

HIST 5349 – Introduction to Transatlantic History
Fall 2019

Instructor Information

Instructor: Kenyon Zimmer

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332A

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Faculty Profile:

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Office Hours: Wednesday, 2:00pm-
5:00pm



Course Information

Time and Place of Class Meetings: Wednesday, 7:00pm-9:50pm

Description of Course Content: This course is designed to introduce students to the broad outlines of Transatlantic History, covering the period from 1492 to the present. It focuses on scholarship that examines the interconnected, transnational histories of Europe, Africa, and the Americas. Students will read and discuss seminal texts in Atlantic and Transatlantic History, as well as newer research that utilizes innovative transatlantic frameworks.

Student Learning Outcomes: After successfully completing this course, students will be able to:

1. describe and evaluate the history and historiography of connections between Europe, Africa, and the Americas
2. describe and evaluate the central theoretical and historiographical issues in the fields of Atlantic and Transatlantic History
3. produce and exchange critical appraisals of course readings, both in writing and in classroom discussions
4. design an original and relevant research project related to field of Transatlantic History

Required Textbooks:

1. Alfred W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492*
2. April Lee Hatfield, *Atlantic Virginia: Intercolonial Relations in the Seventeenth Century*
3. Susanah Shaw Romney, *New Netherland Connections: Intimate Networks and Atlantic Ties in Seventeenth-Century America*

4. Julius S. Scott, *The Common Wind: Afro-American Currents in the Age of the Haitian Revolution*
5. John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*, second edition
6. James H. Sweet, *Domingos Álvares: African Healing, and the Intellectual History of the Atlantic World*
7. Andrew Lipman, *The Saltwater Frontier: Indians and the Contest for the American Coast*
8. Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*
9. Edward Bartlett Rugemer, *The Problem of Emancipation: The Caribbean Roots of the American Civil War*
10. Samuel L. Baily, *Immigrants in the Lands of Promise: Italians in Buenos Aires and New York City, 1870–1914*
11. Sarah Abrevaya Stein, *Plumes: Ostrich Feathers, Jews, and a Lost World of Global Commerce*
12. Daniel T. Rodgers, *Atlantic Crossings: Social Politics in a Progressive Age*
13. Federico Finchelstein, *Transatlantic Fascism: Ideology, Violence, and the Sacred in Argentina and Italy, 1919-1945*
14. Uta G. Poiger, *Jazz, Rock, and Rebels: Cold War Politics and American Culture in a Divided Germany*

Descriptions of major assignments and examinations:

Short Response Papers

Of the fourteen assigned books, students will choose ten for which they will write a two-page response paper, to be handed in during class on the day for which the book is assigned. These papers should analyze the goals, methodologies, and arguments of the readings, and relate them to previous course readings and discussions as applicable. Students will share summaries of their papers at the beginning of each class to help launch the discussion.

In-Class Author Presentation

Each student will sign up to present on one week's book and author. This requires researching the author's intellectual biography (whose work influenced them, etc.), their previous and subsequent works (if applicable), and reviews of the assigned book (if available), and orally presenting the results in class accompanied by a visual presentation (such as PowerPoint, Prezi, etc.).

Research Project Proposal

At the end of the semester students will turn in a project proposal of at least ten pages. This proposal will identify a topic or problem within transatlantic history and propose a research project designed to address it. Students will identify a research question, summarize (to the best of their ability) the pertinent historiographical debates, and identify the sources, research methodology, and theoretical framework to be used in answering the research question. This proposal is intended to serve as a possible foundation for a future research project in one of the History Department's research seminars, a thesis or dissertation, or a journal article.

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. *As the instructor of this section, I require regular and consistent participation in class discussions, for which attendance is crucial and will therefore be expected and noted.* However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Grading Information

Grading: Your final grade for the course will be calculated according to the following rubric:

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| Attendance and Participation: | 40% |
| 10 Short Response Papers: | 35% |
| In-Class Author Presentation: | 5% |
| Research Project Proposal: | 20% |

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Plagiarism will result in an automatic F for the course and will be reported to the Office of Student Conduct. Students are encouraged to complete UTA Library's [Acknowledging Sources Tutorial](#).

Late Assignments: Unless you have a documented excused absence (a medical or family emergency or a conflicting university commitment), *assignments will be docked 10% for each day they are turned in past the due date.*

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](#) page (<http://www.uta.edu/provost/administrative-forms/course-syllabus/syllabus-institutional-policies.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Kenyon Zimmer

What is Transatlantic History?

August 21

Please come to class prepared to discuss the following readings:

1. William O'Reilly, "Genealogies of Atlantic History," *Atlantic Studies* 1, no. 1 (2004): 66-84 (available on the course [Canvas](#) page)
2. Organization of American Historians, "The LaPietra Report: A Report to the Profession" (2000), Parts I and II, <https://www.oah.org/insights/archive/the-lapietra-report-a-report-to-the-profession/>
3. Donna Gabaccia, "A Long Atlantic in a Wider World," *Atlantic Studies* 1, no. 1 (2004): 1-27 (available on the course [Canvas](#) page)
4. Kenyon Zimmer, "Transatlantic History: Locating and Naming an Emergent Field of Study," *Traversea* 3 (2013): 77-86, <https://journals.tdl.org/traversea/index.php/traversea/article/view/21/21>

Reframing Colonial History

August 28

1. Crosby, *The Columbian Exchange*

September 4

1. Eliga H. Gould, "Entangled Histories, Entangled Worlds: The English-Speaking Atlantic as a Spanish Periphery," *American Historical Review* 112, no. 3 (2007): 764-786 (available on the course [Canvas](#) page)
2. Hatfield, *Atlantic Virginia*

September 11

1. Romney, *New Netherland Connections*

Black and Red Atlantic

September 18

1. Thornton, *Africa and Africans in the Making of the Atlantic World*

September 25

1. Ira Berlin, "From Creole to African: Atlantic Creoles and the Origins of African-American Society in Mainland North America," *William and Mary Quarterly* 53, no. 2 (1996): 251-288 (available on the course [Canvas](#) page)
2. Sweet, *Domingos Álvares*

October 2

1. Jace Weaver, "The Red Atlantic: Transoceanic Cultural Exchanges," *American*

Indian Quarterly 35, no. 3 (2011): 418-463 (available on the course [Canvas](#) page)

2. Lipman, *The Saltwater Frontier*

Revolution and Civil War

October 9

1. R. R. Palmer, *The Age of Democratic Revolutions: A Political History of Europe and America, 1760-1800* (1959), chap. 1 (available on the course [Canvas](#) page)
2. Scott, *A Common Wind*

October 16

1. Linebaugh and Rediker, *The Many-Headed Hydra*

October 23

1. Rugemer, *The Problem of Emancipation*

The "Second" Atlantic World

October 30

1. Baily, *Immigrants in the Lands of Promise*

November 6

Research Project Proposal Synopsis due

1. Stein, *Plumes*

Ideological and Cultural Crossings

November 13

1. Rodgers, *Atlantic Crossings* (Be warned: this is a very long book!)

November 20

1. Finchelstein, *Transatlantic Fascism*

November 27

Thanksgiving Holiday—No Class (work on Research Project Proposals)

December 4

1. Poiger, *Jazz, Rock, and Rebels*

Research Project Proposals

December 11 (Finals Week—class will meet at its regular time)

Research Project Proposal due In-Class Proposal Presentations

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| <p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p> |
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