

Approval Chart for Curriculum Changes

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

Course Number HIST 332 or Degree Plan(s) _____

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

Application for Gen Ed menu: Arts and Humanities.

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	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
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	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

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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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
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	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
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

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COUNCIL³

	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

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.

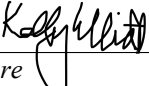
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

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 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	09/14/2022 Approval date
Signature	Approval date

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

Dean(s)	
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 Arts and Humanities Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	HIST 332 The Early Modern Atlantic World
Terms offered:	Spring, even years
Catalog description:	Survey of the Atlantic World from the 15 th to 19 th centuries. May include topics such as navigation and piracy, rise of European empires in the Americas, indigenous-European encounters, Atlantic slave trade, comparative slavery and resistance, Atlantic political revolutions, and social emancipation. Special attention is given to African and Afro-Caribbean agency.
Course prerequisites:	ENGL 111, ENGL 112
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None

Other general education menus on which the course appears or you are applying for:	Cultural Literacy
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Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

As noted on the menu applications prepared by the committee, the American Academy of Arts and Sciences' list of humanities disciplines includes both history and area studies (e.g. Africana Studies), making this broad Atlantic World history survey a natural fit for this menu.

HIST 332 will "expose students to other cultures [Indigenous American, African/Afro-Caribbean, Latin American, European] time periods [15th-19th centuries], and points of view through a wide variety of media." Students will read or view varied source materials and artifacts, including (but not limited to) the writings of early modern historical actors including Bartolome de las Casas, Olaudah Equiano, Alonso de Sandoval, Christopher Columbus; key political documents such as the Haitian Declaration of Independence the French Declaration of the Rights of Man and Citizen, as well as scholarly assessments of the period under study. The course offers enormous breadth and cultural diversity in that HIST 332's focus on the Atlantic World as a locus of migration, exchange, and conquest allows us to critically examine the interactions between a wide diversity of peoples, and to consider the ways in which their connections created new institutions, distinctive political rhetorics and systems, and hybrid cultures and identities.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

The prerequisites for this course (ENGL 111 and 112) are intended only to ensure that students in the class are prepared for academic writing (e.g., primarily to aid students and advisors in sequencing.) HIST 332 is intended for students of any major who are seeking to understand the diverse constellations of cultures, ethnicities, and empires that shaped the early modern Atlantic World. With particular emphasis on themes of creolization and cultural hybridity, this course offers a broad survey of interactions between African and African-descended peoples, Indigenous Americans, and Europeans between the 15th and 19th centuries, and helps students understand the emergence of identities and cultures – "Latin American," "Caribbean," "Afro-Caribbean," "Native American," that have deeply shaped Africa, Europe, and the Americas in the modern era.

This course contributes to ACU students' breadth of knowledge in the following ways:

- HIST 332 is one of few curricular options at ACU that includes substantive attention to Indigenous history and the history of African-descended peoples. The class brings needed balance and provides underrepresented perspectives within the broader university curriculum.

-HIST 332 is not intended to serve a particular major or profession. Greater understanding of the process of cultural hybridization and modern ethnic/racial, cultural/religious, and political identities is valuable for any person who lives in the world and seeks to approach others with understanding and knowledge of cultural contexts.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one's internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

Students "listen to, understand, and critically evaluate rhetorical claims" in their Interpretative Essay on Alonso de Sandoval's *De instauranda aethiopum salute*. Please see the full assignment details below.

Describe how the course meets the C2 outcome (100 words or less).

Students "analyze quantitative data, published writing, or observable phenomena to draw informed conclusions" in their Team Presentations on themes from Equiano's *Interesting Narrative*. Please see assignment details below.

