

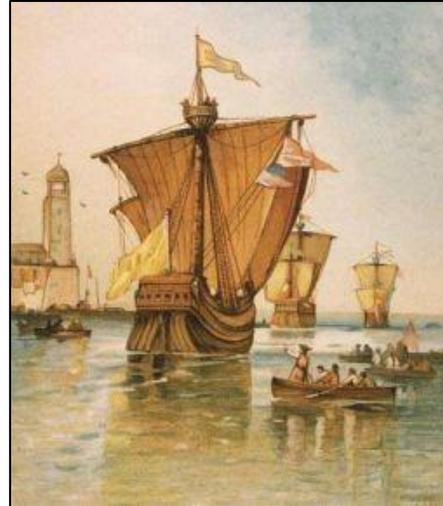
**NEPTUNE'S OCEAN: THE ATLANTIC WORLD**  
HIS 206-02, ONLINE, FALL 2018  
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

**Instructor:** Dr. Sarah E. McCartney

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**Office Hours:** online (by email and appointment if needed)

**Course Description:** The Atlantic Ocean dominates the geographic space between the Old and New Worlds, and bridges historical time between the medieval and modern worlds. This course examines the Atlantic World as a complex site of cultural encounters, trade, and conflict in global history from 1400-1800. Travelers described the Atlantic as "a vast and furious ocean," a passage for "the cruelest commerce," and a "tide in the affairs of men." Readings will introduce places as different as the Dawnlands, Elmina Castle, London, and the remote Azores. Students will learn about fascinating persons such as Matoaka, Olaudah Equiano, and John Paul Jones. Moreover, the course emphasizes an interdisciplinary understanding of the past in which history intersects with fields such as anthropology and biological sciences. Topics include cultural encounters, biological exchange, navigation, maritime trade, and European colonization across the Atlantic World.



**Required Course Materials:** All readings and course materials are available on Canvas or through links to other internet sites.

**Computer Requirements:** To complete this course, you will need a computer and reliable internet access. You will need to access Canvas, the Canvas Message Center, and your UNCG email regularly. All course components use Canvas, and it is your responsibility to understand how to navigate Canvas to ensure your success in this course.

## **GENERAL EDUCATION REQUIREMENTS**

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This course satisfies General Education Core (GEC) requirements established by the UNCG faculty for Historical Perspectives (GHP), Global Premodern (GPM), and Global Non-Western Perspectives Marker (GN) markers:

### **Historical Perspectives (GHP)**

Students use an historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing.

### **Global Premodern (GPM)**

Students demonstrate an understanding of diverse historical events, forces, and/or contexts in the ancient world.

### **Global (GL)**

In a course in any subject, students focus on the interconnections among regions of the world, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

### **General Education Historical Perspectives Student Learning Outcomes:**

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

## **COURSE LEARNING OBJECTIVES**

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Upon completing HIS 206, you will be able to:

- Analyze continuity and change and explain large-scale and long-term historical developments of regional, interregional, and global scope from roughly 1400 to 1800 C.E.. [Historical Comprehension]
- Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion across time periods and regions in order to define enduring issues as well as large-scale or long-term developments that go beyond regional and temporal boundaries.
- Assess the significance of key turning points in world history.
- Use Historical Thinking to contextualize and analyze *primary* and *secondary sources* representing different points of view. [Historical Thinking/Analysis]
  - *Goals for Primary Sources:*
    - Analyze historical sources by evaluating their authenticity and credibility, and their social, political, and economic context.
    - Reconstruct the literal meaning of a historical passage using Historical Thinking skills.
    - Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved—their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
    - Appreciate historical perspectives: (a) describing the past on its own terms through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness”—judging the past in terms of present-day norms and values.
  - *Goals for Secondary Sources:*
    - Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

- Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- Challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.
- Develop research skills by investigating and interpreting primary and secondary sources. [Historical Research]
- Use evidence-based reasoning to interpret the past coherently in formal and informal writing. [Historical Interpretation]
  - Support interpretations with historical evidence in order to construct closely reasoned arguments rather than opinions.

