History 940 (Sem 001)
Fall 2018
Thursdays 4:00 to 6:40 pm (HLT 341)

Instructor: Prof. Marcus Filippello (filippem@uwm.edu)
Office: Holton 346
Office Hours: Thursdays 12:30 to 2:30pm

Seminar on Global History
Revolutions in the Atlantic World, 1750 to 1990

In considering what he referred to as an “explosion” of interest in scholarship on the Atlantic World, historian David Armitage claimed not long ago: “We are all Atlanticists now.” Indeed, his assertion seems justified given the emergence of literature written by scholars who have examined the Atlantic World from environmental, intellectual, and scientific historical perspectives, among other thematic avenues of exploration. Although the study of an Atlantic World has evolved as an interdisciplinary space, historians have taken leading roles by examining the ways people have altered its physical, social, and political landscapes over time. In this class, we will devote our time to rethinking what constitutes an “Age of Revolutions” in an Atlantic World historical context. Scholars often frame a revolutionary era in the context of American, French, and Haitian revolutions of the late eighteenth and early nineteenth centuries. In this class, we will examine these important revolutions. We will broaden the geographical and chronological boundaries, however, by investigating how Africans and peoples in the Americas likewise became involved in revolutionary activities from the same period up through the end of a Cold War era. As a graduate seminar, we will raise important historical questions that will guide students in the development of their own research projects on topics widely related to our readings and discussions. Students will likewise present their research upon completing late-stage drafts of projects.

The major project for this course, due at the end of the semester, will be a 5,000-word research paper based on original research and informed by historiographical debates we will engage with throughout the semester. We will devote ample time to workshop your ideas, research, and the scope of the project in class, as well as in two presentations during the course of the semester. Given the vast geographical and cultural breadth of the Atlantic World and the extensive periodization of a revolutionary era, your projects may be broadly conceived. Indeed, I have designed this seminar in a way that encourages you to think critically and creatively about how we define the Atlantic World and what constitutes revolutionary activities.
In order to prepare students for writing the final paper, we will have several assignments due throughout the course of the semester on weekly readings and your research endeavors. They are described in greater depth below and in separate guidelines on conducting research and writing your papers. Timely submission of your work (i.e.-the due dates listed below) is essential.

Notes about assigned readings: The readings consist of book chapters and articles exclusively. All will be posted on the course D2L site. You are certainly welcome to purchase books, but it is not required. Much of the assigned readings consist of relatively recent publications. My intent is to give you a better sense of new directions scholars have taken to advance the discourse on revolutionary activities in the context of the Atlantic World thematically rather than offer an exhaustive chronological historiography, which would be far too onerous to complete for a research seminar over the course of a semester. It may behoove students, however, to read additional secondary literature depending on the theme and scope of individual projects.

Course Requirements and Grading:

1.) Six 500-word summaries of weekly readings. Each summary constitutes 2.5% of your overall grade – (15%)
2.) Preliminary stage of the paper assignment due 9/27 – (10%)
3.) Narrative stage of the paper assignment due 11/8 – (15%)
4.) First “semi-formal” presentation of project narratives on 11/8 and 11/15 – (10%)
5.) Second “conference” presentation of final draft on 12/6 and 12/13 – (10%)
6.) Participation and attendance — (15%)
7.) Final 5,000 word research paper due 12/17 – (25%)

Course Expectations:

1. Reading is a necessary element of this class. Comprehension and writing cannot flow without reading the material. You must read all the assigned readings for each week. You should read carefully, placing emphasis on themes and historical change. The assessments in this class will feature names, places and dates, but the emphasis will be on your understanding of historical change. If you have any difficulty completing or understanding the readings, please tell me.

2. Writing is also an important component of this course. Clear, original, intelligent, and coherent writing is a useful skill. This means that academic honesty is essential. Plagiarism is unacceptable. Citations are required for all written assignments.

3. Office hours are provided for you to raise questions and discuss seminar materials and your individual research projects. They also provide me with an opportunity to assess your progress in the class and suggest improvement.
4. The course will be available online on D2L. Please visit the site regularly for updates to the syllabus and information about assignments.

5. This is a three-credit graduate course. As such, I expect students to devote an average of 12 hours per week (180 hours over the course of what amounts to 15 weeks of the semester) attending seminars, completing assigned readings, and working on research and assignments.

Week One (9/6): Introduction

Week Two (9/13): Defining the Atlantic World in Historiographical and Scholarly Perspectives


**DUE BY THE BEGINNING OF CLASS ON THE D2L DROPBOX:** 500-word synopsis on all assigned readings for this week. (We will discuss expectations for this in the previous class.)

Week Three (9/20): Investigating Atlantic World Revolutions in Context and (Partial) Historiographical Perspective

DUE BY THE BEGINNING OF CLASS ON THE D2L DROPBOX: 500-word synopsis on all assigned readings for this week. (We will discuss expectations for this in the previous class.)

Week Four (9/27): Building the Scaffolding for a Research Paper

No assigned readings for this week.

