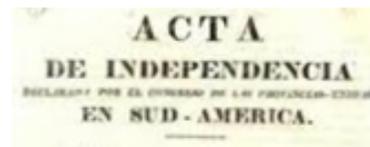
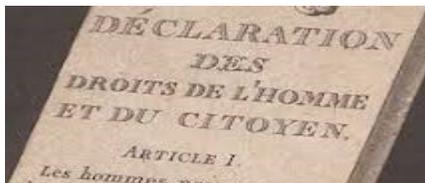


## HIS 514: Freedom and Equality in the Age of Atlantic Revolutions (fall 2018)

Mondays 3:30-6:20 pm (MHRA 1211)

Dr. Linda Rupert ([lmrupert@uncg.edu](mailto:lmrupert@uncg.edu))

**Office hours:** Mondays 2:00-3:00; Wednesdays 10:00-12:00 and by appointment (MHRA 2105)



For over fifty years beginning in the 1770s revolutionary fervor swept around parts of Europe and the Americas. Half of Britain's American colonies declared independence and formed a new nation. The French stormed the Bastille, executed the King, and proclaimed the Declaration of the Rights of Man. Free people of color and slaves rebelled in Haiti and created the world's first free black republic. Waves of independence movements broke up Spain's American empire, ultimately creating a dozen different countries. People debated liberty, wrote impassioned pamphlets, and took up arms. Thousands died. Who rose up? Who didn't? Who was successful? Who wasn't? In this course we will examine how freedom and equality played out in rhetoric and in practice during what historians call the Age of Atlantic Revolutions.

This course is divided into two parts. In Unit One we will survey the major revolutions, focusing on the basic narrative of each one, salient primary documents, and different historiographic interpretations. Unit Two will be devoted to themes related to individual research projects, with common readings that delve more deeply into issues of freedom and equality in rhetoric and reality. Several scaffolded assignments will culminate in a short final paper. Throughout, we will also consider the strengths and limitations of the historiographic concept of an Age of Atlantic Revolutions.

**Note:** *By default, this course meets the wider world field requirement for undergraduate history majors. Students who would like to receive credit for US or European history instead should speak with me after the first class. The change will be processed at the end of the semester, after submission of a final paper that meets the requirements for the relevant field.*

### REQUIRED READINGS

The following books are available at the UNCG bookstore and from online sellers:

\*Armitage, David, and Sanjay Subrahmanyam, eds. *The Age of Revolutions in Global Context, c. 1760-1840*. Palgrave MacMillan, 2010.

Klooster, Wim. *Revolutions in the Atlantic World: A Comparative History*. New edition. NYU Press, 2018.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Bedford/St. Martin's. Various editions.

\*Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. The University of Chicago Press. Various editions.

\*Required for graduate students; optional for undergraduates.

As a backup these books are also on reserve at the circulation desk of Jackson Library, but you should have your own copy.

We will also read a variety of book chapters, primary documents (all of which will be posted as PDFs in the Files section of the course Canvas site), and journal articles (which are available electronically via the Jackson Library Website). **Always bring a copy of the week's readings to class and be prepared to cite specific page numbers and passages in our discussion.**

**UNIT 1 SCHEDULE OF CLASSES AND READINGS (subject to modification)**

There will also be primary documents.

***Monday, August 20: Course Introduction: Revolutions in Atlantic Perspective***

*Readings:* Klooster, "Introduction: Empires at War" [two PDFs]; Age of Revolutions documents packet  
*Additional grad readings:* Armitage and Subrahmanyam (A&S), "Introduction," and Bayly, "The Age of Revolutions in Global Context: An Afterward" [together in one PDF]

***Monday, August 27: Overview: The Age of Atlantic Revolutions***

*Readings:* Rodriguez O., "The Emancipation of America," *The American Historical Review* 105:1 (February 2000): 131-152; Adelman, "An Age of Imperial Revolutions," *The American Historical Review* 113:2 (April 2008): 319-34  
*Additional grad readings:* Thornton, "The Revolutionary Moment in the Atlantic" [PDF]; Perl-Rosenthal, "Atlantic Cultures and the Age of Revolution," *William and Mary Quarterly* 74:4 (October 2017): 667-696

