

**The Atlantic World 1492-1803**  
**HIUS 178 / 278**  
**University of California, San Diego**  
**Spring 2013**  
**Wednesdays 12:00-2:50**

Professor Mark Hanna  
[m1hanna@ucsd.edu](mailto:m1hanna@ucsd.edu)  
Office Hours: Wednesday 1-3  
(or by appointment)  
H & SS Building #4059  
(858) 822-1532

Water during the seventeenth and eighteenth century was a uniter not a divider. From this perspective, residents of Charleston, South Carolina were much closer to their brethren in Barbados than in Virginia and closer to trading partners in London than in Boston. However, studies of early modern English and American history and literature are typically constrained by modern political borders that did not exist prior to the nineteenth century. This course focuses on the Anglophone World as it really was, an English speaking discourse that spanned the Atlantic. Many of the readings are seminal texts in American and English cultural studies. We will read these texts as they were read at the time, as part of a larger conversation about what it meant to be English and what it meant to live on the peripheries of a burgeoning Empire. We will read *Robinson Crusoe* and *The Tempest* as American texts and the *Autobiography of Benjamin Franklin* as part of a broader “British” discourse.

The syllabus is structured thematically in order to bring together many different disciplines of historical analysis such as economics, international law, cartography, labor (free and enslaved), gender studies, biology, Native American studies, literary studies, and material culture. We will follow these themes chronologically from the beginning of European expansion across the Atlantic to the Age of Revolutions. By studying a transatlantic discourse, we will explore a number of themes including the movement of organisms (people and microbes) and commodities across oceans, captivity and cultural contact, labor (free and enslaved), and piracy. Taken together, these themes will illuminate the gradual formation of increasingly distinct American and British identities.

Course assignments focus on the utilization of primary sources and in class oral presentation. Students will present their work on maps, poems, prints, and other primary sources that are easily available online. Newspapers are especially important for this class because of the immense influence they had in uniting the Anglophone World while simultaneously fostering a separate American and British identity. Benjamin Franklin, for example, used the press as a venue for expressing his English identity in the mid-eighteenth century only to use that same press to model his unique “Americanness” during and after the Revolution.

### Course Requirements:

- There will be one seminar per week with attendance mandatory and participation graded. There will be a number of small in class presentations on assigned material. (40% of total)
- There will be one three to five page paper based on *Early American Newspapers Online* (20% of total)
- There will be one twelve to fifteen page paper due at the end of the semester on a topic of your choice. (40% of total)

### Required Texts

Bernard Bailyn, *The Peopling of British North America* (1988)

Aphra Behn, *Oroonoko* (Bedford Cultural Edition (2000) ISBN 0312108133

Daniel Defoe, *Robinson Crusoe* , edited by Michael Shinagel, Norton Critical Edition, (1993) ISBN: 0393964523

Olaudah Equiano, *The Interesting Narrative and other writings* , edited by Werner Sollors, W.W. Norton (2001) ISBN: 0393974944

Benjamin Franklin: *The Autobiography*, edited by Kenneth Silverman; Penguin Classics. ISBN: 0142437603

Susanna Rowson, *Slaves in Algiers* (A Copley Edition)

William Shakespeare: *The Tempest* , edited by Peter Hulme, Norton Critical Edition, (2004) ISBN: 0393978192



## Schedule of Classes: [Subject to Change]

**\*Note: Supplemental readings are for graduate students taking 278 only.**

Wednesday, April 3

What is the Atlantic World?

Reading: Bernard Bailyn, *The Peopling of British North America*

\*Supplemental Reading: Linda Colley's "The Sea Around Us"

Wednesday, April 10

Exploration: Fears and Anxieties

Reading: William Shakespeare: *The Tempest*; Michel de Montaigne, *On Cannibals*.

John White's illustrations of Virginia Native Americans

\*Supplemental Reading: Everything else in the Norton Critical Edition

Wednesday, April 17

Cartography: Conceptualizing the New World

Reading: Gregory H. Nobles, "Straight Lines and Stability: Mapping the Political Order of the Frontier," *The Journal of American History*, Vol.80, no.1 (June 1993), 9-35; Article by J. B. Harley and web site on the historiography of cartography.

\*Supplemental Reading: Martin Bruckner: *The Geographic Revolution in Early America: Maps, Literacy, & National Identity*

**ASSIGNMENT:** Write 2-3 pages on a map. Bring in a copy of a map from one of the databases.

Wednesday, April 24

The Slave Trade

Reading: Aphra Behn, *Oroonoko; or, The Royal Slave* (Original Scanned Online)

Supplemental Reading: Slave Trade Database

Wednesday, May 1

Commodities

Reading: T.H. Breen, "Baubles of Britain;" Selected works by Alfred Crosby and others on the Columbian Exchange.

**ASSIGNMENT:** Each student is in charge of one commodity (sugar, bullion, rice, etc.) and must be able to show on a world map the movement of that commodity through global markets.

