



**HIST526-01B – Readings in Transatlantic History
Gender and Travel**

**M 5:30-8:10pm SS141
COURSE SYLLABUS: Spring 2021**

INSTRUCTOR INFORMATION

Instructor: Dr. Mylynka Kilgore
Cardona
Office Location: SS146
Office Hours: Mon & Wed 2-4:30pm
and by appointment
Phone (call or text): 262.724.6870

University Email Address:
mylynka.cardona@tamuc.edu
**Preferred Form of
Communication:** email
Communication Response Time:
24-48 hours

**Please, click on the following link to access A&M-Commerce Covid 19
Information, <https://new.tamuc.edu/coronavirus/>**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Texts – *be sure you pay close attention to edition and ISBN number
when ordering*

- Carney, Judith A. and Richard Nicholas Rosomoff, *In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World*, University of California Press, ISBN-13 : 978-0520269965
- Creighton, Margaret & Lisa Norling, *Iron Men, Wooden Women: Gender and Seafaring in the Atlantic World, 1700-1920*, ISBN-13 : 978-0801851605
- Crosby, Alfred, *The Columbian Exchange*, 30th Anniversary edition, ISBN-13 : 978-0275980924
- de Courcy, Anne , *The Husband Hunters: American Heiresses Who Married into the British Aristocracy*, ISBN-13 : 978-1250164605
- Evans, Sian, *Maiden Voyages: Women and the Golden Age of transatlantic travel* ISBN-13 : 978-1473699038

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- Johnson, Jessica Marie, *Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World*, ISBN-13 : 978-0812252385
- Kupperman, Karen Ordahl, *The Atlantic in World History*, ISBN-13 : 978-0195338096
- Linebaugh, Peter, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* 2nd ed. Edition, Beacon Press, ISBN-13 : 978-0807033173
- Mangan, Jane E. , *Transatlantic Obligations: Creating the Bonds of Family in Conquest-Era Peru and Spain* (2015) 978-0199768585
- Polasky, Janet, *Revolutions without Borders: The Call to Liberty in the Atlantic World*, Yale University Press; Reprint edition (May 24, 2016), ISBN-13 : 978-0300219845
- Rico, Monica, *Nature's Noblemen: Transatlantic Masculinities and the Nineteenth-Century American West*, ISBN-13 : 978-0300136067
- Sensbach, John, *Rebecca's Revival: Creating Black Christianity in the Atlantic World*, ISBN-13 : 978-0674022577
- Wyman, Mark, *Round-Trip to America: The Immigrants Return to Europe, 1880–1930* (Cornell Paperbacks) Revised Edition, ISBN-13 : 978-0801481123

If you do not already have these, please get them ASAP:

Strunk and White, *The Elements of Style* (Pearson, 1999) ISBN 978-0205309023.

Turabian, *A Manual for Writers*, 9th ed. (University of Chicago Press, 2018) 978-0226430577

Optional Texts and/or Materials -

Notebook and pen/pencil for in-class note taking

Additional Materials will be posted electronically

Course Description

HIST 526 - Readings in Transatlantic History

Hours: 3

This course introduces students to the broad outlines of Transatlantic History, covering the period from 1492 to the present. It focuses on scholarship that examines the interconnected histories of Europe, Africa, and the Americas, integrating them into a broader discussion of the world and global issues.

Specifically, in this course we will examine texts in the field of transatlantic history then more specifically through the lenses of gender and travel. This is a reading-intensive course with bi-weekly reading response papers and an assigned historiography paper. There is an expectation that students will come to class with the materials read beforehand and be able to discuss critically the topic/materials of the week.

The syllabus/schedule are subject to change.

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Student Learning Outcomes

This course will teach students to evaluate and analyze materials, and to understand different historians' interpretations of events. By the end of the semester, students should be able to explain what transatlantic history is. Students' ability to meet the objectives and learning outcomes of this course are evaluated through response papers and a final project.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system and using Microsoft Word

Instructional Methods

This class is face-to-face with additional assignments in D2L Brightspace

Tips for Success in the Course

The major assignment for this semester will be a historiographic essay. All citations must be formatted according to Turabian/Chicago style. Please refer to Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed. (Chicago: University of Chicago Press, 2018). If you do not have a copy of this work, it is recommended that you acquire one ASAP.

GRADING

Grading: This course is based on the 100-point system. All assignments are worth 100 points. The final exam is weighted the same as the other two exams. I do not round up. If you earn an 89.9 you will receive a B for the course.

Final grades are determined on the following scale:

100 -90 = A, 89 -80 = B, 79 -70 = C, 69 -60 = D, 59 and below = F

Assessments

Your participation/course engagement grade will be based on your engagement in our class discussions and be guided by the following rubric:

- A = Always prepared, frequently participates, rarely absent
- B = Always prepared, participates only when called on, rarely absent
- C = Usually prepared, rarely speaks, rarely absent
- D = Often unprepared, several absences
- F = Usually unprepared, frequent absences

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There will be eight (8) reading response papers, one (1) in-class author presentation, and one (1) research project proposal in this course. The assignment details and rubrics will be covered in separate handouts.

