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SANTA BARBARA • SANTA CRUZ

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March 27, 2018

Muriel McClendon, Chair  
General Education Governance Committee  
Attn: Chelsea Hackett, Program Representative  
A265 Murphy Hall  
Mail Code: 157101

Dear Professor McClendon:

Enclosed please find the materials in support of a new GE course, History 14: The Atlantic World, 1492-1830. The course has been designed by Professor Carla Pestana. It is part of a concerted effort to create new GE courses in History that engage undergraduates through thematic attention to developments in the early modern and modern world. In other words, it attempts to move beyond the nation state as a category for historical analysis. I think this course has enormous potential. I urge you to approve this course for GE credit. Should you have any questions, please do not hesitate to be in touch.

Best regards,

A handwritten signature in blue ink, which appears to read "Andrea S. Goldman". The signature is fluid and cursive, with a long horizontal line extending to the right.

Andrea S. Goldman  
Associate Professor &  
Vice Chair for Undergraduate Affairs  
Department of History  
310-825-3368

**General Education Course Information Sheet**

*Please submit this sheet for each proposed course*

Department & Course Number HIS 14  
Course Title The Atlantic World, 1492-1830  
Indicate if Seminar and/or Writing II course \_\_\_\_\_

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis x
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis x
- Social Analysis x

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The proposed course, a new entry level pathway into the history curriculum, has been designed to introduce students to the early modern Atlantic world. Covering a pivotal period in Global history this course explores initial contacts between Europe and Africa, on one hand, and the Americas, on the other, as well as the resulting intensive period of global interaction. Students will consider the meeting of peoples and cultures, and the singular historical changes brought about by exploration, conquest, colonization, trade, transatlantic slavery, and revolutionary movements. They will also gain the skills needed to explore key primary texts that expose unprecedented cultural interactions and social transformations. This course, by introducing Atlantic history, prepares students for upper division courses in African, Latin American, Caribbean, and United States history.

3. "List faculty member(s) who will serve as instructor (give academic rank): Carla Pestana (Professor), Andrew Apter (Professor), and Robin Derby (Associate Professor).

Do you intend to use graduate student instructors (TAs) in this course? Yes x No \_\_\_\_\_

If yes, please indicate the number of TAs 2

4. Indicate when do you anticipate teaching this course over the next three years:

2017-18	Fall	_____	Winter	<u>x</u>	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2018-19	Fall	_____	Winter	<u>x</u>	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2019-20	Fall	_____	Winter	<u>x</u>	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an *existing* course that has been modified for inclusion in the new GE? Yes \_\_\_\_\_ No x

If yes, provide a brief explanation of what has changed. \_\_\_\_\_

Present Number of Units: \_\_\_\_\_

Proposed Number of Units: 5 \_\_\_\_\_

6. Please present concise arguments for the GE principles applicable to this course.

<input type="checkbox"/> General Knowledge	This course is designed for first-year students and is strongly recommended for History majors planning to take more advanced courses in the history of any region bordering on the Atlantic during the period from 1500 to 1900. It introduces students to general themes in Early Modern History.
<input type="checkbox"/> Integrative Learning	
<input type="checkbox"/> Ethical Implications	
<input type="checkbox"/> Cultural Diversity	This class considers the connections, interactions and circulations of people, ideas, and commodities around the Atlantic basin and features contributions from a variety of actors, including, women, indigenous peoples, and peoples of color.
<input type="checkbox"/> Critical Thinking	Students will analyze the Atlantic history approach in contrast to the continental, national, and world history frameworks to which it is related; and consider how exploration, conquest, migration, trade, and revolution shaped the modern world.
<input type="checkbox"/> Rhetorical Effectiveness	
<input type="checkbox"/> Problem-solving	
<input type="checkbox"/> Library & Information Literacy	

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	_____	(hours)
4. Experiential (service learning, internships, other):	_____	(hours)
5. Field Trips:	_____	(hours)

**(A) TOTAL Student Contact Per Week** **4** **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>6</u>	(hours)
3. Group Projects:	_____	(hours)
4. Preparation for Quizzes & Exams:	_____	(hours)
5. Information Literacy Exercises:	_____	(hours)
6. Written Assignments:	<u>4</u>	(hours)
7. Research Activity:	_____	(hours)

**(B) TOTAL Out-of-class time per week** **11** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** **15** **(HOURS)**



History 14: The Atlantic World, 1492 to 1830  
Professor Carla Pestana

### General Description

In an early period of globalization, Europeans moved into the Atlantic basin, exploring, conquering, colonizing, and organizing long-distance trade. This course will explore the idea of an “Atlantic World” and a few of the major historical trends—including migration, slavery, imperial conflicts and revolution—that shaped and reshaped that world. The Atlantic history approach attempts to leave behind the influence of later national divisions that have shaped how we study the past, by attending to connections, interactions and circulations.

