

HIST 585-002: Special Topics in History:

Topic: Europeans/Early Modern/Atlant. (OPUS title)
Europeans in the Early Modern Atlantic World (complete course title)

Instructor	Day(s)	Time(s)	Maximum Enrollment
Melton	M	1:00 – 4:00 pm	12

**This course atlas entry was pulled from a previous semester and thus may be subject to change.*

Semester Description:

This seminar focuses on aspects of European transatlantic migration and settlement from the sixteenth through the eighteenth centuries. It attempts to integrate narratives of origin and settlement by exploring, on the one hand, the various motives that led Europeans to leave their native lands and forge new lives in an alien environment, and on the other, how their lives in the “Old World” shaped their encounter with the “New.” Without neglecting broad structural themes like the expansion of mercantile capitalism or the rise of transatlantic empires, the course also explores micro-historical perspectives that illuminate issues of migration, settlement, and cultural encounter at the level of everyday experience.

Required Textbooks, Articles, and Resources:

1. James Axtell, *The Invasion Within: The Contest of Cultures in Colonial North America*.
2. Trevor Burnard, *Mastery, Tyranny, and Desire: Thomas Thistlewood and His Slaves in the Anglo-Jamaican World*.
3. Emily Clark, *Masterless Mistresses: The New Orleans Ursulines and the Development of a New World Society, 1727-1834*.
4. J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*.
5. Jack P. Greene and Philip D. Morgan (eds.), *Atlantic History: A Critical Appraisal*.
6. Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic*.
7. James Van Horn Melton, *Religion, Community, and Slavery on the Southern Colonial Frontier*.
8. Jon Sensbach, *Rebecca’s Revival: Creating Black Christianity in the Atlantic World*.

As indicated with the weekly assignments, other assigned texts will be available either at the reserve desk of Woodruff Library (3rd floor) or are directly accessible on EUCLID (click "ReservesDirect").

Grading:

Two students will pair up each week as respondents to the readings. In this capacity you are expected to launch the week's discussion with a brief appraisal (no more than 10-15 minutes) of the assigned text(s). Respondents should focus on central themes and issues addressed in the text(s), reconstructing the basic arguments and highlighting (where relevant) strengths and weaknesses.

Each student will present two oral book reviews, 10-15 minutes each, based on a four-page written review of a text that supplements the common reading for a particular week. The book(s) available for review will be placed on reserve and are listed under the weekly assignment. The oral presentation should be structured so that the other seminar members can learn about the subject matter and significance of the book without necessarily having read it. A historiographical paper (12-15 pages) examining four or five books and/or articles focusing on a common theme or methodological approach. You are welcome to select a topic relevant to your own research interests, but it should address a theme appropriate to the course. Toward the end of the semester you will present a fifteen-minute description of your topic, along with a one-page summary and a bibliography.

Class participation 50%, Book Reviews 20%, larger paper 30%.