

LAH 4930: History Research Seminar: Atlantic Revolutions

Fall 2023

Instructor: Dr. Fernanda Bretones Lane Contact: f.bretones@ufl.edu Office Hours: T 12:30-1:30pm TR 1:30-3:30 GRINTER 333	Class meetings: Tuesdays, 1:55-4:55pm MAT 0151
---	---

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:

- Ada Ferrer, *Freedom's Mirror: Cuba and Haiti in the Age of Revolution* (Cambridge University Press, 2014)
- Cristina Soriano, *Tides of Revolution: Information, Insurgencies, and the Crisis of Colonial Rule in Venezuela* (University of New Mexico Press, 2018)
- David Geggus (Ed.), *The Haitian Revolution: A Documentary History* (Indianapolis: Hackett Publishing Co., 2014)

Other required readings will be available in Canvas.

Additional: 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)
- 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.

ASSIGNMENTS:

{Full assignment guidelines in Canvas}

- Seminar Participation [35%]
 - Seminar leadership (15%)
 - Weekly participation (20%)
- Primary Source Analysis (5%)
- Research project [50%]
 - list of possible topics (1%)
 - one-on-one meeting with Professor, at least once in the semester (2%)
 - preliminary annotated bibliography (4%)
 - précis (6%)
 - short draft (4%)
 - longer draft (5%)
 - primary source analysis (3%)
 - oral presentation (10%)
 - final paper (25%) [DUE APR 26, 12:00pm]
- Peer-Review (5%)

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>

COMMUNICATING WITH THE INSTRUCTOR – listed in order of preference:

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). If my regular Student Hours conflict with your schedule, contact me via email to make an appointment at an alternative 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 or a classmate, come see me during Student Hours. If you are unable to attend Student Hours, please send me an e-mail to request an alternative meeting time. Only straightforward, pertinent questions will be answered via e-mail, which I generally check and respond to once daily. Please allow at least 24 hours for a response. I do not respond to work emails during the weekend. 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), read this very helpful blog post "[How to Email Your Professor \(Without Being Annoying AF\)](#)".

Canvas Messages

If you need to communicate with me electronically, 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 on any given assignment must wait 24 hours after receiving their grade to contact the instructor. I am happy to offer further clarification on assignments, but please note that grades are only re-evaluated in case of mathematical error.

WEEKLY SCHEDULE

[subject to change if necessary]

Week 1 Aug.29: Introduction: The Atlantic in the Age of Revolutions

Assignment: Read the two readings listed below prior to our first class meeting. For the syllabus: 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; and start thinking about what topics related to this course interest you for a research paper. For the Armitage reading: summarize, in your own words, the three concepts of Atlantic history he outlines in this excerpt; write down any questions you may have about this reading.

- Readings:
 - The Syllabus
 - David Armitage, "The varieties of Atlantic History," [excerpt] in *Major Problems in Atlantic History*, ed. Alison Games and Adam Rothman

Week 2 Sep. 5: Atlantic Revolutions Through Primary Sources

Assignment due: 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. You are welcome to drop by Student Hours to discuss potential topic ideas with the Professor.

- Reading:
 - Patrick Rael, all subsections of “Reading” in [Reading, Writing, and Researching for History](#)

Part 1: In-class workshop: working with primary sources

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

Week 3 Sep.12: Saint Domingue on the Eve of Revolution

Assignments due: Primary Source Analysis (Canvas)

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
 - David Geggus, *The Haitian Revolution: A Documentary History*
 - Documents 8; and 14 through 20

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

Week 4 Sep.19: The Haitian Revolution

Assignment due: Topic choice and preliminary bibliography (annotated)

Part 1 Seminar

- Readings:
 - David Geggus, *The Haitian Revolution: A Documentary History*
 - Introduction, pp.xi-xxxiv
 - Documents 32 through 43

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

Week 5 Sep.26: Haiti and/in the Atlantic World, part 1

Part 1: Seminar

- Reading:
 - Cristina Soriano, *Tides of Revolution: Information, Insurgencies, and the Crisis of Colonial Rule in Venezuela* (University of New Mexico Press, 2018)
 - David Geggus, *The Haitian Revolution: A Documentary History*
 - Documents 82 through 87

Part 2: Lecture: Cuba, Haiti, and Second Slavery

Week 6 Oct.3: Haiti and/in the Atlantic World, part 2

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

Part 1: Seminar

- Reading:
 - Ada Ferrer, *Freedom's Mirror: Cuba and Haiti in the Age of Revolution* (Cambridge University Press, 2014)
 - David Geggus, *The Haitian Revolution: A Documentary History*
 - Documents 88-90

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

Week 7 Oct.10: RESEARCH WEEK / Research Consultations with Professor

NO CLASS today—use this time to advance on your research. Professor Bretones will be available during seminar meeting hours for one-on-one meetings and progress update.

Week 8 Oct.17: Popular Sovereignty: The 1812 Cadiz Constitution and the *movimiento juntero* in Latin America

Assignment due: 250-word précis with thesis statement and revised bibliography (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

- Readings:
 - Wim Klooster, “Multiple Routes to Sovereignty” in *Revolutions in the Atlantic World: A Comparative History* (New York University Press, 2009), pp.117-157
 - 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 9 Oct.24: The Dissolution of Empire: Independence in Mainland Spanish America

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 10 Oct. 31: Negotiated Loyalties: Indigenous and Enslaved Soldiers Fight For, and Against, Independence

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: Women take charge

Week 11 Nov.7: Revolutionary Women

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

Part 1: Seminar

- Readings:
 - Claire Brewster, “Women and the Spanish-American Wars of Independence; An Overview,” in *Feminist Review* 79 (2005): 20-35.
 - Sarah Chambers, “Republican Friendship: Manuela Sáenz Writes Women into the Nation, 1835-1856,” *Hispanic American Historical Review* 81:2 (2001): 225-257.

Part 2: Writing workshop

Week 12 Nov.14 RESEARCH WEEK

NO CLASS today—use this time to advance on your research. Professor Bretones will be available during seminar meeting hours for one-on-one meetings and progress update.

Week 13 Nov.21: Lightning-Round Oral Presentations

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

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). They will receive feedback from the group on the spot.

Week 14 Nov.28: Lightning-Round Oral Presentations, cont.**Week 15 Dec.5: Peer Review of Drafts**

Assignment due: hard copy of paper draft, due at start of seminar meeting

In-class peer-review of research paper draft

*****FINAL PAPER DUE MONDAY DECEMBER 11 BY 12PM (noon) via Canvas**

POLICIES AND EXPECTATIONS:*Attendance & makeup policy*

Given the seminar nature of this course and the limited number of class meetings, your attendance and active participation are expected every week, and unexcused absences will adversely affect your grade. Students who must miss class due to health concerns or other pressing issues must contact the instructor as soon as possible to make alternative arrangements for make-up work. 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.

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

Limited use of electronic devices is permitted only for class-related purposes such as note-taking or text-referencing. Please refrain from using your devices for other purposes during our class meetings (such as surfing the web or online shopping). The Professor reserves the right to ask students to turn off electronic devices when she deems it pedagogically relevant. Cellphones and all other devices not being used for class must be turned off or silenced. 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/>

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 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 | 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.
<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>