## COURSE POLICIES

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*\*Each Unit is available on Friday at 12am prior to the Unit's beginning date. There are assignments due within each Unit. I may adjust this schedule if needed.*

**Workload Expectations:** Online courses provide flexibility and a mobile classroom environment, but they also require you to plan ahead and manage your time even better than you would in a classroom course. There are readings and assignments that you'll need to complete each week, and you should be prepared to set aside 4+ hours a week to complete the requirements for HIS 206.

**Canvas:** This course utilizes the Canvas learning system provided and supported by UNCG. It is your responsibility to ensure that you are able to log-in to Canvas. There are numerous reasons why students may not be able to log-in to Canvas, such as using an unsupported internet browser, an unpaid tuition bill, or a failure to obtain state-required immunizations. I cannot assist you in resolving these issues. If you are having difficulty logging into Canvas, first contact 6-Tech Online at: <http://its.uncg.edu/services> . If you continue to have issues, contact the Registrar's Office.

**Modules:** Activities and Assignments are listed within their associated Unit within the "Modules" tab on Canvas. The Units are designed with the readings and assignments in order, so you should complete a given assignment before moving on to the next one.

- ❖ *There is a "next" button at the bottom of each component within the Modules, so you can click through a Module to complete the associated Unit.*

**Attendance Policy:** This is an online class, so there is not a traditional attendance policy. You will be assessed based on your engagement with the materials and completion of each aspect of the course.

**Assignment Policy:** All assignments will be completed in Canvas or uploaded to Canvas. It is your responsibility to contact me should any issues arise that would prevent you from completing course components on-time. Extra Credit is unlikely – do the assigned credit.

**Late Assignment Policy:** You should always be in communication with the instructor if you are unable to complete an assignment by its due date. *Assignments submitted after the due date without prior approval from the instructor will not be accepted.*

- ❖ I may offer extensions on a case-by-case basis after reviewing special circumstances (e.g. death in the family, personal health issues).

**Discussion Board:** We will utilize the Canvas Discussion Board to facilitate class interaction and discussion. There will be detailed instructions for each Discussion Board on Canvas.

- ❖ **Frequently Asked Questions:** There is a thread dedicated to Frequently Asked Questions on the Canvas Discussion Board. Should I receive questions that are applicable to the entire class, I will post them there.
- ❖ **Class Café:** The Canvas Discussion Board is available for you for informal class discussion outside of class-time. There is a thread solely dedicated to student interaction, so that you may chat with your classmates, ask each other questions, etc. I will have access to this Discussion Board; however, it is your space to communicate with each other.

**Electronic Communication:** I will utilize the Canvas message center and *UNCG iSpartan* email address, for ALL class emails, so be sure to check both regularly. I will reply to all emails, and I try to respond promptly, so if you do not hear from me within 24 hours, email me again. Please be aware that an email response will not be instantaneous and plan accordingly, but do not hesitate to contact me with any questions.

- All emails should include “HIS 206” in the subject line.
  - Emails should be professional and courteous. You should begin with a salutation and conclude with your name.
  - Emails sent after 7pm may not receive a reply until the following morning (plan ahead for issues that may come up with the 11:59pm assignment submissions).
- ❖ **3-Before-Me:** Before you email me to ask a question, you should check in at least three appropriate places to find the answer. For example, you might check the Syllabus, the Course Announcements on Canvas, or the specific Unit on Canvas. You could also email a classmate, check the Class Café or Frequently Asked Questions Discussion Boards, or post in the Class Café. When you email me, please include a list of the 3 places you checked for the information.

**Accessibility:** UNCG seeks to promote access to educational opportunities for all students and comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) on the 2<sup>nd</sup> floor of the Elliott University Center. You can contact OARS at (336) 334-5440 or through their website <https://oars.uncg.edu/>.

