

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY
History 3702F

SLAVERY, RESISTANCE AND EMANCIPATION IN THE CARIBBEAN
Fall 2014

Tuesdays: 2:30 – 5:30 pm
Office Hours: TBA

Margaret Kellow, 1207, Lawson Hall
<mmkellow@uwo.ca>

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 Caribbean basin from the 16th to the late-19th C 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 in the Caribbean region, underwrote much of the economic development of Western Europe and the Americas, constituting in itself a large scale industry with an extensive infrastructure. Within a relatively short span of time, however, slave resistance within the Caribbean region and antislavery activism in Britain and Europe undermined and ultimately brought this system to an end. Through readings and discussion, this course explores the rise of Caribbean slavery, the structures and impact of the Trans-Atlantic Slave Trade (TAST) as they relate to the Caribbean region, the experience of enslavement, the relationship between bound labour and plantation agriculture, the forms and impact of slave resistance, the various processes which led to emancipation and the legacies of slavery in the Caribbean region.

Learning Outcomes:


Students taking this course will:

1. Become familiar with the origins and evolution of the Trans-Atlantic Slave Trade (TAST) and the interconnections among Europe, Africa, and the Caribbean in the TAST.
2. Become familiar with the slave societies that emerged in the Caribbean between 1500 and 1900.
3. Become familiar with the social and psychological impact of the experience of enslavement.
4. Become familiar with the dynamics of race and gender in the TAST and in Caribbean slavery.
5. Become familiar with the manifestations of, incidences of and impact of slave resistance to Caribbean slavery.
6. Become familiar with the processes by which slavery ended in the Caribbean basin.
7. Become familiar with the experience and consequences of Emancipation for persons enslaved in the Caribbean.
8. Develop/enhance their skills in the interpretation of primary sources.
9. Develop/enhance their skills in oral and written communication.

Required Texts:


Trevor Burnard, *Mastery, Tyranny, and Desire: Thomas Thistlewood and His Slaves in the Anglo-Jamaican World* (2009)

Laurent Dubois, *Avengers of the New World* (2004)

Andrea Stuart, *Sugar in the Blood* (2012)  (also available as an ebook)

Key

 Book on reserve shelf at Weldon (1-day loan).

 E-book or journal article available through online library catalogue.

PLUS: a selection of additional readings (articles, etc.). Most of these are available online through Western Libraries. Where this is not the case, the article will be available on the course website and this will be indicated on the syllabus.

Class Format and Participation:

The classes will consist of 1 -- 1½ hours lecture; various in-class exercises, (e.g. primary document analysis, debates, role-playing, etc.); class presentations and discussion of assigned readings. This course has a seminar component, which places a premium on informed participation in discussion. Participation will be assessed on the basis of the **quality** of each student's contribution to the class discussions. This requires that students read and reflect on the assigned readings in advance, attend class meetings, and engage in the discussion regarding the readings, issues, and themes of the course. A week before the scheduled meeting, the instructor will suggest some questions that could be pursued during your reading and reflection. These questions are intended to be only suggestive, not comprehensive, or definitive.

Assignments:

Class Presentations:

Each week in the first term beginning 23 September, groups of students will make **brief** (Not more than 10 minutes – students who exceed this limit will be penalized.) presentations in class describing the evolution of slavery in **one (1)** of the following locations: Barbados, Bahamas, Cuba, Demerara, Jamaica, Puerto Rico, St. Vincent, and Trinidad & Tobago.

