

HIST5349: Introduction to Transatlantic History, Fall 2013

Tuesdays, 7:00-9:50pm; University Hall, Room 14



Important Information

- Instructor: John Garrigus
- Office number: University Hall 201b
- Office telephone number: 817-272-2869 [I prefer email]
- Email address: garrigus@uta.edu; please write "2302" in the subject line.
- Faculty Profile: <https://www.uta.edu/mentis/public/#profile/profile/view/id/1526>
- Web page: <http://wweb.uta.edu/faculty/garrigus>
- Office hours: Tuesday and Thursday 3 to 4:3pm. We can also make an appointment another time.

Description:

This course is designed to introduce students to the broad outlines of transatlantic history and historiography from roughly 1500 to 2010. Readings will include some of the classic texts associated with these fields, as well as current research and historiographical debates. This is not a pre-requisite for the Department's courses in transatlantic history, but it is designed to help graduate students make the bridge to these more specialized colloquia. At the same time, Introduction to Transatlantic History is a stand-alone class that will be interesting for anyone looking to deepen his or her knowledge of how the histories of Africa, Europe, North America, Latin America and the Caribbean intersect.

Learning Outcomes:

1. Students will be able to present and discuss key works in the field of transatlantic history. This will be assessed in class discussions and presentations.
2. Students will be able to describe the major theses, structure and sources of key works in the field of transatlantic history. This will be assessed in five précis and four book reviews.

3. Students will be able to describe transatlantic history, including the major historical events and historiographical perspectives associated with the field. This will be assessed in the final paper, and class participation.

Required Books:

1. Bailyn, Bernard. *Atlantic History: Concept and Contours*. Cambridge Mass.: Harvard University Press, 2005. [0674016882](#)
2. Blower, Brooke Lindy. *Becoming Americans in Paris: Transatlantic Politics and Culture Between the World Wars*. New York: Oxford University Press, 2011. [0199927588](#)
3. Crosby, Alfred W. *The Columbian Exchange; Biological and Cultural Consequences of 1492*. Westport, Conn: Greenwood Pub. Co, 1972. [0837158214](#)
4. Putnam, Lara. *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age*. Chapel Hill: University of North Carolina Press, 2013. [0807872857](#)
5. Scott, Rebecca J., and Jean M. Hébrard. *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*. Cambridge MA: Harvard University Press, 2012. [0674047745](#)
6. Sweet, James. *Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World*. Chapel Hill: University of North Carolina Press, 2011. [9780807834497](#)
7. Tyrrell, Ian R. *Transnational Nation: United States History in Global Perspective Since 1789*. New York: Palgrave Macmillan, 2007. [9781403993670](#)

Required Articles

- Duara, Prasenjit. "Transnationalism and the Challenge to National Histories." In *Rethinking American History in a Global Age*, edited by Thomas Bender. Berkeley: University of California Press, 2002.
- Gabaccia, Donna R. "Is Everywhere Nowhere? Nomads, Nations, and the Immigrant Paradigm of United States History." *The Journal of American History* 86, no. 3 (December 1999): 1115–34.
- Johnson, Paul Christopher. "On Leaving and Joining Africanness Through Religion: The 'Black Caribs' Across Multiple Diasporic Horizons." *Journal of Religion in Africa* 37, no. 2 (January 1, 2007): 174–211. doi:[10.2307/27594413](#).
- Klein, Herbert S. "The Atlantic Slave Trade to 1650." In *Tropical Babylons: Sugar and the Making of the Atlantic World, 1450-1680*, edited by Stuart B. Schwartz, 201–236. Chapel Hill: The University of North Carolina Press, 2004.
- Kroes, Rob. "American Empire and Cultural Imperialism: A View from the Receiving End." *Diplomatic History* 23, no. 3 (1999): 463–477.
- Livi-Bacci, Massimo. "The Depopulation of Hispanic America After the Conquest." *Population and Development Review* 32, no. 2 (June 2006): 199–232.

- Mann, Charles. "The Dawn of the Homogenocene," *Orion Magazine* May/June 2011. www.orionmagazine.org/index.php/articles/article/6250
- McKeown, Adam. "Global Migration, 1846-1940." *Journal of World History* 15, no. 2 (June 2004): 155-189.
- Moore, Rachel A. *Forty Miles from the Sea: Xalapa, the Public Sphere and the Atlantic World in Nineteenth-Century Mexico*. Tucson: University of Arizona Press, 2011. Introduction and Conclusion
- Morgan, Philip, and Jack P. Greene. "Introduction: The Current State of Atlantic History." In *Atlantic History: A Critical Appraisal*, edited by Jack Greene and Philip D. Morgan, 3-33. New York: Oxford University Press, 2009.
- Smallwood, Stephanie E. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. Harvard University Press, 2007. Chapter 2: "Turning African Captives into Atlantic Commodities"
- Trouillot, M. R. *Silencing the Past: Power and the Production of History*. Beacon Press, 1995. Chapter 1, "The Power In the Story".

Grading:

At the end of the semester, students who have accumulated 900 or more points will receive a "A"; 800 to 899 is a "B"; 700 to 799 is a "C"; etc.