**Academic Integrity:** You should adhere to the highest standards of academic integrity. It is your responsibility to avoid even the appearance of dishonesty regarding your work.

- ❖ All assignments must be your own work and all sources must be properly cited or it will be considered plagiarism. Any instance of plagiarism will receive a 0 for the

assignment and may be referred to the Office of Student Conduct for appropriate action.

- ❖ UNCG defines plagiarism as “intentionally or knowingly representing the words of another, as one’s own in any academic exercise” and the university’s Academic Integrity policy is available online: <http://sa.uncg.edu/handbook/academic-integrity-policy/>.

## COURSE COMPONENTS, EVALUATION, & ASSESSMENT

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**Syllabus Quiz:** There is a quiz on the contents of the syllabus that ***you must complete on Canvas by 11:59pm on Sunday, August 19.*** The quiz is “open syllabus” and asks questions about the syllabus content to ensure that you understand the course components and class policies.

**Unit Quizzes:** There are quizzes related to each Unit’s assigned readings, websites, and videos. These quizzes are multiple choice and they are “open book” and “open note.”

**History Labs:** History Labs consist of Historical Thinking and Information Literacy Activities. These activities provide the opportunity to practice the “tool kit” of skills historians use to analyze, evaluate, and interpret history.

- ❖ Historical Thinking addresses questions related to sourcing, contextualizing, close reading, and corroborating sources. You will specifically use these skills to analyze primary sources (documents, images, objects, and places contemporary to a specific time we are studying) and secondary sources (historical research and writing completed by historians).
- ❖ Information Literacy addresses skills associated with locating, evaluating, and synthesizing information and historical content. It is particularly related to analyzing websites, media, and other source materials.

**Writing Assignments:** You will complete several short writing assignments in response to a prompt posted in the associated Unit on Canvas. Assignments should be written using Microsoft Word or another note-taking software and uploaded to Canvas in the appropriate location in doc, docx, or pdf format.

**Final Assignment:** The Final Assignment asks you to look at the big picture of World History. Its format will be similar to the History Labs and Writing Assignments you complete throughout the semester. The Assignment should be written using Microsoft Word or another note-taking software and uploaded to Canvas in the appropriate location.

## GRADING BREAKDOWN

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<b>Syllabus Quiz/Introduction</b>	<b>5%</b>
<b>Unit Quizzes (6)</b>	<b>30%</b>
<b>Film Quizzes (2)</b>	<b>5%</b>
<b>History Labs (4)</b>	<b>40%</b>
<b>Writing Assignments (2)</b>	<b>10%</b>
<b>Final Assignment</b>	<b>10%</b>

Final Grade Scale			
<b>A+</b>	99-100	<b>C</b>	73-76
<b>A</b>	93-98	<b>C-</b>	70-72
<b>A-</b>	90-92	<b>D+</b>	67-69
<b>B+</b>	87-89	<b>D</b>	63-66
<b>B</b>	83-86	<b>D-</b>	60-62
<b>B-</b>	80-82	<b>F</b>	59 & lower
<b>C+</b>	77-79		

## GRADING BREAKDOWN BY UNIT

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### INTRODUCTION TO HIS 206

Syllabus Quiz	2.5%
Discussion Board ~ Introductions	2.5%

### UNIT 1 – WHAT IS WORLD HISTORY AND WHY STUDY IT?

Writing Assignment #1	5%
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### UNIT 2 – THE ATLANTIC WORLD: AN INTRODUCTION

Unit 2 Quiz	5%
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### UNIT 3 – EARLY EXPLORATION & THE COLUMBIAN EXCHANGE

Unit 3 Quiz	5%
History Lab #1	10%

### UNIT 4 – NEW WORLDS

Unit 4 Quiz	5%
Film/Quiz	2.5%
Writing Assignment #2	5%

### UNIT 5 – THE DEEP BLUE SEA

Unit 5 Quiz	5%
History Lab #2	10%

### UNIT 6 – THE CRUELEST COMMERCE

Unit 6 Quiz	5%
Film/Quiz	2.5%
History Lab #3	10%

### UNIT 7 – ATLANTIC REVOLUTIONS

Unit 7 Quiz	5%
History Lab #4	10%

### CONCLUSION

Final Assignment	10%
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## COURSE SCHEDULE

