

# AFH/EUH/LAH/WOH 3931

## Intro to the Atlantic World

Professor Matthew Blake Strickland  
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### Class Time & Location

MWF Period 3 (9:35 – 10:25)  
FLI 119

### Office Hours

MW 10:30 – 11:30  
FLI 020

### Course Description

This course offers an in-depth exploration of the Atlantic World, a historical period that transformed the course of human history. Spanning from the late fifteenth century to the early nineteenth century, the Atlantic



World represents a remarkable era of global interconnectedness, marked by profound cultural exchanges, economic transformations, and significant social upheavals. By examining the interplay of diverse societies from Europe, Africa, and the Americas, students will uncover the intricate web of relationships that emerged because of exploration, conquest, and trade. The course will delve into the motivations and driving forces behind European voyages of discovery, seeking to understand the ambitions, challenges, and consequences of encounters with indigenous populations and African societies.

Throughout the course, students will gain a comprehensive understanding of the economic interconnectedness within the Atlantic World. In addition to examining the economic and political dynamics of the European colonies in the Americas, students will gain insights into the cultural syncretism and transculturation that resulted from the blending of various traditions, languages, and beliefs. This course will not only immerse students in the complexities of the Atlantic World but also challenge them to reflect critically on its enduring significance. By investigating historical events, cultural exchanges, economic structures, and social transformations, students will be equipped with the tools to assess the connections between the past and the present. They will understand how the legacies of the Atlantic World continue to shape contemporary global relations, cultural identities, and social structures, offering invaluable insights into the complexities of our interconnected world.

### Course Objectives

With this course, students will:

1. Understand the foundational events and key historical developments that contributed to the formation of the Atlantic World.
2. Analyze the motivations behind European exploration and expansion, and the consequences of encounters with indigenous peoples and African societies.
3. Examine the Atlantic Slave Trade and its profound impact on the demographic, economic, and cultural landscapes of Europe, Africa, and the Americas.

4. Examine the impact of Atlantic interactions on the development of trade networks, global capitalism, and the rise of mercantilism.
5. Reflect on the legacies of the Atlantic World and its lasting influence on contemporary global relations, cultural identities, and social structures.
6. Make concise arguments in both written and oral form.
7. Think critically and analytically regarding historical people, events, and themes.

**Required Texts**

Jane Landers, *Atlantic Creoles in the Age of Revolutions*

Marcus Rediker, *Villains of All Nations: Atlantic Pirates in the Golden Age*

Randy J. Sparks, *The Two Princes of Calabar*

**Grading Scale and Assignment Summary**

Attendance/Participation	10%
(3) In-Class Quizzes	15%
Book Review	10%
Group Presentation	20%
Midterm Exam	20%
Final Exam	25%

Grade Proportion	Grade Scale	Grade Value
Attendance/Participation: 100 points (10%)	940-1,000 = A	A = 4.0
(3) In-Class Quizzes: 150 points (15%)	900-939 = A-	A- = 3.67
Book Review: 100 points (10%)	870-899 = B+	B+ = 3.33
Group Presentation: 200 points (20%)	840-869 = B	B = 3.00
Midterm Exam: 200 points (20%)	800-839 = B-	B- = 2.67
Final Exam: 250 points (25%)	770-799 = C+	C+ = 2.33
	740-769 = C	C = 2.00
	700-739 = C-	C- = 1.67
	670-699 = D+	D+ = 1.33
	640-669 = D	D = 1.00
	600-639 = D-	D- = 0.67
	0-599 = E	E = 0.00

Only course grades of C or better will satisfy Gordon Rule, general education, and college basic distribution credit.

**Mandatory Meeting:** You are required to meet with me during office hours at least once during the semester. This meeting serves two purposes: 1) it allows me to get to know you and you to get to know me, and 2) this is an opportunity for students to get help or insight before major assignments are due. The meeting should be a short check-in (5-10 minutes). While attending these meetings will not be graded, a failure to complete this requirement will result in a grade reduction.

**Book Review:** Using library resources, you must find a book about Atlantic history. It can contend with any of the themes and ideas we have discussed in this class. You may not use a resource we used in class. Your chosen book does not necessarily need to be vetted by the instructor. However, if you are unsure that your book fits the requirements, reach out and your instructor will happily provide feedback. Your book must be a secondary source written by a historian or other academic. After a book has been selected, you will write a book review that 1) examines the author's main arguments, 2) analyzes the sources used, and 3) shows how the author structures their narrative. This paper must be 5-6 pages and follow standard formatting. You must bring a hard copy to class to be graded, and you must submit a digital copy on Canvas to be checked through Turnitin. Please note that if you have previously completed a book review for one of my classes, you **MAY NOT** resubmit the same book review. Turnitin will flag it as plagiarism.

**In-Class Quizzes:** You will have three in-class quizzes. The quizzes will contend with each of the three assigned books for the course. The quizzes will be hand-written using an essay format. You will have one class period to complete the assignment.

**Group Presentation:** In this assignment, you will have the opportunity to explore Atlantic trade and its impact on various societies. You will be divided into groups and assigned an Atlantic commodity to research. Your task is to investigate the historical, economic, social, and environmental aspects of your assigned commodity and present your findings to the class. More information is available on Canvas.

