

HIST 106 Atlantic World Summer 2021

**This syllabus is tentative and subject to change prior to the beginning of Second Session,
Summer 2021 **

Professor: Hillary MacKinlay

Lectures: MTWR, 10:45AM – 12:45PM EST

Professor E-mail: hm676@georgetown.edu

Office Hours: TBD and by appointment. Please email me to set up an appointment to meet with me if you are unable to visit during my scheduled office hours. I am happy to arrange a time that fits your schedule to discuss assignments, course material, or other ways I can help you be successful this semester.

COURSE DESCRIPTION

For College students all sections of HIST 106 fulfill the core requirement in History for a broad introductory survey; these students complete the requirement by taking HIST 099. Atlantic World draws together the histories of four continents, Europe, Africa, North America, and South America, to investigate the new Atlantic world created as a consequence of the Columbian encounter in 1492. The class traces the creation of this world from the first European forays in the Atlantic and on the coast of Africa in the fifteenth century to the first wars for colonial independence and the abolition of slavery. Topics include the destruction and reconfiguration of indigenous societies; the crucial labor migrations of Europeans, Native Americans, and Africans; and the various strategies of accommodation, resistance, and rebellion demonstrated by the many different inhabitants of the Americas.

COURSE GOALS

Students who attend class regularly, read the assigned material, engage with their colleagues in class discussions and complete all written assignments will:

1. Form a deeper understanding of the relationships among Europeans, Africans, and indigenous Americans that developed beginning in the 15th century and the influence of those relationships on the modern world.
2. Learn to analyze events in their historical context and from multiple perspectives.
3. Learn to think critically about the past and historical narratives.
4. Improve their ability to assess both historical scholarship and original sources and to make connections between sources.
5. Be able to make a historical argument and to support it with primary and secondary sources.
6. Improve their ability to express and defend arguments in writing and in discussion.

COURSE REQUIREMENTS

Formatting Assignment 5%

Meeting with Professor 5%

Paper 1 20%

Paper 2 20%

Final Exam 20%

Class Contributions 30%

Formatting Assignment

Students will demonstrate their ability to use the proper citation techniques of the historical discipline. We will use class time to explore citation resources, discuss the assignment and practice citing various sources. Students can reference [The Chicago Manual of Style](#) to complete this assignment. Students will be graded on their ability to cite several kinds of sources accurately in both footnotes and their bibliography. Full credit will be given when the assignment has been completed fully and accurately (this may require resubmitting the assignment with revisions).

Class Contributions

This course incorporates both lecture and discussion components. I encourage you to think critically about the material and to come to class prepared to discuss your ideas and questions as a collective. Discussions will center on the assigned readings, as well as their relationship to material covered in lectures. Out of consideration for the time and contributions of your colleagues I ask that you come to class prepared to engage with the material together.

Because a large portion of your grade will rely on interaction with other students in discussion, attendance is mandatory for every class meeting. The accelerated nature of the Summer session also increases the importance of attending every class because it will be difficult to catch up on missed material from lecture.

However, we all have lives outside of the classroom and I trust your ability to make responsible choices. As such, **you are allowed one absence for any reason whatsoever**. You do not need to inform me in advance or tell me where you were: I would prefer that you do not do so! I will also grant additional excused absences in extenuating circumstances. Only thereafter will penalties apply.

Please let me know at the beginning of the course if you have any anticipated absences so we can determine if there is a reasonable accommodation.

Papers

You will be asked to write two, 1000-word papers for this course. You will craft a historical argument using primary and secondary sources provided in the syllabus. Writing prompts and further guidelines will be provided in-class. You are required to meet with me to discuss your first paper, either while it is in development or after it is evaluated and returned to you. This mandatory meeting will be worth 5% of the final grade. You are welcome to meet with me to discuss the papers (and other aspects of the course) at any time throughout the semester beyond this mandatory meeting. **Grading Rubric TBD.**

Final Exam

The final exam will include both a short answer section that requires you to identify terms in their historical context and an essay section: a short essay analyzing a passage from a primary source on the syllabus and a longer essay on a theme in Atlantic History. You will be provided with a list of terms and possible essay prompts in advance of the exam. This exam will typically take 75 mins. but you will have the full class session on the final day of term (120 mins.) to complete it.

REQUIRED TEXTS

You are not required to purchase a textbook for this course. All assigned readings/materials for this course will be available through Canvas.

GRADING POLICIES

Late Paper Policy:

TBD

Grading Scale:

A = 95-100	B = 83-86.99	C = 73-75.99	D = 63-65.99
A- = 90-94.99	B- = 80-82.99	C- = 70-72.99	D- = 60-62.99
B+ = 87-89.99	C+ = 76-79.99	D+ = 66-69.99	F = below 60

COURSE SCHEDULE & READINGS

Week 1: Atlantic Origins

M 7/12 What is (Atlantic) History?