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*\*Each Unit is available on the Friday prior to the Unit's beginning date at 12am. There are weekly assignments due within each Unit. This is designed to give you the greatest flexibility in completing the assignments. I may adjust this schedule if needed.*

### INTRODUCTION TO HIS 206- NEPTUNE'S WORLD (AUGUST 14 – 19)

**Readings:**

HIS 206-02, Fall 2018 - Syllabus

**Deadlines for Course Introduction:**

- ❖ Syllabus Quiz: Complete the Syllabus Quiz by *Sunday, August 19<sup>th</sup> at 11:59pm.*
- ❖ Discussion Board: Introduce yourself by *Sunday, August 19<sup>th</sup> at 11:59pm.*

**UNIT 1: WHAT IS WORLD HISTORY AND WHY STUDY IT? (AUGUST 20–26)****Readings:****What is history?**

Stearns, Peter, “Why Study History?”

Grossman, James, “History isn't a 'useless' major”

“Why Learn World History?”

**Why study history?**

The Value of a History Degree

Anbinder, Jacob – “How a Major in History Gives You an Intangible Edge”

Lewis Jonathan – “How My Degree in History Helps my Stem Career”

Glenn, David – “Thinking Like a Historian in Scrubs”

Takahara, Kamarin – “The Flexibility of a History Degree”

Snyder, Rachel – “History, Economics, and Food”

UNCG – “What can you do with a history degree?”

Careers for History Majors

**Deadlines for Unit 1:**

- ❖ Writing Assignment: Complete the Unit 1 readings and use them to respond to the Writing Assignment #1 prompt. Submit your assignment through Canvas by *Sunday, August 26<sup>th</sup> at 11:59pm.*

**UNIT 2: THE ATLANTIC WORLD: AN INTRODUCTION (AUGUST 27–SEPTEMBER 9)****Readings:**

Egerton, Ch.1 “Conceptualizing the Atlantic World”

Egerton, Ch.2, “The Roots of an Atlantic System”

Armitage, Three Concepts of Atlantic History

**Deadlines for Unit 2:**

- ❖ Unit Quiz: Complete the Unit 2 Readings then take the Unit 2 Quiz by *Sunday, September 9<sup>th</sup> at 11:59pm.*

**UNIT 3: EARLY EXPLORATION & THE COLUMBIAN EXCHANGE (SEPTEMBER 10–23)****Readings:**

Crosby, “An Ecohistory of the Canary Islands”

Law, “West Africa’s Discovery of the Atlantic”

Wilford, “Columbus and the Labyrinth of History”

**Videos:**

Crash Course – “The Columbian Exchange” –  
<https://www.youtube.com/watch?v=HOPA5oNpfM4&t=324s>

**History Lab #1:**

Alvise Da Cadamosto, “Account of Madeira”  
 Alvise Da Cadamosto, “The Inhabitants of the Canaries”

**Deadlines for Unit 3:**

- ❖ Unit Quiz: Complete the Unit 3 readings and watch the video, then take the Unit 3 Quiz by *Sunday, September 23<sup>rd</sup> at 11:59pm.*
- ❖ History Lab #1: Use “Historical Thinking Process” and the two Alvise Da Cadamosta sources to complete History Lab #1 on Canvas by *Sunday, September 23<sup>rd</sup> at 11:59pm.*

**UNIT 4: NEW WORLDS (SEPTEMBER 24 – OCTOBER 14)**

**Readings:**

Egerton, “European Rivalries and Atlantic Repercussions, 1500-1650”  
 Salisbury, “The Indians’ Old World”  
 Brown, “In Search of Pocahontas”

**Film/Quiz:**

“Pocahontas Revealed,” PBS Documentary (59 min)

