

History 602 – The Atlantic World and Early America

Fall 2009 - Wed. 7:10 – 9:50 pm, BAL 2058

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Office Hours: Wednesday 3:30 – 5:30 pm or by appointment

It no longer makes sense to look at Early American History simply as the evolution of thirteen British colonies clinging to the eastern seaboard of North America and their eventual struggle for independence. Colonial America did not develop in isolation. During the early modern period (1400 – 1800) global processes of imperial, economic, and demographic expansion drew British North America into transnational networks that spanned the Atlantic Ocean and brought European, African, and American inhabitants together in new and interesting ways. While remaining grounded in the relatively familiar British American setting, this course will explore the Atlantic World as a place, a process, and a new field of historical inquiry. As graduate students, however, we will focus especially on the historiographic development of the Atlantic World.

Required Texts:

The required texts listed below can be purchased in the bookstore or online. **In addition, there will be assigned books, articles, and other documents available at the Library and through the class site on Blackboard.**

Alison F. Games and Adam Rothman, eds., *Major Problems in Atlantic History*, (New York, Houghton Mifflin Co., 2008)

Thomas Benjamin, Timothy Hall, and David Rutherford, *The Atlantic World in the Age of Empire* (Houghton Mifflin Co., 2001)

Recommended:

David Armitage and Michael J. Braddick, eds., *The British Atlantic World, 1500-1800*

Jack P. Greene and Philip D. Morgan, eds., *Atlantic History: A Critical Appraisal*

Elizabeth Mancke and Carole Shammas, eds., *The Creation of the British Atlantic World*

J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*

Blackboard: This course has a web site on Blackboard, where course announcements, reminders, assignments, documents, etc., will be posted. Students are responsible for all information and material made available for this class. Check Blackboard regularly.

Access Blackboard at www.odu.edu -- “Current Students” -- “blackboard” (under “Academic Resources”). Log in by following the directions, then select this course. If you do not have internet access from home, you can access Blackboard from any computer terminal on campus.

E-mail: It is University policy that students maintain and regularly access their ODU e-mail accounts (it's also free). You are responsible for any course information sent to your ODU e-mail. To activate your account go to <http://occs.odu.edu/accounts/>

Please use your ODU e-mail account to contact me, otherwise the school's system may identify your message as spam and block it. Use the subject line to identify the course and issue or question you wish to convey. Sign your e-mails. Despite filters, I receive dozens of spam messages a day, so might assume your message is junk mail unless it is clearly identified.

Assignments: Written assignments for this course are geared towards critical interpretation of historical scholarship and sources. Reading assignments provide necessary background for class discussions and written work. Handouts or postings on Blackboard will be given to supplement readings listed on the syllabus.

All written assignments are to be handed in by the due date during class. All written assignments must be typed, double-spaced with proper footnote citations. Refer to Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, or *Chicago Manual of Style* for citation forms. Please number pages. The following will be considered for grading written assignments: accuracy and depth of analysis, clarity of writing, validity of argument, general format and citation of references.

- 1. Class Participation:** It is crucial to attend the seminar every week. There will be substantial class discussion, which constitutes a good portion of your grade.
- 2. Thought Papers:** Due throughout the semester. 1-3 pages, typed, double-spaced reflection on the week's class readings or particular question posed for the week.
- 3. Primary Source Research and Analysis:** This is an initial step of the final research paper. Students will use specific source databases to find primary evidence related to their paper topic and analyze these sources for their use and usefulness. See separate instructions. **Due October 14**
- 4. Book Review, paper topic, and bibliography:** See separate instructions. The main part of this assignment is a critical essay on one of the major monographs that will be the historiographic cornerstone of your research paper, along with a few paragraphs about your intended paper topic and a working bibliography. Due
- 5. Research Presentations:** scheduled December 2 and 9.
- 6. Final Research Paper:** See separate sheet for further instructions. The final project for the semester will be a 15 to 20-page paper that explores a particular topic from the course in more depth, using primary sources and a body of secondary literature. **Due Wednesday December 16.** Further instructions will be handed out separately.

Grading: The assignments for this class make up the following proportion of the semester grade:

Class Participation/Thought Papers	30%
Primary Source Research and Analysis	20%
Book Review/Critical Essay	20%
Final Paper	<u>30%</u>
	100%

Course Requirements:

YOU MUST COMPLETE ALL ASSIGNMENTS - You will not pass the course if you fail to complete any assignment given. THE LAST DAY TO WITHDRAW FROM CLASS is Tuesday November 10.

ATTENDANCE - It is important to attend the class meetings since there will be substantial class discussion and some in-class assignments. You are responsible for any missed work. Excessive absences and lateness will affect your grade.

LATE PAPERS and incompletes - All assignments are due on the dates shown on the syllabus or paper guides. Late papers will not be accepted. Please plan your work schedule ahead of time and start assignments early to avoid these consequences. Incompletes will be granted only in the case of medical emergencies or major family crises. These circumstances must be verified.

HONOR CODE - All students are expected to abide by Old Dominion University's Honor Code, which states: "We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenge to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others." (Old Dominion University Catalog, p. 14).

Plagiarism is a serious offense, and will not be overlooked in this or in other classes. Students who cheat or plagiarize on any assignment will fail the course.

