HIST 5413: The Atlantic World Core

Dr. Charles Lipp
Office: TLC 3217
E-Mail clipp@westga.edu
Phone: 678-839-6039

MW 11-12:20PM, Pafford 204 plus additional discussion meetings TBA
Office Hours: MW 10-10:45AM, 3:30-5PM, Tues 2-5PM, or by appointment

Course Description:

This course introduces students to an emerging field within the discipline of History: the Atlantic World. This new field studies the interactions between the peoples who lived around the Atlantic Ocean, in Europe, Africa, and the Americas between the 1400s and the 1800s. Traditionally, these peoples tended to be studied separately. In addition, scholars of European colonization focused much attention on developments connected to the emergence of later national identities and political independence. Historians of the Atlantic World, while certainly not ignoring the political revolutions that swept across the Atlantic Ocean in the 1700s and 1800s nor the distinctions between European empires, emphasize commonalities and connections between and across peoples and empires. Atlantic World historians study the role all peoples of the region played in building these connections, at times peaceful and at times warlike, and how these connections shaped the cultures of Europeans, Africans, and Americans.

This class serves as the introductory core course for the departmental major/minor field in the Atlantic World.

Learning Outcomes:

Students who complete successfully all assignments will demonstrate:

- an increased understanding of historiography and historiographical debates.
- familiarity with the development of Atlantic history as a disciplinary field, its major approaches, and major criticisms of Atlantic history.
- improved skills at oral and written analysis and communication.
Required Readings:

Journal Articles:


Bernard Bailyn, “The Idea of Atlantic History,” *Itinerario*, vol. XX, no. 1: 19-44. [PDF of article to be sent via e-mail].


Alison Games, “Atlantic History: Definitions, Challenges, and Opportunities,” *The American Historical Review*, vol. 111, no. 3 (June 2006): 741-757. [JSTOR].

Books:


Grading and Policies:

Your final grade will be factored as follows:

- 3 Critical Essays (based on readings; 5 to 7 pp each): 30%
- Annotated Bibliography (10 to 12 pages) 15%
- Critical Book Review (5 to 7 pages) 15%
- Participation 40%

For schedule of lectures, discussions, and assignments, see below. Most assignment due dates will be provided during the semester as they will depend on when the class chooses to hold out-of-lecture discussions.

The three critical essays will ask you to respond to the assigned reading in the form of a 5 to 7 page paper. The annotated bibliography assignment asks you to craft a 10 to 12 page annotated bibliography on a topic related to the Atlantic World, with my approval. You will then choose one recent secondary source from the bibliography, again, with my approval, and craft a 5 to 7 page critical book review.

More specific information regarding assignments will be provided in class. In terms of general parameters for written assignments: a hardcopy must be turned in for all written assignments. E-mail submissions will not be accepted except with official documentation. All assignments must be typed, double-spaced, in 12-pt Times New Roman font, with regular margins (1.25 left and right, 1.0 top and bottom). You must write the full page-length of the assignment—that means, any space devoted to your name, the date, the class, etc. at the top of the first page does not count towards fulfilling the page length.

I will read over only ONE draft of each paper before the submission date.

Debating ideas and defending arguments professionally is a central skill at the graduate level and, therefore, participation is a central component in this class, comprising forty percent of your final grade. For each discussion meeting, I expect you to have read the assigned works closely and to be ready to debate the strengths and weaknesses of their broad arguments and approaches within the larger historiographic context. Failure to be engaged actively in the class will negatively affect your grade.

I also expect you to attend the lectures as detailed below in the lecture schedule. However, you must be courteous of your undergraduate colleagues in the class. Unlike you, they do not have an opportunity to meet outside of class hours (office hours excepted) to discuss the material. Thus, I expect you to hold your comments and questions during those lectures until afterward.

If you plan on taking a laptop to class, please remember it is to be used to take notes only. Discovery of any violations of this policy will result in a general ban of computers. In addition, the recording of lectures is not permitted.
It should go without saying that in a graduate class, I expect professionalism at all times. That includes: attendance at all class sessions; being prepared and engaged in class at all times; participating actively in all out-of-lectures discussions; and, avoiding all instances of plagiarism—the use of someone else’s words or ideas without proper citation. For any instance of plagiarism discovered, the same policy applies: failure for the course and the reporting of the incident to relevant authorities, including the Director of Graduate Studies and the Department Chair. Turning in the same paper in multiple classes does count as plagiarism. Furthermore, you are treat your colleagues, undergraduate and graduate, and me with the utmost respect at all times. If such issues arise, they will be reported to relevant authorities and further actions may be taken. I cannot imagine problems occurring, but policies need to be stated, regardless.

