

History Department, Trent University
HIST 2450Y - The Atlantic World: From Columbus to Cuban Independence.

2011-2012 – Oshawa Thornton Road Campus.

Instructor: Dr. Laurie Jacklin

Office: Room 173 Thornton Road.

Class: Tuesday @ 6.30 pm

Classroom: Room 103, Thornton Road.

Office hours: My door is always open, but I encourage you to make an appointment to maximise your time on campus and avoid the “queuing” effect.

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Course Description:

2011-2012 Course Theme: The Digital Atlantic World Historian

This course surveys the history of the Atlantic world, from the “discovery” of the New World by Columbus (1492) to Cuban independence (1898). These four centuries constituted an important time when many diverse new societies were forged through conflict, conquest, and cooperation. Europeans, Africans, Asians, and Indigenous peoples continually reshaped the region as they struggled to establish, retain, or regain their places. We explore the historical interconnections and linkages between peoples, nations, trade, and global events as they drew the Atlantic world together while creating new societies. Students explore this complex history thematically, including: exploration, free and enslaved transnational migration, health and disease, creolisation, slavery and the slave trade, and the emergence of independent states.

This class meets weekly for three hours of lectures and a discussion. The course assignments and weekly readings will develop your critical thinking and analytical skills by encouraging you to identify key problems, methodologies, and arguments of Atlantic World scholars. This course includes intensive instructional workshops to introduce academic methods for researching and evaluating primary and secondary sources in electronic archives, databases, and repositories. Each assignment requires you to develop an evidence-based argument to support your analysis and interpretation of your sources. Students will enhance their scholarly communication skills by presenting the results of their analytical assignments to the class and submitting written essays. The Independent Research Project (IRP) offers students the option to present their research to public audiences in conjunction with Trent Oshawa’s Black History public celebration in February (see information below). Students who successfully complete this course will have developed an understanding of key topics in Atlantic World history, while enhancing their critical skills for electronic research, evaluating scholarly sources, interpreting data, and presenting research findings.

Course evaluation and due dates. Assignment details are posted on the website.

- 5% Assignment #1: Research methods – ‘Beyond Google’. You will research primary sources from Trent-licensed databases, academic websites, and government archives and use those sources to evaluate a Wikipedia entry (related to your IRP topic). The assignment is distributed in the Research Methods Workshop on Sept. 27th and due on Oct. 4th before class. Two page analysis.
- 10% Assignment #2: Analytical essay on *The Two Princes of Calabar. An 18th Century Atlantic Odyssey*. Four page essay due on Nov. 22nd before class.
- 30% Assignment #3: Independent research project (IRP). You will research, write, and submit an original scholarly historical project based on primary and secondary sources, due on Feb. 7th before class. This is an evidence-driven original research project

presented within contemporary historiographic contexts. You must notify the instructor by e-mail (by Nov. 8th) about the option you have selected and your topic.

- IRP Classic option: This assignment is a ten-page scholarly research essay.
- IRP/Black History Event option: You may coordinate your IRP with Trent Oshawa's Black History Event, scheduled for Friday, Feb. 3rd. This option requires a six-page essay (with the same source and documentation requirements as the IRP Classic), worth 15% of your mark. You will also present a fifteen-minute multi-media oral presentation during seminar on Jan. 17th and at the Black History Event, based on a scripted public history version of your research, worth 15% of your mark and graded on your public presentation, relevant multi-media materials, clarity, innovation, academic merit, and ability to engage listeners. Note: you cannot select this option if you do so in any other course.

15% Assignment #4: Primary source analysis based on *The Wonderful Adventures of Mrs. Seacole in Many Lands*. Four page essay due on March 27th before class.

20% Class participation. 10% for Term 1 and 10% for Term II.

20% Final exam during the examination period.

* Essays and written submissions are double spaced in 12-point font, with 1" (2.5 cm) margins, exclusive of title page, bibliography, and footnotes/endnotes. Please conform to the specifications in *Notes on the Preparation of Essays* (available on the website).