Assignment	Points
Five précis	100
Three book reviews	400
Screencast presentation	100
Discussion	150
Final Exam	250
TOTAL	1000

Description of Major Assignments

Five one-page précis

- At the beginning of the semester we're going to be reading a series of articles and book chapters introducing key aspects of transatlantic history. From weeks 2 through 6 you'll be turning via Blackboard a 1-page précis of one of the readings. A précis is a brief summary and the characteristics I'm looking for are nicely described here: <http://www.cgu.edu/pages/905.asp>

Three five-page book reviews

- Starting in week 7, we'll move from the 1-page précis to a 5-page book review format. A book review should discuss the thesis of the book and the author's claims for its importance; its primary sources; the organization of the book and the theories used by the author. Professor Reinhardt has developed a useful guide to writing an historical book review, which I have

posted on Blackboard. Submit the final versions of these essays to me via Blackboard before midnight the day of the class.

Screencast presentation

- In this class you'll chose a book from my list of recommended readings. Rather than write another book review, you will make a presentation about the book in a screencast format. You may think of this as a narrated slide show that can be seen on the Internet.
- There are a number of free services that allow you to combine still or moving images with recorded audio. I recommend you use one of the following websites.
 - Browser-based screencasting (recommended)
 - Screencast-o-matic.com
 - Screencastle.com
 - Screenr.com
 - *The screencast should be no longer than 10 minutes.*

Discussion

- Classroom participation is a big part of this course! Simply attending class does not count in this area, though I do take attendance at every class meeting.

Final Exam (take home)

- For the final exam you will write a substantial essay about the material we have covered this semester. I will give you the question well in advance. You will turn it in via Blackboard.

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. Contact the Financial Aid Office for more information.

Attendance Policy:

- I take attendance at every class meeting. We count on your contributions to the discussion! If you have to miss a class, please contact me.

Academic Integrity:

All students enrolled in this course 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.

Instructors 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.

Americans With Disabilities Act:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

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 a 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.

Student Support Services:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Grade Grievance Policy:

See the university policy in the UTA catalog.

Weekly Schedule

2013-09-03 Tue **Week 1: Introductions**

2013-09-03 Tue **Week 2: Atlantic History, introduced**

- Read:
 - Bailyn, *Atlantic History*, (entire)
 - Morgan and Greene, "Introduction: The Present State"
- Write: 1-page [300-400 words] précis of Bailyn, 3-56 OR Bailyn, 59-111

- Choose: 1 outside book and email Professor Garrigus

2013-09-10 Tue Week 3: Transatlantic History, introduced

- Read:
 - Duara, "Transnationalism and the challenge to national histories"
 - Kroes, "American empire and cultural imperialism"
 - Trouillot, "The Power In the Story"
- Write: 1-page précis of either Duara or Kroes

2013-09-17 Tue Week 4: 1492 and All That

- Read:
 - Mann, "Dawn of the Homogenocene"
 - Crosby, *The Columbian Exchange*, 3-121
- Write: 1-page précis on Mann

2013-09-24 Tue Week 5: 1492, continued

- Read:
 - Crosby, *The Columbian Exchange*, 121 to 219
 - Livi-Bacci, "The Depopulation"
- Write: 1-page précis on Livi-Bacci

2013-10-01 Tue Week 6: The "Black Atlantic"

- Read:
 - Smallwood, "Turning African Captives into Atlantic Commodities"
 - Klein, "Slave Trade"
 - Sweet, *Domingos Álvarez*, 1-70
- Write: 1-page précis of Klein

2013-10-08 Tue Week 7: African Healing and the Intellectual History of the Atlantic World

- Read: Sweet, *Domingos Álvarez*, 71 to end
- Write: 5-page (ca. 2500 words) book review of Sweet

2013-10-15 Tue Week 8: Atlantic Revolutions, part 1

- Read:
 - Moore, *Forty Miles from the Sea: Xalapa*, Introduction and Conclusion
 - Scott and Hébrard, *Freedom Papers* 1-99

2013-10-22 Tue Week 9: Atlantic Revolutions, part 2

- Read : Scott and Hébrard, *Freedom Papers* 100-190

2013-10-29 Tue Week 10: Transnational Nation, part 1

- Read: Tyrrell, *Transnational Nation*, pp. 1-117

2013-11-05 Tue Week 11: Transnational Nation, part 2

- Read: Tyrrell, *Transnational Nation*, pp. 118-229
- Write: 5-page (ca. 2,500 words) book review of Tyrrell

2013-11-12 Tue Week 12: Global perspectives on the nation-state

- Read:
 - McKeown, Adam. "Global Migration, 1846-1940."
 - Gabaccia, Donna R. "Is Everywhere Nowhere? Nomads, Nations, and the Immigrant Paradigm of United States History."
 - Blower, *Becoming Americans in Paris* pp. 1-92

2013-11-19 Tue Week 13: Transatlantic Culture(s), part 1

- Read: Blower, *Becoming Americans in Paris* , pp. 93-266
- Write: 5-page (ca. 2,500 words) book review of Blower

2013-11-26 Tue Week 14: Transatlantic Culture(s), part 2

- Read: Putnam, *Radical Moves* 1-122

2013-12-03 Tue Week 15: Transatlantic Culture(s), part 3

- Read:
 - Putnam, *Radical Moves*, pp. 123-240
 - Johnson, "On Leaving and Joining Africanness Through Religion"

2013-12-10 Tue Final exam due via Blackboard

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. John Garrigus.

Author: John Garrigus <garrigus@uta.edu>

Date: 2013-08-26 22:08:37

HTML generated by org-mode 6.33x in emacs 23