

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number HIST 332 (NEW COURSE) or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Create HIST 332 (Early Modern Atlantic World) as a new course and add to ACU Catalog for 2018-19. This is one of two newly-designed courses which are intended to add social & ethnic diversity to course offerings in our department and at ACU in general.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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Change to a Degree Plan		Dept./School	College Academic	Deans	COUNCIL ³				Provost	Faculty	President	Board of Trustees
					TEC	JGEC	UAC	GRAD				
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A			A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A			A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A		A			A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A	--
7.	Major — Add ^{4,5}	A	A	A		A			A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I
9.	Major – Discontinue (proposed by the Provost)				See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A	--
11.	Minor — Revise course selection	A	A	A		I			I	--	I	--
12.	Minor — Add	A	A	A		A			A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A		A			A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)				See below.							
15.	Degree — Add	A	A	A		A			A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)				See below.							
18.	Any change to a graduate degree program	A	A	A		A			A	--	A	--

Provost-Proposed Change		Provost	Department	Dean	COUNCIL ³			Faculty	President	Board of Trustees
					TEC	UAC	Graduate			
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R		A		--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

Approval Chart for Curriculum Changes

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
Department/School Chair(s)	
	
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
	4.6.18
Signature	Approval date
Signature	Approval date

Dean(s)	
	4.6.18
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	The Early Modern Atlantic World HIST 332
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Ronald J. Morgan
2	Course Teacher	Morgan, Kelly Elliott, or other History faculty as needed
3	Course Title	The Early Modern Atlantic World
4	Course Abbreviation (if title is over 30 characters)	Same as above
5	College	Arts & Sciences
6	Department	History & Global Studies
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	NA
11	Maximum number of hours credit	NA
12	Explanation for variable credit	NA
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	NA

13c	Course contact hours - Practicum	NA
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	NA
13f	Course contact hours - Online	NA
13g	Course contact hours - Colloquium	NA
13h	Course contact hours – Field Experience	NA
13j	Course contact hours - Internship	NA
13k	Course contact hours - Research	NA
13m	Course contact hours - Workshop	NA
13n	Course contact hours – Other (specify)	NA
14	Instructor Workload	3 hours
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Survey of the Atlantic World from 15 th to 19 th centuries. May include topics such as navigation and piracy, rise of European empires in the Americas, indigenous-European encounter, Atlantic slave trade, comparative slavery and resistance, Atlantic political revolutions, and social emancipation. Special attention is given to African and Afro-American agency. (49 words)
18	List any prerequisites (course/s, test scores, class	ENGL 111, 112

	standing, major, etc.)	
19	List any co-requisites	NA
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	NA
22b	How often will it be offered? Spring	Spring of even years
22c	How often will it be offered? Summer	NA
23	Frequency? All, odd, or even years?	Even years
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2020
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	No
27	Should the addition of this	No.

	course be retroactively applied to the degree plan it supports? Yes/no and explain	
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Yes, Summer I, 2017 HIST 440.01 (CRN 30139) with enrollment of 20 (full).
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	NA

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This will not add any new requirements, but will fulfill a variety of "selections" options in several BA degree plans and minors: Majors: HIST, HSST, HSTT, and GLST; Minors in Peace & Social Justice, History, Global Studies, and Women's & Ethnic Studies.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course brings more attention to social & ethnic diversity into the ACU catalog. The course will serve both majors and non-majors.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The course will fulfill 300-499 needs of majors, but also serve general student population Historical Literacy requirement. Pre-reqs: ENGL 111, 112 & Cornerstone
2	State the overarching course goal(s) in performance terms.	

2. Competencies and Measurements

	Competency	Measurement
	<i>Students will successfully</i>	... through the following exercises.
1	Demonstrate knowledge of events, personalities, institutions; show analytical understanding of the Atlantic world as a historical arena of contact, conflict, and dynamic change.	Periodic quizzes and written essay exams.
2	Develop the analytical skills required to interpret historical sources in their original context.	Online posts, oral discussions, and group presentations.
3	Demonstrate an ability to identify and explain complexity in a single historical document.	In essay form: analyze multivalent features and multi-disciplinary readings of Alonso de Sandoval's <i>De instauranda aethiopum salute</i> .
4	Effectively assimilate and explain historical scholarship.	Write an analytical review and make oral presentation on a historical monograph on Atlantic world topic (e.g., John K. Thornton, <i>Africa and Africans in the Making of the Atlantic World</i>)
5	Interpret and critique public historical discourse	Examine voice and self-representation in one slave narrative (Mary Prince, Frederick Douglass, Olaudah Equiano, etc.)

