

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: 10/28/2008

Department/Division proposing course: History

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number HIS 208

b. Title* History of the Atlantic World

*If title is longer than 24 characters, offer a sensible title of 24 characters or less:

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week..

- () CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (3) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER - Please explain:

d. Please choose a grading system: [X] Letter (A, B, C, etc.) [] Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES [] NO [X] If YES, maximum number of credit hours:

g. Course description:

Examines the connections between Europe, Africa, and the Americas from 1492 to the present day, focusing especially on the legacies of slavery, race, and imperialism in Central America and the Caribbean.

h. Prerequisite(s), if any:

None

i. Will this course also be offered through Distance Learning? YES [] NO [X]

If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

- Internet/Web-based [] Interactive video [] Extended campus []

3. Supplementary teaching component: [X] N/A or [] Community-Based Experience [] Service Learning [] Both

4. To be cross-listed as: Prefix and Number printed name Cross-listing Department Chair signature

5. Requested effective date (term/year): Fall / 2009

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6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: _____
8. Why is this course needed?
Internationalization is a priority in UK's strategic plans as well as in the hiring and curriculum priorities of the College of Arts and Sciences. This course on Atlantic world history contributes to the university's larger international goals while also answering a need within the History Department to provide introductory courses that treat the interconnections between diverse continents and regions of the world.

9. a. By whom will the course be taught? Dr. Erik Myrup
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
45
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
The study of the Caribbean and Central America in an Atlantic world context is not only relevant to students and faculty interested in contemporary Latin American society and culture, but more broadly, to those pursuing studies in such diverse fields as anthropology, sociology, literature, ethnic studies, business, finance, diplomacy, ecology, and the environment.

12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____
[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: _____
16. Will adding this course change the degree requirements for ANY program on campus? YES NO
If YES[†], list below the programs that will require this course:

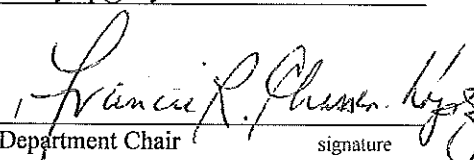

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†In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Erik Myrup Phone: 7-3483 Email: erik.myrup@uky.edu

20. Signatures to report approvals:

<u>10/8/08</u>	<u>Francie Chassen-López</u>	
DATE of Approval by Department Faculty	printed name	Reported by Department Chair signature
<u>12/05/08</u>	<u>Leonidas G. Bachas</u>	
DATE of Approval by College Faculty	printed name	Reported by College Dean signature
<u>04/07/2009</u>	/	/
* DATE of Approval by Undergraduate Council	printed name	Reported by Undergraduate Council Chair signature
/	/	/
* DATE of Approval by Graduate Council	printed name	Reported by Graduate Council Chair signature
/	/	/
* DATE of Approval by Health Care Colleges Council (HCCC)	printed name	Reported by Health Care Colleges Council Chair signature
/	/	/
* DATE of Approval by Senate Council	Reported by Office of the Senate Council	
/	/	
* DATE of Approval by University Senate	Reported by Office of the Senate Council	

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE MAJOR, DEGREE or PROGRAM: HIS 208

DATE FOR EPC REVIEW: Dec. 5, 2008

CATEGORY NEW CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

Anibal Biglieri

7.

A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

Date: 12/05/08

HIS 208: History of the Atlantic World

Learning Objectives

Although focusing primarily on the Americas in a Caribbean context, this course explores questions which have broader relevance to the modern world. Central themes include the dynamics of multiethnic societies during colonial times; the coming of political independence and abolition; and the roles of imperialism and race in the western hemisphere during the twentieth century.

In addition to mastering course content—the who, what when, where, and why of course lectures and readings—students will cultivate creative and analytical skills that are an implicit part of a university education. In this regard, students will especially learn to:

- identify, evaluate, and clearly present varied source evidence in support of an argument
- set out their findings in conformity with accepted conventions in a clear and concise manner
- formulate creative and imaginative approaches to historical questions that exceed the scope of a typical academic paper
- understand and appreciate foreign cultural practices, beliefs, and social systems

History of the Atlantic World

Prof. Erik Myrup
Office: 1735 Patterson Office Tower
Office Hours: TBA
Tel: 257-3483 (o), 402-2922 (h)
Email: erik.myrup@uky.edu

College of Arts and Sciences
HIS 208-001
Spring 2010
MWF 9:00-9:50am
Location: TBA

Bulletin Description

Examines the connections between Europe, Africa, and the Americas from 1492 to the present day, focusing especially on the legacies of slavery, race, and imperialism in Central America and the Caribbean.

