

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY
History 3701E
SLAVERY AND ABOLITION IN THE ATLANTIC WORLD
2011-2012

[mailto:<mmkellow@uwo.ca>](mailto:mmkellow@uwo.ca) Tuesdays 1:30 - 3:30 pm Margaret Kellow, 2201B, Lawson Hall
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or by appointment

Slavery has existed in one form or another since time immemorial and, indeed, it continues in the present day. However, the slavery that developed in the early modern Atlantic world differed qualitatively and quantitatively from that which had preceded it. When it reached its apogee in the mid-18C, this racially-based system was conducted by virtually every country in Western Europe and on an unprecedented scale. As a consequence some have argued that the enslavement of African men, women and children underwrote much of the economic development of Western Europe and the Americas, constituting in itself a large scale industry with an extensive infrastructure. At this same point, however, opposition to the slave trade emerged from a number of quarters. European and American efforts to end, first the slave trade and then slavery itself, mobilized humanitarian and religious sentiment on a similarly unprecedented scale. Within a relatively short span of time, this extensive economic system had been outlawed in most of the developed world. Through readings and discussion, this course explores the rise of modern slavery, the structures and impact of the Trans-Atlantic Slave Trade (TAST), the experience of enslavement, the relationship between bound labour and plantation agriculture, the emergence of abolitionist/antislavery activism and the process of Emancipation across the Atlantic world.

Objectives:

Students taking this course will:

1. Examine the origins and evolution of the Trans-Atlantic Slave Trade (TAST) and the interconnections among Europe, Africa, North and South America and the Caribbean in the TAST.
2. Compare and contrast the various slave societies that emerged in the Atlantic world between 1500 and 1800.
3. Examine the social and psychological impact of the experience of enslavement.
4. Examine the dynamics of race in the TAST.
5. Analyze the origins and evolution of opposition to the TAST and to slavery itself.
6. Summarize and describe the processes by which slavery ended in various regions of the Americas.
7. Assess the experience and consequences of Emancipation for persons enslaved in various regions of the Americas and the Caribbean.
8. Develop/enhance their skills in the interpretation of primary sources.
9. Develop/enhance their historiographical skills, by analyzing, integrating and synthesizing a particular body of historical research relating to slavery and abolition.
10. Develop/enhance their skills in oral and written communication.

Required Texts:

Laird W. Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States* (Cambridge: Cambridge University Press, 2007) pbk

David Brion Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World* (New York, Oxford University Press, 2006) pbk

Sylviane A. Diouf, *Dreams of Africa in Alabama: The Slave Ship *Clotilda* and the Story of the Last Africans brought to America* (New York: Oxford University Press, 2007) pbk

Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (Belknap/Harvard University Press, 2005) pbk

Adam Hochschild, *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves*. (Boston: Houghton Mifflin, 2005). pbk

PLUS: a selection of additional readings (articles, etc.) available on the course website.

Assignments:**Analysis of Primary Source:**

Due Tuesday, 18 October 2011. Students will submit an analysis of one of four primary documents/artifacts available on the course website. The analysis should be 500 words in length. Document analysis is a critical skill for historians who must determine who created the document or artifact in question, when it was created, who the audience or consumer of the document or artifact would have been, and what the purpose of the document or artifact was.

Further details and guidelines for this assignment will be discussed in class on 4 October 2011 and can be found on the course website.

Historiography Essay:

Due Tuesday, 22 November 2011. Students will select one (1) topic from an assigned list, each topic will list four articles/extracts on a particular historical debate. Students will be expected to find one or two further articles/extracts on this topic. Working from these five/six articles/extracts students will write a 1000 word historiographical essay on this topic. In this essay, students will be expected to state the historical problem and present the different positions taken by the various authors, taking into account such factors as ideological orientation of the authors, evidence on which a given author draws, political contexts in which the article/extract was written and so forth. By these means the student will outline the way in which scholarship on the topic in question has evolved. The essay should conclude with a discussion of the current state of understanding on this topic and suggestions for aspects of the question that remain unexplored.

Further details and guidelines for this assignment will be discussed in class on 8 November 2011 and can be found on the course website.

Research Essay:

Students will write a research essay of 15-20 pages. In preparation for this assignment students will submit a 1-2 page essay proposal and a tentative bibliography on **Tuesday, 10 January 2012**. The essay proposal must include a statement of the question the essay will explore, should discuss briefly the work of two or three historians who have previously

investigated this or related topics and should identify the sources on which the student intends to draw for her/his own research.

Further details and guidelines for this assignment will be discussed in class on 6 December 2011 and can be found on the course website.

