

Race & Gender in the British Atlantic World

1607-1850

Advanced Seminar in History (600)
Thursdays 1:20-3:20, 3307 Sterling
Spring 2012

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The best way to contact me is usually by email.

DESCRIPTION

This 600 seminar focuses on the negotiation and definition of social categories of race and gender in encounters between English and “other” peoples during the period known as the European Expansion in the British Atlantic World. After a week of introduction to the British Atlantic World, we will focus on three “case studies” – one from each of the three centuries we are covering. In each of these historical cases and contexts we will investigate how racial and gender hierarchies of difference were understood, defined, and negotiated in cultural encounters. Empirically we will focus on the use of travel accounts and other writings as primary sources to cultural encounters. Theoretically we will work with the concept and study of “culture” as well as with ways of understanding and analyzing the social construction of categories of difference (particularly race, gender, and class).

The goal of the course is to practice the art and craft of historical writing, while engaging with a specific historical topic. The course is writing intensive: We will focus on writing from the beginning of the semester; writing weekly responses to readings, and then, from about three weeks into the semester, working towards the final product, which is a 20-page research paper based on primary sources and secondary works.

REQUIRED TEXTS

David Armitage and Michael J. Braddick (eds), *The British Atlantic World, 1500-1800* (Second edition, New York 2009). If the first edition (from 2002) is cheaper or more readily available (I know they have a copy at Memorial library for example) then that version will also do!

All other readings for the course are in a course packet, which is for sale at Bob’s Copy shop on 208 North Charter Street. Contact info: amy@bobscopypshop.com - 608.251.2936

COURSE SCHEDULE

Week 1 (Thurs 1/26): *Introduction to the seminar, syllabus, topic & requirements.*

Readings: Armitage and Braddick, *The British Atlantic World* (New York 2009), preface, introduction and Chapter 1.

Week 2 (Thurs 2/2): *The British Atlantic World*

Readings: Armitage and Braddick, *The British Atlantic World* (New York 2009), Chap 2-4

Week 3 (Thurs 2/9): *Case study 1: Pocahontas and the colonization of Virginia*

- General reading: Armitage and Braddick, *The British Atlantic World* (New York 2009), Chap 7 & 8.
- Topic/secondary reading: Townsend. *Pocahontas*; Rountree. *Pocahontas*
- Primary source: John Rolfe's letter printed in Ralph Hamor. *A true discourse of the present estate of Virginia* (1615)

Week 4 (Thurs 2/16): Case study 2: The Atlantic Slave Trade & Racism – how are the two connected?

- General reading: Armitage and Braddick, *The British Atlantic World* (New York 2009), Chap 9 & 12.
- Topic/secondary reading: Rediker. *The Slave Ship*; Sweet. "The Iberian Roots".
- Primary source: A Sailor Boy's Experience by Samuel Robinson (copy to be passed out in seminar)

Week 5 (Thurs 2/23): Case study 3: African Women's Bodies in 19th Century British Discourse

- General reading: Armitage and Braddick, *The British Atlantic World* (New York 2009), Chap 9 & 12.
- Topic/secondary reading: Abrahams. "Images of Sara Bartman"; Other reading on Bartman TBA.
- Primary source: TBA.

Week 6 (Thurs 3/1): Library workshop – browsing research topics

Assignment: Start researching your topic and compiling a bibliography (if you have not started this already). Search from home via Madcats databases and go to the library before we meet and browse around in the open stacks where there might be books you could be interested in.

Week 7 (Tues 3/8): Presentation of and work on topics

Assignment: Descriptions of research topics and preliminary bibliographies are due on learn@UW Wedn @ 6PM!

Reading: Booth, Colomb & Williams, "The Craft of Research", chapters 3 & 4.

Week 8 (Thurs 3/15): Agency & Power

Readings: Johnson. "On Agency"; Allen. "Feminist Perspectives".

TBA: A closer look at relevant primary source(s) in seminar.

Week 9 (Thurs 3/22): Race

Readings: Todorov. "Race"; Other text on race TBA.

TBA: A closer look at relevant primary source(s) in seminar.

Week 10 (Thurs 3/29): Gender

Readings: Fur. "Some Women"; Brown. "Brave New Worlds".

TBA: A closer look at relevant primary source(s) in seminar.

