After centuries of colonialism in the Americas, the late 18th and early 19th centuries saw a burst of independence movements. This course begins with the American and Haitian Revolutions and continues to the twentieth century in order to think about independence and decolonization in a comparative framework. What alternatives were there to colonialism? Diverse movements throughout the 19th and 20th centuries created independent republics, empires, federations, and overseas departments. Using both primary and secondary sources, students will learn why different entities emerged and we will explore connections between these movements.

COURSE REQUIREMENTS AND ASSESSMENT

The course is organized into a seminar format, consisting of weekly discussions and periodic written work. Students themselves are responsible for providing the vast majority of classroom content and discussion. To aid in the discussion, students will be asked to bring a complete pre-discussion form (available on blackboard) to help start the discussion. Students will have to submit the forms each class.

Class Participation: 40% - This includes discussion and the pre-discussion forms
Mid-term exam 30% - Essay format, students will be allowed to bring a one-page, handwritten “cheat sheet” to the exam. Each students’ cheat sheet has to be unique and written by the individual; students are allowed and encouraged to study in pairs or groups.

Final essay and short presentation 30% - Each student will write a 15-20 page essay on the independence or decolonization of a country that we did not cover in class. The essay will be based mainly on secondary sources but it must include an analysis of at least one primary source. Students will give a summary presentation to the class in the final two weeks of class.

COURSE POLICIES

Writing standards: As historians, your ability to write in clear and articulate prose is very important. In every written assignment I expect you to meet basic university writing standards, especially regarding spelling and grammar. Proofread and spell-check everything, as clarity and quality will affect your grade. All written coursework is to be typed in Microsoft Word (or its equivalent), in 12-pt Times New Roman font, with 1-inch margins. Citations should follow MLA footnoting format.

Plagiarism: Take special care not to plagiarize. Plagiarism – that is, when you quote or paraphrase somebody else’s words or ideas without crediting him or her – is the academic equivalent of lying, cheating, or stealing. Every word you write in this class must be your own, not copied from any other source, whether in print or online, unless clearly indicated. If in doubt, ask! See the UNCG Academic Integrity Policy at http://academicintegrity.uncg.edu. I reserve the right to fail any student who has plagiarized on an assignment.
CLASSROOM ETIQUETTE

In this course we will often discuss sensitive and emotionally charged topics, such as race, class, gender, and imperialism. We will also see and read about archaic and (frankly) offensive perspectives. As they are part of our history (whether we like it or not), we will not censor or ignore them, and students should be prepared to address them directly and in a mature, academic fashion.

In discussions, we will not always agree with one another, yet we welcome diverse interpretations, as a discussion where everyone agrees is a pep rally rather than a classroom, unlikely to be enlightening. We aim, therefore, to foster an atmosphere in which all feel free to express their ideas, and in which we can disagree and challenge one another openly without feeling threatened or disrespected. Thus, personal attacks and offensive language will not be tolerated, since they obstruct honest debate. A good rule to keep in mind: when challenging another’s arguments, try to do so in a way that assumes good faith on his or her part.

You may have drinks – but not food – in class.

COURSE SCHEDULE

August 21 Introduction
- Discussion about the American Declaration of Independence.
- PBS Documentary on the Haitian Revolution.

August 28 Haiti

September 4 Haiti (continued)

September 11 Brazil


**September 18 Latin America** (early 19th century)


**September 25 Latin America** (continued)


**October 2 Mexico**


-Christon I. Archer, “Death’s Patriots – Celebration, Denunciation, and Memories of Mexico’s Independence Heroes: Miguel Hidalgo, Jose Maria Morelos, and Agustin de Iturbide,” in *Death, Dismemberment, and Memory in Latin America*, edited by Lyman Johnson, pages 63-96.


**October 9**
MIDTERM EXAM

October 16
FALL BREAK

October 23 Cuba

October 30 British West Indies

November 6 French West Indies

November 13
Independent Research Day

November 20, 27
Class Presentations