

***The Revolutionary Atlantic***  
**HIUS 104**  
**University of California, San Diego**  
**Fall, 2017**

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Mon., Wed., Fri.: 11:00-11:50  
Pepper Canyon Hall 122  
Office Hours: Fridays 1:00-3:00

**Course Description**

This upper division lecture course considers the “Age of Revolution” in the early modern Atlantic world. Instead of defining particular revolutions as discrete events with clear beginnings, middles, and ends, this explore them as part of a longer and more complex narrative that will provide deeper context. The course takes a decidedly long view of Atlantic revolutions by tracing their roots back to the Protestant Reformation and the English radicalism of the seventeenth century and then following these ideas into the Latin America of the early nineteenth century. The course also broadens the definition of “revolution” to entail more than simply transformations of governance, but to include dramatic cultural, social, legal, intellectual, and religious change. The course includes broad movements like the “Scientific Revolution” alongside smaller revolts like the 1741 slave revolt conspiracy that rocked New York City. Historians traditionally tell the stories of revolutions based on modern political boundaries, however, this course presents a broader geographic scope that focuses on interrelationships and influences. How did England’s 1688 Glorious Revolution influence the American Revolution or how did political debates in Paris help inspire the first successful slave uprising St. Domingue? We will also include a wider range of characters into this broad narrative that have been largely forgotten by history like Harry Washington, George Washington’s former slave or George Robert Twelves Hewes, a shoemaker in Boston. We will also try to define what makes a revolution, who are revolutionaries, and what inspires people to revolt? By doing so we will make comparisons with the recent revolutions around the world over the past five years.

**Learning Objectives**

The course will require you to analyze primary source documents and present cogent arguments about the past. Good historical analysis requires that you try to understand context, and that context requires that you establish a strong sense of empathy towards the people of the past. Course lectures will examine particular events through the eyes of a wide variety of people. Instead of building a single comprehensive understanding of momentous events, we will try to view them from various (and sometimes contradictory) perspectives. What did the American Revolution mean to a slave in Virginia, an Iroquois leader in upstate New York, a Loyalist in New York City, or a woman in rural Maine. These skills will help you look at present day events from multiple cultural, geographic, socio-economic, or religious perspectives. The course will also introduce you to the work of the historian by exploring how narratives are constructed based on sources. When you can grasp context and perspective about the past, you can begin to do the same with the present.



**NOTES:** Prepare examples of papers for readers ahead of time. Read Armitage on Civil Wars. Make sure all Turnitin prompts are correct and ready.

**Readings:** (All books are sold at the UCSD bookstore)

-Marcus Rediker and Peter Linebaugh, *The Many-Headed Hydra: Sailors, Slaves, Commoners and the Hidden History of the Revolutionary Atlantic* (Beacon Press)

-Wim Klooster, *Revolutions in the Atlantic World: A Comparative History* (NYU Press)

\*\*All other readings are online through *Early American Imprints*, *Early English Books Online*, *Early American Newspapers* or from other sites listed under “web links” on the course web site.

**Assignments:** The assignments for this class are intended to give you a sense of the primary sources historians use to understand “The Age of Atlantic Revolutions.” Fortunately, many of these sources have been digitized so you can see them in their original form online. You will choose to write **2 out of 3** short (two to three pages) essays. For the final paper, you will focus on analyzing one primary source document (published before 1810) chosen from online databases linked on the course web site or from UCSD’s Special Collections. You may use the texts books to help provide context but the weight of your

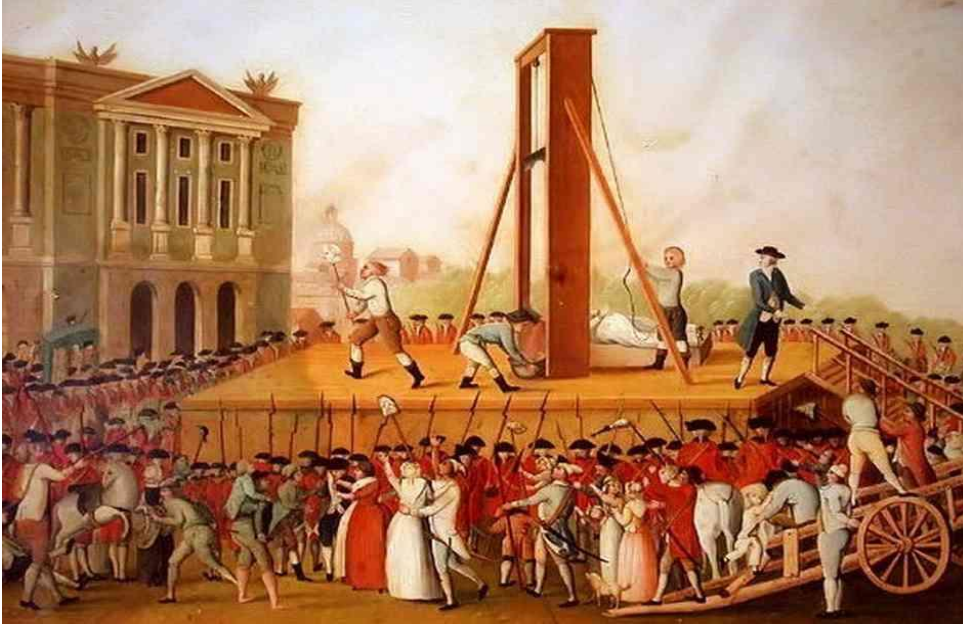
analysis should be on the documents. All papers will be submitted through Turnitin. The midterm and final quiz are based on lectures and reading. If you only go to lecture and ignore the reading, or do the reading and miss lecture, you will find it very difficult to pass the course.

