

EUH/LAH 3931: Age of Atlantic Revolutions

Instructor: Professor Robert D. Taber

Email: robtaber@ufl.edu

Twitter: @RobTaber

Office: 011 Keene-Flint Hall

Office Hours: Fridays, 8 a.m. to 9 a.m.; noon to 1 p.m.

Course Description:

The revolutions that gripped the Atlantic World between 1775 and 1830 transformed how people understood the social order, including their relationship with God, with the state, and with one another. This period included the first written constitutions in the West, an expansion and retraction of the right to political participation, one of the few successful slave rebellions, the creation of the political terms "left" and "right," and the independence of most of the Americas. EUH/LAH 3931: Age of Atlantic Revolutions provides an introductory overview of many of the key events, themes, controversies, and individuals of the Age of Revolutions, with a particular focus on events in France, Haiti, and Spanish America. Core themes include but are not limited to:

- Legal privilege and constitutional rights
- Protest, revolt, and social cohesion
- Religion, science, and the Enlightenment
- Slavery and abolition
- Colonialism, decolonization, and neocolonialism

Course Objectives:

The purpose of the class is to introduce and discuss how people in Western Europe and Latin America answered questions related to the above themes between 1775 and 1830, what changed and what remained the same, and how people have portrayed and discussed the Age of Revolutions from the early nineteenth century to the present. These questions include but are not limited to:

Why and how do states give different subjects or citizens different legal privileges? How is privilege manifested outside of legal settings? What is the difference between a subject and a citizen? Why did revolutionaries want written documents enumerating rights? How did they define different types of citizenship? Why? How did others seek to broaden these definitions of citizenship?

How did individuals, corporations, and communities express grievances during the period before 1789? How did protest change during the Age of Revolutions? What turns a revolt or rebellion into a revolution? How is social order / social cohesion defined and who defines it? How is the old order defended? How is it overthrown?

What are the roles of ecclesiastical authority, received tradition, and empirical observation in approaching the divine or supernatural? What should be the role of the state in answering this question? What should be the role of the Church (or religious organizations) in secular society?

Why were administrators and writers increasingly critical of the slave trade and slavery in the late 18th century? How did they try to reform slavery? How well did this reform succeed? How did slaves respond to the opportunities and challenges of the Age of Revolutions? What was the connection between changing definitions of race and citizenship? How did this relationship differ in France, Haiti, and Spanish America? Why?

How were colonies understood in 1775? How did Europe view America and Americans, and vice versa? How did former colonies become politically independent? How did they become financially dependent again on European "benefactors"?

This class will require you to *think*. While you will be expected to *remember* key events, individuals, and movements, so you can *understand* important ideas and turning points, you will also be asked to *apply* the material from lectures, activities, and readings in *analyzing* historical events and individuals' choices, so you can begin to *evaluate* piracy in the Caribbean and its legacy. This will enable you to *create* narratives about what happened in the past, historical arguments about how events unfolded, and the connections between the Age of Revolutions and the present.

You will go through these steps in classroom and online discussions, on the exams, and in written and oral presentations.

Note: This class is cross-listed between European and Latin American history. This class will discuss both extensively, along with touching on the histories of the United States, Africa, and Asia. Klooster's *Age of Atlantic Revolutions* is invaluable help in learning the basic stories of each particular revolution.

Required Texts

In addition to the books listed below, the course schedule includes links to primary documents. The books below are required and available through the campus bookstore:

Wim Klooster, *Revolutions in the Atlantic World: A Comparative History* New York University Press, 2009

Lynn Hunt, *The French Revolution and Human Rights: A Brief Documentary History* Bedford/St. Martin's, 1996

David Geggus, *The Haitian Revolution: A Documentary History* Hackett, 2014

Sarah C. Chambers and John Chasteen, *Latin American Independence: An Anthology of Sources* Hackett, 2011

David Armitage and Sanjay Subrahmanyam, *The Age of Revolutions in Global Context* Palgrave Macmillan, 2010