***Monday, September 3: No class; Labor Day***

***Paper 1 due by Friday, September 7: Compare and analyze a selection of the primary documents with reference to the readings and exploring the concept of an Age of Revolutions***

***Monday, September 10: The First Atlantic Revolution: From British Colonies to the United States***

*Readings:* Benjamin, "Liberty," pp. 517-538 [PDF]; Klooster, Chapter 2  
*Additional grad readings:* Nash, "Sparks from the Altar of '76," in A&S; Greene, "The American Revolution," *The American Historical Review* 105:1 (February 2000): 93-102; Jasanoff, "Revolutionary Exiles: The American Loyalist and French Émigré Diasporas," in A&S

***Monday, September 17: Unrest in Europe: The French Revolution***

*Readings:* Benjamin, "Liberty," pp. 542-565 [PDF]; Klooster, Chapter 3; Dunn, "Sister Revolutions" [PDF]  
*Additional grad readings:* Wallerstein, "Struggle in the Core: 1763-1815" [PDF]; Hunt, "The French Revolution in Global Context," in A&S

***Monday, September 24: The World's First Black Republic: From Saint Domingue to Haiti***

*Readings:* Benjamin, "Equality," pp. 567-589 [PDF]; Klooster, Chapter 4; primary documents  
*Additional grad readings:* Knight, "The Haitian Revolution," *The American Historical Review* 105:1 (February 2000): 103-115; Geggus, "The Caribbean in the Age of Revolution," in A&S

***Monday, October 1: Fractured Unity: Revolutions and Independence in Spanish America***

*Readings:* Benjamin, "Equality," pp. 589-613 [PDF]; Klooster, Chapter 5  
*Additional grad readings:* Adelman, "Iberian Passages: Continuity and Change in the South Atlantic," in A&S; Pedreira, "From Growth to Collapse: Portugal, Brazil, and the Breakdown of the Old Colonial System," *Hispanic American Historical Review* 80:4 (2000): 839-64

***Paper 2 due by Friday, October 5: Compare two revolutions in Atlantic perspective, with particular attention to issues of freedom and equality.***

***Monday, October 8: No class; fall break***

**\*\*\* Description of possible paper topic(s) due by Thursday, October 11 \*\*\***

## STUDENT LEARNING OUTCOMES

Assignments in this course address all four of the History Department's goals for undergraduate learning. At the conclusion of this course *all students* should be able to:

- Identify major moments and trends in the development of the various revolutions, situating the actions of individuals and groups in the context of larger structures and wider processes [Historical Comprehension]
- Use historical thinking to contextualize and critically analyze a variety of primary and secondary sources related to the revolutions, singly and collectively [Historical Analysis]
- Write an original research paper interrogating and interpreting appropriate primary and secondary sources about a specific topic related to the Age of Atlantic Revolutions [Historical Research]
- Use evidence-based reasoning to interpret primary and secondary sources, using effective oral and written arguments [Historical Interpretation]

At the conclusion of this course *graduate students* also should be able to:

- Identify, analyze, and compare major historiographic trends in the study of Atlantic revolutions
- Critically appraise the historiographic concept of an Age of Atlantic Revolutions

## ASSIGNMENTS AND GRADING

**Two short papers:** **30% total (due by September 7 and October 5)**

*(5-7 pages for undergraduates; 7-10 pages for graduate students)*

**Scaffolded assignments for final paper:** **20% total (specifics and dates to be announced)**

**Final paper:** **30% (due by Friday, November 30)**

*(10-12 pages for undergraduates; 12-15 pages for graduate students)*

**Class participation and presentations:** **20% total**

*You will receive more information about these assignments early in the course.*

### **Additional requirements for graduate students**

- Additional weekly readings and presentations: You should read these after completing the common readings, focusing on the different interpretations and perspectives they bring to the week's topic. Come to class prepared to share your insights and analysis in a way that is comprehensible to the undergraduate students who have not done these additional readings.
- Presentations: Each week one or two students will briefly present the graduate readings to the entire class, making links to the common readings.
- Outside book: During Unit 2 each graduate student will present one additional book to the class, related to their research paper.
- Writing assignments will be longer and more analytic.