These presentations should address the following questions for the specific location under discussion: When, how and why was slavery introduced in this locale? What were the chief sources of enslaved peoples for this location, if known? What did enslaved peoples produce in this place? What was the demographic profile of slavery in this place? What were the institutional supports for slavery, (i.e. legal, religious, or political structures) in this place? Is there evidence of slave resistance in this location? What were the distinguishing characteristics of slavery in this location? Who owned slaves and how widely was slave ownership distributed in this locale? What impact did the geopolitical conflicts of our period (i.e. 1500- 1900) have on slavery in this place? How and when did slavery end in this location? What were the legacies of

slavery in this place? Not all these questions will be answerable for every location, but successful presentations will make an effort to describe the salient features of slavery and the experience of enslaved persons in the place under discussion. **Students must submit a bibliography on their topic on the day of their presentation.**

This assignment will be evaluated by the instructor (60% of the grade -- 6/10 marks) for the content and bibliography, and the effectiveness and quality of the presentation; and by the partners in the assignment (40% of the grade – 4/10 marks) for contribution and collaboration by their peer in the research and preparation of the presentation. This assignment will be discussed in class on Tuesday, 9 September 2014 and the selection of locations will be made in class the following week.

First Written Assignment: Perspectives on Caribbean Slavery Due 7 October 2014

For this assignment students will research and write a brief (750 words) essay exploring the perspective on Caribbean slavery of **one (1)** of the following individuals:

- a) The white manager of a plantation.
- b) A male *gens de couleur* in Saint-Domingue in 1790.
- c) An enslaved black driver on a plantation.
- d) An evangelical missionary in the British West Indies in the early 19thC
- e) The slave mistress of a white planter.

The essay must be based on references to primary and/or secondary source materials. It should also be written in complete sentences with foot/endnotes and a bibliography. These should be formatted according to the *Chicago Manual of Style*, 16th Edition which can be accessed here <http://www.chicagomanualofstyle.org.proxy1.lib.uwo.ca/16/contents.html> . Students should strive not only to identify and describe the attitudes and motivations of the individual about whom they have chosen to write, but also to consider the sources of and possibly the contradictions within those attitudes and motivations.

This assignment will be discussed in class on 16 September.

Second Written Assignment: Historiography Essay: Due 25 November 2014.

Students will select **one (1)** topic from an assigned list, each topic will list four articles/extracts on a particular historical debate regarding an aspect of the history of slavery in the Caribbean. 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 2500 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 various authors, taking into account such factors as the 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 21 October and will be available on the course website.

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.

Final Exam:

There will be a three-hour exam in the December examination period (i.e. 6-17 December). Please make any mid-year travel plans with these dates in mind.

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

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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

Evaluation:

Participation	15%
Class Presentation	15%
Short Essay	15%
Historiography Essay	25%
Final Exam	<u>30%</u>
	100%

Lecture/Discussion Topics:

Tuesday, 9 September: Introduction: The Caribbean and the Atlantic World

Readings:

Lillian Guerra, "Why Caribbean History Matters" *Perspectives in American History*. March 2014 <https://www.historians.org/publications-and-directories/perspectives-on-history/march-2014/why-caribbean-history-matters>

Tuesday, 16 September: The Caribbean and the Trans-Atlantic Slave Trade (TAST)

Readings:

Hilary McD. Beckles, **The Hub of Empire** in Canny, *Oxford History of the British*

Empire, Vol. 1, pp 218-241

Toby Green, "Building Slavery in the Atlantic World: Atlantic Connections and the Changing Institution of Slavery in Cabo Verde, Fifteenth-Sixteenth Centuries." *Slavery & Abolition* (hereafter *S&A*) 32, no. 2(2011): 227-245.

Tuesday, 23 September: Sugar, Slaves and Plantation Agriculture

Readings:

Andrea Stuart, *Sugar in the Blood*, 3-123.

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

Tuesday, 30 September: Masters and Slaves & The Demographics of Slavery in the Caribbean

Readings:

Trevor Burnard, *Mastery, Tyranny, and Desire: Thomas Thistlewood and His Slaves in the Anglo-Jamaican World*, (hereafter Burnard, *Mastery, Tyranny, and Desire*) 1-67.

