

HIS-710 COLLOQUIUM IN THE ATLANTIC WORLD  
Dr. Colleen Kriger  
Spring Semester 2005  
Thursday evenings, 7 - 9:50 PM, McIver 322

Office Hours – T/Th 11:00 - 12 noon and by appointment

224B McIver, 334-4068

Course objectives: This course is designed to be an introduction to the history of the Atlantic trading system, the historiography of Atlantic World Studies, and comparative or cross-cultural approaches to historical research. As a relatively new way of conceptualizing and framing historical questions – on a much larger geographical and temporal scale than more familiar units of analysis such as a nation state or an ethnic/language group – the ‘Atlantic World’ serves also as an entry point into and example of thinking and teaching about global history.

Student Learning Outcomes –

On completion of this course, the student should be able to:

- Explain the chronological development of intercontinental trade between Europe, Africa, and the New World;
- Analyze major debates in the historiography of the Atlantic World;
- Formulate historical questions and design research proposals that employ cross-cultural or transnational analytical approaches.

Required texts: Wim Klooster and Alfred Padula (eds.), *The Atlantic World: Essays on Slavery, Migration, and Imagination* (Pearson/Prentice Hall, 2005).

Michael Adas (ed.), *Islamic and European Expansion: The Forging of a Global Order* (Temple University Press, 1993).

And course readings listed in the syllabus.

Meetings will include a combination of lecture, group work, seminar discussion, and in-class presentations. Students will be graded on class participation in discussions and various short assignments (20 % of grade); presentations to the class on course readings (30 % of grade); and the development of a research project in comparative / Atlantic World history (50 % of grade). The project will include the historical problem or questions to be addressed, discussion of the relevant literature, a preliminary annotated bibliography, and rationales for locating and analyzing primary sources. This formal assignment will constitute a major portion of the grade (50 % total = historiographical essay/analysis, 20 % + final project proposal, including revised historiographical analysis, annotated bibliography, and research plan/strategies, 30 %).