

General Education Course Submission Form

Date of Submission: 5 AUGUST 2010

1. Check which area(s) this course applies to.

Inquiry - Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry - Humanities	<input type="checkbox"/>	Quant Reasoning - Math	<input type="checkbox"/>
Inquiry - Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning - Stat	<input type="checkbox"/>
Inquiry - Social Sciences	<input type="checkbox"/>	Citizenship - USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input checked="" type="checkbox"/>

2. Provide Course and Department Information.

Department: HISTORY

Course Prefix and Number: HIS 208 Credit hours: 3

Course Title: HISTORY OF THE ATLANTIC WORLD

Expected Number of Students per Section: 40 Course Required for Majors in your Program? NO

Prerequisite(s) for Course? NONE

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

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Office Address: 1735 POT Phone: 257-3483

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: Francie Plasse, Lopez Date: 8/5/10

Dean: Anna R. K. Bosch ARK Bosch Date: 8/13/10

sent to UEGC

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu
Office of Undergraduate Education

General Education Narrative – HIS 208: History of the Atlantic World

Introduction

This course examines 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 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 South 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 upon examples from Haiti, the Dominican Republic, Nicaragua, Cuba, Argentina, and Brazil this course explores notions of race, imperialism, and spirituality in an Atlantic world context over a period of half a millennia.

Student Learning Outcomes

This course is a natural fit for the new General Education requirements for global citizenship. Each of the student learning outcomes for global citizenship are already met in the existing course.

1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality.

The history of the Atlantic World is a story of human diversity and the manner in which European, African, and Native American elements first came together in a New World context. Virtually every course lecture and discussion focuses on one of these individual groups and/or the manner in which they and their descendants interacted over the course of the last five hundred years. Additionally, historical questions relating to the modern concept of equality are treated at length throughout the course. The lectures and reading discussions of 1/13, 1/15, 1/18, 1/20, 1/22, 1/25, 1/27, for example, examine early European conceptions of other peoples in Africa, Asia and the Americas during the Age of Discoveries (see the course syllabus for these and subsequent references to course meetings). Similarly, the course meetings of 2/01, 2/03, 2/05, 2/10, 2/15, 2/17, 2/22, 2/24, 3/01, and 3/03 focus explicitly on African slavery and abolitionism throughout Latin America and the Caribbean. In turn, lectures and readings during the second half of the course examine the legacies of slavery and race in a modern context. The legacies of colonial European-indigenous relations in Central America is treated on 3/29 and 3/31. Modern racial divisions in the Dominican Republic are examined on 4/05 and 4/07. And the modern case of Haiti is treated on 4/14, 4/16, 4/19, and 4/23.

2. Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

By studying the history of the Atlantic World students are exposed to an extremely diverse region that was (and is) divided by numerous geographic, linguistic, and cultural divisions. In this regard, the course is intended to help students view another region and time from multiple perspectives. The course’s treatment of the Caribbean is illustrative. Following lectures on the

Spanish conquest of this region, students read and analyze the work of the Dominican friar Bartolomé de las Casas who refutes and condemns all that the Europeans have done in the region (1/27). In like manner, students read and analyze a variety additional sources that speak to the complexities of a diverse, multiethnic, and multilingual world community (e.g., Azurara's mid-fifteenth century account of the arrival of the first African slaves in Portugal; a variety of seventeenth, eighteenth, and nineteenth century descriptions of African slavery across the region; two short stories by Machado de Assis that speak to the moral dilemmas of the modern world; and even science fiction by Arthur C. Clarke, which is intended to enable students to see how the moral dilemmas of the past can be set in the future). Additionally, the first paper requires students to examine the past from a non-European perspective.

3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoroughly evaluated, weighed, and resolved.

At its heart, the history of the Atlantic World is a story of people—in both an individual and collective sense. Whether discussing Las Casas's role in fighting for indigenous rights (1/22 and 1/27) or reading an Anglican priest's sorrows over his own participation in the African slave trade (2/05), students will very much become aware that modern ethical dilemmas have historical corollaries. In like manner, students will also examine the role of collective decision making on the region's history, particularly the role of imperialism and neo-imperialism in an Atlantic World context. Relevant examples include early European colonization in the South Atlantic and beyond (1/25, 2/03, and 2/08), the coming of political independence during the eighteenth and nineteenth centuries (2/15, 2/19, 2/26), and the subsequent neo-imperial role of the United States in the region during the nineteenth and twentieth centuries (3/10, 3/22, 3/29, 4/02, 4/12, and 4/14).

4. Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period.

The geographic focus of the course is largely on the South Atlantic, including the modern states of Haiti, the Dominican Republic, Nicaragua, Cuba, Argentina, and Brazil. Given the course's focus on imperialism and neo-imperialism, the United States does factor into the course during the twentieth century (though a non-U.S. perspective is maintained throughout). In this regard, it should also be noted that the course's concluding lecture examines the legacies of slavery, race, and imperialism in a twenty-first century context (4/30).

5. Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations, and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.

The Atlantic World did not exist in a vacuum. Rather, local villages and towns in the Americas were tied to the larger early modern and modern world in a myriad of ways. This is demonstrated in a variety of lectures and discussions. Early cultural connections between the Mediterranean, Asia, and the Atlantic are treated at length (1/13 and 1/15). The rise and fall of African slavery across the Americas is treated in a series of comparative lectures that focus on different places and periods, highlighting local, regional, and transnational similarities and differences (2/01, 2/03, 2/05, 2/10, 2/15, 2/17, 2/22, 3/01, and 3/10). Similarly, early patterns of

European conquest are compared throughout the Americas (1/25, 1/29, 2/08) as is the subsequent coming of political independence (2/15, 2/19, 2/26, and 3/10). Finally, the neo-imperial role of the United States throughout the region in modern times is treated by examining local perspectives on this phenomenon in Nicaragua, the Dominican Republic, and Haiti (3/22, 3/29, 4/02, 4/05, 4/12, and 4/14).

6. Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance.

a) A historical study of the Atlantic World inherently examines continuity and change over time. In this regard, the final course reading—the Marcelin brothers' *Beast of the Haitian Hills*, a mid-twentieth century Haitian peasant novel—is intended to dramatically illustrate the continuities and changes that swept across the region over the five-hundred years covered in the course.

c) As previously noted, this course deals with a variety of cross-national and comparative issues in a global context, including issues of slavery, race, and imperialism in a hemispheric context.

d) Issues of power and resistance are very much treated over the course of the semester. Relevant examples include early European-indigenous relations, an extensive treatment of African slavery and abolition across the South Atlantic, and general discussions and readings on imperialism and neo-imperialism in both early modern and contemporary contexts.

General Guidelines

This course meets the other course design requirements as explained below:

1. Students will complete a project accounting for at least 15% of the course grade that explores a significant issue or problem from a global perspective.

During the semester, students are required to complete two 5-7 page papers which together constitute 30% of the course grade (15% each). In the first paper, students are required to examine the early history of the Caribbean from a non-European perspective, drawing on sixteenth-century primary sources to examine European debates about the New World from an indigenous point of view. In the second paper, students are required to examine a significant aspect of Atlantic World history from a global perspective. Both of these assignments fulfill this requirement.

2. The non-US focus must constitute at least 50% of the course.

The entirety of the course focuses on the history of a region that is non-U.S. U.S. neo-imperialism in Nicaragua, Haiti, and the Dominican Republic is treated during a three-week period, but the focus and perspective throughout this three weeks is almost entirely non-U.S.

A History of the Atlantic World

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College of Arts and Sciences
HIS 208-001
Spring 2012
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 examines 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 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 South 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 upon examples from Haiti, the Dominican Republic, Nicaragua, Cuba, Argentina, and Brazil this course explores notions of race, imperialism, and spirituality in an Atlantic world context over a period of 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. Over the course of the semester, students will come to recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class. In addition to mastering course content—the who, what when, where, and why of course lectures and readings—students will learn to cultivate creative and analytical skills in a global context. Over the course of the semester, students will learn to:

- demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality
- demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community

- demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoroughly evaluated, weighed, and resolved
- demonstrate an awareness of major elements of non-US cultures and societies in an Atlantic world context and their historical relationship to the twenty-first century
- demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations, and regions are often linked to global trends, tendencies, and characteristics that often mutually shape on another
- demonstrate an understanding of societal, cultural, and institutional change over time
- demonstrate an understanding of cross-national and comparative issues
- demonstrate an understanding of power and resistance
- formulate creative and imaginative approaches to historical questions
- demonstrate an understanding and appreciation of foreign cultural practices, beliefs, and social systems

Course Requirements

The class itself is composed of lectures, readings, discussions, film, written work, and a midterm and final examination. All are integral parts of the course and are required for its successful completion. The lectures are divided into six broad sections that deal with particular periods and themes of Atlantic world history. Each week's lectures are 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 both paper assignments will require students to explore a significant historical issue or problem from a global perspective.