**Deadlines for Unit 4:**

- ❖ Unit Quiz: Complete the Unit 4 Readings and watch the videos, then take the Unit 4 Quiz by *Sunday, October 14<sup>th</sup> at 11:59pm.*
- ❖ Film: Watch the “Pocahontas Revealed” documentary and complete the quiz by *Sunday, October 14<sup>th</sup> at 11:59pm.*
- ❖ Writing Assignment #2: Use the Unit 4 readings to respond to the prompt for Writing Assignment #2. Submit your assignment through Canvas by *Sunday, October 14<sup>th</sup> at 11:59pm.*

**UNIT 5: THE DEEP BLUE SEA (OCTOBER 15–28)**

**Readings:**

Ward, “‘Tavern of the Seas’? The Cape of Good Hope as an Oceanic Crossroads during the Seventeenth and Eighteenth Centuries”  
 Rodger, “The Wooden World”  
 Rediker, “The Seaman as Pirate”

**History Lab #2:**

“Testimony of Don Francisco de Zarate”  
 “John Hawkins Alliance to Raid for Slaves”  
 “James Lind: On the Scurvy”

### **Deadlines for Unit 5:**

- ❖ Unit Quiz: Complete the Unit 5 readings and watch the videos, then take the Unit 5 Quiz by *Sunday, October 28<sup>th</sup> at 11:59pm.*
- ❖ History Lab #2: Use “Historical Thinking Process” and the Unit 5 readings to complete and submit History Lab #2 on Canvas by *Sunday, October 28<sup>th</sup> at 11:59pm.*

## **UNIT 6: THE CRUELEST COMMERCE (OCTOBER 29–NOVEMBER 18)**

### **Readings:**

Captives as Commodities – Introduction  
 Captives as Commodities – Ch. 1 Why Did Europeans Buy African Slaves?  
 Captives as Commodities – Ch. 2, Why Did Africans Sell Slaves?

### **Film/Quiz:**

“1619 Virginia: The First African Slaves Arrive” (40 min.)

### **History Lab #3:**

Ligon, “A True and Exact History of the Island of Barbados” (1657)  
 Olaudah Equiano, “The Middle Passage”  
 Quobna Ottobah Cugoano, “The Capture” (1787)  
 The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record  
<http://slaveryimages.org/>

### **Deadlines for Unit 6:**

- ❖ Unit Quiz: Complete the Unit 5 readings and watch the videos, then take the Unit 5 Quiz by *Sunday, November 18<sup>th</sup> at 11:59pm.*
- ❖ Film: Watch the “1619 Virginia” documentary and complete the quiz by *Sunday, November 18<sup>th</sup> at 11:59pm.*
- ❖ History Lab #3: Use “Historical Thinking Process” and the Unit 6 readings and website to complete History Lab #3 and submit it on Canvas by *Sunday, November 18<sup>th</sup> at 11:59pm.*

## **UNIT 7: ATLANTIC REVOLUTIONS (NOVEMBER 19–28)**

### **Readings:**

Blackburn, “Haiti, Slavery, and the Age of the Democratic Revolution”  
 Gilje, “Loyalty and Liberty: The Ambiguous Patriotism of Jack Tar”

### **History Lab #4:**

Documents of Revolution

**Deadlines for Unit 7:**

- ❖ Unit Quiz: Complete the Unit 5 readings and watch the videos, then take the Unit 5 Quiz by *Sunday, November 28<sup>th</sup> at 11:59pm.*
- ❖ History Lab #4: Use “Historical Thinking Process” and the Unit 7 readings to complete History Lab #4 and submit it on Canvas by *Sunday, November 28<sup>th</sup> at 11:59pm.*

**CONCLUSION (NOVEMBER 28–DECEMBER 1)****Deadlines for Conclusion:**

- ❖ Final Assignment: Final Assignment must be submitted to Canvas on *Saturday, December 1<sup>st</sup> at 11:59pm.*