1. Assignment One: (15%)
2. Assignment Two: (15%)
3. Midterm Exam: (20%)
4. Final Quiz: (10%)
5. Final Paper: (40%)

**Sections:** There are no sections for this course but I will arrange informal *voluntary* dinners once every few weeks at one of the college dining halls.

**Academic Honesty:** Students may work in groups and are encouraged to discuss paper topics. However, they are to write their own essays. If you copy material from assigned or unassigned texts you must cite the source by using quotation marks and indicating where the material came from in **footnotes** and the course web site includes links to help with citations. Cite scanned material based on the original book and not the web link because it is an image not a transcription. Every essay can be written using assigned readings or primary source documents. The short written assignments are intended to provide you with the freedom to explore your own interests. However, this places a great deal of responsibility on you to act honestly. In-class exams are closed book with no texts or crib sheets.

Integrity of scholarship is what makes an academic community work. The University requires both faculty and students to honor this principle. Students are required to do their own academic work without any unauthorized aid. Faculty are required to report any suspicion of cheating, collusion, or plagiarism to the Academic Integrity Coordinator. For University guidelines: <http://www.senate.ucsd.edu/manual/appendices/app2.htm>  
For History department guidelines: <http://historyweb.ucsd.edu/pages/undergraduate/Current/plagiarism.htm>.



**Course Schedule (readings may be subject to change)**

[Weekly readings are noted on the Monday of each week]

Friday, September 29

Introduction to Revolution

Monday, October 2

The Protestant Reformation and Print Revolution

Reading: *Many Headed Hydra* pp. 1-70

Wednesday, October 4

The Puritans

\*\* Thursday, October 5

EXTRA CREDIT: Attend “The Crisis of Commemoration: First Contacts in the Americas”  
6:00-8:00, Institute of the Americas, Hojel Auditorium [There will be food]

Friday, October 6

English Civil War, Part One

Monday, October 9

English Civil War, Part Two

Reading: *Many Headed Hydra*, pp. 71-142

Wednesday October 11

The Glorious Revolution and Papal Plots





Friday, October 13  
The Scientific Revolution

Monday, October 16  
Mutiny and Slave Revolt  
Reading: *Many Headed Hydra*, pp. 143-210  
*The English Bill of Rights* (1689)  
**Assignment Number One:** Analyze Mutinies in the Slave Trade Database

Wednesday, October 18  
New York Slave Conspiracy

Friday, October 20  
Jacobitism and Lost Causes (1745)

Monday, October 23  
Anglicanization  
Reading: John Locke, *Second Treatise of Government*,  
<http://www.constitution.org/jl/2ndtreat.htm>

Wednesday, October 25  
Intellectual Origins of the American Revolution

Friday, October 27  
Shoemaker and the Tea Party

Monday, October 30  
Witches  
Reading: *Many Headed Hydra*, pp. 211-247  
*The Declaration of Independence*  
([http://www.archives.gov/exhibits/charters/declaration\\_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html))

Wednesday, November 1  
**MIDTERM [In Class]**

Friday, November 3  
The Loyalists' Revolution

Monday, November 6  
Harry Washington's Revolution  
Reading: *Revolutions in the Atlantic World*, pp. 1-44  
**Assignment Number Two:** Online Primary Source Document Paper

Wednesday, November 8  
The Revolution in Indian Country

Friday, November 10  
**Veterans Day, No Class**

Monday, November 13  
The American Constitution  
Reading: *Many Headed Hydra*, pp. 248-354  
*The American Constitution* (<http://www.archives.gov/exhibits/charters/constitution.html>)  
*The Bill of Rights* ([http://www.archives.gov/exhibits/charters/bill\\_of\\_rights.html](http://www.archives.gov/exhibits/charters/bill_of_rights.html))

Wednesday, November 15  
The Bill of Rights

Friday, November, 17  
Causes of the French Revolution

Monday, November 20  
French Revolution  
Reading: *Revolutions in the Atlantic World*, pp. 45-83  
**Assignment Number Three:** Special Collections Paper

Wednesday, November 22

Jacobins

Friday, November 24

**Thanksgiving Holiday**

Monday, November 27

Haiti Part One

Reading: *Revolutions in the Atlantic World*, pp. 84-157

Wednesday, November 29

Haiti Part Two, Black Jacobins

Friday, December 1

South American Revolutions

Monday, December 4

Anti-slavery

Reading: *Revolutions in the Atlantic World*, pp. 158-174

Wednesday, December 6

American Protest

**FINAL QUIZ**

Friday, December 8, Revolutionary Legacies

**FINAL PAPER DUE IN CLASS**

In 6-8 pages, analyze a primary source that illuminates something about the Revolutionary Atlantic before 1810. You may use *Early American Imprints*, *Early English Books Online*, *Early American Newspapers*, *Eighteenth Century Online*, *the Calendar of State Papers* or books from UCSD's Special Collections Library.