

SALEM STATE COLLEGE
Department of History - Spring 2009
Topics in World History: The Atlantic World
HIS 880-S1 Thursday 4:30-6:50 SB 106

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Office Hours
Tuesday: 1:30-2:00
Thursday: 10:00-11:30, 1:15-1:45
Or by appointment

MIRANDA

O, wonder!

How many goodly creatures are there here!

How beauteous mankind is! O brave new world,

That has such people in't!

PROSPERO

'Tis new to thee. –William Shakespeare, The Tempest

Course Description

This course examines literature, themes, theories, concepts and methods of world history, including comparisons of societies and cultural regions, processes of cross-cultural interaction, the development of civilizations, and large-scale patterns that influence historical development on a transregional or global scale. Topics may include colonialism, world system theories, trade, migration, race and ethnicity, gender and disease. May be repeated for credit with permission of department chair.

Topic Description

The course will examine the Atlantic World from roughly 1400-1800. The study of the history of the peoples of the Atlantic rim is a relatively new and exciting phenomenon. Historians who were once bound by their national or even continental boundaries are looking outward for connections. We will explore the nature of Atlantic History, from a variety of perspectives including economics, environment, ethnicity, class, migration, gender, empire, conflict and revolution.

Goals

1. Students will develop an understanding of the history of the Atlantic World from 1400-1800.
2. Students will develop an understanding of the different approaches to Atlantic History.
4. Students will develop their critical thinking and analytical skills.

Instructional Objectives

1. Students will learn how to lead an effective class discussion, and how to be an active contributor to a class discussion.
2. Students will learn how to closely read and analyze and historical monograph.
3. Students will learn how to write an historical book review.
4. Students will learn of the diverse nature and interconnections between the many different parts of the Atlantic World.

Course Grade

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|------------------------------------------|-----|---------------------------------|
| Book Reviews - 10% each | 20% | (Due by April 30 at the latest) |
| Essay on World History | 20% | (Due on May 7) |
| Class Participation/ Leading Discussions | 60% | |

Course Requirements

1. Required Reading (available at the college bookstore on central campus)

Bernard Bailyn, *Atlantic History: Concept and Contours*. Harvard University Press.
ISBN : 0674016882

William Cronon, *Changes in Land: Indians, Colonists and the Ecology of New England*. Revised Edition. Farrar, Straus & Giroux. ISBN : 0809016346

J. H. Elliott, *Empires of Atlantic World: Britain & Spain in America, 1492-1830*. Yale University Press.
ISBN : 030012399X

Stephen Greenblatt, *Marvelous Possessions: The Wonder of the New World*. University of Chicago Press. ISBN : 0226306526

Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic*. Beacon Press. ISBN : 9780807050071

Peter Pope, *Fish into Wine: The Newfoundland Plantation in the Seventeenth Century*. University of North Carolina at Chapel Hill. ISBN : 0807855766

Alison Games, *Migration and the Origins of English Atlantic World*. Harvard University Press.
ISBN : 0674007026

Jack Greene and Phillip Morgan, eds. *Atlantic History: A Critical Appraisal*. Oxford University Press.
ISBN : 9780195320343

Evan Haefeli and Kevin Sweeney, *Captors and Captives: The 1704 French and Indian Raid of Deerfield*. University of Massachusetts Press. ISBN : 1558495037

Peter Linebaugh and Marcus Rediker. *The Many Headed Hydra: The Hidden History of the Revolutionary Atlantic*. Boston: Beacon Press ISBN: 0807050075

John Thornton, *Africa and Africans in Making of Atlantic World, 1400-1680*. 2nd ed. Cambridge University Press. ISBN : 0521627249

2. Three written assignments, worth a total of 40% of the grade.

Two Book Reviews - (10% of grade each). You will write two 500 word book reviews, on your choice of books read during the semester. **These are due by April 30 at the latest.**

Essay on Atlantic History - (20% of grade). By the end of the semester you will have read widely on the History of the Atlantic World. We started the semester with Bailyn and one vision of Atlantic History and end it with a very different view from Linebaugh and Rediker. In between we covered the topic from a variety of topics and approaches. Drawing upon these diverse readings, in a four to five page paper explain what Atlantic World History is to you. **The assignment is due in class on April 30.**

3. Class Participation/ Leading Class Discussion (60% of grade). This course is run in seminar fashion, where we will spend most of our time in discussing and debating the readings. So, it is important that you come to class prepared to actively participate. Every week two students will lead the class discussion.