### Course Outcomes

This course aims to develop students’ analytical and writing skills as it increasing historical knowledge. As a result of this course, students will

- understand the impact of the meetings of peoples in the Atlantic world between the late 15<sup>th</sup> century and the late nineteenth century;
- consider the phenomena of exploration, conquest, migration, trade, and revolution as these shaped the modern world;
- analyze the Atlantic history approach in contrast to the continental, national and world history frameworks to which it is related;
- sharpen reading, writing and analytical skills through reading, discussion, and writing assignments;
- observe presentations by scholars working in the field of Atlantic history as well as having an opportunity to interact with them.

### Course Requirements

This class combines lecture and discussion to introduce you to the concept of the Atlantic world and to some of its history to about 1830. To succeed in this course, you must read, attend, participate and write. Written assignments include two relatively brief papers, and a take-home final.

You are also asked to attend at least one lecture in a series on Atlantic history; and to participate in an in-class discussion about the presentation to educate those who were unable to attend. The lecture is at a time other than the regular class time, so an alternative assignment will be made available to those with scheduling conflicts. The speaker series and accompanying readings are listed below.

**Participation grade** (20%) is earned by contributing to class discussion each week, free writing about the readings when asked to do so, and educating your classmates (in the company of others) on one speaker from the series below as well as about your conclusions regarding the course (as conveyed in your final).

Anyone needing to give a boost to their participation grade may earn extra credit by attending additional speakers and turning in a one-page response paper, due the Tuesday after the talk.

**Paper 1** (2-3 pages) is based on the presentation of the speaker you attend, the accompanying reading assigned by that speaker, and any relevant reading from the course. The paper should make an argument that draws on this material. It is due one week after the presentation in question.

**Paper 2** (3-5 pages) asks that you select one topic from a list that will be provided, do a modest amount of additional reading either from a list of suggestions or of your own making (which should be checked with me prior to proceeding), and make an argument integrating that research and any relevant course materials. This paper is due February 6<sup>th</sup>, unless you have completed paper 1 as of that date; then due February 20<sup>th</sup>.

**The take-home final** asks that you consider Atlantic history as an approach. This exam will draw on the common readings and discussion, and will give you an opportunity to think about the Atlantic as a

(possibly) helpful unit of analysis. Due at our final exam time, the exam will be the basis of a brief discussion about the conclusions everyone reached (Tuesday March 18, 3 to 4 p.m.).

### Course Policies

I will use the following grading scale: 100 to 97: A+; 96-93: A; 92-90: A-; 88-87: B+; and so on. Grades will be apportioned as follows: Participation (including free-writes & presentations): 20%; paper 1: 20%; paper 2: 30%; final: 30%.

Generally late work will not be accepted; if you find yourself wishing to turn in a late assignment you need advance authorization and a legitimate (and documentable) excuse. The work you turn in for this course should be entirely your own. Trying to pass off the work of another as your own (plagiarism) is a serious academic offense. Suspected cases will be turned over to the Dean of Students. The website of the Dean's offers advice on this issue: <http://www.studentgroups.ucla.edu/dos/students/integrity/>. Speak to me if you have any questions.

### Reading

This class has a textbook that offers a general history of the Atlantic world, which will help to orient you to major players, events and trends. Douglas R. Egerton, Alison Games, Jane G. Landers, Kris Lane & Donald R. Wright, *The Atlantic World: A History, 1400-1888* is available for purchase and also on reserve in Powell. (Powell reserve may be sufficient, depending on the extent of your use of it.) It will also give you basic background needed to understand the lecture you will attend (see below).

In addition, each week there will be an article or chapter (a secondary source, in historians' parlance) on some aspect of the history; and a brief primary source (or excerpt from one) to give you an example of a piece of writing from our period. Finally, for the lecture series, read the recommended reading suggested by the speaker for the talk(s) you attend.

### Schedule of class meetings

#### Week I: Defining Atlantic History

Read for TH: Alison Games, "Atlantic History: Definitions, Challenges, Opportunities," *American Historical Review* 111:3 (June 2006): 741-57, esp. 741-44, 753-57. (Also chapter 1, Egerton et al.)

#### Week II: The Ocean

[Note that the first outside lecture is this week; textbook chapters 3 & 5 are perhaps most helpful.]