Assignments and Grading	Points
<p>Summary and Analysis (1,100 words) Each student will write a summary and analysis of Gary Nash's essay in <i>The Age of Revolutions in Global Context</i>. The summary section should not exceed 250 words. A guide on completing a summary and analysis will be posted in the class Facebook group. 20% of the grade will be based on the peer review, which will be conducted in class on January 26th. The assignment is due before class on Wednesday, January 28th.</p>	150
<p>Oral/Visual Biographical Presentation (10 minutes) Each student will sign up to do a biographical presentation on an individual involved in one or more of the Atlantic revolutions. Subjects of presentations are listed below with the day each presentation is to occur. The sign up will be posted in the class Facebook group during the first week. On the day of the presentation, the presenter will submit (via email) a bibliography of sources used. Professional speech and dress should be used.</p>	250
<p>Midterm Examination Multiple choice, short-answer, and essay questions (drawn from class and readings) covering developments to about November 1791. Friday, February 20th</p>	150
<p>Final Examination Multiple choice, short-answer, and essay questions primarily focused on events since 1791, but essay questions may cover the entirety of course content. Wednesday, April 29th, 3-5 PM</p>	250
<p>In-class and online participation Half of this grade will be based on emails submitted once a week by midnight the night before class that include: 1) a two-sentence summary of the readings assigned for the next day and 2) two further questions regarding the content or theme of the readings suitable for further discussion. Questions can involve something the student does not understand or something they would like to dive into in greater detail. The instructor will place the students into groups for Sunday night, Tuesday night, or Thursday night emails at the end of Week One. The other half consists of attendance, participation in in-class and/or online discussions, and completion of in-class work (including quizzes at instructor's discretion).</p>	200
<p>Map quiz 15 items around the Atlantic basin. Have to successfully identify 12 to pass.</p>	Pass/Fail (Required to pass the course)

Grading Scale

A	4.0	93-100	930-1000		C	2.0	73-76	730-769
A-	3.67	90-92	900-929		C-	1.67	70-72	700-729
B+	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	83-86	830-869		D	1.0	63-66	630-669
B-	2.67	80-82	800-829		D-	0.67	60-62	600-629
C+	2.33	77-79	770-799		E	0.00	0-59	0-599

Course Policies

Attendance

Attendance is expected, and crucial for performing well in this class. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class.

Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007 <<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came. Plagiarism will be reported to the appropriate university authorities.

Classroom Behavior

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts and history we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Electronic Devices

Studies have shown that writing notes by hand leads to better long-term memory and understanding of course content. Electronics may be used for in-class work and participation via PollEverywhere. Because this is an upper-level course, beyond basic decency (cell phone ringers, following “safe for work” guidelines). No electronic devices are allowed on exam days.

Class Work

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Finished papers will be submitted via TurnItIn in either .doc, .docx, or .rtf format (**not .pages**). Late papers will be marked down accordingly: one letter grade per day late, rounding up. Failure of technology is not an excuse.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers’ writing.

In general, students are expected to contribute constructively to each class session.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student’s responsibility to have and to make available this material.

Mode of Submission

All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-learning/Sakai (**not .pages**). Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered in the top right. Late papers will be marked down one letter grade (A to B, B to C, etc.) for each day late, beginning at the deadline on Sakai.

Writing Center

The University Writing Center is located in Tigert 302 and is available to all UF students.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

Course Evaluations

“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.”

Course Schedule

Week One: Intro to Age of Atlantic Revolutions

1/7 (W): Introductions

1/9 (F): Sources and the Age of Revolutions

Week Two: Natural Law and Privileged Hierarchies

1/12 (M): World of Hierarchy, World of Slavery

Reading Due: Geggus, 1-9; Chambers and Chasteen, 3-25; Klooster, 84-92
(LAST DAY OF DROP/ADD)

1/14 (W): Enlightened Opinion and Natural Law

Reading Due: Hunt, 35-39, 51-57; Klooster, "Introduction"

1/16 (F): Privilege and "Justice"

Reading Due: Geggus, 10-14; Klooster, 117-127

Week Three: American Views

1/19 (M): NO CLASS: Martin Luther King, Jr. Holiday

1/21 (W): Slave Resistance

Reading Due: Geggus, 15-35; Hunt, 58-59

MAP QUIZ

Presentation: François Mackandal

1.23 (F): Spanish and Anglo American Reactions

Reading Due: Klooster, "Civil War in the British Empire"; Chambers and Chasteen, 26-39