Wednesday, May 8

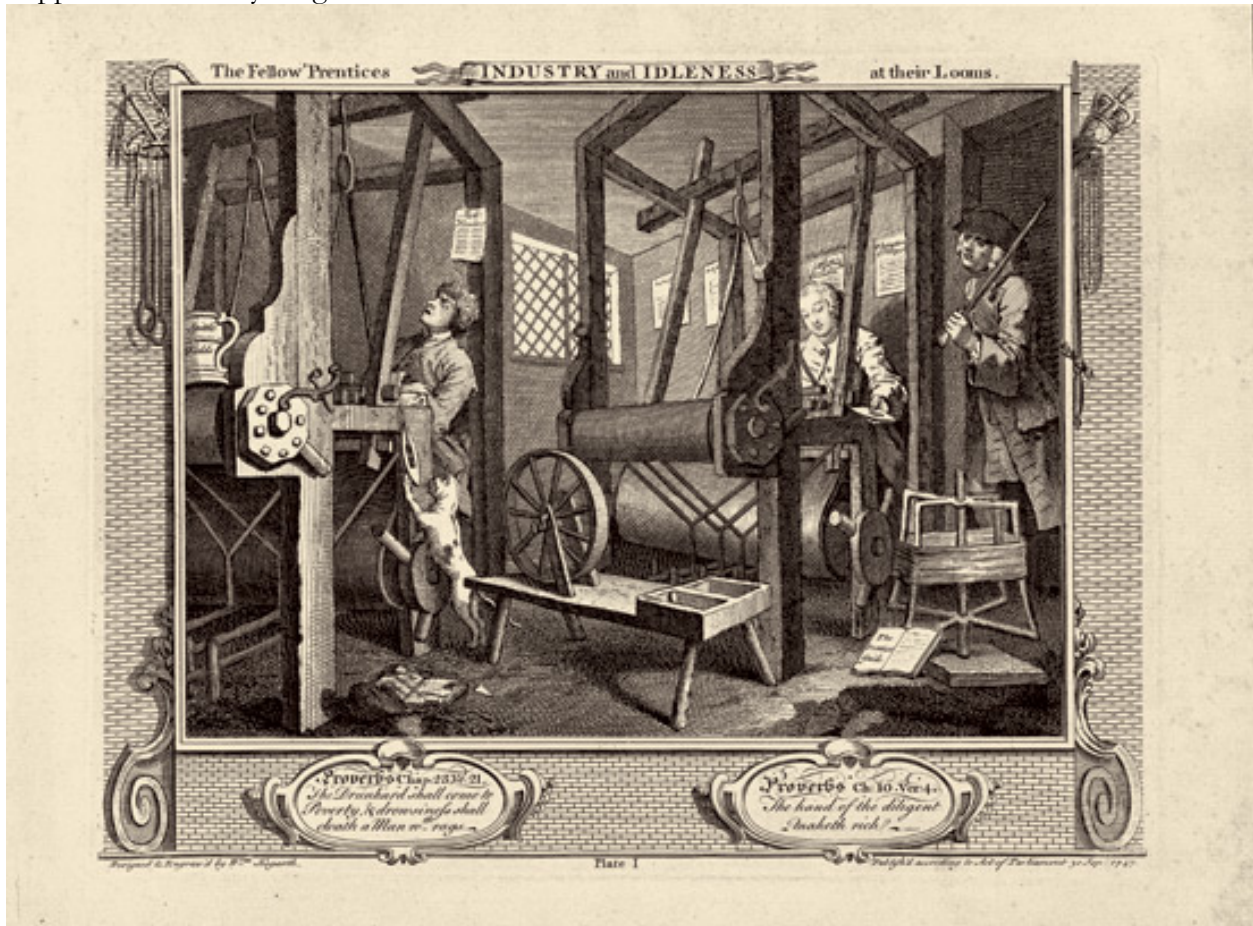
Pirates and Maritime Labor

Reading: Marcus Rediker's "'Under the Banner of King Death': The Social World of Anglo-American Pirates, 1716 to 1726"

Supplemental Reading: Early English Books Online: A. O. Esquemelin, *The Buccaneers of America*

**ASSIGNMENT:** Each student presents an analysis of one pirates from Captain Charles Johnson, *The History of the Pyrates* (online original). Also follow a pirate in colonial newspapers.

Wednesday, May 15  
The Rise of the Novel  
Reading: Daniel Defoe, *Robinson Crusoe*  
Supplemental: Everything else in the Norton Critical Edition



Wednesday, May 22  
Benjamin Franklin's Atlantic World  
Readings: Benjamin Franklin: *The Autobiography*  
\*Supplemental Reading: [Each student chooses one of the following]  
David Waldstreicher, *Runaway America*  
Gordon Wood: *The Americanization of Benjamin Franklin*  
Joyce Chaplin: *The First Scientific American*  
Edmund Morgan: *Benjamin Franklin*  
Benjamin Franklin: *Poor Richard's Almanack*  
**ASSIGNMENT:** Write 2-3 page paper on a newspaper search.

Wednesday, May 29  
Slavery in an Expanding Global Marketplace  
Reading: Olaudah Equiano, *The Interesting Narrative and other Writings*  
Thomas Hogarth, *Industry and Idleness*



Joseph Addison and Richard Steele, from *The Spectator*, number 11, March 13, 1711 [Inkle and Yarico]

\*Supplemental Readings: Everything else in the Norton Critical Edition

Wednesday, June 5

American Slavery / American Freedom

Reading: Susanna Rowson, *Slaves in Algiers*

[We will read this in class so please remember to bring your copy]

Benjamin Franklin's Letter to the editor

William Cowper's *The Negro's Complaint*

\*Supplemental Readings: [Each student chooses one of the following]

Linda Colley, *Captives*

Nabil Matar, *Britain and Barbary*

Daniel Vitkus, *Piracy, Slavery, and Redemption*

Robert Allison, *The Crescent Obscured*

Frank Lambert, *The Barbary Wars*

Lisa Voigt, *Writing Captivity in the Early Modern Atlantic*

**ASSIGNMENT:** Search Newspapers for Slaves in Algiers

**Final Papers Due**

**Twelve to twenty-five page paper**

[Length depends on whether student wants this to serve as a writing sample for graduate school, etc.]

**Friday, June 7**