DUE BY THE BEGINNING OF CLASS ON THE D2L DROPBOX: The preliminary stage of the paper/list of questions intended to guide your research. Please refer to the paper guidelines. Likewise, please be prepared to discuss the thematic scope/line of questions for your project informally for four to five minutes.

Week Five (10/4): Rethinking and Rewriting Atlantic World Revolutions


DUE BY THE BEGINNING OF CLASS ON THE D2L DROPBOX: 500-word synopsis on all assigned readings for this week. (We will discuss expectations for this in the previous class.)

Week Six (10/11): Revolutionary Ramifications

DUE BY THE BEGINNING OF CLASS ON THE D2L DROPBOX: 500-word synopsis on all assigned readings for this week. (We will discuss expectations for this in the previous class.)

**Week Seven (10/18): Revolution and Processes of Identity Formation**


DUE BY THE BEGINNING OF CLASS ON THE D2L DROPBOX: 500-word synopsis on all assigned readings for this week. (We will discuss expectations for this in the previous class.)

**Week Eight (10/25): Expanding the Thematic and Temporal Boundaries of an “Age of Revolutions”**


DUE BY THE BEGINNING OF CLASS ON THE D2L DROPBOX: 500-word synopsis on all assigned readings for this week. (We will discuss expectations for this in the previous class.)

**Week Nine (11/1): Narrative Preparation**

No assigned readings for this week. Please arrive to class, however, prepared to discuss informally the theme and scope of your project based on the primary evidence you have gathered for the paper.
Week Ten (11/8): Narrative Draft and First Student Presentations

No assigned readings for this week.

**DUE BY THE BEGINNING OF CLASS ON THE D2L DROPBOX:** The second stage/narrative portion of your paper. Please refer to the paper guidelines. My hope is that we will be generally familiar with the theme and scope of each other’s projects by this time, but students will give “semi-formal” 10-minute presentations with time for Q&A.

Week Eleven (11/15): First Student Presentations (cont.)

No assigned readings for this week.

Continue with “semi-formal” presentations on project narratives.

Week Twelve (11/22): Thanksgiving – No Class

Week Thirteen (11/29): No Class

We will not meet as a class this week, but I encourage you to use the time to finish rough drafts of the final paper and prepare for your “conference” presentations in the following two weeks.

Week Fourteen (12/6): Fleshing Out Arguments and Presentations

No assigned readings for this week.

Please arrive to class prepared to give a “conference” level presentation of a draft of your final paper.

Week Fifteen (12/13): Fleshing Out Arguments and Presentations (cont.)

No assigned readings for this week.

Please arrive to class prepared to give a “conference” level presentation of a draft of your final paper.

Final Paper due 12/17 (by midnight)
Course Policies:

Attendance

Attendance at all classes is mandatory. Likewise, participation constitutes a key component. Please remain attentive and turn off your cell phones. I ask you to be respectful to your classmates and me. Students will receive a 5% reduction in their overall grade for each unexcused absence. More than seven absences will result automatically in a grade of ‘F’ for the class.

Late Assignments

In general, I do not grant extensions on assignments and exams. Exceptions may be made for those on official university business, sporting engagements, or a medical condition, provided I am informed before the event and/or in written form from the relevant authority. Otherwise, all assignments must be turned in on time. I WILL NOT ACCEPT LATE ASSIGNMENTS.

Safety Policies

The university is dedicated to creating a caring environment where individuals are free to learn, teach, and work without fear of intimidation or exposure to potentially harmful/disruptive situations. I expect students to treat each other and me with dignity and respect at all times.

Make-up Policies

Should you miss an assignment due to any of the circumstances listed above, please contact me. We will discuss make-up dates and times.

Incomplete Policies

I generally do not allow students to receive an incomplete grade for this class. I realize, however, there may be circumstances where students might want to request this as an option. Please contact me directly in class, office hours, or by email, and we can discuss your situation and gauge whether an incomplete grade is appropriate. Should you receive an incomplete grade, you will have one year from the end of the semester to submit/complete remaining required assignments.

The campus conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: http://www4.uwm.edu/secu/docs/other/S31.pdf
Other Campus Policies:

http://uwm.edu/secu/syllabus-links/

Students with Disabilities.

Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following: http://uwm.edu/arc/

Religious Observances.

Policies regarding accommodations for absences due to religious observance are found at the following: http://www4.uwm.edu/secu/docs/other/S1.5.htm

Students Called to Active Military Duty.

Accommodations for absences due to call-up of reserves to active military duty should be noted. http://uwm.edu/active-duty-military/

Discriminatory Conduct (such as sexual harassment).

Definitions of discrimination. Harassment, abuse of power, and the reporting requirements of discriminatory conduct are found at the following: https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_ductPolicy.pdf

Academic Misconduct.

Policies for addressing students cheating on exams or plagiarism can be found at the following: http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

Complaint Procedures.

Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. http://www4.uwm.edu/secu/docs/other/S49.7.htm

Grade Appeal Procedures.

Procedures for student grade appeal appear at the following: http://www4.uwm.edu/secu/docs/other/S28.htm

Final Examination Policy.

Policies regarding final examinations can be found at the following: http://www4.uwm.edu/secu/docs/other/S22.htm