Policies and Important Information:

Academic Integrity: Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a zero grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly advised to visit Trent's Academic Integrity website to learn more:

www.trentu.ca/academicintegrity

Access to Instruction: It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office in Room 111 in Oshawa (telephone 905.435.5100) as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

Course participation: Read and reflect on the assigned materials (articles, chapters, and primary sources) to prepare for the weekly discussion. The participation grading rubric is posted on the website. In brief, your grade is based on quality and thoughtful contributions as you interact with your peers in a scholarly forum. Your participation grade reflects your contributions consistent with Trent standards for academic integrity, exercising personal initiative, professionalism, accountability, and working effectively with your colleagues.

Websites: We use the course website (MyLearningSystem) and Oshawa library websites extensively, so check them frequently for resources and announcements. This course requires students to explore electronic archives, government repositories, and academic websites. The library research skills seminars will provide the necessary instruction to get you started on your electronic research for primary and secondary sources and therefore require you to be in

attendance. You will not be graded on your workshop participation, but your participation mark will be reduced by 10% for each workshop missed (unless you can convince the librarians – at their discretion – to offer the full two-hour make-up session within one week).

Submitting assignments: Assignments are submitted electronically. The subject of your e-mail submission must include the course number (Hist 2450Y), your name, and paper title. Attach your paper in PDF, doc, or docx format and make sure your document includes your name. Graded papers will be returned by e-mail. Assignments are due before the start of class on the specified date. Submit assignments from your Trent e-mail account: I do not open attachments from non-Trent e-mail systems.

Late submission penalties: All assignments are submitted electronically. Late penalties are 3% per day (including weekend days). Assignments are not accepted when they are one week late and automatically receive a grade of zero.

Required books:

- David Northrup, *Africa's Discovery of Europe, 1450-1850*. New York: Oxford University Press, 2009. Second Edition. ISBN 978-0-19-534053-2
- J.R. McNeill, *Mosquito Empires. Ecology & War in the Greater Caribbean 1620-1914*. Cambridge University Press, 2010. ISBN 978-0-521-45910-5
- Randy Sparks, *The Two Princes of Calabar. An 18th Century Atlantic Odyssey*. Harvard University Press, 2004. ISBN 978-0-674-03205-7. Required for assignment #2.
- Mary Seacole, *Wonderful Adventures of Mrs. Seacole in Many Lands*. BiblioBazaar, 2007. ISBN 978-1-434-693815. Required for assignment #4.
- Other required articles and books are available through the library e-reserve.

Week-by-Week Course Outline

Sept. 13th – Course Introduction and Overview

Sept. 20th – Thinking Critically about Atlantic History

- McNeill, *Mosquito Empires*, Chapter 1: The Argument.
- Northrup, *Africa's Discovery of Europe*, Chapter 1: First Sights. Lasting Impressions.

Sept. 27th – Research Methods Workshop #1 – 'Beyond Google'

- We will meet in the computer laboratory for our two-hour research methods workshop and then reconvene in the classroom to discuss the reading.
- Assignment #1 Research Methods: 'Beyond Google' will be distributed.
- Northrup, *Africa's Discovery of Europe*, Chapter 3: Commerce and Culture.

Oct. 4th – Atlantic World Exploration and Warfare

- McNeill, *Mosquito Empires*, Chapter 2: Atlantic Empires and Caribbean Ecology.
- **Assignment #1 (Research Methods: Beyond Google) is due before class.**

Oct. 11th – Columbian Exchange and Contemporary Theories of Disease

- McNeill, *Mosquito Empires*, Chapter 3: Deadly Fevers, Deadly Doctors.

Oct. 18th – African Views of Slavery I

- Sparks, *The Two Princes of Calabar*. Read the prologue and chapters 1, 2, and 3. Required reading for assignment #2.

Oct. 25th – Reading Week. No classes.

Nov. 1st – African Views of Slavery II

- Sparks, *The Two Princes of Calabar*. Read chapters 4, 5, 6. Required for assignment #2.

Nov. 8th – The Trans-Atlantic Slave Trade

- **Send Dr. Jacklin notification on the topic of your Independent Research Project (assignment #3) before class.**
- Northrup, *Africa's Discovery of Europe*, Chapter 4: Atlantic Imports and Technology.
- Web tour: <http://beinecke.library.yale.edu/digitalibrary/amistad.html> at the Yale Slavery and Abolition portal.