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Blaufarb, Rafe and Liz Clarke, *Inhuman Traffick* (Oxford University Press, 2014). ISBN-10: 0199334072; ISBN-13: 978-0199334070

Conniff, Michael L. and Thomas J. Davis, *Africans in the Americas: A History of the Black Diaspora*. Blackburn Press, 2002.

Sandoval, Alonso de, *Treatise on Slavery*, edited and translated by Nicole von Germeten. Hackett Press, 2008. ISBN-10: 0872209296; ISBN-13: 978-0872209299

Supplemental readings located in Canvas, including Project Gutenberg ebooks for slave narratives:

<http://www.gutenberg.org/ebooks/17851> (on this page, enter subject's name in search box upper right)

Thornton, John K., *Africa and Africans in the Making of the Atlantic World*. 2nd ed. Cambridge University Press: 1998.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

RM: I have highlighted in purple the items we need to procure before submitting this application.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.

	6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
	7	Justification — Attach all documents referred to in Section II-2
	8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
	9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

VI. Actions *Place all actions on one page.*

Course ID: HIST332

Course Title: Early Modern Atlantic World

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐  4.6.18
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Dr. Ron Morgan

Administration Building 310

325-674-2370

rxm03c@acu.edu

Re: Review of HIST 332: The Early Modern Atlantic World

Dear Dr. Morgan,

Thank you for the submission of The Early Modern Atlantic World: HIST 332. I reviewed the syllabus based on the ACU application requirements and the syllabus meets those requirements. Please also see the attached checklist. Thank you for making the recommended changes as we moved through the review process.

The syllabus is exemplary! However, this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script that reads "Amy Boone".

Amy Boone
alb17a@acu.edu

HIST 332 – The Early Modern Atlantic World
Abilene Christian University
Prof. Ronald Morgan, Fall 2019

Contacting Dr. Morgan

Email: rxm03c@acu.edu

Office: Ad Building 324

History Dept. Phone: 674-2370

Dr. Morgan's office: 674-2150

Course Times and Places

TR 12:00-1:20

Hardin Admin. Building 310

Office Hours: T 1:30-3:00; W 1-3

Course Objectives. This 3-hour course presents a history of the Atlantic world from the early fifteenth to the mid-nineteenth century. We begin by examining the emergence of a new dynamic in global history, the connection of Africa and Europe to the Americas in a new set of transoceanic relationships. In that context, we comparatively examine new navigation and cartography, the rise of Euroamerican colonies, and the famed Triangle Trade, with particular emphasis on slave trading, institutions of slavery, and the social world of slaves themselves in the diverse American regions, with close attention to African and Afro-American agency and voice. Turning our attention to the eruption of historic revolutions under the impact of social change and liberal ideologies, we consider the British abolition of slave trafficking and slavery in the Atlantic and Caribbean worlds. Finally, we conclude the course with a fascinating study of British abolition, and changes to slave trading in the Atlantic under the influence of international policing.

My intended student audience includes individuals seeking to fulfill the University Requirement for Historical Literacy with a challenging 300-level course. It also serves all majors in History, Social Science teaching, Global Studies. I welcome students from any major who are interested in the topic. The format of the course is that of the senior seminar: occasional context lectures, group discussions of primary sources and historiographical research, and group presentations. Prerequisites include ENGL 111, ENGL 112, and Cornerstone.

ACU Mission: The Mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College of Arts & Sciences Mission: The College of Arts and Sciences at ACU educates students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Department Mission. The ACU Department of History and Global Studies seeks to examine the experiences of humankind, stimulate thought concerning historic ideas, movements, and institutions, and promote ethical standards in keeping with the Christian faith.

Professor's Perspectives on Christian Teaching and Learning

My primary goal in teaching university students is to help form Christian adults who, through their ability to think critically and globally, as well as to write clearly, will make more useful contributions to the human community. My approaches and methods, therefore, are focused on forming such Christians.

My philosophy of teaching includes the goal of internationalizing students' outlooks on the world. During my years as director of ACU in Oxford, that goal was easy to make explicit; in my current role on the Abilene campus, I continue to make it a priority in my classroom.

In my view, the study of history should be both intellectual and moral; professor and students should use their critical thinking capacities not only to describe what happened in the past, but also to discerningly cast judgments on moral good and evil, frankly identifying failures as well as triumphs,

injustices as well as important ethical and political achievements. For Western Christians, the study of global history invites us to cultivate the spiritual virtue of humility, to learn from the wisdom of the non-Christian, non-Western “Other” and to acknowledge the failures and sins of our own civilization, as well as its virtues. Ideally, we cast both a critical and empathetic eye to the human past, thus enabling ourselves to evaluate more evenly the human present and future.