Read for TU: John R. Gillis, "Islands in the Making of an Atlantic Oceania, 1400-1800," keynote address from 2003 conference "Seascapes, Littoral Cultures, and Trans-Oceanic Exchanges," available at: [http://webdoc.sub.gwdg.de/ebook/p/2005/history\\_cooperative/www.historycooperative.org/proceedings/seascapes/gillis.html](http://webdoc.sub.gwdg.de/ebook/p/2005/history_cooperative/www.historycooperative.org/proceedings/seascapes/gillis.html)

Look over extract from the journal of Christopher Columbus' first transatlantic voyage, covering October 11-17, 1492; and the one from Henry Pitman.

#### Week III: Varieties of Atlantics: The Black Atlantic

Read for TU: Deborah Gray White, "'Yes', There is a Black Atlantic," *Itinerario* 23 (1999): 127-40. (Also see textbook chapters 6 & possibly 8.)

Spend some time on the Transatlantic Slave Trade Database and come ready to report what you discovered: <http://www.slavevoyages.org/tast/index.faces>

#### Week IV: Other Atlantics: How do they compare?

[Lecture two is this week; the relevant textbook chapter is 4 & possibly 7.]

Read: Gert Oostindie and Jessica Vance Roitman, "Repositioning the Dutch in the Atlantic, 1680–1800," *Itinerario* 36 (2012): 129-60 (focus on pp. 129-30, 145-51); Carla Gardina Pestana, "Introduction: Revolution and the English Atlantic," in *The English Atlantic in an Age of Revolution, 1640-1661* (2004), 1-10; Pieter Emmer, "Barriers in the Atlantic: Success and Failure of the Minor European Nations," in *Latin America and the Atlantic World/El mundo Atlántico y América Latina (1500-1850): Essays in honor of Horst Pietschmann*, edited by Renate Pierper and Peer Schmidt, 263-77 (2005), read esp. conclusion.

### Week V: Environment

Read John McNeill, "Yellow Jack and Geopolitics: Environment, Epidemics, and the Struggles for Empire in the American Tropics, 1650-1825," *OAH Magazine of History* 18.3 (2004): 9-13; also Sherry Johnson, "El Niño, Environmental Crisis, and the Emergence of Alternative Markets in the Hispanic Caribbean, 1760s-70s," *The William and Mary Quarterly* 3d ser., 62 (2005): 365-71 only. Visit the website of the Natural History Museum in London, watch the video on Hans Sloane: <http://www.nhm.ac.uk/nature-online/science-of-natural-history/biographies/hans-sloane/>, and look at other aspects of the website related to him, especially "Sloane's Collection." Come to class ready to discuss what you find.

### Week VI: Trade

[Note third lecture this week, for which the most relevant textbook reading is chapter 10 & 11.]  
Read Michelle Craig McDonald, "The Chance of the Moment: Coffee and the New West Indies Commodities Trade," *The William and Mary Quarterly* 3d ser., 62 (2005): 441-61. Explore the "Global Commodities" website by looking into one of our commodities in our period, and come in ready to report on what you discover. See <http://www.globalcommodities.amdigital.co.uk/> or follow the library website links through "Databases".

### Week VII: Pirates

Read Lauren Benton's thoughtful treatment of the issue, "Legal Spaces of Empire: Piracy and the Origins of Ocean Regionalism," *Comparative Studies in Society and History* 47 (2005): 700-24 (esp. pp. 700-13, 719-21); excerpt from Alexander O. Exquemelin, *Bucaniers of America* (1684)  
[No class on Thursday, to make up for lecture attendance at other times.]

### Week VIII: Warring over Atlantic Spaces

[Note final outside lecture this week, for which read textbook chapters 12 & 14.]  
Read John K. Thornton, "African Dimensions of the Stono Rebellion," *American Historical Review* 96 (1991): 1101-13.  
Thomas Spencer, *A True and Faithful Relation of the Proceedings of the Forces of Their Majesties K. William and Q. Mary, in Their Expedition Against the French, in the Caribby Islands in the West-Indies* (1691); I provided the entire text, but read sections NOT highlighted

### Week IX: Revolution

Read Franklin W. Knight, "The Haitian Revolution," *The American Historical Review* 105:1 (2000): 103-15. Explore (and be prepared to discuss) at least one subsection of the website "Remembering Haiti" at: [http://www.brown.edu/Facilities/John Carter Brown Library/remember\\_haiti/index.php](http://www.brown.edu/Facilities/John_Carter_Brown_Library/remember_haiti/index.php)

### Week X: Endings?

Read Aaron Spencer Fogleman, "The Transformation of the Atlantic World, 1776–1867," *Atlantic Studies* 6:1 (2009): 5-28, read closely the first 5 and last 3 ½ pages; Donna Gabaccia, "A long Atlantic in a

wider world," *Atlantic Studies* 1:1 (2003), read introduction (1-2), "An Atlantic 'World'" (5-9), and "Conclusion" (17-19).



