History Seminar: Race, Rights, and Revolutions in the Atlantic World
History 490-02
Monday/Wednesday/Friday, 1:10-2:00
Tegeler Hall 308

Course Description
The age of Atlantic Revolutions was decisive in shaping the modern West. It implemented the ideals of the Enlightenment, promoted the interests of the middle classes, quickened the growth of the modern state, and gave birth to nationalism. And yet, even as Enlightenment ideals foregrounded human rights, revolutions based on the philosophy of the eighteenth century often failed to confront the promises implicit in phrases like “liberté, égalité, et fraternité.”

In this course, each student will examine the American, French, and Haitian revolutions and use primary and secondary sources to explore an aspect of the debate over rights and revolution. By the end of the course, each student will have developed an individual interpretation that culminates in a research paper.

Required Books
Armitage and Subrahmanyam, Age of Revolutions in the Atlantic World
Dubois, Slave Revolution in the Caribbean, 1789-1804
Holton, Black Americans in the Revolutionary Era
Hunt, The French Revolution and Human Rights
Klooster, Revolutions in the Atlantic World
Rakove, Declaring Rights

Learning Objectives:
By the end of this course, students should be able to:
• Recognize the major issues in and trajectories of the American, French, and Haitian revolutions
• Describe the similarities and differences of these revolutions, especially in the context of issues of race and/or rights
• Evaluate the legacies of the Atlantic Revolutions, as well as their importance to contemporary debates
• Analyze – orally and in writing – historical images and sources
• Assess the uses and limitations of different types of historical evidence
• Construct substantial arguments about ideologies, historical motivation, and the historian’s craft

Grading Structure:
The following percentages represent the relative weight that will be given to each component of the course. These are guidelines, not hard and fast rules. I reward progress and consistent effort. Please feel free to discuss your general standing with me at any time during the semester.
• Paper Prospectus and Annotated Bibliography 18%
• First Drafts 14%
• Presentations 14%
• Participation and Quizzes 20%
• Final Paper 34%

Class Attendance:
Your well-prepared attendance on the days that class is held will be fundamental to this seminar, where you will be offering feedback to other students and gaining a command of a great deal of material in a short amount of time. Attendance will be taken and students are expected to attend class for the entire period and contribute to discussions. Your absence (or lack of preparation) will not only have an impact on you, but also your fellow students. Any absence/unprepared attendance after the first will affect your grade negatively. Of course, consistently valuable participation will help your final grade.

Course Requirements:
The single most important requirement for this class is the production of a quality research paper. However, without consistent attention to the interim steps, it will be more difficult for you to produce such a result. Exception in situations of documented emergency, late work will NOT BE ACCEPTED. Here are the basic requirements:

1. Detailed and attentive reading for each assigned common reading (see course schedule below). The historiographical readings can be difficult and may require slow reading for comprehension. Give yourself enough time.
2. Active and valuable participation in the seminar. Comments on paper drafts (both written and oral) are central to helping your fellow students develop and strengthen their arguments. If you do not participate fully, your grade will suffer.
3. Two in-class presentations, both of which will be detailed updates on the progress of a research project.
4. Completion of an initial bibliography, with annotation, using Zotero.
5. Complete a major project (with a complete bibliography, separated by primary and secondary sources), due on the date of the final exam, at the time the exam is scheduled to begin. This project will be a 20-25 page research paper making an argument about rights in the Age of Atlantic Revolutions. If you are taking the seminar for European/non-Western history credit, your research may not solely emphasize the American Revolution. Equally, if you want American history seminar credit, you may not primarily emphasize Haiti and/or France.

All written assignments must be typed and double-spaced and must be turned in to me in two forms: a paper copy and an electronic one, submitted through Turnitin.com. The electronic copy should be posted to Turnitin.com the same day that the assignment is due and should not be sent as an attachment in an email to me.

Assistance:
If at any time you have a special situation that you need to call to my attention, are confused, need additional help, or just want to chat about the course, please take advantage of my office hours or contact me to arrange a mutually acceptable time. If you have a documented disability that will require special accommodation, please bring it to my attention in the first week.
of class so that proper arrangements can be made. I would be happy to meet with you.

**Academic Honesty:**

Plagiarism and other forms of cheating violate the academic integrity policy and are grounds for failure of this course, suspension, or even dismissal from the university. Plagiarism is using other people’s ideas or work as your own (or reusing your own work without indicating that it has been used to fulfill a requirement in another class). If your essays demonstrate reliance on unattributed sources, the best you can hope for is a failing grade on the assignment, and a failing grade in the course is likely. Conspiring with someone else to cheat is collusion, which is an even more serious violation of academic integrity. Persons found colluding will fail the course, even if their own work was uncompromised.

Please do not plagiarize, cheat, or collude to cheat. If you are not sure how to cite other people’s ideas, ask. If you are unclear about what does and does not constitute academic dishonesty, find out. **You do not want to fail this course any more than I wish for you to fail.**

All cases of academic dishonesty, cheating, and plagiarism will be handled per the university’s policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of SLU’s Academic Honesty Policy, see: [http://www.slu.edu/x12657.xml](http://www.slu.edu/x12657.xml)

**Technology in the Classroom:** **Electronic devices are prohibited during most class sessions.** You will occasionally be permitted to use a laptop during class (for example, when we are working on bibliographies) but permission will be limited and given explicitly.