On **Tuesday, 7 February 2012**, students will bring **THREE (3)** copies of a first draft of the paper to class. This first draft should be a minimum of 10-12 pages long and should be written in complete sentences, with standard paragraphing and foot/endnotes. ***Any student who fails to comply with this requirement should expect to forfeit a substantial portion of his/her participation mark for this term.***

On **Tuesday, 14 February 2012**, these first drafts will be discussed in class. The final version of the essay is to be submitted both to Turnitin.com and in hard copy on **Tuesday, 13 March 2012**.

Please note: A late penalty of 2% of the value of each assignment per day will be levied on all assignments submitted after their respective deadlines.

Students seeking ACADEMIC ACCOMMODATION on medical or compassionate grounds should consult the following website:

www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

All documentation relating to requests for academic accommodation for all assignments in this course should be submitted to the Dean's Office in the student's home faculty. For students in the Faculty of Social Science this is the Academic Counselling Office, Room 2105, SSC. Phone: 519-661-2011. Fax: 519-661-3384. ssaco@uwo.ca

Please note: A copy of the Faculty of Social Science policy on PLAGIARISM has been attached to this syllabus.

Final Exam:

The final exam will be a "take-home" exam. The questions will be distributed at the last class, (*i.e.* Tuesday, 10 April 2012) and the exam is to be handed in to the History Department Office, (2201 Lawson Hall) by 4:30 pm **Tuesday, 23 April 2012**.

Evaluation:

Analysis of Primary Document	10%
Historiographical Essay	20%
Essay Proposal & Bibliography	5%
Essay	30%
Participation	10%
Final Exam (Take Home)	<u>25%</u>
Total	100%

Lecture/Discussion Topics

13 September 2011: **Introduction: What does it mean to be a Slave?**

20 September: **Slavery in the Mediterranean World from the Classical Period to 1400.**

Readings:

Davis, David Brion, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 1-47.

27 September: **The Emergence of Modern Slavery in the Atlantic World**

Readings:

Davis, David Brion, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 77-123.

Eltis, David, "Europeans and the Rise and Fall of African Slavery," *American Historical Review* (AHR) 98 (December 1993): 1399-1423.

4 October: **The Atlantic Slave Trade: Africa**

Discussion of Primary Source Analysis Assignment

Readings:

Diouf, Sylviane A., *Dreams of Africa in Alabama: The Slave Ship Clotilda and the Story of the Last Africans brought to America*, 30-71.

Hochschild, Adam, *Bury The Chains*, 1-40.

Thompson, Alvin O., "The African 'Maafa.' The Impact of the Transatlantic Slave Trade on Western Africa." *Journal of Caribbean History* 2008 42(1): 67-90.

11 October: **The Atlantic Slave Trade: The Americas**

Readings:

Diouf, Sylviane A., *Dreams of Africa in Alabama*, 72-89.

Hochschild, Adam, *Bury The Chains*, 41-82.

Lin, Rachel Chernos, "The Rhode Island Slave-Traders: Butchers, Bakers and Candlestickmakers." *Slavery & Abolition* 2002 23(3): 21-38

18 October: **The Experience of Enslavement: Olaudah Equiano and 12 Million Others**

*****Primary Source Analysis Assignment Due*****

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*, 64-95.

Davis, David Brion, *Inhuman Bondage*, 124-140.

Diouf, Sylviane A., *Dreams of Africa in Alabama*, 90-125.

25 October: **The Demographics of Slavery: The Real Cost of Sugar**

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*, 96-131.

Dunn, Richard S., "The Demographic Contrast between Slave Life in Jamaica and Virginia, 1760-1865(1)" *Proceedings of the American Philosophical Society* 151:1 (2007): 43-60.

1 November: **Regional Variations in New World Slavery**

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States* , 33-63.

Dubois, *Avengers of the New World*, 1- 35.

8 November: **Masters and Slaves**

Discussion of Historiography Assignment

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States* , 165–201.

Davis, *Inhuman Bondage*, 193– 204.

Dubois, *Avengers of the New World*, 36 – 59

15 November: **The Racialization of Atlantic Slavery**

Readings:

Davis, *Inhuman Bondage*, 48-76.

Hudson, Nicholas “From Nation to Race: The Origin of Racial Classification in Eighteenth-Century Thought.” *Eighteenth-Century Studies* 29:3(1996): 247-264

Dubois, *Avengers of the New World*, 60 – 90.

22 November: **The Economics of Slavery** ***Historiography Assignment Due***

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States* , 132–164.

Winter, Kari J., “Jeffrey Brace in Barbados: Slavery, Interracial Relationships, and the Emergence of a Global Economy.” *Nineteenth-Century Contexts* 29:2-3 (2007): 111-125.

Pargas, Damian Alan, “‘Various Means of Providing for Their Own Tables’: Comparing Slave Family Economies in the Antebellum South.” *American Nineteenth Century History*, 7:3 (2006) : 361-387.

29 November: **Library Seminar**

Electronic Media Instruction Room, Weldon Library.

Please note: Attendance at this class is mandatory.