- Alison Games. "From the Editor: Introduction, Definitions, and Historiography: What is Atlantic History?" *OAH Magazine of History* 18.3 *The Atlantic World* (April 2004): 3-7.
- New York Times Op-Ed, August 20, 2017: [Confederate Statues and 'Our' History](#)
- New York Times, June 24, 2020: [How Statues are Falling Around the World](#)
- Guardian Article: [Canada confronts colonial past as Halifax removes statue of city's founder](#)

T 7/13 Origins of European Expansion

- *Scene on Radio* Podcast, S2E2: [How Race Was Made](#) (29mins.) (transcript available)
- **Primary sources:**
 - "A Portuguese Expedition Meets Resistance in Gambia, 1455" in *Major Problems in Atlantic History*, p.32-33.
 - Gomes Eannes de Azurara, *The Chronicle of the Discovery and Conquest of Guinea* (excerpt)
 - *MPAH*: "Castilian Law Incorporates Slaves and Others Before 1492"

W 7/14 The Early African Atlantic

- **Primary Sources:**
 - [Toolongjong](#), by Alhaji Fabala Kanuteh, in *The Griots: Ministers of the Spoken Word* (Folkways 1975).
 - MPAH: “Leo Africanus Describes a West African world of Trade, c. 1515”
 - David Northrup, *Africa’s Discovery of Europe* (selected documents)

Th 7/15 The Early Indigenous Atlantic

- *History Extra* podcast: [Everything you ever wanted to know about the Aztecs, but were afraid to ask](#)
- *National Museum of the American Indian* Online Exhibit: [The Great Inka Road](#)
- **Primary sources:**
 - [Florentine Codex](#)

Format Assignment due Friday (7/16) at 5pm

Week 2: Rise of the Atlantic System

M 7/19 The Spanish Invasion & the Columbian Exchange

- Marcy Norton, “Conquest of Chocolate,” *Magazine of History* 18, no.3 (April 2004): 14-17.
- *Every Little Thing* podcast: [How Potatoes Took Over the World](#)
- **Primary sources:**
 - “Mexica Nobles Protest the Burdens of Spanish Rule, 1556, 1560”, in *Major Problems in Atlantic History*, p.69-72.
 - “Cortés Marvels at a World of Wonders, 1518-1520”, in *Major Problems in Atlantic History*, p.58-61
 - MPAH: “Columbus Arrives in the “Indies,” October 11, 1492”

T 7/20 The Rise of Atlantic Slavery

- **Primary sources:**
 - [Transatlantic Slave Trade Database](#)
 - “Louis XIV Regulates Slavery in the Colonies, 1685”; “The King of Asante Explains the Importance of the Slave Trade, 1820” in *Major Problems in Atlantic History*
 - Excerpt from the narrative of Ukawsaw Gronniosaw (James Albert) [1772], in Adam Potkay and Sandra Burr, eds., *Black Atlantic Writers of the Eighteenth Century: living the new exodus in England and the Americas* (New York, 1995), pp. 28-34 (Canvas)
 - Excerpt from narrative of Quobna Ottobah Cugoano [1787], in Potkey, ed., *Black Atlantic Writers*, pp. 132-137 (Canvas)

W 7/21 *The African Atlantic*

- James Sweet, *Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World* (excerpt)
- Achebe Chinua, *Things Fall Apart* (excerpt)
- *Rebecca's Revival* (excerpt)
- **Primary sources:**
 - Harriet Jacobs, *Incidents in the Life of a Slave Girl* (excerpts)

Th 7/22 *Indigenous North America and European Settlement*

- **Primary sources:**
 - Excerpts from the *Winthrop Papers* on the smallpox epidemic in southern New England, 1633-1634 (Canvas)
 - Indian petitions and complaints about animal invasions, Maryland and Plymouth (Canvas)
 - Documents about English indentured servants (Canvas)
 - "Our Plantation Is Very Weak": The Experiences of an Indentured Servant in Virginia, 1623" (Frethorne's Letter Home from Virginia, 1623) from History Matters at George Mason University

Paper 1 due Friday (7/23) at 5pm

Week 3: Atlantic Revolutions

M 7/26 *British & Latin America*

- The Secret Life of Canada Archive podcast: [The Secret Life of Birchtown](#)
- **Primary sources:**
 - US Declaration of Independence (1776)
 - *MPAH*: "A South American Revolutionary Looks to the Future, 1815" (338-340); "Brazil Becomes an Independent Monarchy, 1815, 1822" (340-342)