CLASS SCHEDULE

WEEK ONE: Introduction
(September 2)

WEEK TWO: The Atlantic World as a Concept
(September 9)

Reading: *Major Problems*, Chap. 1, "What is Atlantic History?"; *The Atlantic World in the Age of Empire*, Introduction; Bernard Bailyn, "The Idea of Atlantic History," *Itinerario* 20, no. 1 (1996): 19-44; Alison Games, "Atlantic History: Definitions, Challenges, and Opportunities,"

American Historical Review 111, no. 3 (June 2006): 741-57; Joyce E. Chaplin, "The Atlantic Ocean and its Contemporary Meanings, 1492-1808," in Greene and Morgan, eds., *Atlantic History: a Critical Appraisal* (Oxford: Oxford University Press, 2009), 35-51. [see Blackboard]

To Think About: How can we define the Atlantic World as a place and as an historical construct? Are there limitations to this as a category of analysis?

WEEK THREE: The Origins of the Atlantic World
(September 16)

Reading: *Major Problems*, Chap. 2; *The Atlantic World in the Age of Empire* Part I: Origins: Creating the Atlantic World; Nicholas P. Canny, "The Ideology of English Colonization: from Ireland to America," *The William and Mary Quarterly*, 3d ser., 30, no. 4 (October 1973): 575-598.

WEEK FOUR: European Expansion and Peoples in Contact
(September 23)

Reading: *Major Problems*, Chap 3 and 4; *The Atlantic World in the Age of Empire*, Part II: Encounters: Amerindians, Africans, and Europeans

WEEK FIVE: The Columbian Exchange and Atlantic Environment
(September 30)

Reading: *Major Problems*, Chap 5; Alfred Crosby, "Reassessing 1492," *American Quarterly* 41 (December 1989): 661-669.

WEEK SIX: Migrations and Movement
(October 7)

Reading: *Major Problems*, Chap. 6; *The Atlantic World in the Age of Empire*, Part IV: Newcomers: the Flow of Peoples; Patrick Griffin, "The People with No Name: Ulster's Migrants and Identity Formation in Eighteenth-Century Pennsylvania," *The William and Mary Quarterly*, 3d ser., 58, no. 3 (July 2001): 587-614.

WEEK SEVEN: Primary Sources and their Uses
(October 14)

Reading: Wil Verhoeven, "Gilbert Imlay and the Triangular Trade," *William and Mary Quarterly*, 3d ser., 63 (October 2006):827-842; Molly McClain and Alessa Ellefson, "A Letter from Carolina, 1688: French Huguenots in the New World," *William and Mary Quarterly*, 3d ser., 64, no. 2 (April 2007): 377-394.

Primary Source Research and Analysis due

WEEK EIGHT: Atlantic Economies and Labor
(October 21)

Reading: *Major Problems*, Chap. 7 and 8; *The Atlantic World in the Age of Empire*, Part III: the Atlantic Economy; Michael Jarvis, "Maritime Masters and Seafaring Slaves in Bermuda, 1680-1783," *William and Mary Quarterly*, 3d ser., 59, no. 3 (July 2002): 585-622; T. H. Breen, "An Empire of Goods: The Anglicization of Colonial America, 1690-1776," *The Journal of British Studies*, 25 (October 1986): 467-499.

WEEK NINE: Religion and Cultural Exchange in the Atlantic World
(October 28)

Reading: *Major Problems*, Chap. 9; Frank Lambert, "'Pedlar in Divinity': George Whitefield and the Great Awakening, 1737-1745," *The Journal of American History* 77, no.3 (December 1990): 812-837; Ray A. Kea, "From Catholicism to Moravian Pietism: the World of Marotta/Magdalen, a Woman of Popo and St. Thomas," in Mancke and Shammas, eds., *The Creation of the British Atlantic World* (Baltimore and London: the Johns Hopkins University Press, 2005), 115-136.

WEEK TEN: Wars of Empire and Atlantic Revolutions
(November 4)

Reading: *The Atlantic World in the Age of Empire*, Part V: Revolutions: The Great Transformation, 203-245; *Major Problems*, Chap. 11 and 12

Book Review, Paper Topic, and Bibliography Due

WEEK TWELVE: Atlantic Slavery, African Diaspora, and Abolition
(November 11)

Reading: *Major Problems*, Chap 13 and 14; Robin Blackburn, "Haiti, Slavery, and the Age of Democratic Revolution," *William and Mary Quarterly*, 3d ser., 63, no. 4 (October 2006): 643-674.

WEEK THIRTEEN: Beyond the Atlantic World
(November 18)

Readings: Articles from *William and Mary Quarterly* Forum, October 2006: Alison Games, "Beyond the Atlantic: English Globetrotters and Transoceanic Connections;" Philip J. Stern, "British Asian and British Atlantic: Comparisons and Connections;" Paul W. Mapp, "Atlantic History from Imperial, Continental, and Pacific Perspectives;" Peter A. Coclanis, "Atlantic World or Atlantic/World?"; Matt K. Matsuda, "The Pacific," *American Historical Review* 111 (June 2006): 758-780; Peter A. Coclanis, "Drang Nach Osten: Bernard Bailyn, the World-Island, and the Idea of Atlantic History," *Journal of World History*, 13, no. 1 (January 2002):169-182.

Thanksgiving Holiday: No Class November 25

WEEK FOURTEEN: Student Presentations and Preparing for the Final Paper
(December 2)

Review Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* and discuss issues of style, content, organization, developing a thesis statement and argument, and analysis of primary sources.

WEEK FIFTEEN: Student Presentations
(December 9)

Final Paper Due: Wednesday, December 16, 2009