Presentation: Nanye-hi (Nancy Ward)

Week Four: The U.S., France, and Saint-Domingue

1/26 (M): Peer Review of Summary & Analysis

1/28 (W): International Impacts

Reading Due: Nash, "Sparks from the Altar of '76" in Armitage and Subrahmanyam

SUMMARY & ANALYSIS DUE

1/30 (F): Saint-Domingue and France: Crisis and Opportunity

Presentation: Jacques Necker

NB: No emails during Week Four

Week Five: The National Assembly and the Declaration of the Rights of Man and Citizen

2/2 (M): From the Estates General to the National Assembly

Reading Due: Klooster, 45-51; Hunt, 60-70

Presentation: Honoré Gabriel Riqueti, comte de Mirabeau

2/4 (W): The August Decrees and the Declaration

Reading Due: Hunt, 71-79; Klooster, 51-62

Presentation: Isaac René Guy le Chapelier

2/6 (F): The Politics of the Declaration

Reading: Hunt, 80-92; Geggus, "Fear of Emancipation and Revolt"

Presentation: Julien Raimond

Week Six: The Declaration and Questions

2/9 (M): Questions on Religion and Church

Reading: Hunt, 93-100

Presentation: Pope Pius VI

2/11 (W): The Declaration and the Colonial Question

Reading: Geggus, 44-56; Klooster, 92-97

Presentation: Henri Grégoire

2/13 (F): The Fight for Racial Equality in Saint-Domingue

Reading: Geggus, 57-71

Presentation: Vincent Ogé

Week Seven: Revolutions and Slavery

2/16 (M): Abolitionism in the Atlantic World

Reading Due: Boston King, "Memoirs"

(http://antislavery.eserver.org/narratives/boston_king/); Phyllis Wheatley, "Poems,"

(<http://www.vcu.edu/engweb/webtexts/Wheatley/phil.htm>)

Or Olaudah Equiano, "The Interesting Narrative of the Life," Dedication and Chapter 2

(http://history.hanover.edu/texts/equiano/equiano_contents.html)

Or Ottobah Cugoano, "Narrative of the Enslavement," All

(<http://docsouth.unc.edu/neh/cugoano/menu.html>)

Presentation: Ephraim Robin John and Ancona Robin Robin John; Thomas Clarkson

2/18 (W): The Saint-Domingue Slave Revolt Begins

Reading: Geggus, 72-97; Klooster, 97-102

Presentation: Georges Biassou

2/20 (F): MIDTERM EXAM

Week Eight: From Liberal to Radical Revolution

2/23 (M): Criticisms of the Liberal Revolution

Reading Due: Hunt, 119-131; Burke, "Reflections on the Revolution in France, 1791"

(<http://legacy.fordham.edu/halsall/mod/1791burke.asp>)

Presentation: Olympe de Gouges; Thomas Paine

2/25 (W): The Legislative Assembly, the National Convention, and the Rise of Robespierre

Reading Due: Hunt, 132-139; Klooster, 62-71

Presentation: Jean-Paul Marat

2/27 (F): The Terror and its End

Reading Due: Robespierre, "Terror is the Order of the Day," 5 September 1793

(<http://chnm.gmu.edu/revolution/d/416/>); Police Report on a Session of the Cordeliers

(<http://chnm.gmu.edu/revolution/d/403/>); Klooster, 71-77

Presentation: Antoine Lavoisier

Week Nine: SPRING BREAK - NO CLASS

Week Ten: The French and Haitian Revolutions

3/9 (M): The French Revolution in Global Context

Reading Due: Hunt, "The French Revolution in Global Context" in Armitage and Subrahmanyam

3/11 (W): Emancipation in Saint-Domingue

Reading Due: Geggus, 98-116; Klooster, 102-107

Presentation: Léger-Félicité Sonthonax

3/13 (F): The Rise of Toussaint Louverture

Reading Due: Geggus, 117-167

Week Eleven: Toussaint's Saint-Domingue

3/16 (M): Toussaint as Governor

Reading Due: Geggus, 139-167

Presentation: Andre Rigaud

3/18 (W): Exiles and Emigrés

Reading Due: Jasanoff, "Revolutionary Exiles" in Armitage and Subrahmanyam

Presentation: Charles Philippe (Charles X of France)

