

**Spring 2021 Research Seminar**  
**LAH 4930 / WOH 4930 Atlantic Revolutions**

<b>Instructor:</b> Dr. Fernanda Bretones Lane <b>Contact:</b> <a href="mailto:f.bretones@ufl.edu">f.bretones@ufl.edu</a> <b>Office Hours*:</b> Mon. 4-5:30pm   Tue. 3-4:30pm *Virtual office hours only, via Zoom	<b>Mondays, Period 6 - 8</b> (12:50 PM - 3:50 PM) <b>ONLINE</b> (link for Zoom meetings in Canvas)
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**DESCRIPTION:**

Research seminars in general introduce students to the historians' craft. This research seminar in particular uses the examples of the Haitian (1791-1804) and Spanish American Revolutions (1808-1823) as material that students can use to practice the skills of professional historians. During the first half of the semester, we will study the basic concepts and methods of Atlantic history, with a focus on Latin America and the Caribbean during the Age of Revolutions. We will examine in detail the Haitian (1791-1804) and Spanish American (1808-1823) Revolutions through an Atlantic perspective, exploring the relevant scholarship and critically analyzing primary sources. In the process, we will consider the following questions: What makes an event "Atlantic" in scope? Why do historians think of the Age of Revolutions as a discrete, unique historical period? What were the local and international dimensions of these political events? In the second half of the semester, students will research and write an original, substantial research paper on a topic related to one of the themes of the course, developed out of primary sources.

**OBJECTIVES:**

- Understand and be able to explain the causes, development, and effects of the slave revolution in Saint-Domingue/Haiti and of the Latin American independences in the late-eighteenth and early nineteenth-centuries
- Identify research topics
- Critically analyze primary and secondary sources
- Improve writing and communication skills
- Pursue original research in primary and secondary sources and produce a substantial paper
- Engage in the peer-review process

**COURSE MATERIALS:**

**Required:** Wim Klooster, *Revolutions in the Atlantic World: A Comparative History* (New York: New York University Press, 2018).

Other required readings will be available in Canvas.

**Optional:** Depending on your research focus, you may need to acquire one of the following:

- Laurent Dubois and John Garrigus (Eds.), *Slave Revolution in the Caribbean: A Brief History with Documents* (Boston: Bedford/St. Martins, 2006)
- David Geggus (Ed.), *The Haitian Revolution: A Documentary History* (Indianapolis: Hackett Publishing Co., 2014)

- Sarah Chambers and John Chasteen (Eds.), *Latin American Independence: An Anthology of Sources History* (Indianapolis: Hackett Publishing Co., 2010)

## **COURSE FORMAT**

The success of a seminar rests on students' participation. In addition to completing reading and assignments prior to class meetings, students are also expected to actively engage in the discussion by contributing ideas and viewpoints, and raising relevant questions. Each student will be responsible to lead the seminar discussion once in the semester. Given the importance of peer-to-peer interaction in this course, and the ongoing COVID-19 pandemic, exceptionally this Spring this course is being offered exclusively online, and class meetings will occur via Zoom. Only UF registered accounts will be able to log into class meetings.

## **COMMUNICATING WITH THE INSTRUCTOR:**

### *Student Hours*

The best way to reach me is during Student Hours (also known as "Office Hours."). I hold regular Student Hours according to the schedule noted on the top of this document. In normal circumstances, that means that during those hours the door to my office is literally open to you, students, to discuss any issues pertaining to the class (content questions, clarifications, requests for extensions, etc), or any other topics you may wish to talk about (for example, request for recommendation letters, questions about going to graduate school, your general interests in Latin American and Caribbean history, or if you want to know more about my current and future research projects). This spring, due to the ongoing coronavirus pandemic, I will not be able to receive students in my office. Instead, I will be holding virtual office hours via Zoom. Student Hours function on a first-come, first-serve basis. To be directed to office hours Zoom meetings, you need to schedule a meeting with me using my electronic calendar: <https://calendly.com/bretones/office-hours>. You can book it in advance, or at the last minute (provided there are available time slots left). If my regular Student Hours conflict with your schedule, contact me via email to make an appointment at a time that works for both of us.

### *Electronic Communication (Email)*

If you have questions/concerns that have not been addressed in class and cannot be answered by consulting the syllabus, come see me during Student Hours. If you are unable to attend Student Hours and you have pressing concerns/questions that cannot wait for an alternative meeting time, send me an email. I generally check and respond to emails once daily during the workweek, between 8am-6pm. Please allow up to 24 hours for a response (I will try to answer as soon as possible). I do not respond to work emails during the weekend. Please refrain from using your personal email account, as I will not respond to those.