6 December: **Resistance to Enslavement**

Discussion of Bibliography Assignment

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*, 202– 250.

Davis, *Inhuman Bondage*, 157–174 & 205–230.

Dubois, *Avengers of the New World*, 91 – 151.

Second Term

10 January 2012: **Slavery and the Enlightenment**

*****Essay Bibliography Due*****

Readings:

Dubois, Laurent. "An enslaved Enlightenment: rethinking the intellectual history of the French Atlantic," *Social History* 31:1 (2006) : 1-14.

Webster, Alison, "The Contribution of the Scottish Enlightenment to the Abandonment of the Institution of Slavery," *European Legacy* 8:4 (2003): 481-489.

17 January: **The Humanitarian Impulse: Antislavery Thought in the Age of Revolution**

Readings:

Azevedo, Celia M., "Rocha's 'The Ethiopian Redeemed' and the Circulation of Anti-Slavery Ideas." *Slavery & Abolition* 24:1 (2003): 1010-126.

Brown, Christopher L. "Empires without Slaves: British Concepts of Emancipation in the Age of the American Revolution." *William and Mary Quarterly* 56:2 (1999): 273-306.

Polgar, Paul J., "'To Raise Them to an Equal Participation': Early National Abolitionism, Gradual Emancipation, and the Promise of African American Citizenship," *Journal of the Early Republic* 31:2 (2011): 229-258.

24 January: **Saint-Domingue**

Readings:

Blackburn, Robin. "Haiti, Slavery, and the Age of the Democratic Revolution." *William and Mary Quarterly*, 63:4 (2006): 643- 674.

Dubois, *Avengers of the New World*, 152 – 306

31 January: **Abolition of the Atlantic Slave Trade**

Readings:

Hochschild, Adam, *Bury The Chains*, 85-366.

Richardson, David. "The Ending of the British Slave Trade in 1807: The Economic Context," *Parliamentary History* 26 - Supplement (2007): 127-140.

7 February: **Colonization** ***** First Drafts of Essay Due*****

Readings:

Abasiattai, Monday B. "The Search for Independence: New World Blacks in Sierra Leone and Liberia, 1787-1847." *Journal of Black Studies* 23:1 (1992): 107-116.

Dorsey, Bruce, "A Gendered History of African Colonization in the Antebellum United States." *Journal of Social History* 34:1 (2000): 77-103.

14 February: **Essay Seminar**

Conference Week 20-24 February

28 February **Black Abolitionists**

Readings: Gosse, Van. "'As a Nation, The English Are Our Friends': The Emergence of African American Politics in the British Atlantic World, 1772-1861." *American Historical Review* 113:4 (2008): 1003-1028.

Sinha, Manisha. "'To 'Cast Just Obliquely' On Oppressors: Black Radicalism in the Age of Revolution.'" *William and Mary Quarterly* 64:1 (2007): 149-160.

6 March **The Emergence of Immediatism**

Readings: Blight, David. "Perceptions of Southern Intransigence and the Rise of Radical Antislavery Thought, 1816-1830." *Journal of the Early Republic* 3:2(1983): 139-163.

Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 231-267.

13 March: **West Indian Emancipation**

Readings: Cateau, Heather. "Amazing Grace? Revisiting the Issue of the Abolitionists." *Journal of Caribbean History* 42:1 (2008): 111-130.

Draper, Nick. "'Possessing Slaves': Ownership, Compensation and Metropolitan Society in Britain at the time of Emancipation 1834-40." *History Workshop Journal* 64 (2007): 74-102.

20 March: **Slavery and 19C Racial Thought *** Final Draft of Essay Due *****

Readings: Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 175-192.

Kenny, Robert. "From the Curse of Ham to the curse of nature: the influence of natural selection on the debate on human unity before the publication of *The Descent of Man*." *British Journal of the History of Science* 40:3 (2007): 367-388.

Will, Thomas E. "The American School of Ethnology: Science and Scripture in the Proslavery Argument." *Southern Historian* 19 (1998): 14-34.

27 March: **Antislavery Organizing/Antislavery Politics**

Readings: Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*, 251-290.

Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 268-296.

3 April: **Emancipation I**

Readings: Hébert, Keith S. "The Bitter Trial of Defeat and Emancipation: Reconstruction in Bartow County, Georgia, 1865-1872." *Georgia Historical Quarterly* 92:1 (2008): 65-92.

Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 297-322.

10 April: **Emancipation II and After**

Readings: Brown, Laurence and Tara Inniss, "The Slave Family in the Transition to Freedom: Barbados, 1834-1841," *Slavery & Abolition* 26:2 (2005): 257-269.

Cowling, Camillia. "Negotiating Freedom: Women of Colour and the Transition to Free Labour in Cuba, 1870-1886." *Slavery & Abolition* 26:3 (2005): 377-391.

Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 323-331.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your

own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca