I-COURSE DESCRIPTION

One of the major features of modern world history is the rise of the Atlantic system. This dynamic system was not only the cradle of capitalism and European overseas imperialism but also connected the different corners of the Atlantic world in multiple manners that transcend the boundaries of traditional national historiographies. This year-long seminar will provide a broad overview of the Atlantic world since its emergence in the fifteenth century until its transformations and crisis in the late eighteenth and nineteenth centuries. Emphasizing interconnectedness through waterways, it will address major processes such as European empire-building, trans-Atlantic slave trade, ecological transformations, and revolutions in the late eighteen/early nineteenth centuries. It will also show how men and women of different classes, backgrounds, occupations, religions, and ethnicity--sailors, merchants, soldiers, pirates, European imperial agents, African peoples and Indigenous peoples from the Americas--were both affected and active agents in the construction of the Atlantic world.
II-ASSIGNMENTS AND EVALUATION

The class will meet once a week, on Thursdays between 8:30 and 11:20, for the discussion of assigned material. Given that the course is an upper-undergraduate/ Honours/graduate seminar, attendance and active participation are not only course requirements but also assumed and highly expected by the instructor, and they will be seriously taken into account for the final mark (see below on marking).

Each semester, students will write three short, five-page papers, which will be based on class readings and written in response to questions provided by the instructor. Students will have three options for each of those papers.

Students will also write a final, longer paper (10-12 pages) at the end of the academic year. The paper will demand the comparative analysis, organization and discussion of the material covered in the course. It is due at the last class, when students will have to make a short presentation of their papers. As an option to this final paper, graduate students or those interested in specific topics related to the course may work on a research paper under the instructor’s supervision. Final papers/research papers will also be due at the course’s last class.

Important note for graduate students: academic work for graduate students enrolled at the 7000-level is expected to have higher quality and deeper analysis. In addition, the length of their papers should be 7 pages for the short papers and 13-15 pages for the final paper.

-Please note that late papers will not be accepted. Also, I will strictly enforce the University’s regulations regarding plagiarism, cheating and impersonation found in the section on “Academic Integrity” of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation at http://umanitoba.ca/faculties/arts/student/student_responsibilities.html, which reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as
Repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Students’ overall performance in the course will be evaluated as follows:

- Six short papers: 42% (7% each)
- Attendance and participation: 30%
- Final paper: 28%

Dates for each assignment are specified in the schedule listed below. Evaluation of term work will be provided by the voluntary withdrawal (VW) date, March 17th, 2017. Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

**Grading scale**

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<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.1 / 4.5</td>
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<tr>
<td>A</td>
<td>3.8 / 4</td>
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<tr>
<td>B+</td>
<td>3.3 / 3.7</td>
</tr>
<tr>
<td>B</td>
<td>2.8 / 3.2</td>
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<tr>
<td>C+</td>
<td>2.3 / 2.7</td>
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<tr>
<td>C</td>
<td>1.8 / 2.2</td>
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<tr>
<td>D</td>
<td>1 / 1.5</td>
</tr>
<tr>
<td>F</td>
<td>0 / 0.9</td>
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</tbody>
</table>

**Student resources**

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): [http://umanitoba.ca/student/academiclearning/](http://umanitoba.ca/student/academiclearning/). The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)). The History department will also make a writing tutor available exclusively to History students in the department on two days of the week. More information about scheduling and other details will be announced when available.

All of the above services can also be accessed through this link: [http://umanitoba.ca/student/saa/accessibility/student-resources.html](http://umanitoba.ca/student/saa/accessibility/student-resources.html)

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Kyle Feenstra, tailored just for you! They are
available on the Libraries page at this link: http://libguides.lib.umanitoba.ca/content.php?pid=219304

III-READINGS

The course includes the following books, which are available at the bookstore and will be on reserve at the library. Others reading are available through UofM’s library system or will be distributed in class.

Fall

Winter
IV-SCHEDULE OF MEETINGS, READINGS, AND ASSIGNMENTS
FALL SEMESTER

Week 1
Sept. 8: Introduction

THEORY
Week 2
Sept. 15: Bailyn, Atlantic History (entire)

Week 3
Sept. 22 Paper 1, Option 1
-Alison Games, “Atlantic History: Definitions, Challenges, and Opportunities” American Historical Review 111 (2006), 741-757

- Greene and Morgan, Atlantic History:
  -Peter Coclanis, “Beyond Atlantic History”, pp. 337-356


THE EUROPEAN ATLANTIC EMPIRES
Week 4
Sept. 29 Paper 1, Option 2


-Greene and Morgan, Atlantic History:
- Benjamin Schmidt, “The Dutch Atlantic: From Provincialism to Globalism”, pp. 163-189
- Carla Rain Phillips, “Europe and the Atlantic,” pp. 249-277

Oct. 6: no class, Fall Break

SAILORS, PIRATES, AND LOWER CLASSES IN THE NORTH ATLANTIC
Week 5
Oct. 13:

Week 6
Oct. 20 **Paper 1- Option 3**

AFRICA, SLAVERY, AND THE NEW WORLD
Week 7
Oct. 27th:


- Thornton, *Africa and Africans*, Introduction to Chapter 4 (pp. 1-130)