Keep in mind that emailing your professors or TAs is not the same as emailing (or texting) your friends. For some useful tips on how to avoid unprofessional electronic communication (not only for this class, but also for all professional communication that happens online), see "How to Email Your Professor (Without Being Annoying AF)" at <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#oe41y9s16l>.

### *Canvas Messages*

If you need to communicate with me, please do so via email (see above). I use Canvas messages for general course-related messages that are addressed to the entire class (including reminders about upcoming deadlines, clarifications, notices, etc), or, if I deem relevant, to individual students. But for *you* to reach *me*, email is strongly preferred. It is the students' responsibility to check messages on both Canvas and their UF email regularly for important information relating to the course, and to respond in a timely fashion when necessary.

### *Communicating About Grades*

Students who wish to discuss their grades should wait 24 hours after receiving their grade to contact the instructor or TA. I am happy to offer further clarification on assignments, but please note that grades are only re-evaluated in case of mathematical error.

## **POLICIES AND EXPECTATIONS:**

### *Attendance & makeup policy*

Given the seminar nature of this course and the limited number of class meetings, attendance is mandatory, and unexcused absences will adversely affect your grade. Students who must miss class due to health concerns must contact the instructor as soon as possible to make alternative arrangements. Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at [Attendance Policies](#). It is the students' responsibility to know and follow the University's policies regarding religious holidays, illness, and athletic or other extra-curricular activities. Please consult the link to become familiar with those, and contact the Instructor if you have questions or concerns.

CLAS Zoom Presence Policy during Spring 2021: The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation in class activities. Since the pedagogical approach of this course depends heavily on student engagement and interaction, you are required, at a minimum, to participate in class activities through the audio function of Zoom. Your video presence is invited as well, and extremely encouraged.

### *Classroom Etiquette*

This course will ask students to engage in conversations related to the topics of study. Lively debates are welcome, but they should occur with respectful and courteous behavior. Uncourteous behavior will not be tolerated and may result in removal from a class period, or worse.

### *Class Policy Regarding Electronic Devices and Course Recording*

Students should use electronic devices to connect to the class via Zoom, take notes, or for text-referencing purposes only. Please refrain from using your devices for other purposes during our class meetings (such as surfing the web or online shopping). Please silence cellphones and all other devices not being used for class. Unauthorized recording of any portion of the course (including screenshots) and unauthorized sharing of recorded materials is prohibited.

### *Academic Honesty*

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and

integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class. Plagiarism is not tolerated. Unintentional plagiarism results in an “F” for the assignment. Intentional plagiarism results in an “F” for the course, or worse.

### *Accommodations for Students with Disabilities*

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### *Evaluations*

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the Gatorevals website (Links to an external site.)<<https://gatorevals.aa.ufl.edu/students/>>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the evaluation system. Summaries of course evaluation results are available to students at the public results website: <https://gatorevals.aa.ufl.edu/public-results/>

## **ASSIGNMENTS:**

{Full assignment guidelines in Canvas}

- Seminar Participation [30%]
  - Seminar leadership (10%)
  - Weekly participation (20%)
- Research project [50%]
  - list of possible topics (1%)
  - one-on-one meeting with Prof (2%)
  - preliminary annotated bibliography (4%)
  - précis (6%)
  - drafts (4%)
  - primary source analysis (3%)
  - oral presentation (10%)
  - final paper (20%) [DUE APR 26, 12:00pm]
- Klooster summaries (12%)
- Peer-Review (8%)

**GRADING SCALE**

A	100 %	to 94.0%	C	< 77.0 %	to 74.0%
A-	< 94.0 %	to 90.0%	C-	< 74.0 %	to 70.0%
B+	< 90.0 %	to 87.0%	D+	< 70.0 %	to 67.0%
B	< 87.0 %	to 84.0%	D	< 67.0 %	to 64.0%
B-	< 84.0 %	to 80.0%	D-	< 64.0 %	to 61.0%
C+	< 80.0 %	to 77.0%	F	< 61.0 %	to 0.0%

**GRADING CRITERIA**

**A** Work that goes beyond instructor's expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a “good” student.

**A-** Very good work with most of the attributes of “A” work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as “A” work. Excellent.

**B+** Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

**B** Good competent work, which meets all standards/requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

**B-** Almost up to specifiable standards. Often characterized by vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Sometimes the result of truncate writing that could improve with more attention/work. Talk to instructor.

**C+** Below the specifiable standards for good work. Sometimes the result of poor writing that compromises quality of the work/clarity of ideas. Talk to instructor.