**Speaker series:** In connection with this course and the history department's new Atlantic History cluster, four speakers will visit campus. You are welcomed to attend all their talks, and you may opt to formulate your final assignment around those talks; you are required to go to one and to turn in a short paper on it. Each speaker has suggested a reading to accompany the talk. See below for the speakers, talks and accompanying readings. All talks are noon to 1:30 in the history department (6<sup>th</sup> floor Bunch); a light lunch will be served.

**First Speaker: Molly Warsh, University of Pittsburg**

"The Political Ecology of the Early Spanish Caribbean"

Reading: Ida Altman, "The Revolt of Enriquillo and the Historiography of Early Spanish America," *The Americas* 63: 4 (April 2007): 587-614.

**Second Speaker: Alison Games, Georgetown University**

"English and Dutch in Suriname: Entangled Atlantics in the Seventeenth Century"

Reading: Eliga H. Gould, "Entangled Histories, Entangled Worlds: The English-Speaking Atlantic as a Spanish Periphery," *The American Historical Review* 112:3 (2007): 764-86.

**Third Speaker: Nathan Perl-Rosenthal, University of Southern California**

"'Arrest all the Anglophones': Sailors and the Making of American Nationality, ca. 1790s"

Reading: Lauren Benton, "Legal Spaces of Empire: Piracy and the Origins of Ocean Regionalism," *Comparative Studies in Society and History* 47:4 (2005): 700-24.

**Fourth Speaker: Sharla Fett, Occidental College**

"Social Death and Social Life in Recaptive African Forced Migrations"

Reading: Walter Hawthorne, "'Being Now, as It Were, One Family': Shipmate Bonding on the Slave Vessel *Emilia*, in Rio De Janeiro and Throughout the Atlantic World," *Luso-Brazilian Review* 45: 1 (2008): 53-77.



## New Course Proposal

### History 14 Atlantic World, 1492 to 1830

**Course Number** History 14

**Title** Atlantic World, 1492 to 1830

**Short Title** ATLNT WLD 1492-1830

**Units** Fixed: 5

**Grading Basis** Letter grade or Passed/Not Passed

**Instructional Format** Lecture - 3 hours per week  
Discussion - 1 hours per week

**TIE Code** LECS - Lecture (Plus Supplementary Activity) [T]

**GE Requirement** Yes

**Major or Minor Requirement** Yes

**Requisites** None

**Course Description** Lecture, three hours; discussion, one hour. Strongly recommended for History majors planning to take more advanced courses in history of any region bordering on Atlantic during period from 1500 to 1900. Exploration of idea of Atlantic world and few of major historical trends that shaped its history, including migration, slavery, imperial conflicts, and revolution. Atlantic history approach avoids national frameworks that assume creation of later national division in order to understand larger, integrated region, one that gave rise to later nation states. In reconsidering how past is studied, highlights key connections, interactions, and circuits that gave rise to modern world. P/NP or letter grading.

**Justification** Atlantic history offers a new transnational perspective on early modern history. Many faculty in the History department and throughout Humanities and Social Sciences departments work on Atlantic topics and globalizing trends. The department offers many resources in Atlantic history, including an annual seminar. This course would be an introduction to various themes in Atlantic history to prepare students for upper division courses in African, Latin American, Caribbean, and United States history.

**Syllabus** File [HIST 14 Syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.

#### **Supplemental Information**

**Grading Structure** Grading scale: 100 to 97: A; 96-93: A-; 92-90: B+; 89-87: B; and so on. Grades will be apportioned as follows: Participation (including free-writes & presentations): 20%; paper 1: 20%; paper 2: 30%; final: 30%.

**Effective Date** Fall 2018

<b><u>Instructor</u></b>	Name	Title
	<b>Carla Gardina Pestana</b>	<b>Professor</b>
	<b>Nicole Gilhuis</b>	<b>Teaching Fellow</b>

**Quarters Taught**  Fall  Winter  Spring  Summer

**Department** History

<b><u>Contact</u></b>	Name	E-mail
	<b>INDIRA GARCIA</b>	<b>indira@history.ucla.edu</b>

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**Status:** Submitted on 12/4/2017 2:02:10 PM

**Comments:** Initiated a New Course Proposal



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