### **Grading scale**

**A:** Rigorously fulfills all assignment criteria while demonstrating a high level of creativity, original analysis, and tight writing.

**B:** Competently meets all assignment criteria and engages with relevant material.

*(Lowest passing grade for PhD students)*

**C:** Mostly meets assignment criteria, but with some lapses; lacks creativity, originality, and/or clarity.

*(Lowest passing grade for MA students)*

**D:** Barely acceptable due to several deficiencies in form, content, etc.; missing some assignment criteria.

*(Lowest passing grade for undergraduate students)*

**F:** Inadequate, due to incomplete, missing, and/or plagiarized material.

For more information, see the handout, "Dr. Rupert's Grading Standards."

## COURSE POLICIES

**Attendance and Attentiveness:** This research seminar requires attendance; rigorous preparation; active engagement with the material; and pointed but courteous responses to your fellow students' ideas and analysis. Come prepared to ask questions; to raise several discussion points; and to engage with your fellow students' ideas. Cultivate the art of being a thoughtful listener as well as an articulate speaker. Attendance at all classes is required except in case of illness or emergency. Missing more than one class, or repeatedly coming unprepared, will seriously jeopardize your grade.

**Academic Integrity:** Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find a copy of the full policy at: <http://academicintegrity.uncg.edu/complete/>. Plagiarism is a serious academic offense which can result in failing the class or expulsion from the university. Know the rules. Don't be afraid to ask.

**Communications:** We will communicate in this course via the Canvas site and our UNCG e-mail accounts. Check both regularly and be sure to set your Notification Preferences in Canvas Settings to ASAP. The best way to contact the professor is via e-mail. You should expect to hear back within 24 hours, unless: 1) it is the weekend; 2) you receive an automatic "out of office" reply. It is your responsibility to make sure that the communication is successful. Feel free to come by during office hours to discuss any concerns you have.

**Class Etiquette:** A classroom is a communal space where we all interact courteously. Arriving late, leaving during class, surfing the Internet, texting, and sleeping (or appearing to sleep) all interfere with learning and distract others. Please do not bring food unless you have enough to share with the entire class. You are welcome to bring a drink. Cell phones should be on "silent" mode and put away. Inform the professor before class if you must take an emergency call or leave early, and sit near the door so you can exit without disturbing the class.

## IMPORTANT UNCG RESOURCES

**History Department** ([his.uncg.edu/](http://his.uncg.edu/) AND [www.facebook.com/UNCGDepartmentofHistory/](http://www.facebook.com/UNCGDepartmentofHistory/))

**Dean of Students** ([sa.uncg.edu/dean/support/](http://sa.uncg.edu/dean/support/)): If you experience a family emergency, extended illness, trauma, etc. that affects your studies the Office of Dean of Students will help you get back on track.

**Office of Student Rights and Responsibilities** (<https://osrr.uncg.edu/academic-integrity/>): Are you confused about what plagiarism is and how to avoid it? This website has everything you need to know!

**Office of Accessibility Resources and Services** ([ods.uncg.edu/](http://ods.uncg.edu/)): The first stop for students who have disabilities that require accommodation. Bring the necessary paperwork to class to set up the necessary accommodations.

**Information Technology Services** ([its.uncg.edu/](http://its.uncg.edu/)): Your source for all tech problems.

**University Writing Center** ([writingcenter.uncg.edu/](http://writingcenter.uncg.edu/)): Provides support for paper structure, argument, grammar, style, etc. for all types of writing assignments.

**University Speaking Center** ([speakingcenter.uncg.edu](http://speakingcenter.uncg.edu/)): Besides providing help for in-class presentations, the Speaking Center has useful resources and tips for students who are shy about speaking up in class.