**C** Work showing serious misunderstanding or lack of effort or engagement. Talk to instructor

**C- or below:** Talk to instructor immediately.

Passing grades in general range from A to D-, however a grade of C- does not count as a passing grade for major, minor, Gen Ed, Gordon Rule, or basic distribution requirements. Current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext-otp1>

## WEEKLY SCHEDULE

[subject to change if necessary]

### **Week 1 Jan 11: Introduction: The Atlantic in the Age of Revolutions**

*Assignment:* Read this syllabus prior to our first class meeting. Highlight important information, highlight deadlines (and put them in your calendar), identify and order the books you must acquire, annotate the syllabus with any questions you may want to ask the Professor on the first class meeting.

- Readings: The Syllabus

### **Week 2 Jan 18 NO CLASS – MLK HOLIDAY**

*Assignment:* Think about possible topics for your research paper, and identify potential primary and secondary sources. To do that, browse through [Haiti and the Atlantic World: Sources and Resources for Discussions about Haiti and Haitian History](#) (curated by Dr. Julia Gaffield), and through the “[Latin American Revolutions](#)” section of [Age of Revolutions](#) (edited by several historians with expertise in the man Atlantic Revolutions); and read the Table of Contents of the three document collections provided in Canvas. Professor Bretones will be available this week for one-on-one meetings to discuss potential topic ideas (please schedule via e-mail).

### **Week 3 Jan 25 Revolutionary Brewing: Atlantic Dimensions of the American and French Revolutions**

*Assignments due:* 1) Klooster chapters summary 2) List of possible topics (Canvas)

Part 1: Seminar (students’ presentation of weekly reading & discussion)

- Readings:
  - Patrick Rael, all subsections of “Reading” in [Reading, Writing, and Researching for History](#)
  - Wim Klooster, *Revolutions in the Atlantic World*, Chapters 1-3 (pp.1-90)

Part 2: Lecture: The Pearl of the Antilles (Empire and Slavery in French Saint Domingue)

Professor Bretones will be available this week for one-on-one meetings to discuss potential topic ideas (please schedule via e-mail).

### **Week 4 Feb 1 Saint Domingue on the Eve of Revolution**

Part 1: Seminar

- Readings:

- Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge: Harvard University Press, 2005), Chapters 1-2
- Document: Moreau de Saint-Méry "Description...of the French Part of the Island of Saint-Domingue, 1791" in Laurent Dubois and John Garrigus (Eds.), *Slave Revolution in the Caribbean: A Brief History with Documents*

Part 2: Lecture: The End of Slavery and Colonialism in Saint Domignue/Haiti

Professor Bretones will be available this week for one-on-one meetings to discuss potential topic ideas (please schedule via e-mail).

### **Week 5 Feb 8 The Haitian Revolution**

*Assignments due:* 1) Klooster, chapter summary 2) Primary Source Analysis (Canvas)

Part 1 Seminar

- Readings:
  - Klooster, *Revolutions in the Atlantic World*, Chap. 4
  - David Geggus, *The Haitian Revolution: A Documentary History*, Introduction + documents' excerpts 43 "Black Tactics, White Responses" (pp.94-97)

Part 2: Lecture: Impact of the Haitian Revolution in the Atlantic World

### **Week 6 Feb 15 Haiti and/in the Atlantic World**

*Assignment due:* Topic and preliminary annotated bibliography (Canvas)

Part 1: Seminar

- Reading:
  - Matt Childs, "A Black French General Arrived to Conquer the Island': Images of the Haitian Revolution in Cuba's 1812 Aponte Rebellion," in David Geggus's *The Impact of the Haitian Revolution in the Atlantic World*, 135-156
  - Susan Branson and Leslie Patrick, "Étrangers das un Pays Étrange: Saint-Domingan Refugees of Color in Philadelphia" idem, 193-208

Part 2: Lecture: Napoleon Bonaparte and the Crisis of the Monarchy in Spain and its Empire

### **Week 7 Feb 22 Popular Sovereignty: The 1812 Cadiz Constitution and the *movimiento juntero* in Latin America**

*Assignment due:* Klooster, chapter summary

Part 1: Seminar

- Readings:

- Wim Klooster, Chap. 5
- Document: “The Cádiz Constitution of 1812,” in Sarah Chambers and John Chasteen (Eds.), *Latin American Independence: An Anthology of Sources* (pp.96-107)
- Document: “Proclamation of King Joseph to the Spanish Americans (1809),” in Rafe Blaufarb (Ed.), *The Revolutionary Atlantic: Republican Visions, 1760-1830: A Documentary History*

