik Seeman, eds., *The Atlantic in Global History, 1500-2000* (Pearson Prentice Hall, 2007), 163-75 (available on the course [BlackBoard](#) page)

November 29

1. Finchelstein, *Transatlantic Fascism*

December 6

1. Zimmerman, *Alabama in Africa*

December 13

No class; Research Project Proposal due in Dr. Z's History Department mailbox by 5:00pm