Course Overview and Objectives

This course is an introductory survey designed to introduce undergraduates to the connections between Europe, Africa, and the Americas from 1492 to the present day, treating the history of a borderless and ambiguous region that historians have christened “the Atlantic World.” In order to treat such a broad area, we will especially focus on the crossroads of this interconnected world in the Caribbean and Latin America—examining how diverse interests in both North and South America, Europe, and Africa interacted in an Atlantic World context. An extremely diverse region that was (and is) divided by numerous geographic, linguistic, and cultural divisions, the early modern Atlantic was the first crucible in which European, African, and indigenous peoples came together to eventually form many of the hybrid societies and cultures of the present day. Drawing especially upon examples from Haiti, the Dominican Republic, Nicaragua, Cuba, Argentina, and Brazil, this course will explore the evolution of race and imperialism in the Atlantic World over half a millennia.

Student Learning Outcomes

Although focusing primarily on the Americas in an Atlantic World context, this course explores questions which have broader relevance to the modern world. Central themes include the dynamics of multiethnic societies during colonial times; the coming of political independence and abolition; and the roles of imperialism and race in the western hemisphere during the twentieth century.

In addition to mastering course content—the who, what when, where, and why of course lectures and readings—students will cultivate creative and analytical skills that are an implicit part of a university education. In this regard, students will especially learn to:

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Course Requirements and Grading

The class itself is composed of lectures, readings, discussions, film, written work, and a midterm and comprehensive final examination. All are integral parts of the course and are required for its successful completion. Course meetings are divided into four broad sections that deal with particular periods and themes. Each lecture is accompanied by a set of readings that will be discussed by students at greater length in class. Additionally, students will also be required to attend one film screening outside of class.

Grading

Final course grades will be based upon each element of the course as follows: attendance, readings, and discussion (20%), two 5-7 page papers (15% each), a midterm (20%), and a comprehensive final exam (30%). Grades for individual assignments and for the course as a whole will be based on a letter scale with the following numerical equivalents: A (Excellent: 90-100%), B (Good: 80-89%), C (Satisfactory: 70-79%), D (Passing: 60-69%), and E (Fail: 59% and below). All requirements must be completed in order to successfully pass the course. **ALSO NOTE THAT ALL STUDENTS WILL RECEIVE A MIDTERM EVALUATION BASED ON THEIR PERFORMANCE ON THE FIRST PAPER, THE MIDTERM EXAMINATION, AND ATTENDANCE AND PARTICIPATION THROUGH MIDTERM.**

Readings, Discussion, and Attendance (20%)

The assigned readings are a fundamental part of the course, and include not only academic articles and monographs, but also documents, letters, travel accounts, and historical fiction. *Your performance on the midterm and final examinations and in-class discussions will depend in large part on whether or not you have completed the assigned readings.* Participation in reading discussions is a mandatory part of each week's coursework, providing students with the opportunity to be exposed to differing arguments and points of view as well as to ask questions and share their own ideas in preparation for the papers and final examination. In addition to participating in verbal discussion and debate, you will occasionally be required to submit reading evaluations and other short written assignments and will also be required to take pop quizzes. Additionally, please note that credit for the film screening will fall under this portion of your grade.

Writing Assignments (30% total)

Writing is perhaps the most important aspect of any liberal education. Creative, analytical, and communicative, it is an art and skill that students will use for the rest of their lives. Each of the two papers (15% each) should be between 5-7 pages in length (approximately 1500 to 2000 words not including footnotes and bibliography). All papers should demonstrate research and interpretive skills, and depending upon the particular assignment, will require students to draw upon both primary and secondary sources (including material outside of class reading). Web sources may not be used unless you have prior approval from the professor. All references should be cited with footnotes, and there should be a bibliography at the end of the paper. **PLAGIARISM OR ANY OTHER FORM OF CHEATING WILL RESULT IN AN "E" ON THE ASSIGNMENT.** We will discuss the papers at greater length as the semester progresses. For now, students should know that they will be free to be creative and innovative. History is not only about facts, figures, and evidence; it also involves character development, plotting, climax, and resolution—as we will further discuss over the course of the semester.

Midterm and Final Examination (50% total)

All students must take a midterm (20%) and a comprehensive final examination (30%). Each test will

be divided into two sections. The first section will include identifications; the second section will be synthetic in nature, including essay questions designed to test students' ability to draw upon evidence from lectures and readings to make arguments that support or disagree with particular viewpoints. EXAMINATION DATES ARE INCLUDED IN THE COURSE SCHEDULE (BELOW).