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

Students "interrogate [their] internal and external views and values for greater self-awareness" in their final exam essay, in which they must describe and critique how Christian writers from Equiano and Las Casas to Douglass thought "Christianly" about slavery, civil rights, or social injustice. In other words, students must critique the Christian record from their own faith location.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	Interpretive Essay on Sandoval
Outcome C2	Team presentations on Equiano's <i>Interesting Narrative</i>
Outcome B1, B2, or B3	B3 - Final Exam essay

*note which of the 3 outcomes will be assessed	
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Sandoval Interpretive Essay

Using Sandoval and at least four other sources from this course (2 primary sources, 2 secondary sources), explore one of the following themes:

1. Justifying slavery: Under what conditions is enslavement legal or moral? How do you see Europeans, Americans, or even Africans grappling with this dilemma?
2. The necessity of "accommodation" in Jesuit pastoral care of Africans converting: How does Sandoval apply the Jesuit principle of "accommodation" (or "contextualization") to his work of converting Africans to the Catholic faith? In his view, what factors require Jesuits to adapt their ministries? How does he justify such adaptation?
3. African humanity: How does Sandoval (and other witnesses) humanize Africans, even as he/they turn around and contradict themselves by approving of slavery?
4. Capture in Africa and/or the Middle Passage: What do our sources reveal about the experience of capture and trafficking within Africa, as well as the experience of the Middle Passage?
5. African agency in the Atlantic Slave Trade: What role did Africans play as agents of the slave trade? Were they voluntary or coerced participants? And/or How did Europeans and New World traders think about the roles of Africans in this trade?
6. Objectifying the "other": Analyze the objectification [i.e., commodification] of the African by slave traders, merchant buyers, African sellers, missionaries, or others.
7. How does Sandoval use the reported speech (or gestures) of Africans to describe the social world of Cartagena and justify Jesuit pastoral strategies?
8. Other ideas? If you wish to explore some other theme, run it by Dr. Morgan first, providing a list of sources you will use to explore the topic.

Don't forget to consult the Index at the back of the Sandoval book as an easy way to search that book by topic. You may use any slave narrative from Classic Slave Narrative collection. Please note that you can do word searches on the Gutenberg Project website: <http://www.gutenberg.org/ebooks/17851> (Links to an external site.) (On this page, enter subject's name in search box upper right to find desired narrative; then you may search specific words within the selected narrative.)

What is required in terms of final written product?

The research paper must meet the following requirements and include the following elements:

- **Formatting:**
 - **Font:** Help me save paper! Times New Roman 11, standard borders, 1.5 spacing
 - **Insert page numbers** in lower right corner
 - **Between 1200-1500 words**, excluding your bibliography. Penalties for too long or short.
 - **Cover Page:** Paper title & word count, personal & course details, professor's name, date
 - **Follow the Chicago Manual of Style** which is the main style used by historians
 - http://www.chicagomanualofstyle.org/tools_citationguide.html
- **Paper Content**
 - **Introduction paragraph** with a clear statement of your topic and thesis (your argument)
 - **The Body of the Paper** in which you make your argument and illustrate it with examples
 - **Conclusion section:** Explain the significance of your findings. This may include personal reflection on how this research has enhanced your understanding of the issues and shaped your personal values, etc.
 - **Bibliography:** Single-space the bibliography; at least 4 sources (minimum of 3 primary sources); you may use secondary sources used in this course.

Equiano Team Presentations

Each student team will make a 30-40 minute presentation based on research into your assigned topic. 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.). **Please note: A team member should upload your presentation file to the link "Equiano Team Projects: Team Power Point or Prezi" by midnight on the day prior to your presentation. Name the file as follows so I can easily identify it: Equiano Project (Bristol/ Free Blacks/Georgia Slavers/West Indies).**

Specific tasks:

1. Each team member uploads Annotated Bibliography entries for 2 sources (see that link under Module 4.)
2. Team will create a poster OR 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).
3. 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 plantation societies and cultures, economic interest, abolitionism and social justice, etc.

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, classroom discussions, and course readings);
2. Clarity and organization of the presentation;
3. Engagement factor: How compelling was the presentation for the audience?
4. Oral Presentation and Question and Answer. Dr. Morgan will also judge the quality of the oral presentation, as well as how well each individual knows his/her stuff, replies to questions, etc.)

