

HIS-710 COLLOQUIUM IN THE ATLANTIC WORLD  
Dr. Colleen Kriger  
Spring Semester 2006  
Thursday evenings, 6:30 - 9:20 PM, McIver 225

Office Hours B 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: Michael Adas (ed.), *Islamic and European Expansion: The Forging of a Global Order* (Temple University Press, 1993).  
Robert Harms, *The Diligent: A Voyage through the Worlds of the Slave Trade* (Basic Books, 2002).

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 %).