Required Materials

Books to Purchase

Bartolomé de las Casas, *Short Account of the Destruction of the Indies* (Penguin Classics, 1999) [abbreviated TEXT].

Jacques Romain, *Masters of the Dew* (Heinemann, 1978) [abbreviated TEXT].

Course Packet (purchase at Johnny Print, 547 S. Limestone) [abbreviated CP in the course schedule below]

Other Material

Electronic Reading (abbreviated ER in the course schedule below) [available on the course website]

Course Web Page

The course web page will be updated from time to time and will include assignments, electronic readings, supplementary material, etc. It can be accessed online at: TBA

Course Policies

Attendance, Excused Absences, and Make-up Work

Students are expected to be in attendance at all class meetings, though accommodations can be made to for reasonable excuses (e.g., death in family, birth of child, etc.). In order to make up missed classes that fall into the excused category above, students will be required to turn in additional written work to be worked out with the instructor (generally a 3-4 page reading response).

Submission of Assignments

All written assignment must be submitted in a timely manner by the due dates listed on the Course Schedule (below). Failure to do so will result in the deduction of one letter grade from each overdue assignment per day. All written work is to be submitted via email at <erik.myrup@uky.edu>.

Academic Integrity, Cheating, and Plagiarism

Students who are found to plagiarize or who otherwise cheat will receive an automatic "E" on the assignment. The university's general policies on plagiarism can be found at <<http://www.uky.edu/Ombud/>>.

Classroom Behavior

Students are expected to treat each other with respect and decorum.

Disability Accommodations

If you have a documented disability that requires academic accommodations, please see me. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email

address jkarnes@email.uky.edu).

Course Schedule (**Note that the dates here actually correspond to Spring 2009**)

I. Colonial Foundations: Slavery and Imperialism in a New World

- 1/14 Columbus in the Caribbean
- 1/16 Establishing New World Empires: The Iberians
- 1/19 No Class (Martin Luther King Day)
- 1/21 “Are They Not Men?”: Las Casas, Sepúlveda, and New World Natives
- 1/23 Discussion: European Debates over Indigenous Society
Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (Penguin Classics, 1999), excerpts (TEXT).
Gina Kolata, "Anthropologists Suggest Cannibalism is a Myth," *Science*, new series, vol. 232, no. 4757 (June 20, 1986): 1497-1500 (CP).
- 1/26 Atlantic Connections: From Dutch Brazil to the British West Indies
- 1/28 “Children of God’s Fire”: Sugar and Slavery in the Atlantic World
- 1/30 Discussion: Other Visions of the “Other”
“Why were Africans Enslaved?” in *The Atlantic Slave Trade*, 2nd ed. (Boston: Houghton Mifflin, 2002), 1-29 (ER).
Letter & Journal of Columbus in *Wild Majesty: Encounters with Caribs from Columbus to the Present Day. An Anthology*, Peter Hulme and Neil Whitehead, eds. (Oxford: Oxford University Press, 1992), 9-37 (CP).
Robert Edgar Conrad, ed., *Children of God’s Fire: A Documentary History of Black Slavery in Brazil* (Princeton: Princeton University Press, 1983), 5-11 (CP).

II. Colonies and Counter-Colonies: Abolition and Independence in an Atlantic Context

- 2/02 Everyday Forms of Resistance: Slaves, Maroons, and Pirates
- 2/04 Rebellion and Revolution: The Case of Haiti
- 2/06 Discussion: Pirates of the Caribbean
Marcus Rediker, “‘Under the Banner of King Death’: The Social World of Anglo-American Pirates, 1716-1726,” *William and Mary’s Quarterly* 38 (April 1981): 203-227 (JSTOR).
Robert Baldwin, *The Tryals of Captain John Rackam and other Pirates* (Jamaica, 1721), 15-19 (CP).
- 2/09 Econocide or Decline?: Abolitionism in the British West Indies
- 2/11 From Slave to Citizen: Free Labor in 19th Century Jamaica
FIRST PAPER DUE
- 2/13 Garveyism in the British West Indies and Beyond

