

The Atlantic World 1492-1803
HIUS 178 / 278
University of California, San Diego
Spring 2011
Tuesdays 2:00-5:00

Professor Mark Hanna
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

- David Armitage and Michael J. Braddick, eds., *The British Atlantic World, 1500-1800* (2002)
- Bernard Bailyn, *The Peopling of British North America* (1988)
- 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
- Marcus Rediker and Peter Linebaugh, *The Many-Headed Hydra: Sailors, Slaves, Commoners and the Hidden History of the Revolutionary Atlantic* (2000)
- 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.**

Tuesday, March 29

What is the Atlantic World?

Reading: Armitage, *British Atlantic*, pp. xiv-27; pp. 93-153

*Supplemental Reading: Jack Greene and Philip Morgan: *Atlantic History*

Tuesday, April 5

Human and Non-human Movement

Reading: Bernard Bailyn, *The Peopling of British North America*; Selected works by Alfred Crosby and others on the Columbian Exchange.

Armitage, *British Atlantic*, pp. 31-50.

*Supplemental Reading: Elizabeth Fenn: *Pox Americana*

Selections from Robin Blackburn, *The Making of New World Slavery: From the Baroque to the Modern: 1492-1800* (1997)

Tuesday, April 12

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

Tuesday, April 19

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; Selections from J. B.

Harley, *The New Nature of Maps: Essays in the History of Cartography* (2001)

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

ASSIGNMENT: Bring in a copy of a map from the John Carter Brown Library database with a one page response paper on the map

Tuesday, April 26

Human and Non-human Commodities

Reading: Armitage, *British Atlantic*, 51-68; pp.154-172; T.H. Breen, "Baubles of Britain"

*Supplemental Reading: Stephanie Smallwood, *Saltwater Slavery*

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.

Tuesday, May 3

Pirates and Maritime Labor

Reading: Marcus Rediker and Peter Linebaugh, *The Many-Headed Hydra: Sailors, Slaves, Commoners and*

the Hidden History of the Revolutionary Atlantic (2000)

Supplemental Reading: Early English Books Online: A. O. Esquemelin, *The Buccaneers of America* (selections); Captain Charles Johnson, *The History of the Pyrates* (selections);

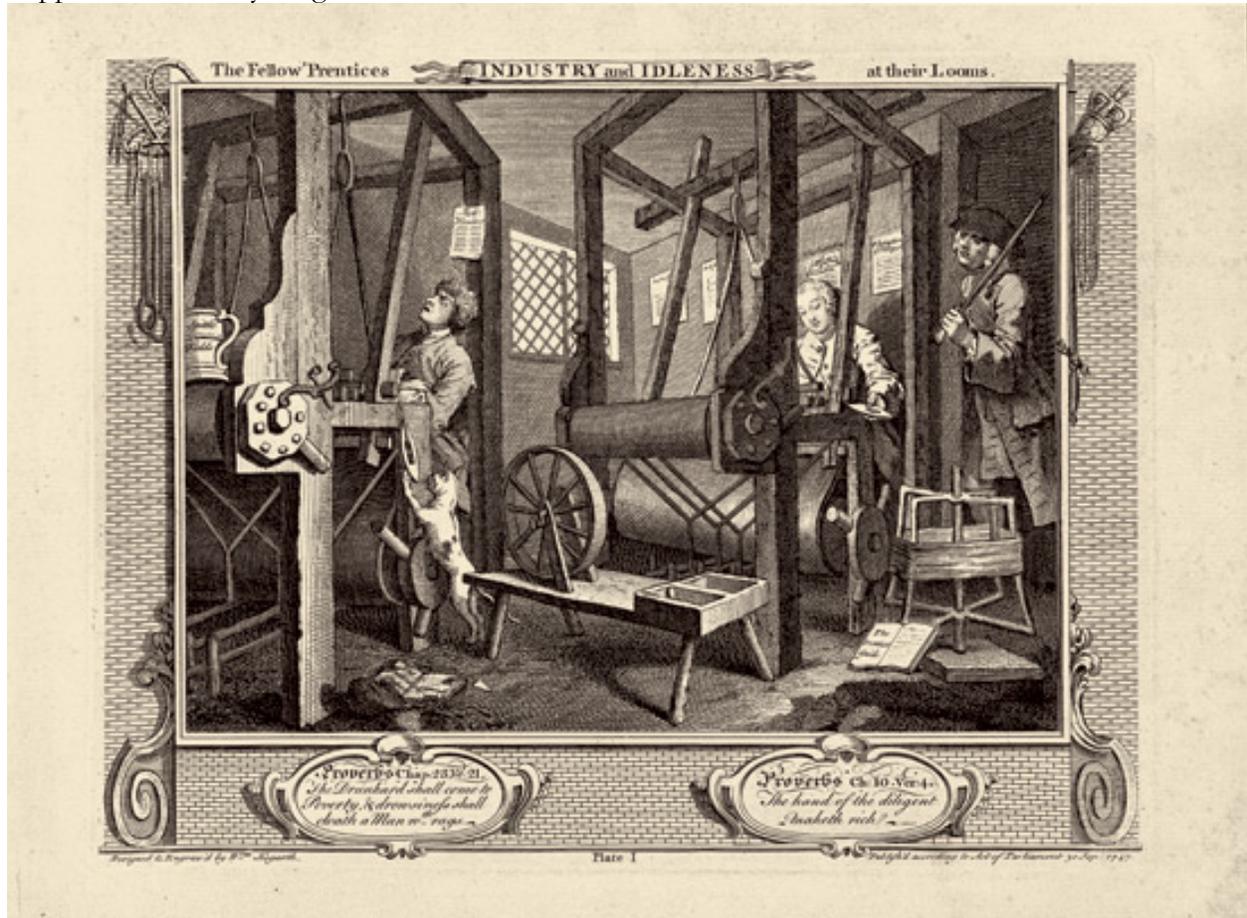
ASSIGNMENT: Follow a pirate in colonial newspapers

Tuesday, May 10

The Rise of the Novel

Reading: Daniel Defoe, *Robinson Crusoe*

Supplemental: Everything else in the Norton Critical Edition



Tuesday, May 17

Benjamin Franklin's Atlantic World

Readings: Benjamin Franklin: *The Autobiography*

Armitage, *British Atlantic*, pp. 175-213

*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: Newspaper search to be determined in class.

Tuesday, May 24

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

Tuesday, May 31

American Slavery / American Freedom

Reading: Susanna Rowson, *Slaves in Algiers*

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

Armitage, *British Atlantic*, pp. 214-249

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 3