Nov. 15th – Challenging Euro-centric (Atlantic) Histories

- McNeill, *Mosquito Empires*, Chapter 5: Yellow Fever Rampant and British Ambition Repulsed, 1690-1780.
- Web tour: Navigate to the “Archive of Early American Images” and view the images depicting European portrayals of native peoples. [Search on Taino, Carib, Arawak, etc.] http://www.brown.edu/Facilities/John_Carter_Brown_Library/pages/ea_hmpg.html
- Web tour: “Images of Native Americans” at the Berkeley website: <http://bancroft.berkeley.edu/Exhibits/nativeamericans/index2.html>

Nov. 22nd - Research Methods Workshop #2

- **Assignment #2 (*The Two Princes of Calabar*) is due before class.**
- This workshop will introduce students to research methods and resources for your IRP topic (assignment #3). The class will meet in the computer laboratory instead of the classroom.

Nov. 29th - Independent research for your IRP (assignment #3).

Dec. 6th – Race and Atlantic World Identities.

- Armitage & Braddick, Chapter 9, “Race” (Joyce Chaplin).
- Be prepared to discuss the status of your IRP project with the class. What interesting materials have you found? What challenges are you encountering? How are you tackling those challenges?

Jan. 10th – Migration, Settlement, and the Plantation Complex

- Web tour: Navigate to “The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record.” Browse the collection, “New World Agriculture and Plantation Labour.” <http://hitchcock.etc.virginia.edu/Slavery/search.html>
- McNeill, *Mosquito Empires*, Chapter 4: Fevers take hold. From Recife to Kourou.

Jan. 17th – Black History IRP option: in-class presentations by students who selected this option. Attendance is mandatory.

Jan. 24th – Independent research for your IRP (assignment #3).

Jan. 31st – Creolisation and Resistance

- In-class film screening, followed by a class discussion on the movie and reading.
- Northrup, *Africa's Discovery of Europe*, Chapter 6: Passages in Slavery.

Feb. 7th – Creolising Belief Systems: Religion and Health

- Juanita De Barros, “Setting Things Right’: Medicine and Magic in British Guiana, 1803-38,” *Slavery & Abolition*, 25, 1 (April 2004), pp. 28-50.
- Northrup, *Africa’s Discovery of Europe*, Chapter 2: Politics and Religion.
- **Assignment #3 (IRP) due before class**

Feb. 14th – The Trans-National African Diaspora

- Northrup, *Africa’s Discovery of Europe*, Chapter 5: Africans in Europe.
- Mary Seacole, *Wonderful Adventures of Mrs. Seacole in Many Lands*, Chapters 1 to 9. Required reading for assignment #4.

Feb. 21st – Reading week. No classes.

Feb. 28th – The Trans-National African Diaspora

- Mary Seacole, *Wonderful Adventures*, Chapters 10 to Conclusion. Required reading for assignment #4.

March 6th – Enlightenment, Civil War, and Revolution

- McNeill, *Mosquito Empires*, Chapter 6: Lord Cornwallis vs Anopheles Quadrimaculatus, 1780-1781.
- In-seminar discussions of the status of assignment #4.

March 13th – Revolution in the French Atlantic: France and Haiti

- In-class film screening followed by discussion on film and reading.
- McNeill, *Mosquito Empires*, Chapter 7: Revolutionary Fevers, 1790-1898. Haiti, New Granada, and Cuba.

March 20th – The Case of Cuba

- McNeill, *Mosquito Empires*, Chapter 8: Vector and Virus Vanquished, 1880-1914.
- Mariola Espinosa, “The Threat from Havana: Southern Public Health Yellow Fever, and the U.S. Intervention in the Cuban Struggle for Independence, 1878-1898,” *The Journal of Southern History*, LXXII, 3 (August 2006), pp. 541-68.
- Web tour: Look briefly at the University of Virginia’s history of the Reed Commission. http://www.hsl.virginia.edu/historical/medical_history/yellow_fever/index.cfm

March 27th – Apprenticeship and Emancipation in the British Atlantic

- **Assignment #4 (Mary Seacole) due before class.**
- Hilary Beckles, “Wilberforce Song: How Enslaved Caribbean Blacks Heard British Abolitionists,” *Parliamentary History*, 26 (2007 Supplement), pp. 113-40.

April 3rd – Course reflections and final exam preparation.