

## HIS 710: Atlantic World Colloquium (fall 2018)

Wednesdays 3:30-6:20 pm (MHRA 3209)

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)



### SYNOPSIS

This course introduces students to a variety of approaches and themes that comprise one of the most dynamic fields in our discipline. The Atlantic World provides a useful conceptual and methodological framework in which to analyze the development of European overseas empires; the creation of colonial societies; and the flow of people, commodities, and ideas between the Americas, Europe, and Africa in the early modern period (roughly 1400-1800). We will read a selection of representative works; identify different perspectives and approaches; and trace the development of the historiography. We will also consider the challenges involved in comparative, cross-cultural historical research; the strengths and limits of an Atlantic perspective; and its relationship to regional and world history approaches.

### REQUIRED BOOKS

- Benjamin, Thomas. *The Atlantic World: Europeans, Africans, Indians, and Their Shared History, 1400-1900*. Cambridge UP, 2009.
- Bailyn, Bernard. *Atlantic History: Concept and Contours*. Harvard UP, 2005.
- Block, Kristen. *Ordinary Lives in the Early Caribbean: Religion, Colonial Competition, and the Politics of Profit*. University of Georgia Press Early American Places Series, 2012.
- Carney, Judith. *Black Rice: The African Origins of Rice Cultivation in the Americas*. Harvard UP, 2001.
- Crosby, Alfred. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. 30<sup>th</sup> anniversary edition. Praeger, 2003 (1972).
- Elliott, J. H. *The Old World and the New, 1492-1650*. Canto, 1992.
- Hancock, David. *Oceans of Wine: Madeira and the Organization of the Atlantic Market*. Yale UP, 2009.
- Linebaugh, Peter, and Marcus Rediker. *The Many-Headed Hydra: Sailors, Slaves, Commoners and the Hidden History of the Revolutionary Atlantic*. Beacon Press, 2000.
- Romney, Susanah Shaw. *New Netherland Connections: Intimate Networks and Atlantic Ties in Seventeenth-Century America*. Omohundro Institute and UNC Press, 2014.
- Sensbach, Jon. *Rebecca's Revival: Creating Black Christianity in the Atlantic World*. Harvard UP, 2006.
- Sweet, James. *Recreating Africa. Culture, Kinship and Religion in the Afro-Portuguese World, 1441-1770*. University of North Carolina Press, 2003.
- Thornton, John. *Africa and Africans in the Making of the Atlantic World*. Second Edition. Cambridge UP, 1998.
- Make sure you have the correct editions.

All books are available from online sellers; several are also accessible as eBooks from Jackson Library. You can purchase Benjamin and Bailyn at the UNCG bookstore. As a backup, most books will also be on reserve at the circulation desk of Jackson Library; however, you should have your own copy. We will also read a variety of book chapters (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.**

**REQUIREMENTS**

Graduate work requires active, enthusiastic participation at all levels; deep understanding of the material; engagement with classmates; and careful, timely completion of assignments. You should make the most of every opportunity to develop your analytic abilities and to push beyond the limits of your current knowledge.

All written work should follow rigorous standards of grammar, punctuation, spelling, and style. Clear writing showcases clear thinking. Carefully edit and proofread everything you write. Graduate students should own, and consult often, the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press).

Papers should be written in standard format (Times New Roman 12" type or similar, double spaced, with one-inch margins), with a relevant title, a clear argument, and a brief introduction and conclusion that frame your main point. Always number your pages. Upload your paper to Canvas and leave an identical hard copy in my mailbox.

**Written Assignments (70% of final grade)**

*Unit papers (40% total):* At the end of each unit students will write a five- to seven-page paper comparing the readings and critically appraising similarities and differences in their approaches.

*Outside book review (10%):* Each student will read one additional book and write a two-to-three-page review for the class. Present a clear, succinct overview of the work's major argument and how the author develops it; the kind of evidence used; and the major historiographic focus. Remember that your fellow classmates have not read the book, so you must be as clear as possible, and more descriptive than you would be in other types of writing assignments. Bring enough hard copies of the review to distribute in class, and a copy of the book to pass around. You will also give a brief presentation to the class. (See below.)

*Annotated bibliography and essay (20%):* By the end of Unit One each student will identify a sub-theme in Atlantic World history that reflects their specific research and/or teaching interests; by the end of Unit Two everyone should have compiled a list of a suitable corpus and range of relevant literature, including journal articles, book chapters, and monographs. The final paper will include an annotated bibliography of these works, accompanied by an eight- to ten-page essay comparing their approaches and tracing developments in the historiography of the subfield. Everyone should meet with me during each unit to discuss your topic and the developing list of material you will review.

