

**HIST 5349 – Introduction to Transatlantic History  
Spring 2018**

**Instructor:** Kenyon Zimmer

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332A

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**Faculty Profile:**

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



**Time and Place of Class Meetings:** Thursday, 7:00pm-9:50pm, University Hall 001

**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
4. design an original and relevant research project related to field of Transatlantic History

**Required Textbooks:**

- Alfred W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492*
- J. R. McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914*
- Bernard Bailyn, *The Ideological Origins of the American Revolution*
- Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*
- John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*, second edition

- James H. Sweet, *Domingos Álvares: African Healing, and the Intellectual History of the Atlantic World*
- Paul Gilroy, *The Black Atlantic: Modernity and Double-Consciousness*
- Jace Weaver, *The Red Atlantic: American Indigenes and the Making of the Modern World, 1000-1927*
- Daniel T. Rodgers, *Atlantic Crossings: Social Politics in a Progressive Age*
- Federico Finchelstein, *Transatlantic Fascism: Ideology, Violence, and the Sacred in Argentina and Italy, 1919-1945*
- Adam Ewing, *The Age of Garvey: How a Jamaican Activist Created a Mass Movement and Changed Global Black Politics*
- Piero Gleijeses, *Conflicting Missions: Havana, Washington, and Africa, 1959-1976*

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

#### **Short Response Papers**

Of the twelve assigned books, students will choose nine for which they will write a two-page response paper, to be handed in during class on the day for which the book is assigned. These papers should analyze the goals, methodologies, and arguments of the readings, and relate them to previous course readings and discussions as applicable. 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 (whose work influenced them, etc.) , previous and subsequent works (if applicable), and reviews of the assigned book (if available), and orally presenting the results in class accompanied by a PowerPoint or Prezi presentation.

#### **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 possible 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:

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

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/>).

**Disability Accommodations:** UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. 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).

Counseling and Psychological Services (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**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](http://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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto: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.

## Course Schedule

### What is Transatlantic History?

**January 18**

**Please come to class 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, <https://journals.tdl.org/traversea/index.php/traversea/article/view/21/21>

### Oceanic and Ecological History

**January 25**

1. Fernand Braudel, "Preface to the First Edition," in *The Mediterranean and the Mediterranean World in the Age of Philip II*, Volume 1 (1946/1972), 17-22 (available on [GoogleBooks](#))
2. Crosby, *The Columbian Exchange*

**February 1**

1. McNeill, *Mosquito Empires*

### The Age of Atlantic Revolutions

**February 8**

1. R. R. Palmer, *The Age of Democratic Revolutions: A Political History of Europe and America, 1760-1800* (1959), chap. 1 (available on the course [BlackBoard](#) page)
2. Bailyn, *Ideological Origins of the American Revolution*

**February 15**

1. Linebaugh and Rediker, *The Many-Headed Hydra*
2. Laurent Dubois, "Atlantic Freedoms," *Aeon* (2016), <https://aeon.co/essays/why-haiti-should-be-at-the-centre-of-the-age-of-revolution>

### The African Atlantic

**February 22**

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

**March 1**

1. Ira Berlin, "From Creole to African: Atlantic Creoles and the Origins of African-American Society in Mainland North America," *William and Mary Quarterly* 53, no. 2 (1996): 251-288 (available on the course [BlackBoard](#) page)
2. Sweet, *Domingos Álvares*

### Rethinking the Black and Red Atlantics

**March 8**

1. Gilroy, *Black Atlantic*



**March 15**

Spring break (no class)

**March 22**

Research Project Proposal Synopsis due

1. Weaver, *Red Atlantic*

Twentieth-Century European-American Connections

**March 29**

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

**April 5**

No Class (work on Research Project Proposals)

**April 12**

1. Finchelstein, *Transatlantic Fascism*

Eyes to the South

**April 19**

Optional First Draft of Research Project Proposal due

1. Ewing, *Age of Garvey*

**April 26**

1. Gleijeses, *Conflicting Missions*

Research Project Proposals

**May 3**

In-Class Proposal Presentations

**May 10**

Email final drafts of Research Project Proposals to Dr. Z by midnight

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Kenyon Zimmer*

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