Instructions for all written assignments

All written work is to be typed (or word processed) and double spaced, with one-inch margins. Although this is not an English class, your spelling and grammar do matter a great deal, for the better you communicate your historical thoughts, the better I can evaluate them. Assume you are writing to an ideal reader – someone who has not taken the class, or read the book. Your writing needs to make sense to them. Ideally, you should have your ideal reader actually read your paper before you submit it. So you can incorporate their comments into a revised paper. The more you read, edit and re-write, the better your writing will be. Remember, great history is also good literature.

These are formal writing assignments, so they should be written in the third person, not first person. Please leave “I” out! As formal writing, do not use contractions or abbreviations. “Massachusetts” not “MA” and “seventeenth century” not “17th century.”

All written work needs to have an organized structure. Please make an outline before you write. Be sure to start all written work with an introduction, and wrap it up with a conclusion. This goes for exam essays too!

Use quotes sparingly. The reader wants to hear your words, not someone else’s. Using the quotes or even the ideas of others without proper citation is plagiarism. If you have questions about citation style, please ask.

The official college policy on minimum writing standards means that I cannot give a grade of "C" or above unless your paper has all of the following:

1. A clear and readily identifiable thesis statement.
2. A clear and coherent overall structure.
3. Paragraphs with topic sentences and adequate, specific development.
4. Standard but varied sentence structure and development.
5. Standard usage, punctuation, and spelling.
6. Accurate documentation when necessary.

Other Policies

Academic Integrity

Students who plagiarize or cheat will be prosecuted to the fullest extent under the college’s academic integrity regulations. According to that policy: “Plagiarism is academic theft. It refers to the use of another's ideas or words without proper attribution or credit. An author's work is his/her property and should be respected by documentation. Credit must be given:

- For every direct quotation of any length.
- When a work is paraphrased or summarized in whole or in part in your own words.
- For any information which is not common knowledge. ("Common knowledge" is defined as information that appears substantially the same in several general sources such as textbooks or encyclopedias.)”

If you have questions about plagiarism, please ask! You can view this entire policy at: www.salemstate.edu/academicaffairs/docs/academic_integrity_regulations_2007.pdf

Equal Access Statement

Salem State College is committed to providing equal access to the educational experience for all students in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and to providing all reasonable academic accommodations, aids, and adjustments. Any student who has a documented disability requiring an accommodation, aid, or adjustment should speak with the instructor immediately. Students with Disabilities who have not previously done so should provide documentation to and schedule an appointment with the Office of Students with Disabilities and obtain appropriate services.

CLASS SCHEDULE FOR HIS 880-S1 SPRING 2009 – PLEASE KEEP SCHEDULE CURRENT

- Jan. 22 Introduction to the Course and the Atlantic World
Read: Bernard Bailyn, *Atlantic History: Concepts and Contours*
- Jan. 29 A Critical Appraisal of Atlantic History
Read: Greene & Morgan, intro, chapters 1-4, 6, 10-13
- Feb. 5 Europe and the “New” World
Read: Greenblatt (entire) Greene & Morgan, chapter 9
- Feb. 12 Creating Empires: Spain and England
Read: Elliott, intro, chapters 1-7
- Feb. 19 The End of Empires: Spain and England
Read: Elliott, chapters 8-12, epilogue
- Feb. 26 Africans in the Atlantic World
Read: Thornton, intro, chapters 1-5, Greene & Morgan, chapter 8
- Mar. 5 Africans in the New World
Read: Thornton, chapters 6-11
- Mar. 12 Migration
Read: Games (entire book)
- Mar. 19 **No class – vacation week**
- Mar. 26 Newfoundland the and the Atlantic Fisheries
Read: Pope, intro, chapters 1-6
- Apr. 2 Fish into Wine: Atlantic Economies
Read: Pope, chapters 7-11
- Apr. 9 The French and Indigenous Atlantics
Greene & Morgan, chapters 5 and 7, Haefeli & Sweeney, intro, chapters 1-4
- Apr. 16 Atlantic Cultures Collide
Haefeli and Sweeney chapters 5-13, afterword
- Apr. 23 Sailors, Pirates and the Many Headed Hydra
Linebaugh & Rediker, intro, chapters 1-5
- Apr. 30 Revolution: Tyger, Tyger Burning Bright
Linebaugh & Rediker, chapters 6-9, conclusion
Book Reviews due by April 30 at the latest
- May 7 The Atlantic Environment
Cronon (entire book)
Essay on Atlantic World History due in class