Trevor Burnard, and Kenneth Morgan. "The Dynamics of the Slave Market and Slave Purchasing Patterns in Jamaica, 1655-1788." *William and Mary Quarterly* (hereafter *WMQ*) 58:1 (2001): 205- 229.

Edward B. Rugemer, "The Development of Mastery and Race in the Comprehensive Slave Codes of the Greater Caribbean during the Seventeenth Century." *WMQ* 70:3 (July 2013): 429-458

Tuesday, 7 October: **First Writing Assignment Due**

Marronage and Slave Resistance

Readings: Burnard, *Mastery, Tyranny, and Desire*, 69-174.

Jerome S. Handler, "Escaping Slavery In A Caribbean Plantation Society: Marronage In Barbados, 1650s-1830s." *New West Indian Guide / Nieuwe West-Indische Gids* 71:3/4(1997): 183-225.

Wilson, Kathleen, "The Performance of Freedom: Maroons and the Colonial Order in Eighteenth-Century Jamaica and the Atlantic Sound." *WMQ* 66: 1(2009): 45-86.

Tuesday, 14 October: Slavery, the Caribbean and the Geopolitics of the 18th C

Readings: Brooke N. Newman, "Contesting 'Black' Liberty and Subjecthood in the Anglophone Caribbean, 1730s-1780s." *S&A* 32:2(2011): 169-183.

Evelyn Powell Jennings, "War as the "Forcing House of Change": State Slavery in Late-Eighteenth-Century Cuba," *WMQ* 62:3, (2005): 411-440.

Tuesday, 21 October: Race and Gender in the Slave Societies of the Caribbean

Readings: Burnard, *Mastery, Tyranny, and Desire*, 175-240.

Barbara Bush, "Survival and Resistance: Slave Women and Coercive Labour Regimes in the British Caribbean, 1750 to 1838," 291-302 in Manning, *Slave Trades, 1500-1800*

John D. Garrigus, "Redrawing the Colour Line: Gender and the Social Construction of Race in Pre-Revolutionary Haiti." *Journal of Caribbean History* 30:1-2 (1996): 28-50.

Tuesday, 28 October: The Economics of Caribbean Slavery

Readings: Andrea Stuart, *Sugar in the Blood*, 125-264.

T. G. Burnard, "'Prodigious Riches': The Wealth of Jamaica before the American Revolution," *Economic History Review* 54, no. 3 (August 2001): 506-24.

Tuesday, 4 November: Saint Domingue and the Haitian Revolution

Readings: Laurent Dubois, *Avengers of the New World* (2004), 1-306.

Tuesday, 11 November: Abolition of the Slave Trade, Amelioration & Emancipation in the BWI

Readings: Maurice St. Pierre, "The 1823 Guyana Slave Rebellion: A Collective Action Reconsideration." *Journal of Caribbean History* 41:1/2 (June 2007): 142-169.

Thomas N. Tyson, David Oldroyd, and Richard K. Fleischman.. "Accounting, Coercion And Social Control During Apprenticeship: Converting Slave Workers To Wage Workers In The British West Indies, c.1834-1838." *Accounting Historians Journal* 32:2 (2005): 201-231.

Tuesday, 18 November: Two Visions of Freedom: Apprenticeship in the British West Indies & the Aftermath of Emancipation

Readings: Stanley L. Engerman, "Economic Adjustments to Emancipation in the United States and British West Indies," *The Journal of Interdisciplinary History*, Vol. 13, No. 2 (Autumn, 1982), 191-220.

Blouet, Olwyn M.. "Earning And Learning In The British West Indies: An Image Of Freedom In The Pre-Emancipation Decade, 1823-1833." *Historical Journal* 34, no. 2 (1991): 391-409.

Tuesday, 25 November: **Second Writing Assignment Due** "Second Slavery": Cuba & Puerto Rico

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

Tuesday, 2 December: Legacies

Readings: Andrea Stuart, *Sugar in the Blood*, 265- 324.

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record.

This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 Issues:

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. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

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