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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, appearing to read "Andrea S. Goldman", with a long horizontal flourish extending to the right.

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

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 15th 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 6th, unless you have completed paper 1 as of that date; then due February 20th.

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

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 (6th 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: A-; 98-97: 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

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

Quarters Taught Fall Winter Spring Summer

Department History

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

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Role:**Status:** Processing Completed**Role:** Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590**Status:** Added to SRS on 1/22/2018 1:19:08 PM**Changes:** Title, Description**Comments:** Course description edited into official version. Removed "The" from title.**Role:** Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441**Status:** Added to SRS on 1/17/2018 6:13:27 PM**Changes:** Short Title, TIE Code**Comments:** No Comments**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 1/16/2018 9:48:18 AM**Changes:** No Changes Made**Comments:** no changes**Role:** FEC Chair or Designee - Tornell, Aaron (TORNELL@ECON.UCLA.EDU) - 41686**Status:** Approved on 1/15/2018 9:35:59 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 1/2/2018 3:27:16 PM**Changes:** No Changes Made**Comments:** No changes**Role:** Dean College/School or Designee - Mcalpin, Amanda D (AMCALPIN@COLLEGE.UCLA.EDU) - 3107947245**Status:** Approved on 12/21/2017 3:32:41 PM**Changes:** No Changes Made**Comments:** Approved by Amanda McAlpin on behalf of Dean Hunt on 21 December 2017.**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 12/11/2017 9:26:21 AM**Changes:** No Changes Made**Comments:** No changes**Role:** Department/School Coordinator - Garcia, Indira Yubelka (INDIRA@HISTORY.UCLA.EDU) -**Status:** Approved on 12/8/2017 3:21:05 PM**Changes:** No Changes Made**Comments:** Uploaded updated syllabus with learning outcomes and resubmitting to Mary Ries.**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 12/5/2017 9:01:00 AM**Changes:** No Changes Made**Comments:** Per our phone conversation, please add to syllabi, learning outcomes, and then resubmit to me.**Role:** Department Chair or Designee - Garcia, Indira Yubelka (INDIRA@HISTORY.UCLA.EDU) -**Status:** Approved on 12/4/2017 2:09:59 PM**Changes:** No Changes Made**Comments:** Approved on behalf of Department Chair, Steve Aron.**Role:** Initiator/Submitter - Garcia, Indira Yubelka (INDIRA@HISTORY.UCLA.EDU) -

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

Comments: Initiated a New Course Proposal

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