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).

Readings for Purchase

Philippe Thoby-Marcelin and Pierre Marcelin, *The Beast of the Haitian Hills* (New York: Time-Life Books, 1964 / or San Francisco: City Lights Books, 1986).

[abbreviated BK in the course schedule that follows]

Available for purchase at the bookstore or online.

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

Available for purchase at the bookstore or online.

Course Packet [abbreviated CP]

Available at Johnny Print, 547 S. Limestone.

Electronic Readings [abbreviated ER]

Available on the course web page.

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 <<http://web.as.uky.edu/history/faculty/myrup/his208>>.

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 2010**)

I. Colonial Foundations: Europeans and Other Peoples

- 1/13 Iberia and Africa on the Eve of Conquest
- 1/15 Columbus, da Gama, and the “Discovery” of New Worlds
- 1/18 No Class (Martin Luther King Day)
- 1/20 Discussion: Discovering New Worlds: Finding the Past in the Future
Gomes Eannes de Azurara, “Beginnings of the Portuguese African Slave Trade” in
Children of God’s Fire: A Documentary History of Black Slavery in Brazil, ed.
Robert Edgar Conrad (Princeton: Princeton University Press, 1983), 5-11 (CP).
Christopher Columbus, “Letter to Luis de Santangel,” in *Select Letters of Christopher
Columbus*, 2nd ed., edited and translated by R.H. Major (London: Hakluyt Society,
1870), 1-18 (CP).
Arthur C. Clarke, “The Star,” *Infinity Science Fiction* 1 (November 1955): 120-127 (CP).

II. Slavery, Imperialism, and Spirituality in the Early Modern Atlantic

Indians and Iberians: The Spanish Atlantic and Beyond

- 1/22 “Are They Not Men?”: Las Casas, Sepúlveda, and New World Natives
- 1/25 The Spanish Seaborne Empire: From Atlantic to Pacific
- 1/27 Discussion: European Debates over Indigenous Society
Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (Penguin
Classics, 1999), excerpts (BK).

Imperial Rivalries: Portugal, France, and the Netherlands in Brazil

- 1/29 A New World in the Tropics
- 2/01 “Children of God’s Fire”: Sugar and Slavery in Brazil
- 2/03 Atlantic Connections: From Brazil to the West Indies

Privateers and Pirates: France and Britain in Africa and the Caribbean

- 2/05 Discussion: Captivity and Redemption: John Newton and the Slave Trade
Adam Hochschild, *Bury the Chains: Prophets and Rebels in the Fight to Free an
Empire’s Slaves* (Boston and New York: Mariner Books, 2006), 11-40 (ER).
John Newton, “Thoughts on the African Slave Trade” in *The Works of the Rev. John
Newton*, 6 vols. (London, 1824), VI, 520-548 (CP).
- 2/08 Spanish Decline and British Ascension
- 2/10 Tropical Babylons: African Slavery and Resistance in the South Atlantic

- 2/12 Discussion: The Buccaneers of America
Alexandre Olivier Exquemelin, *The Buccaneers of America* (New York: Macmillan Company, 1911), excerpts (CP).

III. Captivity and Redemption: The Crooked Paths of Abolition and Independence

Emancipation in Haiti and the British West Indies

- 2/15 Slavery and the Rights of Man: Revolutionary Haiti and France

- 2/17 Abolitionism in the British West Indies: A Case of Econocide?

From Colony to Empire: The Case of Brazil

- 2/19 In the Shadows of France and Haiti: Brazil's Peculiar Path to Independence

- 2/22 The Long Good-bye: Slavery and Abolition in Nineteenth-Century Brazil
FIRST PAPER DUE

- 2/24 Discussion: Brazilian Slavery in Nineteenth-Century Fiction
Machado de Assis, "The Rod of Justice" in *The Psychiatrist and Other Stories*, eds. William L. Grossman and Helen Caldwell (Berkeley and Los Angeles: University of California Press, 1966), 76-83 (CP).
Machado de Assis, "Father Versus Mother" in *The Psychiatrist and Other Stories*, eds. William L. Grossman and Helen Caldwell (Berkeley and Los Angeles: University of California Press, 1966), 101-112 (CP).