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
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Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellent presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.
Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

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

MWF 10:00-10:50

Hardin Admin. Building 310

Office Hours: W 1:30-3:00; R 1:00-2:30

Course Objectives. This 3-hour course presents a history of the Atlantic world from around 1350 to 1888. The course centers around the emerging transoceanic relationships between Africa, Europe, and the Americas. In that context, we comparatively examine new navigation and cartography, the rise of European colonial systems in the Americas, and the famed triangle trade (including piracy). We give particular attention to slave trading, institutions of slavery, and the experiences, perspectives and agency of Africans and Afro-Americans. The course concludes with the age of Atlantic revolutions, which resulted over the 19th-century in the abolition of slave trafficking and legal slavery in the Atlantic and Caribbean worlds.

Dr. Morgan welcomes students from any major who are interested in the topic. His intended student audience includes individuals seeking to fulfill the University Requirement for Historical Literacy, Social Science, or Cultural Awareness with a challenging 300-level course. The course also serves all majors in History, Social Studies teaching, History One-Field Teaching, and Global Studies. Prerequisites include ENGL 111, ENGL 112, and Cornerstone.

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

Required Readings:

Gates, Jr., Henry Louis, ed. *Classic Slave Narratives*. Penguin Books. 9780451532138

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

Schlesinger, Roger. *In the Wake of Columbus: The Impact of The New World on Europe, 1492 – 1650*. 2nd Edition. Wiley-Blackwell, 2006. ISBN: 978-0-882-95249-9

Professor's Perspectives on Christian Teaching and Learning

Dr. Morgan's 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. His approaches and methods, therefore, are focused on forming such Christians.

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

In his 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 participants to cultivate the spiritual virtue of humility, to learn from the wisdom of the non-Christian, non-Western “Other,” and to acknowledge both the virtues of our civilization and its failures and sins of our own civilization, as well as its virtues. Ideally, participants develop the discernment to cast both a critical and an empathetic eye to the human past, an objectivity that will enable us to evaluate more evenly the human present and future.

NOTE: *For General Policies on attendance and late work, as well as academic integrity and special needs policy, see Announcement in Canvas.]*

Course Calendar: **Note:** Dr. Morgan reserves the right to modify the calendar as necessary, but promises to always inform students in advance of any such changes. For example, readings, written posts and quizzes will be added over time.

Key to assignment abbreviations:

R – Assigned Reading for the day Q: Online Quiz (Wed. only; announced Friday & avail. Sun. prior)
WP – Post analysis in “Written Post” Module

Key to reading abbreviations:

AA – Thornton, *Africa and Africans...*
BR – Robert M. Levine and John Crocitti, *The Brazil Reader: History, Culture, Politics*
CCP – Crash Course World History podcasts
CGF – Conrad, *Children of God's Fire*
CSN – Gates, *Classic Slave Narratives*
IWC – Schlesinger, *In the Wake of Columbus*
PG – Project Gutenberg ebooks online
SRC – Dubois & Garrigus, *Slave Revolution in Caribbean*
TS – Sandoval, *Treatise on Slavery*
VF – Eric Foner, *Voices of Freedom: A Documentary History*

Date	Topic	Assignment
	Module 1: Atlantic World Beginnings	
M 26 Aug	Merchants, Mariners, and the Opening of the Atlantic World	
W 28 Aug	From Columbus to Las Casas	R: Columbus letter
F 30 Aug	Introduction: Book or Article Reviews	R & WP: Intro to González & González + Morgan's review of same book
M 2 Sept	Eyes on India: Mapping the Atlantic and beyond	
	Module 2: Europe in the Americas	
W 4 Sept	Debating the ethics of conquest	R & WP: <i>IWC</i> Ch.3; Las Casas
F 6 Sept	Spain's American colonies	TBA
M 9 Sept	France and Portugal in the Americas	TBA
W 11 Sept	Portuguese & Indigenous Encounters	R & WP: <i>BR</i> , 20-40
F 13 Sept	England's American colonies	<i>IWC</i> Ch.1 (pages TBA)
M 16 Sept	Brazil The wreck of the <i>Sea-Venture</i> (1609): Many-Headed Hydra & the Early English Atlantic	
W 18 Sept	NW Impacts Europe: Economy & Polit.	<i>IWC</i> Chs.1 & 2 (pages TBA)
F 20 Sept	Piracy in the Atlantic World	TBA
	Module 3: The Atlantic Slave Trade & Jesuit Pastoral Care	TBA

