

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 to Gen Ed menu: Cultural Literacy.

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	UAC	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.

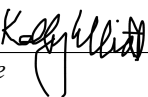
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

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)	
	09/14/2022
Signature	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 Cultural Literacy 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).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

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.

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-American agency.
Course prerequisites:	ENGL 111 and ENGL 112
Cross-listed courses:	None

*Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	
Other general education menus on which the course appears or you are applying for:	Arts and Humanities

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

If you're looking for a course that examines the "interconnectedness of diverse peoples," this is it: offering a survey of exploration/conquest, migration (both chosen and forced), and the interaction and hybridization of diverse cultures—including Indigenous American, African and African-descended, and European peoples—against the broad backdrop of the Atlantic World, HIST 332 offers a robust engagement with themes of creolization/cultural hybridity and change as a result of complex systems of interaction, conflict, and exchange. Additionally, students will examine key themes of religious belief, political liberty, and ethnic/racial/cultural identity within this context and via diverse primary sources, including the writings of Olaudah Equiano and Alonso de Sandoval. Particular attention is paid to African and Afro-Caribbean agency in the history of the Atlantic slave trade, and to the creation of hybrid religious and cultural identities in the Atlantic World.

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

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g, [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.

- Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
- Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
- Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
- Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.

- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Students “demonstrate competent discourse in global, historical, and cultural experiences of diverse populations” by listening to lecture and engaging in discussion around the Atlantic Revolutions and the political cultures and rhetorics that shaped them, thinking comparatively about the American, French, and Haitian Revolutions and the historiographical portrayal of each.
Outcome B2	Students “understand the interconnectedness of human experience with a posture of humility while celebrating difference,” and in particular “reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.)” via lecture, readings, and discussion around the consequences of the European conquest of the Americas (including ecological, epidemiological, and cultural) and the Atlantic slave trade (including systems of oppression and forms of resistance, as well as cultural developments such as hybrid identities, new foodways, creole religions). Migration – whether chosen or forced – is one of the most prominent themes of the course.
Outcome B3	Students “interrogate [their] internal and external views and values for greater self-awareness” by reading primary accounts of diverse early modern voices (such as Alonso de Sandoval and Olaudah Equiano) , considering the social and faith locations of those writers, and comparing their perspectives to their own.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	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.
Outcome B2	Written posts and classroom discussions of primary source documents, and Interpretative Essay: Alonso de Sandoval's <i>De instauranda aethiopum salute</i> (see detailed assignments below)
Outcome B3	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, and interrogate the ways that the writer of the document was likewise shaped by their own social and faith location.

Discussion Post: Sandoval's ethnographies: On the Africans themselves

Read *Treatise on Slavery* Book 1 (Chs.11-16) and Book 3 (Ch.2 only).

Write a 300-page analysis of the 6 chapters of Book 1. Obviously, I'm not asking for minute details. Instead, explain what features of African cultures interest Sandoval. Give a few examples of the cultural features he describes, and why he may have called attention to *those* features.

Write a 150-200 page response to Book 3 (Ch.2). Explain Sandoval's attention to interpreters, their role in his pastoral care of newly-arrived slaves, his method for ensuring the presence of adequate interpreters.

Discussion Post: Mortality in the Middle Passage

Read *Treatise on Slavery*, Book 1, Ch.18, considering how Sandoval describes conditions on the *negreros* as they arrived into port in Cartagena. Consider how those conditions impacted the approaches of Jesuit priests, but also the ways in which Africans would interact with the Jesuits. (Think of the African passengers not simply as objects of Jesuit action; think of them as subjects and agents.)

Read David Chandler's article on health conditions and the slave trade in the 17th and 18th centuries. How did epidemic disease impact the arrivals of ships, the unloading of ships, the managing of the human cargo, the rhythms of local life and markets, etc.

[Chandler Disease in Nueva Granada](#)

Now write a post: in your analysis, examine how the world described by Chandler plays out and is confirmed in Sandoval's description of the ships, the experience of the African passengers, and his approach to ministry (400-500 words). Be sure to cite pages from both Sandoval's and Chandler's text, and include a full citation of each document.

Sandoval Treatise: Interpretive Essay

Interpretative Essay based on Alonso de Sandoval's *De instauranda aethiopum salute* and other primary sources

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

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

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, Egalité, 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.