

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number: History, Unsure of Course Number
Course Title: Atlantic Exchanges
Indicate if Seminar and/or Writing II course: Seminar

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

Foundations of the Arts and Humanities

- Literary and Cultural Analysis
Philosophic and Linguistic Analysis
Visual and Performance Arts Analysis and Practice

Foundations of Society and Culture

- Historical Analysis (marked with x)
Social Analysis

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.

This course on Atlantic Exchanges gives undergraduates the opportunity to explore scholarship in the field of transatlantic history and develop their own historical questions and research.

3. List faculty member(s) who will serve as instructor (give academic rank):

Rebecca Dufendach, Teaching Fellow; Kevin Terraciano, Professor (Faculty Mentor)

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

If yes, please indicate the number of TAs

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

Table with 3 rows (2013-2014, 2014-2015, 2015-2016) and 3 columns (Fall, Winter, Spring) for Enrollment. Includes 'x' and '16' in the 2015-2016 Spring Enrollment cell.

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.

- General Knowledge

Transatlantic history proposes approaches that allow for non-Eurocentric and transnational studies of the interactions of people, goods, and ideas across an ocean. This course examines such exchanges between any of the four continents surrounding the Atlantic basin between the times of the European “discovery” of the Americas in the late fifteenth century until independence movements during the 1800’s.

- Integrative Learning

Introduce student to the burgeoning field of Atlantic History and the unique obstacles of investigating historical issues from a transnational or comparative perspective

- Ethical Implications

Challenge students of European, African, and Latin American history to examine the ways these regions, along with North America, resisted political, economic, and cultural definition considered so fundamental for forming a nation or state

- Cultural Diversity

Sharing the geographic focus of Atlantic history, transatlantic history seeks to move beyond the limitations established by colonial/imperial and national history.

- Critical Thinking

Situated primarily in the fields of both social and cultural history we will examine research from transnational and comparative history as well as intercultural transfer. Rejecting the conceptualization of cultural transmission as a one-way imposition, this course produces transatlantic scholars who examine the reciprocity of cultural exchange.

- Rhetorical Effectiveness

- Problem-solving

- Library & Information Literacy

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

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

(A) TOTAL Student Contact Per Week 3 **(HOURS)**

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

- 1. General Review & Preparation: 2 (hours)
- 2. Reading: 4 (hours)
- 3. Group Projects: 2 (hours)
- 4. Preparation for Quizzes & Exams: _____ (hours)

5. Information Literacy Exercises:	<hr/>	(hours)
6. Written Assignments:	<hr/> 2 <hr/>	(hours)
7. Research Activity:	<hr/> 2 <hr/>	(hours)
(B) TOTAL Out-of-class time per week	<hr/> <hr/>	(HOURS)
GRAND TOTAL (A) + (B) must equal at least 15 hours/week	<hr/> 15 <hr/>	(HOURS)

Atlantic Exchanges

Syllabus for CUTF Seminar
Department of History
Instructor: Rebecca Dufendach

Course Description

This course on Atlantic Exchanges gives undergraduates the opportunity to explore scholarship in the field of transatlantic history and develop their own historical questions and research. Transatlantic history proposes approaches that allow for non-Eurocentric and transnational studies of the interactions of people, goods, and ideas across an ocean. This course examines such exchanges between any of the four continents surrounding the Atlantic basin between the times of the European “discovery” of the Americas in the late fifteenth century until independence movements during the 1800’s. Situated primarily in the fields of both social and cultural history we will examine research from transnational and comparative history as well as intercultural transfer. Rejecting the conceptualization of cultural transmission as a one-way imposition, this course produces transatlantic scholars who examine the reciprocity of cultural exchange. By taking a transnational approach, students can look beyond and below the nation state, focusing instead on the qualities of specific communities or individuals, rather than framing them as mere extensions of their nation states. Sharing the geographic focus of Atlantic history, transatlantic history seeks to move beyond the limitations established by colonial/imperial and national history.

Learning Objectives

1. Introduce student to the burgeoning field of Atlantic History and the unique obstacles of investigating historical issues from a transnational or comparative perspective
2. Challenge students of European, African, and Latin American history to examine the ways these regions, along with North America, resisted political, economic, and cultural definition considered so fundamental for forming a nation or state
3. Improve historical analysis skills through critical reading and writing revision exercises

Evaluation

Class participation 25%

Research Proposal 5%

Annotated Bibliography 10%

Class Presentations: one on readings of your assigned week, one on paper draft 20%

Final Written Assignment: includes revisions from early draft, 40%

Writing Assignment

Bibliography: List in Chicago format at least three book and 5 articles on topic, due Wk 2

Proposal: one page (double spaced) explanation of your research question and topic , due Wk 3

Annotated Bibliography: for each resource on your bibliography provided a summary of the research question, the argument, and the historical sources used, due Wk 4

First Draft: In class presentation based on your first draft based on your outline, due Wk 7

Final Essay: paper of 12-15 pages, includes earlier revisions, double spaced, 12pt font, due Wk 9

Required Readings

1. *Major Problems in Atlantic History: Documents and Essays*. Alison F. Games and Adam Rothman, eds. Houghton Mifflin, 2008.
2. Joseph M. Williams and Joseph Bizup. *Style: Lessons in Clarity and Grace*. Boston: Pearson, 2014.
3. Selected texts found on the course website, listed in the weekly readings

Weekly Readings

Week 1: Atlantic History: Transatlantic Problems

- What is Atlantic history? Martin W. Lewis “Inventing oceans”; Alfred W. Crosby “The discovery of the Atlantic”; David Armitage “The varieties of Atlantic History”: Chapter One, in *Major Problems in Atlantic History*
- Patrick Griffin “A Plea for a New Atlantic History” *The William and Mary Quarterly*, Vol. 68, No. 2 (April 2011), pp. 236-239
- Each week we will cover one section from *Style: Lessons in Clarity and Grace* to improve writing skills and effectively convey historical arguments, “Understanding Style” Lesson One from *Style: Lessons in Clarity and Grace*

Week 2: Primary and Secondary Sources in Early Atlantic History

- Leo Africanus describes a West African world of trade, c. 1515 ; “Two Atlantic inhabitants explain the origins of the sea, 1490s and 1590” Chapter Two in *Major Problems in Atlantic History*
- Gérard L. Chouin and Christopher R. Decorse “Prelude to the Atlantic Trade: New Perspectives on Southern Ghana’s Pre-Atlantic History (800-1500)” *The Journal of African History* Volume 51, Issue 02, July 2010, pp 123-145
- “Correctness and Clarity ” Lesson Two from *Style: Lessons in Clarity and Grace*

Week 3: Pathogens: Venereal Disease and Gender in the Atlantic World

- Alfred W. Crosby “Europe's biological conquest”; Two governors describe the New England smallpox epidemic, 1633-1634 ; Indians respond to epidemics in New France, 1637, 1640 Chapter Five in *Major Problems in Atlantic History*
- A conquistador praises Malinche, c. 1570 ; Susan Midgen Socolow “How conquest shaped women's lives”; Anne Askew meets her fate, 1546; Chapter Three and Four in *Major Problems in Atlantic History*
- Trevor Burnard and Richard Follett “Caribbean Slavery, British Anti-Slavery, and the Cultural Politics of Venereal Disease.” *The Historical Journal* Vol. 55, No. 2 (JUNE 2012) pp. 427-451
- “Actions” Lesson Three from *Style: Lessons in Clarity and Grace*

Week 4: Lively Stocks: Sheep, Horses, and Fish

- Creatures become commodities, 1516, A priest accounts for the plants and animals of New Spain, 1590 ; Rats invade Bermuda, 1617-1618; Indians complain about animal trespass, 1656-1664; Richard Whitbourne praises the Newfoundland fishery, 1622 Chapter Five and Seven in *Major Problems in Atlantic History*
- Elinor G. K. Melville “A Plague of Sheep: Environmental Consequences of the Conquest of Mexico” Chapter 4 “The Mexican Case” and Chapter 5 “The Conquest Process”
- “Characters” Lesson Four from *Style: Lessons in Clarity and Grace*

Week 5: Green Gold: Commercial and Medicinal Plant Exchanges

- Marcy Norton “Acquiring the taste for chocolate”; Donald R. Wright “The peanut revolution” Jean de Lery describes the Brazilwood trade, 1578; Sugar planters transform Barbados, 1647-1650 ; Chapter Five and Seven in *Major Problems in Atlantic History*
- Paula De Vos, “The Science of Spices: Empiricism and Economic Botany in the Early Spanish Empire” *Journal of World History*, Vol. 17, No. 4 (Dec., 2006)
- “Exceptions: Quassia and Cinchona” Chapter from Londa Schiebinger, *Plants and Empire: Colonial Bioprospecting in the Atlantic World*, (Cambridge: Harvard University Press 2004)
- “Cohesion and Coherence” Lesson Five from *Style: Lessons in Clarity and Grace*

Week 6: American Silver and Golden Opportunities for Many Markets

- Two political economists evaluate the discovery of America, 1776, 1867 ; Dennis O. Flynn and Arturo Giraldez “What did China have to do with American silver?”; J.H. Galloway “What did the Dutch have to do with sugar in the Caribbean?” *The Dutch West*

India Company recruits Jews to the "wild coast" of America, 1657; Chapter Seven and Nine in *Major Problems in Atlantic History*

- Lois Dubin "Port Jews in the Atlantic World" *Jewish History* Vol. 20, No. 2, Port Jews of the Atlantic (2006), pp. 117-127
- Pirates sail under the jolly roger, 1684, 1743 ; A Spanish priest among the Pueblo Indians complains of harassment and danger, 1696 ; Employers advertise for the return of runaways in Pennsylvania, 1739-1753 ; Silver miners revolt in New Spain, 1766; in Chapter Eight in *Major Problems in Atlantic History*
- "Emphasis" Lesson Six from *Style: Lessons in Clarity and Grace*

Week 7: Indigenous Peoples: Language, History, and Labor

- Indians toil in Guatemala, 1648; Mexica nobles protest the burdens of Spanish rule, 1556, 1560 ; Two Spaniards debate the conquest and the nature of Americans, 1547-1553; A priest explains the origins of the people of New Spain, 1581 ; Inga Clendinnen "The culture of conquest" from Chapter Two and Seven in *Major Problems in Atlantic History*
- "Mesoamericans and Spaniards in the sixteenth century," "Literacy in colonial Mesoamerica," "Views of the conquest" Chapters from *Mesoamerican Voices: Native-Language Writings from Colonial Mexico, Oaxaca, Yucatan, and Guatemala*. Restall, Sousa, and Terraciano, authors and eds., Cambridge: Cambridge University Press, 2005.
- "Motivation" Lesson Seven from *Style: Lessons in Clarity and Grace*

Week 8: Bondage and Freedom in Atlantic Exchanges

- Slaves endure the middle passage, 1693 ; Peter Kolb explains why he migrated to the Cape of Good Hope, and then returned home, 1704, 1713 ; Elizabeth Sprigs begs for help, 1756 ; An Afro-British abolitionist recalls his childhood captivity, 1787 ; Alison Games "Adaptation and survival"; John Thornton "The mental world of the captive"; A Dutch West India Company official defends the Company's fort system in West Africa, 1717 in Chapter Six and Ten in *Major Problems in Atlantic History*
- Thomas Jefferson wrestles with slavery, 1785 ; The king of Asante explains the importance of the slave trade, 1820 ; A British magistrate oversees freedom in St. Vincent, 1835-1838 ; Two slaves learn to read, 1839, 1845 ; Alexis de Tocqueville advocates emancipation in the French West Indies, 1843 ; A Brazilian slave escapes to freedom in New York, 1847 ; Slavery crumbles in the United States and Brazil, 1864, 1888 ; Thomas Phipson condemns polygamy and slavery in Natal, 1876 ; Martin Klein "How did Atlantic slavery come to an end?" in Chapter Thirteen in *Major Problems in Atlantic History*
- "Global Coherence and Grace" Lesson Eight from *Style: Lessons in Clarity and Grace*

Week 9: Revolutions and Independence

- Free citizens of color claim their rights, 1789 ; Francisco de Miranda comments on republican manners, 1783-1784 ; Women in the United States assert themselves, 1793, 1795 ; France devises a new republican calendar, 1793 ; New nations define citizenship, 1776-1847 ; A radical priest marches in New Spain, 1810 ; African-American exiles declare independence in Liberia, 1847 ; Alfred F. Young “How a shoemaker became a citizen”; John K. Thornton “What were the Africans in St. Domingue fighting for?” in Chapter Twelve in *Major Problems in Atlantic History*
- “Introduction: the age of revolutions, c. 1760-1840: global causation, connection, and comparison” and Lynn Hunt “The French Revolution in global context” from *The Age of Revolutions in Global Context, c. 1760–1840* David Armitage and Sanjay Subrahmanyam, eds., (New York, 2010).
- “Concision” Lesson Nine from *Style: Lessons in Clarity and Grace*

Week 10: Legacies

- Spain and the United States celebrate Columbus, 1892-1893 ; Canada recognizes aboriginal rights, 1982 ; American Indians respond to the Columbian quincentennial, 1990 ; Pan-African activists demand reparations for slavery, 1993 ; The British House of Lords debates reparations for slavery, 1996 ; Matthew Coon Come condemns the economic status of First Nations people, 2001 ; Sarah Baartmann goes home, 2002 ; An American president commemorates the slave trade, 2003 ; James Axtell “Did Europeans commit genocide in the Americas?”; Martha Biondi “How the movement for slave reparations has gone global” From Chapter Fifteen Thirteen in *Major Problems in Atlantic History*
- “Shape ” Lesson Ten from *Style: Lessons in Clarity and Grace*



New Course Proposal

History 98T Atlantic Exchanges

Course Number History 98T

Title Atlantic Exchanges

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.

Course Description In this course students explore sources in the field of Atlantic History to develop historical reading and writing skills. We examine the goods, peoples, and pathogens exchanged across the Atlantic Ocean during the early modern period.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [Dufendach Atlantic Exchanges Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Professor Kevin Terraciano is the faculty mentor for this course

Grading Structure 25% participation; 5% research proposal; 10% annotated bibliography; 20% class presentations; 40% final written assignment

Effective Date Winter 2016

Discontinue Date Summer 1 2016

<u>Instructor</u>	Name	Title
	Rebecca Dufendach	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department History

<u>Contact</u>	Name	E-mail
	MICHELLE CHEN	mchen@oid.ucla.edu

Routing Help

ROUTING STATUS

Role: FEC Chair or Designee - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Pending Action

Role: CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Approved on 6/26/2015 2:31:35 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, chair of the CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 6/26/2015 11:16:02 AM

Comments: Initiated a New Course Proposal



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