Week 11 (Thurs 4/5): SPRING BREAK

Week 12 (Thurs 4/12): Writing Workshop

Assignment: Paper outlines and arguments due on learn@UW Wedn @ 6pm

Reading: Chapters from Booth, Colomb & Williams, *The Craft of Research*, Chapters 7-9.

Paper drafts due on learn@UW Sunday 4/15 @ 6PM!

Week 13 (Thurs 4/19): Group work on paper drafts in seminar

Assignment: Comments on classmates' papers are due no later than Wednesday 4/18 @ 6PM via email (cc to me)!

Week 14 (Thurs 4/26): Oral presentations.

Week 15 (Thurs 5/3): Oral presentations and evaluation.

The final papers are due no later than 5/10 @ 10 AM on learn@UW in the appropriate folder.

COURSE REQUIREMENTS & POLICIES

Attendance and active participation in seminar is required!

Religious holidays: Absences from seminar meetings due to religious holidays will not be penalized. However, you must inform me at least two weeks in advance if you are missing a seminar meeting for religious reasons, and you are responsible for finding out what happened and for turning in all assignments. You may miss 1 seminar of your choice during the semester. Missing more than one seminar, will affect your grade.

Weekly written responses to readings

From week 2 to week 10 I will give you short writing assignments responding to the readings to get you writing and digesting the readings. The weekly writing assignments are always due Wednesday evening @ 6pm on learn@UW in the "dropbox" under the appropriate week number.

Work on the research paper

No later than week 6 each of you need to have decided on a research topic. By week 7 you are to submit one paragraph on your potential research topic along with a preliminary bibliography of potential primary as well as secondary sources that you might use – at least 2-3 primary sources and 4-5 secondary sources that are relevant to your topic. From this point on the weekly writing assignments will relate directly to your individual research topics.

Writing of any kind always involves editing and re-writing, which is integrated in the work we do in seminar. In week 12, each of you will submit an argument and an outline of your paper, we will work on these in seminar than week and on the following Sunday (**Sunday 4/15 @ 6PM**) you are to submit a partial draft of your research papers, including at least the following: an introduction (1-2 paragraphs), 8 double spaced pages from anywhere in the paper, and an outline of the whole paper.

The following week is then devoted to working on your partial drafts. Each of you will provide written comments to two of your classmates. Please return these comments to your classmates via email before seminar – no later than the Wednesday before seminar @ 6PM - (cc me) and come to seminar prepared to discuss: what you learned from reading your classmates' draft, what you learned from the comments your received, and any writing problems you may be experiencing.

The meetings in week 14 & 15 are devoted to oral presentations of the findings of your research. Each of you will be responsible for a short in-class presentation (max 10 min) and for asking questions to presentations by classmates.

Policy on late responses

Any late assignments will be penalized by 5% - and an additional 5% for each 24 hours that they are late after that. No responses or papers will be accepted more than one week after the due date.

Grade breakdown

Attendance, engagement in seminar and weekly writing assignments	50%
Work on (argument/outline, draft, oral presentation) and final product of research paper	50%

Classroom conduct

Please respect your fellow students' right to a quiet non-distracting learning environment. Laptops are allowed in seminar, since we are going to be writing and taking notes, but you may NOT be connected to Wi-Fi during seminar. That way you do not have to wonder if you should buy shoes, play solitaire, read the paper, send an email to your student counselor, or pay attention to what goes on in the room around you.

Cell phones are to be turned off during seminar - neither texting nor phoning is allowed!

Academic misconduct (plagiarism and cheating)

This class will strictly follow and enforce the rules defined in UWS 14 through our own "Student Academic Misconduct Campus Procedures." UWS 14.03 defines academic misconduct as follows:

Academic misconduct is an act in which a student:

- * seeks to claim credit for the work or efforts of another without authorization or citation;
- * uses unauthorized materials or fabricated data in any academic exercise;
- * forges or falsifies academic documents or records;
- * intentionally impedes or damages the academic work of others;
- * engages in conduct aimed at making false representation of a student's academic performance;
- * assists other students in any of these acts.

Examples include but are not limited to: cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment.

Plagiarism and other misconduct is NOT WORTH IT. It will create a lot of unnecessary work for both you and me and may cause you to be expelled from this class or college in general!

History Department and Final Papers

The history department reserves the right to collect information, including copies of papers, for the purposes of assessing and improving this course and the major.