M 23 Sept	The Atlantic Slave Trade (overview)	RM: Blaufarb intro; Benjam7]
W 24 Sept	Alonso de Sandoval and the Jesuits	TS Introduction (ix-xxi); (Book 1, "Argument" & Chs.1-2)
F 27 Sept	Exam 1 (covers Modules 1 & 2)	
M 30 Sept	Sandoval's African ethnographies	TS Book 1, Chs.11-16; Book 3, Ch.2
W 2 Oct	Ethics and legalities of the slave trade	R: IWC 45-50 + King Afonso of Angola & Wm. Phillips R & WP: TS Book 1, Ch.17
F 4 Oct	Did the Atlantic Slave Trade stimulate war in Central and West Africa?	Thornton, Ch.5; CGF 1.2, 1.3
M 7 Oct	Mortality in the Middle Passage	R: IWC Ch.4 (TBA), Chandler; R & WP: TS Book 1, Ch.18
W 9 Oct	Conditions of slave life	Book 2 ("Argument" thru Ch.5); CGF 2.9, 2.10; RM: Morgan (Claver inquest)
F 11 Oct	Whose slavery was harsher? Assessments of comparative systems	R: TBA; [RM: Benjam8]
M 14 Oct	Sandoval: Contextualizing Roman Catholic pastoral ministries	R: TS Book 3: "Argument," Chs.1-5, 7-8, 10 (pp.133-4 only), 12, 18-19, 22
	Module 4: Revolutions/Emancipation	
W 16 Oct	(Guest) Introduction: The Slave Narrative genre	R & WP: CSN xi-xix, xxiv-xxx
F 18 Oct	Sandoval: Wrap up Slave resistance (overview)	R: AA Ch.10 RM: Thornton
M 21 Oct	Recovering African agency and voice in Sandoval and canonization inquest	RM: PC inquest ch.; AA intro.
W 23 Oct	Class cancelled due to illness	
F 25 Oct	Fall Break	
M 28 Oct	No class: Morgan Cornerstone lecture	Work on Sandoval paper
W 30 Oct	Introducing Olaudah Equiano Teams choose Equiano topics	CSN: (Equ.) xix-xxiv; Chs.1 & 2
F 1 Nov	Anglo-French Rivalry in the Atlantic World	R: Defoe (1727); Pouchot (1781) [T. Benjamin, docs. 10.1, 10.2]
S 2 Nov	<i>Conclusion to Module 3</i>	Sandoval paper due 11:59 pm
M 4 Nov	Equiano and the Seven Years War	CSN (Equiano): Chs. 3-4
W 6 Nov	Team Work on Equiano presentations Equiano: Travails and Observations	By end of class time, each student posts scholarly sources
F 8 Nov	Team Work on Equiano presentations	CSN (Equiano): Chs. 5-7
M 11 Nov	Equiano's experiences as a free man	CSN: Chs. 8-9. Q: in-class quiz on readings, Akan drum podcast
W 13 Nov	<i>Liberté, Égalité, Fraternité: Liberal Ideologies in French St. Domingue</i> [in class: discussion of sources; lecture on Haitian Revolution]	R: Primary sources from Dubois & Garrigus book; Upload Equiano Annot. Bib 11:59 pm
F 15 Nov	Team Work on Equiano presentations	
S 16 Nov		
M 18 Nov	"Freedom" in the Atlantic World	Read: CSN (Equiano): Ch. 10
W 20 Nov	"Freedom" in the Atlantic World	Read: CSN (Equiano): Ch. 12