- 2/16 Discussion: Marcus Garvey and the Universal Negro Improvement Association
 Tony Martin, "Marcus Garvey, the Caribbean and the Struggle for Black Jamaican Nationhood,"
 in *Caribbean Freedom: Economy and Society from Emancipation to the Present*, Hillary
 Beckles and Verene Shepherd, eds. (Markus Weiner Publishers, 1996), pp. 359-369 (ER).
 Marcus Garvey, *The Philosophies and Opinions of Marcus Garvey, or, Africa for the Africans*,
 Amy Jacques Garvey, ed. (Dover: The Majority Press, 1986), I, pp. 1-14, 26-31, 48-51, 59-
 67, 68-78; II, pp. a-j, 18-33, 62-73, 81, 134-143 (CP).
- 2/18 Cuban Counterpoint: Slavery in an Age of Abolition
- 2/20 Discussion: Freedom . . . For Whom?
 June E. Hahner, ed., *Women through Women's Eyes* (New York: SR Books, 1998), 69-80 (CP).
 Miguel Barnet, *Biography of a Runaway Slave* (Willamantic, CT: Curbstone Press, 1994), 11-57
 (CP).
- 2/23 Imperial Shadows: Cuban Independence and the United States
- 2/25 Review
- 2/27 MIDTERM EXAMINATION

III. The Americas in a Caribbean Context: Race and Imperialism in the Modern Era

- 3/02 Politicians, Marines, and Insurgents: The Case of Haiti
- 3/04 Myths of Historical Denial: Race in the Dominican Republic
- 3/06 Discussion: Racism and U.S. Imperialism
 Michael H. Hunt, *Ideology and U.S. Foreign Policy* (New Haven: Yale University Press, 1987),
 46-91 (CP).
 Robert E. May, *The Southern Dreams of a Caribbean Empire* (Baton Rouge: Louisiana State
 Press, 1973), excerpts (CP).
- 3/09 William Walker and the Making of Modern Nicaragua
- 3/11 Augusto Sandino and the Origins of Somocismo
- 3/13 Discussion –Augusto César Sandino
 Augusto Cesar Sandino, *Sandino: The Testimony of a Nicaraguan Patriot, 1921-1934*, Robert
 Edgar Conrad, ed. (Princeton: Princeton Paperbacks, 1990), excerpts (CP).
 Sample Course Papers (ER).
- 3/23 "I don't need citizens, I need oxen": Somocismo in Nicaragua
- 3/25 An End to the Somozas: Sandinismo Reborn
- 3/27 Discussion: Writing a Good History Paper
 Sample Course Papers (ER)

- 3/30 *El Tigre*: Trujillismo and the Dominican Republic
- 4/01 Discussion: The United States and Raphael Trujillo
Lawrence de Besault, *President Trujillo: His Work and the Dominican Republic* (Washington, D.C.: The Washington Publishing Company, 1936), excerpts (CP).
Eric Paul Roorda, *The Dictator Next Door: The Good Neighbor Policy and the Trujillo Regime in the Dominican Republic, 1930-1945* (Durham: Duke University Press, 1998), excerpts (CP).
- 4/03 “The Autumn of the Patriarch”: The CIA and the Death of a Dictator
- 4/06 Revolution and Counter-Revolution: Contras, Sandinistas, and the CIA
- 4/08 The Iran-Contra Scandal and the Making of Modern Nicaragua
SECOND PAPER DUE

IV. Contemporary Challenges: The Ghosts of Imperialism, The Legacies of Race

- 4/10 Fighting Babylon: Constructions and Obstructions of Change in Modern Jamaica
- 4/13 Discussion: Rastafarianism
Nathaniel Samuel Murrell, et. al. , eds., *Chanting Down Babylon: The Rastafari Reader* (Philadelphia: Temple University Press, 2002), excerpts (ECP).
- 4/14 (TUESDAY EVENING) Screening of the Movie “Sugarcane Alley” (1986)
- 4/15 Race and Emigration in the Dominican Republic Today
- 4/17 “Walking Visas”: The Opportunities and Challenges of Neo-Imperial Entanglements
Denise Brennan, *What’s Love Got to Do With It? Transnational Desires and Sex Tourism in the Dominican Republic* (Durham: Duke University Press, 2004), excerpts (CP).
- 4/20 Papa Doc, Baby Doc, and the Corruption of Haitian Politics, 1934-1971
- 4/22 Jean Bertrand Aristide: *Duvalierisme* without Duvalier
- 4/24 Discussion: Challenges in Haiti Today
Charles Arthur and Michael Dash, eds., *Libéte: A Haiti Anthology* (Markus Wiener Publishers, 1999), pp. 80-139 (CP).
- 4/27 The Ghosts of Slavery, the Legacies of Imperialism
- 4/29 Discussion: Masters of the Dew
Jacques Romain, *Masters of the Dew* (Heineman, 1978), all (TEXT).
- 5/01 Conclusions and Review

FINAL EXAMINATION: Thursday, May 7, 10:30 AM