**Oral (30% of final grade)**

*Presentation of common books:* Each week that we read a monograph, one student will give a brief presentation situating the work and its author in context, providing relevant background information about the historian and the work. Give us an intellectual biography of the historian and their professional trajectory, including training, major career moments, and publications. Summarize a representative range of journal reviews that indicate how the book has been received, including any major critiques that have been raised.

*Presentation of outside book:* Briefly present a condensed version of your written review orally to the class, and briefly describe how the work fits with the week's monograph and other readings we have done. What is the most appropriate readership for the book? Bring a copy of the book to pass around in class. Briefly note how the work has been reviewed, and in what (range of) journals.

*Class participation:* Active engagement with the material and pointed but courteous responses to your fellow students' ideas are expected. Come prepared to ask questions, to raise several key points, and to engage thoughtfully 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 being unprepared, will seriously jeopardize your grade in this course.

**COURSE GOALS AND OBJECTIVES:**

By the end of the course students should have developed significant skill in:

- identifying a variety of interpretive approaches to Atlantic World history
- analyzing and comparing historical monographs for their conceptual framework, methodological approach, and use of sources
- tracing developments in the historiography of the Atlantic World
- strengthening analytic abilities, both written and oral

**SCHEDULE OF READINGS****Unit 1: Creating the Atlantic World**

**Week 1 (August 15):** John Thornton, "The Formation of the Atlantic World, 1250-1600 (PDF); Wim Klooster, "The Rise and Transformation of the Atlantic World" (PDF).

**Week 2 (August 22):** Benjamin, *The Atlantic World*, Part 1; Karras, "The Atlantic World as a Unit of Study" (PDF); Alison Games, "Atlantic History: Definitions, Challenges, and Opportunities," *American Historical Review* 111:3 (June 2006): 741-57.

**Week 3 (August 29):** Elliott, *The Old World and the New*; Bailyn, *Atlantic History: Concept and Contours*

**Week 4 (September 5):** Crosby, *The Columbian Exchange*

**Week 5 (September 12):** Thornton, *Africa & Africans in the Making of the Atlantic World*

**\*\*\* Meetings with Dr. Rupert to discuss final paper topics in Weeks 4 & 5 \*\*\***

**\*\*\* Paper 1 due by Friday, September 14 \*\*\***

**Unit 2: Consolidating the Atlantic World**

**Week 6 (September 19):** Benjamin, *The Atlantic World*, Part 2; Armitage, "Three Concepts of Atlantic History" (PDF); Lara Putnam, "To Study the Fragments/Whole: Microhistory and the Atlantic World," *Journal of Social History* 39:3 (Spring 2006): 615-630.

**Week 7 (September 26):** Block, *Ordinary Lives*

**Week 8 (October 3):** Romney, *New Netherland Connections*

**Week 9 (October 10):** Sweet, *Recreating Africa*

**\*\*\* Meetings with Dr. Rupert to discuss bibliographies in Weeks 8 & 9 \*\*\***

**\*\*\* Paper 2 due by Friday, October 12 \*\*\***

**Unit 3:**

**Week 10 (October 17):** Benjamin, *The Atlantic World*, Part 3; Donald Meinig, "A Geographical Transect of the Atlantic World c. 1750" (PDF); James Sidbury and Jorge Cañizares-Esguerra, "Mapping Ethnogenesis in the Early Modern Atlantic," *The William and Mary Quarterly* 68:2 (April 2011): 181-208.

**Week 11 (October 24):** Hancock, *Oceans of Wine*

**Week 12 (October 31):** Sensbach, *Rebecca's Revival*

**Week 13 (November 7):** Carney, *Black Rice*

**Week 14 (November 14):** Linebaugh and Rediker, *The Many-Headed Hydra*

**\*\*\* Meetings with Dr. Rupert to discuss final projects in Weeks 13 & 14 \*\*\***

**\*\*\* Paper 3 due by Friday November 16 \*\*\***

**\*\*\* No class on Wednesday, November 21 (Thanksgiving break) \*\*\***

**Week 15 (November 28):** Peter Coclanis, "Atlantic World or Atlantic/World," *The William and Mary Quarterly* Third Series 63:4 (October 2006): 725-742; Paul W. Mapp, "Atlantic History from Imperial, Continental, and Pacific Perspectives," *The William and Mary Quarterly*, Third Series, 63:4 (October 2006): 713-724; Douglas R. Egerton, "Rethinking Atlantic Historiography in a Postcolonial Era: The Civil War in a Global Perspective," *Journal of the Civil War Era* 1:1.

**\*\*\* Annotated bibliography and essay due by Friday, November 30 \*\*\***