Colonies and Counter-Colonies: The Case of Spanish America

- 2/26 From One to Many: Independence in Spanish America

- 3/01 Slavery and the Vestiges of Spain's Seaborne Empire: The Case of Cuba

- 3/03 Discussion: Slavery, Resistance, and Freedom in Nineteenth-Century Cuba
Fredrika Bremer, *The Homes of the New World*, 2 vols., trans. Mary Howitt (New York: Harper and Brothers, 1853), II, excerpts (CP).
Esteban Montejo, "Slavery" in *Biography of a Runaway Slave*, ed. Miguel Barnet (Williamantic, CT: Curbstone Press, 1994), 11-57 (CP).

- 3/05 Review

- 3/08 Midterm

- 3/10 Neo-Imperial Shadows: Cuban Independence and the United States

- 3/12 Discussion: Writing a Good History Paper
Sample Course Papers (ER)

- 3/15 – 3/19 Spring Break

IV. Neo-Colonial Foundations: New Names, Old Ideas

- 3/22 Filibuster or Privateer?: William Walker and U.S. Intervention in Latin America
- 3/24 The Colonial Origins of Latin American *Caudillismo*
- 3/26 Discussion: Latin American Conceptions of Modernity
Domingo Faustino Sarmiento, "Selections from *Facundo: Civilization and Barbarism*,"
in Allison Williams Bunkley, ed., *A Sarmiento Anthology*, translated by Stuart Edgar
Grummon (Princeton: Princeton University Press, 1948), 101-175 (CP).
Érico Veríssimo, "Fandango: The Life and Death of a Gaúcho," in *Oxford Anthology
of the Brazilian Short Story*, ed., K. David Jackson (Oxford and New York: Oxford
University Press, 2006), 235-241 (CP).

V. Continuity and Change: Race and Imperialism in the Modern Era

The United States in Nicaragua and Central America

- 3/29 The United States, Sandino, and the Origins of *Somocismo*
- 3/31 "I don't need citizens, I need oxen": The Somozas of Nicaragua
- 4/02 *Sandinismo* Reborn: Contreras, Sandinistas, and the CIA

The Dictator Next Door: Raphael Trujillo in the Dominican Republic

- 4/05 *El Tigre: Trujillismo* and the Dominican Republic
SECOND PAPER DUE
- 4/07 Myths of Historical Denial: Race in the Dominican Republic
- 4/08 (THURSDAY EVENING) Screening of the Movie "Sugarcane Alley" (1986)
- 4/09 Discussion: A Comedy of Errors?: Imperialism in a Modern Context
In-Class Document Workshop (ER).
Arthur C. Clarke, "The Men in the Flying Saucer," *Lilliput* 28 (February 1951): 73-78
(CP).
- 4/12 "Autumn of the Patriarch": The Death of a Dictator

Visionaries and Voudou: Race and Spirituality in Haiti and Brazil

- 4/14 Politicians, Marines, and Insurgents: The Case of Haiti
- 4/16 Discussion: An Introduction to the Haitian Peasant Novel
Philippe Thoby-Marcelin and Pierre Marcelin, *The Beast of the Haitian Hills* (New York: Time-Life Books, 1964 / or San Francisco: City Lights Books, 1986), 1-99 (BK).
- 4/19 Papa Doc, Baby Doc, and the Corruption of Haitian Politics, 1934-1971
- 4/21 Visions and Visionaries in the Making of Modern Brazil
- 4/23 Discussion: Tradition and Modernity in Brazil and Haiti
Philippe Thoby-Marcelin and Pierre Marcelin, *The Beast of the Haitian Hills* (New York: Time-Life Books, 1964 / or San Francisco: City Lights Books, 1986), 100-172 (BK).
Machado de Assis, "The Fortune Teller" in *Brazilian Tales*, ed. Isaac Goldberg (Boston: The Four Seas Company, 1921), 47-60 (CP).

VI. The Ghosts of Imperialism, the Legacies of Race

- 4/26 The Rest of the Story
- 4/28 Discussion: Contemporary Challenges: The Past, the Present, and the Future
Denise Brennan, *What's Love Got to Do With It?* (Durham: Duke University Press, 2004), 119-153 (ER).
Adam Hochschild, *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves* (Boston and New York: Mariner Books, 2006), 1-8 (ER).
- 4/30 Conclusions: The Legacies of Slavery and Imperialism in a Contemporary Context

FINAL EXAMINATION: Wednesday, May 5, 3:30 - 5:30 PM