T 7/27 *Haitian Revolution*

- PBS Documentary: [Égalité for All: Toussaint Louverture & the Haitian Revolution](#) (56mins.)
- Marlene Daut, article from *The Conversation*, "[When France extorted Haiti—the greatest heist in history](#)"
- **Primary sources:**
 - Haitian Declaration of Independence
 - Haitian Constitution
 - "Address to the National Assembly, October 22, 1789," in Laurent Dubois and John D. Garrigus, eds., *Slave Revolution in the Caribbean, 1789-1804* (Boston: Bedford/St. Martin's, 2006), pp. 68-70
 - *MPAH*: "President Boyer of Haiti Appeals to Free Blacks in the United States, 1821-1824"
 - *African Americans and the Haitian Revolution* (selected documents)

W 7/28 The Industrial Revolution

- *Scene on Radio* podcast, S4E3: [The Cotton Empire](#) (42mins.) (transcript available)
- **Primary sources:**
 - Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776). IV.7.88-IV.7-96: “Of the Advantages which Europe has derived from the Discovery of America...”
 - Karl Marx, *Capital* (1867), part 8, chap. 31: “Genesis of the Industrial Capitalist”

Th 7/29 Abolition, Anti-slavery & Emancipation

- **Primary sources:**
 - *The Interesting Narrative of the Life of Olaudah Equiano*, edited by Robert J. Allison (Boston, 1995) (excerpt)
 - Sojourner Truth’s “Ain’t I a Woman” speech, delivered in 1851, [performed by Nkechi at TEDxFiDiWomen](#) and [speech transcript](#)
 - “What to the Slave is the Fourth of July”, speech by Frederick Douglass (1852) [full transcript](#), [descendants recite part of Douglass’s speech](#)

Week 4: A New Atlantic System?

M 8/2 Mass Migration in the Industrial Age

- **Primary sources:**
 - *Major Problems in Atlantic History*: “The British Empire Welcomes Chinese Workers, 1862-1864”; “Polish Immigrants Describe Opportunities in Brazil, 1891”; Jewish Immigrants Celebrate Independence Day in Argentina, 1910”; “A Journalist Describes as Immigrant Vessel, 1849-1850”

T 8/3 The Twilight of Slavery

- Tera W. Hunter in the NYT, [“When Slaveowners Got Reparations”](#)
- [The story of Sierra Leone’s Krio people – in pictures](#)
- **Primary sources:**
 - *MPAH*: “Slavery Crumbles in the United States and Brazil, 1864, 1888”
 - Bell I. Wiley, ed., *Slaves No More: Letters from Liberia 1833-1869* (Lexington, KY: University Press of Kentucky, 1980), (excerpt)
 - [Virginia Emigrants to Liberia Database](#)

W 8/4 Indigenous Policy in the United States & Canada

- *The Secret Life of Canada* podcast, S2E19: [The Indian Act](#) (45mins.)
- *American History Tellers* podcast, S3E4: [The Age of Jackson: Great White Father](#) (36mins.)
- *The Atlantic*: [Death by Civilization](#) (on Indigenous boarding schools in the US)
- *Guardian* article: [Canada’s indigenous schools policy was ‘cultural genocide’, says report](#)
- **Primary sources:**

- [Residential Schools podcast by Historica Canada](#). Listen to at least one of the three episodes: (1) First Nations Experience, (2) Métis Experiences, (3) Inuit Experiences. They are each approx. 20 mins long. (Content Warning: these podcast episodes include direct testimony from survivors of residential schools, including descriptions of child abuse and sexual assault)

Th 8/5 *The New Atlantic Order*

- Sarah Haley, *No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity*, Chapter 5: Sabotage and Black Radical Feminist Refusal (Canvas)
- [Poop Dreams](#) by Brennen Jensen, *Baltimore City Paper*, Feb. 21, 2001
- Briana A. Thomas, *Black Broadway in Washington, D.C.* (excerpt)

Paper 2 due Friday (8/6) at 5pm

Week 5: Legacies of Atlantic History

M 8/9 *Indigenous Resistance and Resilience*

- [What was the Truth and Reconciliation Commission?](#)
- CBC Special Report: [Beyond 94: Truth and Reconciliation in Canada](#)
- CBC News article: [5 years after report, Truth and Reconciliation commissioners say progress is ‘moving too slow’](#)
- *The Red Nation* article by Nick Estes, Sept. 18, 2016: [Fighting for Our Lives: #NoDAPL in Historical Context](#)
- Readings TBD

T 8/10 *The Black Atlantic*

- **Primary sources:**
 - James Baldwin, “Encounter on the Seine”
 - Jamaica Kinkaid, *A Small Place* (excerpt)
 - Maya Angelou, *All God’s Children Have Traveling Shoes* (excerpt)
 - *The Political Thought of African Independence: An Anthology of Sources* (selected documents)

W 8/11 *Georgetown and the Legacies of Slavery*

- Report of the Georgetown University Working Group on Slavery, Memory and Reconciliation
- [The Price of Georgetown: A Walking Tour of Slavery, Memory, and Reconciliation at Georgetown University](#)
- **Primary sources:**
 - Documents from the Georgetown Slavery Archive (Canvas)

Th 8/12 Final, in class