Part 2: Lecture: *Americanos, Peninsulares*, and the Road to Independence

### **Week 8 March 1 The Dissolution of Empire: Independence in Mainland Spanish America**

*Assignment due:* 250-word précis with thesis statement (Canvas). Consult the following resources to help you with this task: Rael, section “[The Thesis](#)” in *Reading, Writing, and Researching for History*; and [https://www.gvsu.edu/cms4/asset/CC3BFEEB-C364-E1A1-A5390F221AC0FD2D/thesis\\_statement\(2\).pdf](https://www.gvsu.edu/cms4/asset/CC3BFEEB-C364-E1A1-A5390F221AC0FD2D/thesis_statement(2).pdf)

Part 1: Seminar

- Reading:
  - Jeremy Adelman, *Sovereignty and Revolution in the Iberian Atlantic* (Princeton University Press, 2006), Chap. 7

Part 2: Lecture: Liberty or Freedom?

### **Week 9 March 8 Negotiated Loyalties: Indigenous and Enslaved Soldiers Fight For, and Against, Independence**

*Assignment due:* Primary source analysis (document of your choice for research paper)

Part 1: Seminar

- Readings:
  - Peter Blanchard, “The Slave Soldiers of Spanish South America: From Independence to Abolition,” in: in Christopher Leslie Brown and Philip Morgan, *Arming Slaves, from Classical Times to the Modern Age*
  - Marcela Echeverri, “Popular Royalists, Empire, and Politics in Southwestern New Granada, 1809–1819,” *Hispanic American Historical Review* 91:2 (2011)
  - Document: “Diary of a Comandante of American Independence,” in John Chasteen (Ed.), *Latin American Voices: A Reader* ( pp.77-84)

Part 2: Lecture: Cuba, Puerto Rico, and Second Slavery

### **Week 10 March 15 Enduring Empire: Slavery and Colonialism in the Spanish Caribbean**

*Assignment due:* 4-5-page section of paper (Canvas)

Part 1: Seminar

- Readings:



- David Sartorius, *Ever Faithful: Race, Loyalty, and the Ends of Empire in Spanish Cuba* Introduction (pp.1-20) + Chapters 1- 2 (pp.21-93)
- Document: “Greed and Fear in Cuba,” in Geggus, *The Haitian Revolution*

Part 2: Writing workshop

### **Week 11 March 22 RESEARCH WEEK / Research Consultations with Professor**

NO CLASS today—use this time to advance on your research. Each student is required to meet with Professor Bretones once this or next week, for a progress update (schedule via calendly).

### **Week 12 March 29 RESEARCH WEEK**

*Assignment due:* 10-page section of paper (Canvas)

NO CLASS today—use this time to advance on your research. Meet with Professor Bretones for a progress update if you did not do so last week (schedule via calendly).

### **Week 13 April 5 Oral Presentations**

Each student will give a short oral presentation to the class, reporting on their thesis, sources, and findings to date, as well as plan to complete the research paper. A template will be provided.

### **Week 14 April 12 Peer Review of Drafts**

*Assignment due:* paper draft (Canvas)

### **Week 15 April 19 Final Class Meeting**

*Assignment:* revise and complete research paper

Abbreviated class meeting.

**\*\*\*FINAL PAPER DUE APRIL 26 12pm (noon) via Canvas**

### **Campus Resources**

UF is a big school, but there are many resources available to help students navigate campus life. Here is a sample of some useful resources:

*U Matter, We Care:* If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

*Counseling and Wellness Center:* <https://counseling.ufl.edu/> or call 392-1575

*Multicultural and Diversity Affairs* (<https://multicultural.ufl.edu/>) (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

*Hitchcock Field And Fork Food Pantry:* For anyone experiencing food insecurity, with no requirement to verify income or need. <https://pantry.fieldandfork.ufl.edu/>

*The Molm Family Gator Career Closet:* An on-campus, lending closet for students to borrow professional clothing and accessories free of charge. Valid with UF ID <https://career.ufl.edu/closet/>

*Police Department:* 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

*The Sexual Assault Recovery Services (SARS):* Student Health Care Center, 392-1161.

*Disability Resource Center* ([DRCAccessUF@ufsa.ufl.edu](mailto:DRCAccessUF@ufsa.ufl.edu) | 352-392-8565) helps to provide an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Once registered with DRC, students will receive an accommodation letter that must be presented to the instructor when requesting accommodations. Students should follow this procedure as early as possible in the semester.

*E-learning technical support,* 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

*Career Connections Center,* Reitz Union, 392-1601. Career assistance and counseling <https://career.ufl.edu/>

*Library Support,* <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

*Writing Studio,* 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

*Student Complaints On-Campus:* <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>

*On-Line Students Complaints:* <http://distance.ufl.edu/student-complaint-process/>