**Midterm/Final Exams:** You will have a Midterm and a Final. You must bring a bluebook to sit for the exams. The exams will be a combination of identifying key terms, analyzing short quotes/excerpts, and essay questions.

**\*Standard Formatting:** Times New Roman; 1-inch margins on all sides; 12-point font; double-spaced; no extra indentions or line spacings beyond what is appropriate in writing mechanics.

Most assignments will be submitted as a hard copy for grading and on Canvas to be checked through Turnitin. Specific requirements will be addressed for each assignment.

### **Course Policies**

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

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

#### **Attendance:**

In order to ensure success in this course, it is imperative that you attend all class meetings. Attendance will be recorded at the beginning of each class. Without showing up to class, you cannot fully participate.

#### **Tardiness:**

Come to class on time. Tardiness causes unnecessary distractions for the teacher and for students attempting to engage with the course. While it may be unavoidable sometimes, no student should be late a majority of the class. I understand this is a large campus. However, you must develop a schedule that is logistically possible (i.e. that which allows you to move quickly from one place to another).

#### **Participation:**

For the purposes of this class, participation means you are **actively** contributing to the discussion. This could include probing questions, insights regarding readings, or making connections across multiple weeks in the

course. All of these involve communicating to me and the rest of the class that you are prepared and engaged with the lectures and/or material.

#### Late Work:

All assignments should be turned in by the due date. The instructor may accept late work for a ten-point deduction for every day the assignment is late. However, it is not guaranteed that the instructor will accept late work. It is the student's responsibility to communicate problems or concerns with the instructor.

#### Academic Honesty:

Plagiarism constitutes intellectual theft and academic dishonesty. It is the failure to properly cite and give credit when you use the ideas, words, phrases, or arguments of other people in your writing assignments. On all work submitted for credit by students at the University of Florida, the following pledge is implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For more information regarding the Honor Code, see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>

#### Accommodations for Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) 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.

#### Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://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.

#### Objectivity and Classroom Respect:

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

## Course Schedule

\*This schedule may change.

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W 8/23 Course Introduction	- Access the syllabus [Canvas]
F 8/25 What is Atlantic History?	- David Armitage, "Three Concepts of Atlantic History" [Canvas] - Jerry Bentley, "Seas and Ocean Basins as Frameworks of Historical Analysis" [Canvas]
M 8/28 Origins of the Atlantic World	
W 8/30 Iberian Expansion	
F 9/1 Iberian Expansion	
M 9/4 Labor Day	No Class
W 9/6	
F 9/8	
M 9/11 Iberian Expansion	
W 9/13 European Challenges to Iberia	
F 9/15 Instructor Absence	No Class
M 9/18 European Challenges to Iberia	
W 9/20 European Challenges to Iberia	
F 9/22	

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The Columbian  
Exchange

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M 9/25  
The Columbian  
Exchange

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W 9/27  
The Columbian  
Exchange

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F 9/29  
Migrations

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M 10/2  
Migrations

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W 10/4  
Migrations

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F 10/6  
Homecoming

No Class

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M 10/9  
In-Class Quiz

In-Class Quiz on:  
- Randy J. Sparks, *The Two Princes of Calabar* [ALL]

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W 10/11  
Midterm Exam

Bring an examination book to take your exam.

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F 10/13  
Instructor Absence

No Class

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M 10/16  
The Atlantic Slave  
Trade

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W 10/18  
Atlantic Economies

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F 10/20  
Atlantic Economies

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M 10/23  
Atlantic Economies

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W 10/25  
Atlantic Economies

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F 10/27 In-Class Quiz	In-Class Quiz on: - Marcus Rediker, <i>Villains of All Nations: Atlantic Pirates in the Golden Age</i> [ALL]
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M 10/30 Pirates and Rebels
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W 11/1 Pirates and Rebels
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F 11/3 Religion and Society
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M 11/6 Religion and Society
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W 11/8 Religion and Society
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F 11/10 Veteran's Day	No Class
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M 11/13 In-Class Quiz	In-Class Quiz on: - Jane Landers, <i>Atlantic Creoles in the Age of Revolutions</i> [ALL]
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W 11/15 Empires and Independence	- Andrew Jackson O'Shaughnessy, <i>An Empire Divided</i> , ch. 6 [Canvas]
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F 11/17 Empires and Independence	- Haitian Revolution documents [Canvas]
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M 11/20 Thanksgiving	No Class
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W 11/22 Thanksgiving	No Class
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F 11/24 Thanksgiving	No Class
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M 11/27 Twilight of Slavery
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W 11/29
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Twilight of Slavery

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F 12/1  
Twilight of Slavery

- “Twilight of Slavery” documents [Canvas]  
- Martin Klein, “Slavery, the International Labor Market and the Emancipation of Slaves in the Nineteenth Century” [Canvas]

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M 12/4  
Legacies

- “Legacies” documents [Canvas]

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W 12/6  
Course Conclusion

Bring a computer/tablet/phone to class to complete the course evaluation.

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W 12/13  
10:00 – 12:00  
Final Exam

Bring an examination book to take your exam.

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