F 22 Nov	Teams: Themes in Equiano's Narrative	
M 25 Nov	Teams: Themes in Equiano's Narrative	
W 27 Nov	<i>Thanksgiving Break</i>	
F 29 Nov	<i>Thanksgiving Break</i>	
M 2 Dec	"Freedom" in the Atlantic World	VP: Morgan on international law and suppression of slave trade
W 4 Dec	Team: Themes in Equiano's Narrative	
F 6 Dec	Team: Themes in Equiano's Narrative	
T 12 Dec	Final Exam, 10:00 – 11:45	

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=90-100, B=80-98.99, C=70-79.99, D=65-69.99, 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.] **Note from the outset:** *Don't email me at the end of the semester to say, "Dr. Morgan, I really need a B but my average is 79.28. Is there any way you can ...?" Or, "Dr. Morgan, what can I do to raise my 89.45 to a 90%?" I will simply delete that email. Instead, I am telling you now: complete your assignments during the semester; take advantage of extra credit opportunities when I offer them; speak up in class, etc. During the semester is the time to raise the grade, not after the course is complete.*

- Participation (27%)
 - Written Posts & Quizzes on readings [primary or secondary sources]: (15%)
 - Active participation in small group and large group discussion of readings and lectures (12%). This is a discussion oriented course!
- Exam 1 (17%)
- Interpretative Essay: Alonso de Sandoval's *De instauranda aethiopum salute* (20%). See Canvas.
- Team Presentations on themes from Equiano's *Interesting Narrative* (18%). Details will be available in Canvas well in advance of the project dates.
- Final Exam (18%)

Teaching/Learning Methods and Format of Class Sessions

The aim of all course activity is to equip student learners to make meaning of the world around them through discerning historical study. 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. Their learning is also enhanced by doing this work in community with others.

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;
- Film representations of historical moments;
- Individual written book reviews and group oral presentations of the same

Overall Learning Outcome & Competencies

Students will successfully demonstrate competencies in the left column through completion of the work detailed in the right column.

Historical Literacy: Competency	Historical Literacy: Measurement
Demonstrate broad knowledge of key historical events, personalities, movements, ideologies, and issues of gender and social diversity that characterized the Early Modern Atlantic World.	Periodic quizzes & written essay exams.
Analyze causality, continuity and change, and periodization Early Modern Atlantic history.	Written essays on Exam 1 and Final Exam.
Interpret historical documents within their original historical contexts.	Written posts and classroom discussions of primary source documents
Demonstrate an ability to identify and explain complexity in a single historical document.	In essay form: analyze one thematic feature within Alonso de Sandoval's <i>De instauranda aethiopum salute</i> .
Recognize and critique the process of historical narrative creation in public memory (i.e. in museums, public memorials, canons, historiography, public historical discourse).	In final exam essay, describe and critique how moral writers from Las Casas to Douglass thought "Christianly" about conquest, slavery or social injustice.
Social Science: Outcome	Social Science: Measurement
Demonstrate an understanding of the basic knowledge, terminology, or elements appropriate to the discipline.	Periodic quizzes & written essay exams.
Demonstrate an understanding of the fundamental elements (methodology or theoretical framework) for sound inquiry and analysis appropriate to the discipline.	In the annotated bibliography (team presentations on Equiano's narrative), students will show the requisite skills of book or article review.
Cultural Awareness: Outcome	Cultural Awareness: Measurement
Consider the historical perspectives of others with differing world views	On final exam, compare and contrast what protagonists from different social locations understood by the concepts "liberty" and "freedom" in the 18 th and 19 th centuries, and how they acted in pursuit of those virtues.
Ask complex questions about the beliefs, values, and practices of other cultures; articulate answers to those questions that reflect flexible cultural understanding	Same as above
Demonstrate ability to reflect on own cultural rules and biases	In final exam essay, explain how your personal social and faith location have shaped your reading of a primary source document examined in this course.