Week 8
Nov. 24: **Paper 2- Option 1**
- Thornton, *Africa and Africans*, chapters 5-11 (pp. 129-334)

Week 9
Dec. 1: **Paper 2- Option 2**
- Morgan, *Laboring Women* (entire)
AMERICAN INDIGENOUS PEOPLES

Week 11

Dec. 8: Paper 2 Option 3


-Brett Ruthsford, “Slavery, the Fox Wars, and the Limits of Alliance,” *William and Mary Quarterly* 63, 1 (2006): 53-80 (online)

-David McNabb, Brice W. Hodgings, and Dale S. Standen, “‘Black with canoes’: Aboriginal Resistance and the Canoe: Diplomacy, Trade, and Warfare in the Meeting Grounds of Northeastern North America, 1600-1821”, in *Technology, Disease and Colonial Conquests, Sixteenth to Eighteenth Centuries*, edited by George Raudzens (Brill, 2010), pp. 237-292


GENDER AND THE ATLANTIC WORLD

Dec 15

Nov. 24: Paper 3- Option 1


- Philip J. Havik, “Gendering The Black Atlantic: Women’s Agency In Coastal Trade Settlements In The Guinea Bissau Region”, pp. 315-56

THE ECOLOGICAL ATLANTIC
Week 13
Dec. 22: Paper 3- Option 2


WINTER SEMESTER

RELIGION AND SCIENCE IN THE ATLANTIC WORLD
Week 14 Paper 3- Option 3
Jan. 5:
Selections from Canny and Morgan, Oxford Handbook:


THE AGE OF REVOLUTIONS AND THE DISRUPTION OF THE COLONIAL ATLANTIC WORLD
Week 1
Jan. 19: The American Revolution Paper 4 Option- Option 1
- Klooster, *Revolutions in the Atlantic World*, chapter 2, pp. 1-44


**Week 2**
**Jan 26: The French revolution Paper 4-Option 2**

-Klooster, *Revolutions in the Atlantic World*, chapter 3, pp. 45-83


  -Andrew Jainchill, “1685 and the French Revolution”, pp. 44-56
  -Denise Z. Davidson, “Feminism and Abolitionism: Transatlantic Trajectories”, pp. 101-114
  -Pierre Serna, “Every Revolution is a War of Independence”, pp. 165-82
Week 3
Feb. 2: St. Domingue/Haiti Paper 4 Option 3

-Klooster, *Revolutions in the Atlantic World* chapter 4, pp. 84-116


-Laurent Dubois, “The promise of revolution: Saint-Dominque and the struggle for autonomy in Guadeloupe, 1797-1802,” in Geggus *The impact of the Haitian Revolution*, pp. 112-134.


Week 4 Revolutions in Latin America 1
Feb. 9:
-Adelman, *Revolutions and Sovereignty*, chapters 1-4

Week 5: Revolutions in Latin America 2
Feb. 16: Paper 5- Option 1
-Adelman, *Revolutions and Sovereignty*, chapters 5 to end
-Klooster, *Revolutions in the Atlantic World* chapter 6, pp. 158-74

Week 6
Feb. 23: No classes, Winter Term Break

Week 7
March 2: Popular mobilization from the colonial world to the age of revolutions Paper 5- Option 2


AFRICA: BETWEEN SLAVERY AND THE ARRIVAL OF NEW IMPERIALISM
Week 8
March 9: Paper 5- Option 3
-Seymour Drescher, “From empires of slavery to empires of anti-slavery”, in Joseph. M. Fradera and Christopher Schmidt-Nowara, Slavery and Antislavery in Spain’s Atlantic Empire (Berghahn, 2013), pp. 290-316

- Selections from Canny and Morgan, Oxford Handbook:
  -Christopher Leslie Brown, “Slavery and Antislavery, 1760-1820,” pp. 602-17
  -Craig Muldrew, “Atlantic World 1760-1820”, pp. 618-33

-Selections from Philip Curtin, Severn Feierman, Leonard Thompson, and Jan Vansina, eds., African History. From the Earliest Times to Independence:
  -Philip Curtin, “The Commercial and Religious Revolutions in West Africa”, pp. 325-51,

SLAVERY AND ABOLITION IN THE NEW WORLD
Week 9
March 16: Paper 6-Option 1
-Christopher Schmidt-Nowara, Slavery, Freedom, and Abolition in Latin America and the Atlantic World (University of New Mexico Press, 2011), ch. 4: “The resurgence and destruction of slavery in Cuba, Puerto Rico, and Brazil”, pp. 120-155.


- Anita Rupprecht, “‘All we have done, we have done for freedom’: the Creole slave ship revolt (1841) and the revolutionary Atlantic”, in Rediker and Frykman, Mutiny, pp. 253-277.


INDEPENDENT LATIN AMERICA AND THE NEW ATLANTIC WORLD

Week 10
March 23:

Week 11
March 30: Paper 6- Option 2
- Sanders, Vanguard of the Atlantic World, chapters 5-7 and Conclusion, pp. 137-238.


MARCH 31: VW DEADLINE

Week 12
April 6: Paper 6- Option 3 TBA

Week 13
April 13: no class, students working on their final papers and meeting with instructor

Week 14
April 20: Last class: final paper due today, student presentations