It should also go without saying that at the M.A. level, you should be using direct citations to support your arguments and following correct Chicago-style formatting. Consult either the Chicago Manual of Style or Kate Turabian’s Guide for Writers.

Finally, I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will issue a revised syllabus.
## Lecture Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/7: Class Introduction</td>
<td>1/9: Lecture: What Is Atlantic History?</td>
</tr>
<tr>
<td>2</td>
<td>1/14:</td>
<td>1/16: Lecture: Imagining the World Pre 1400</td>
</tr>
<tr>
<td>3</td>
<td>1/21: MLK, Jr. Day – NO CLASS</td>
<td>1/23:</td>
</tr>
<tr>
<td>4</td>
<td>1/28: Lecture: Contacts, Travels, Encounters 1</td>
<td>1/30: Lecture: Contacts, Travels, Encounters 2</td>
</tr>
<tr>
<td>5</td>
<td>2/4:</td>
<td>2/6:</td>
</tr>
<tr>
<td>6</td>
<td>2/11: Lecture: Contacts, Travels, Encounters 3</td>
<td>2/13:</td>
</tr>
<tr>
<td>7</td>
<td>2/18:</td>
<td>2/20: Lecture: Missionaries in the Americas</td>
</tr>
<tr>
<td>8</td>
<td>2/25: Lecture: Missionaries in the Americas 2</td>
<td>2/27:</td>
</tr>
<tr>
<td>9</td>
<td>3/4: Lecture: The Atlantic Economies</td>
<td>3/6</td>
</tr>
<tr>
<td></td>
<td>3/18:</td>
<td>3/20:</td>
</tr>
<tr>
<td>----</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>11</td>
<td>SPRING BREAK – NO CLASS</td>
<td>SPRING BREAK – NO CLASS</td>
</tr>
<tr>
<td>12</td>
<td>3/25:</td>
<td>3/27:</td>
</tr>
<tr>
<td></td>
<td>Lecture: Buccaneers of America</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/1:</td>
<td>4/3:</td>
</tr>
<tr>
<td></td>
<td>Lecture: The Atlantic in an Age of Enlightenment 1</td>
<td>Lecture: The Atlantic in an Age of Enlightenment</td>
</tr>
<tr>
<td>14</td>
<td>4/8:</td>
<td>4/10:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Atlantic Revolutions</td>
</tr>
<tr>
<td>15</td>
<td>4/15:</td>
<td>4/17:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Legacies</td>
</tr>
</tbody>
</table>

**Discussion and Assignment Schedule:**

*Discussions to be held usually Monday afternoons, 3:30-4:45, unless otherwise decided by unanimous consent.*

1. **What is Atlantic History?**
   - Journal articles from Bolton, Bailyn, Canny, Games.
   - *Atlantic History: A Critical Reappraisal*:
     - Introduction (The Present State of Atlantic History).
     - Chapter 1 (The Atlantic Ocean and Its Contemporary Meanings).
   - *The Atlantic World in the Age of Empire*:
     - Introduction.

2. **Criticisms of Atlantic History**
   - *Atlantic History: A Critical Reappraisal*:
     - Chapters 10-13.

**Critical Essay 1 to be assigned following Units 1 and 2.**

3. **Establishing an Atlantic World, I: Secondary and Primary Sources**
   - *The Atlantic World in the Age of Empire*:
     - Chapter 1.
• *The Travels of Sir John Mandeville*
• *Travel Narratives from the Age of Discovery: An Anthology:*
  • Parts I (pp. 61-112) and III (pp. 207-360).

4. The Atlantic and Old and New Worlds, I
   • *Atlantic History: A Critical Reappraisal:*
     • Chapters 2-9.

5. The Atlantic and Old and New Worlds, II
   • *The Atlantic World in the Age of Empire*
     • Chapters 2-4.

Critical Essay 2 to be assigned following Units 3-5.

6. Atlantic Lives, I
   • *Mohawk Saint.*

7. Atlantic Lives, II
   • *The Buccaneers of America.*

8. Atlantic Lives, III
   • *The Life of Olaudah Equiano.*

Critical Essay 3 to be assigned following Units 6-8.

9. Atlantic Revolutions
   • *The Atlantic World in the Age of Empire*
     • Chapter 5.

10. Was there an Atlantic World?
    Review readings from units 1 and 2, above.

Annotated Bibliography Due: March 13.
Critical Book Review Due: April 17.