Research project proposal (1):	25%
In-class Author Presentation:	5%
Reading analysis/engagement:	40%
<u>Reading response papers (8):</u>	<u>30%</u>
TOTAL:	100%

Descriptions of major assignments and examinations:

Short Response Papers

Of the thirteen assigned books, students will choose eight for which they will write a two-page response paper, to be handed the day before the class for which the book is assigned. These papers should analyze the goals, methodologies, and arguments of the readings, and relate them to previous course readings and discussions as applicable. Students will share summaries of their papers at the beginning of each class to help launch the discussion.

In-Class Author Presentation

Each student will sign up to present on one week's book and author. This requires researching the author's intellectual biography (whose work influenced them, etc.), their previous and subsequent works (if applicable), and reviews of the assigned book (if available), and orally presenting the results in class accompanied by a visual presentation.

Research Project Proposal

At the end of the semester, students will turn in a project proposal of at least ten pages. This proposal will identify a topic or problem within transatlantic history and propose a research project designed to address it. Students will identify a research question, summarize (to the best of their ability) the pertinent historiographical debates, and identify the sources, research methodology, and theoretical framework to be used in answering the research question. This proposal is intended to serve as a possible foundation for a future research project in one of the History Department's research seminars, a thesis, and in preparation for the master's qualification exam.

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Interaction with Professor Statement

Students are encouraged to contact the professor for any reason whatsoever. The more you let me know what is going on with you, the better I can help you out when necessary. Beyond the classroom, the best way to get in touch with me is through TAMUC email. I am also available during my office hours. Please come to talk to me about any concerns you might have and about any problems or issues that arise during the semester.

CHSSA Librarian:

Our librarian for Humanities and Social Sciences is Sarah Northam. She is available to assist you in your research, whether it is using the library or identifying and locating sources. Please take advantage of this assistance as you need it. Her contact information is as follows:

Sarah Northam
Head of Research and Learning
Velma K. Waters Library
903-886-5714
Sarah.Northam@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive leaning environment (See Student's Guide Handbook, Policies and Procedures, Conduct). During class time, I expect college-level professionalism & course engagement. This means turning off cell phones, and other devices, and putting away any other forms of distraction, for the duration of the class period (exceptions will be allowed for emergencies with advance permission of the professor).

Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of class.

I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class (see above statement on Interaction with Professor).

Late Papers

All written assignments are due as indicated in this syllabus. Late assignments may be accepted only with the advance approval of the professor and may be assessed a penalty. If you have a problem with a due date, please notify the professor in advance or plan to turn the assignment in early. I can be very understanding and flexible with you, but only if you come to talk to me in advance. To pass this class, all assignments must be completed. Any missing assignments at the end of the course will be given a grade of zero (0).

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Syllabus Change Policy

The syllabus is a working document and a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce

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Velma K. Waters Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

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You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicates when your assignments are due. **It should be referred to often.** I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

Week	Date	Topic/Readings/Due dates
1	JAN 11	Intro, course overview, expectations Reading; In D2L – come to class prepared to discuss them.
2	JAN 18	MLK DAY – TAMUC Closed **NO CLASS*
3	JAN 25	Reading: Crosby, <i>The Columbian Exchange</i> , 30 th Anniversary edition Presentation by: _____
4	FEB 1	Reading: Kupperman, <i>The Atlantic in World History</i> Presentation by: _____ DUE in class – Project Paper Topic
5	FEB 8	Reading: Articles TBA
6	FEB 15	Reading: Mangan, <i>Transatlantic Obligations: Creating the Bonds of Family in Conquest-Era Peru and Spain</i> Presentation by: _____
	FEB 20	WHAT Conference
7	FEB 22	Reading: Polasky, Janet, <i>Revolutions without Borders: The Call to Liberty in the Atlantic World</i> Presentation by: _____
8	MAR 1	Reading: Linebaugh, <i>The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic</i> Presentation by: _____
9	MAR 8	Reading: Carney, Judith A. and Richard Nicholas Rosomoff, <i>In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World</i> Presentation by: _____

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		DUE via D2L – Project Proposal Draft #1
10	MAR 15	Reading: Johnson, <i>Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World</i> Presentation by: _____
11	MAR 22	Reading: Sensbach, <i>Rebecca's Revival: Creating Black Christianity in the Atlantic World</i> Presentation by: _____
12	MAR 29	Reading: Creighton, Margaret & Lisa Norling, <i>Iron Men, Wooden Women: Gender and Seafaring in the Atlantic World, 1700-1920</i> Presentation by: _____
13	APR 5	Reading: Rico, Monica, <i>Nature's Noblemen: Transatlantic Masculinities and the Nineteenth-Century American West</i> Presentation by: _____ DUE via D2L – Project Proposal Draft #2
14	APR 12	Reading: Articles TBA
15	APR 19	Reading: de Courcy, Anne, <i>The Husband Hunters: American Heiresses Who Married into the British Aristocracy</i> Presentation by: _____
16	APR 26	Reading: Wyman, Mark, <i>Round-Trip to America: The Immigrants Return to Europe, 1880–1930</i> Presentation by: _____ DUE DUE via D2L – Project Proposal Paper
FINAL	MAY 8	Reading: Evans, Sian, <i>Maiden Voyages: Women and the Golden Age of Transatlantic Travel</i> Presentation by: _____

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