**Students with Disabilities**

Those who have or think that they may have a disability (learning, physical or psychological) are encouraged to contact Mark Pousson at Disability Services, 314-977-8885, in the Busch Student Center, Suite 331, as early as possible in the semester. Students are encouraged to discuss their instructional and accommodation needs with their professors. All student requests for extended time to take examinations in a distraction-free environment must be discussed with the professor a minimum of one week prior to the scheduled date of the exam. Failure to follow the Disability Services procedures could result in a denial of the request.

**COURSE SCHEDULE**

**Week 1:**

- January 19 – Introduction to the Age of Atlantic Revolutions and bibliography
- January 21 – No class held (March for Life)
- Begin Klooster, *Revolutions in the Atlantic World, A Comparative History*

**Week 2:**

- January 24 – No Class held (March for Life)
- Continue Klooster, *Revolutions in the Atlantic World, A Comparative History*
- January 26 – Atlantic Revolutions
- Finish Klooster (sans Chapter 5)

**Answer questions in writing (c. 300 words)**

1) Why was this age particularly conducive to the spread of revolution?
2) What is one significant similarity between revolutions? Be specific.
3) What, in your opinion, was the most significant legacy of the Atlantic Revolutions? Why?

Popiel, Atlantic Revolutions Seminar, page 3
January 28 – American Revolution and the Global Context
Read in Armitage and Subrahmanyam, Introduction and Nash, “Sparks from the Altar of ’76”

Week 3:
January 31 – American Revolution and Rights
Read Rakove, Declaring Rights, Introduction and Part 1 (through page 96); come prepared to discuss questions 1-4 on page 203

February 2 – American Revolution and Rights
Read Rakove, Declaring Rights, Part 2 and Epilogue (pages 97-198); come prepared to discuss remaining questions on page 203

February 4 – Race in the Revolutionary Era
Read Holton, Black Americans (pages 1-70); come prepared to discuss relevant questions on pages 144-145

Week 4:
February 7 – Freedom, Slavery, and the Revolutionary Aftermath
Read Holton, Black Americans (pages 71-140); come prepared to discuss relevant questions on pages 144-145

February 9 – The French Revolution in Global Context

February 11 – Research Day
Begin individual research on race and rights in the Atlantic context

Week 5:
February 14 – Research Day
Continue research on race and rights in the Atlantic context
** Annotated secondary bibliography (min. 10 sources) due to Dr. Popiel at beginning of class today **
** Sign up today for individual meetings with Dr. Popiel in Week 8**

February 16 – Defining Rights in the French Revolution
Read Hunt, French Revolution and Human Rights (pages 1-79); come prepared to discuss relevant questions on pages 142-143

February 18 – French Revolution, Rights, and Citizenship
Read Hunt, French Revolution and Human Rights (pages 80-139); come prepared to discuss relevant questions on pages 142-143

Week 6:
February 21 – Haiti and Global Revolution
Read in Armitage and Subrahmanyam, Geggus, “Caribbean in the Age of Revolution,” Miller, “Dynamics of History,” and Bayly, “Age of Revolutions”

February 23 – Revolution and Emancipation in the French Caribbean
Read Dubois and Garrigus, Slave Revolution in the Caribbean (pages 1-102); come prepared to discuss relevant questions on pages 200-201

February 25 – Emancipation, Independence and the Globe
Read Dubois and Garrigus, Slave Revolution in the Caribbean (pages 103-196); come prepared to discuss relevant questions on pages 200-201

Week 7:
February 28 to March 4 – Individual Research/Writing
Week 8: March 7 to March 11 – Individual Meetings, as scheduled
**Prospectus, etc. due at meeting (see form below)**

Spring Break

Week 9: March 21 – Paper Review
**4 copies of Revised Paper Prospectus Due In Class**
**Collect a prospectus from each of three people**
March 23 – Research and Comment
March 25 – Prospectus Feedback
Come with written feedback, ready to offer advice and critique
**Hand back prospectus copies to authors**
**Sign up for Project Update Presentation**

Week 10: March 28 to April 1 – Individual Research/Writing
**April 1: First ten pages of writing due to research partner & Dr. Popiel**

Week 11: April 4 to April 8 – Project Updates, as scheduled

Week 12: April 11 to April 15 – Individual Research/Writing
**Research Presentation days/times posted by April 13**

Week 13: April 18 to April 20 – Individual Research/Writing
**Full draft of paper due to research partner & Dr. Popiel by April 20**

Week 14: April 25 – Easter Monday
April 27 – Receive Draft Comments
**Drafts available outside Dr. Popiel’s office, Adj 321**
April 29 – Individual Research/Writing

Week 15: May 2 – Research Presentations
May 4 – Research Presentations, cont
May 6 – Research Presentations, cont

Final: May 16 – **Final Paper Due by noon to History Department**