Required Readings:

Conniff, Michael L. and Thomas J. Davis, *Africans in the Americas: A History of the Black Diaspora*. Blackburn Press, 2002.

Sandoval, Alonso de. *Treatise on Slavery*, edited and translated by Nicole von Germeten. Hackett Press, 2008. ISBN-10: 0872209296; ISBN-13: 978-0872209299

Supplemental readings located in Canvas, including Project Gutenberg ebooks for slave narratives: <http://www.gutenberg.org/ebooks/17851> (on this page, enter subject’s name in search box upper right)

Thornton, John K., *Africa and Africans in the Making of the Atlantic World*. 2nd ed. Cambridge University Press: 1998.

Course Requirements and Performance Evaluation (i.e., “grades”). A student’s *final grade* reflects a combination of factors: innate intellectual abilities, skill development, mastery of subject matter, and work ethic. In this course, final letter grade is calculated based on the following scale: A=92-100, B=83-92, C=74-83, D=65-74, and F reflects a course average below 65%. See attendance policy under “General Policies” on page 3. [Find explanations about Quizzes, Written Posts, and Exams in the corresponding modules in Canvas.]

- Participation (48%)
 - Written Posts (in Canvas) on primary sources and historiographic scholarship (12%)
 - Quizzes in Canvas (12%)
 - Active participation in small group and large group discussion of readings and lectures (12%). This is a discussion oriented course!
 - Team Presentations over primary sources and secondary scholarship (12%)
- Written analysis of voice and self-representation in selected slave narrative (17%)
- Interpretative Essay: Alonso de Sandoval’s *De instauranda aethiopum salute* (17%)
- Final Exam (18%)

Teaching/Learning Methods and Format of Class Sessions

Studies of teaching and learning consistently show that students learn best, and most deeply, when they are active agents in their own education. In historical studies, active learners must directly engage primary sources and artifacts, seeking to interpret them within their original historical contexts. Thus, the aim of all course activity is to equip student learners to make meaning of the world around them through discerning historical study.

In this course, students will participate in the following learning activities:

- Context lectures by Dr. Morgan
- Written analysis of primary sources, followed by in-class discussion of the same;
- Roundtable discussions of secondary sources and historiographic debates;
- View film representations of historical moments;
- Group presentations on various topics

Overall Learning Outcome & Competencies

Competency	Measurement
<i>Students will successfully ...</i>	<i>... through the following exercises.</i>
Demonstrate knowledge of events, personalities, institutions; show analytical understanding of the Atlantic world as a historical arena of contact, conflict, and dynamic change.	Periodic quizzes & written essay exams.
Develop the analytical skills required to interpret historical sources in their original context.	Online posts, oral discussions, and group presentations.
Demonstrate an ability to identify and explain complexity in a single historical document.	In essay form: analyze multivalent features and multi-disciplinary readings of Alonso de Sandoval's <i>De instauranda aethiopum salute</i> .
Effectively assimilate and explain historical scholarship.	Write analytical review and make oral presentation on historical monograph (e.g., John K. Thornton, <i>Africa and Africans in the Making of the Atlantic World</i>)
Interpret and critique public historical discourse	Examine voice and self-representation in a select slave narrative (eg., Mary Prince, Olaudah Equiano, etc.)

Course calendar. Dr. Morgan reserves the right to modify the calendar as necessary, but promises to always inform students in advance of any such changes.

Key to calendar abbreviations:

QT = Quiet Time for in-class reading
 CGF = Conrad, *Children of God's Fire*
 (CGF readings posted in Canvas)
 A&A = Thornton, *Africa and Africans*
 C&T = *Africans in the Americas*
 RAP = Johnson, *Reading the American Past* (v.1)

IT = Blaufarb's *Inhuman Traffick*
 WP = Post analysis in "Written Post" Module
 PG = Project Gutenberg ebooks online
 S&S = Sandoval, *Slavery and Salvation*
 Garrigus = *Slave Revolution in Caribbean*

Note: There may be errors or omissions; the professor reserves the right to add or take away ...