3/20 (F): Fear and Loathing in the Caribbean

Reading Due: Geggus, 183-196; Geggus, "The Caribbean in the Age of Revolution," in Armitage and Subrahmanyam

Presentation: Bryan Edwards

Week Twelve: Fervor, Consolidation, and a Fight for Independence

3/23 (M): Reactions in Spanish and Portuguese America

Reading Due: Chambers and Chasteen, 40-78

Presentation: Francisco de Miranda

3/25 (W): The Counter-Revolution and the Rise of Napoleon

Reading Due: Klooster, 78-83; Juan Cole, "Playing Muslim," in Armitage and Subrahmanyam

Presentation: Charles Maurice de Talleyrand-Périgord

3/27 (F): The Haitian War of Independence

Reading Due: Geggus, 168-182; Klooster, 107-116

Presentation: Josephine Beauharnais; Jean-Jacques Dessalines

Week Thirteen: Revolution Comes to Spanish America

3/30 (M): The Peninsular War and American Reverberations

Reading Due: Klooster, 127-141; Chambers and Chasteen, 79-106

Presentation: Ferdinand VII

4/1 (W): War in Venezuela and Mexico

Reading Due: Chambers and Chasteen, 107-118; Klooster, 141-148

Presentation: Miguel Hidalgo

4/3 (F): The Southern Cone

Reading Due: Chambers and Chasteen, 119-131; Klooster, 149-157

Presentation: Bernardo O'Higgins

Week Fourteen: Spanish American Wars of Independence

4/6 (M): Views of the Cause

Reading Due: Chambers and Chasteen, 132-161

Presentation: José Tomás Boves

4/8 (W): Independence for Brazil

Reading Due: Chambers and Chasteen, 162-172

Presentation: José Bonifácio de Andrada e Silva

4/10 (F): Constructing New Nations I

Reading Due: Chambers and Chasteen, 173-196

Presentation: Henri Christophe; Agustín de Iturbide

Week Fifteen: Legacy of the Age of Revolutions

4/13 (M): Constructing New Nations II

Reading Due: Chambers and Chasteen, 197-205; 217-236; Geggus, 199-201

Presentation: Antonio Lopez de Santa Anna

4/15 (W): Global Impacts

Reading Due: *One of* "The Dynamics of History in Africa," "Imperial Revolutions and Global Repercussions," "Revolutionary Europe and the Destruction of Java's Old Order," "Their Own Path to Crisis?" in Armitage and Subrahmanyam

4/17 (F): Commemorations

Reading Due: Chambers and Chasteen, 206-216; Geggus, 202-205

Week Sixteen: Understanding the Age of Revolutions

4/20 (M): Contemporary Debates

Reading Due: Aurora Dagny, "Everything is Problematic" *The McGill Daily*, November 24, 2014 (<http://www.mcgilldaily.com/2014/11/everything-problematic/>)

Curtis Yarvin, "The Jacobite History of the World" *Unqualified Reservations*, May 1, 2008 (<http://unqualified-reservations.blogspot.com/2008/05/ol3-jacobite-history-of-world.html>)

William Salentan, "Why Won't They Listen?" review of Jonathan Haidt, *The Righteous Mind* (http://www.nytimes.com/2012/03/25/books/review/the-righteous-mind-by-jonathan-haidt.html?_r=0&pagewanted=all)

4/22 (W): Wrap-Up / Conclusions (**Friday group responsible for submitting emails**)

Reading Due: Geggus, "Impact of Independence"; Chambers and Chasteen, preface from "A Scholarly Polemic"; Hunt, "Women's Political Clubs and Their Suppression"; C. A. Bayly, "The Age of Revolutions in Global Context" in Armitage and Subrahmanyam; Klooster, "Conclusion"

FINAL EXAM: WEDNESDAY, APRIL 29, 3 - 5 PM