Date	In-class Activities	Pre-class assignment due
T Aug. 27	Introduction to Atlantic studies	A&A, Intro.
R Aug. 29	Santiago's Conquests: Origins of Atlantic World	CGF 1.1, C&T Ch.1
T Sept. 3	Iberian-Amerindian "Encounters"	
R Sept. 5	Iberian colonial systems in the New World	
T Sept. 10	Introduction to the Atlantic Slave Trade	C&T Ch.2, S&S Intro & Bk.1
R Sept. 12	Epidemiology of the Slave Trade	Chandler, "Health"; S&S Bk.3

Professor Morgan, Early Modern Atlantic World, Fall 2019

T Sept. 17	Conflicting Aims: Salvation & Exploitation	S&S Bks. 2 & 4; Morgan, "Jesuit Confessors"
R Sept. 19	Atlantic slavery systems: Brazil	C&T Ch.5, CGF (various)
T Sept. 24	Atlantic slavery systems: Spanish America	C&T Ch.6; Sandoval essay
R Sept. 26	British-Amerindian "Encounters"	
T Oct. 1	British colonial systems in the New World	
R Oct. 3	Atlantic slavery systems: Thirteen Colonies	
T Oct. 8	Shipping and Piracy	
R Oct. 10	Shipping and Piracy (II)	
T Oct. 15	Experiencing the Middle Passage	CGF (various)
R Oct. 17	African Agency: Labor Resistance	CGF (various)
T Oct. 22	African Agency: Cultural Resistance	CGF (various); Review (Reis)
R Oct. 24	Atlantic Revolutions: British colonies	View podcast lecture
T Oct. 29	Atlantic Revolutions: France & St. Domingue	View podcast lecture; Garrigus(TBA)
R Oct. 31	Atlantic Revolutions: St. Domingue/Haiti	Garrigus (various)
T Nov. 5	Atlantic Revolutions: Iberian America	View podcast lecture
R Nov. 7	British Abolitionism: Introduction	
T Nov. 12	Expert Witness: Olaudah Equiano	Team Presentation
R Nov. 14	Expert Witness: Mary Prince	Team Presentation
T Nov. 19	Expert Witness: Frederick Douglass	Team Presentation
R Nov. 21	Woman's Agency: Slave & Mistress on the Plantation (I)	RAP (various)
T Nov. 26	Woman's Agency (II)	Review (Glymph)
R Nov. 28	Thanksgiving Holiday	
T Dec. 3	Policing the Atlantic: Slave Trading post-1807	
R Dec. 5	Abolition in the Americas	C&T Chs.9-11
? Dec. ?	Final Exam	

Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Its educational programs, faculty and staff, administration, and student environment all exist to educate students for Christian service and leadership throughout the world. Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying. For definition of academic integrity, process for addressing integrity violations, roles of students and faculty, the appeal process, and other policies and procedures related to academic integrity, please check the policy at this URL: <http://www.acu.edu/academics/provost/documents/academic-integrity-policy.pdf>

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore ACU has an anti-harassment policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>

Team Presentations

Student teams will make 20-30 minute presentations based on an assigned topic and primary or secondary source. General goal: Enable your classmates to understand both your specific topic *and* how it elucidates the wider themes of the course. (Find your team's assigned topic in "Announcements" in Canvas.)

Specific tasks:

1. Create a Power Point or Prezi presentation and present it in class. Enrich your presentation of your assigned reading with any of the following: images, video or podcast, or selected primary sources. Include in the presentation a bibliographic reference to your main reading, as well as any additional sources you use (including url for any images accessed via the web).
2. Wherever you use conceptual, methodological or technical terms that may be new to some students, be sure to define those terms. One of the key goals is to explain how your presentation elucidates important themes like intercultural contact, African or Afro-American agency, challenges to historiographic myths, etc. Another way to think about this goal is to explain the "GAP" that your assigned chapter fills – i.e., as in Field → Gap → Me (the writer).

Professor's Evaluation will be based on:

1. Quality and depth of research (including the quality of the connections your team makes between your topic and themes developed in lectures and classroom discussions);
2. Clarity and organization of the presentation;
3. Engagement factor: How compelling was the presentation for the audience?
4. Peer evaluations: Teammates evaluate each others' contribution to the research and presentation.
5. Oral Presentation and Question and Answer. Dr. Morgan will also judge by the oral presentation how well each individual knows his/her stuff, replies to questions, etc.)

General Policies

Attendance policy: In a concentrated course like this one, attendance is imperative. In calculating the Participation grade, I will factor in Attendance and Tardiness. (Note: If you must miss class for medical or family emergency reasons, you must present documentary proof. And if you do miss class for such reasons, that's all the more reason to NOT MISS any additional class meetings.)

Late Work: No extensions permitted on small assignments (quiz, reading post). If approved in advance, late larger assignments will be penalized 10 % for the first 24 hours and 5% for each additional day up to 72 hours, after which I will not accept it.

Special Needs:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please contact Alpha Scholars Program at: (325)674-2667

Academic Integrity:

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 29, 2018
TO: Dr. Ron Morgan
FROM: Mark McCallon, Library Associate Dean for Library Services
RE: Course Application for HIST 332 – History of the Atlantic World

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Karen Hendrick at hendrick@acu.edu if there are other resources required in the future in support of the course. Thank you for letting us review the course application.