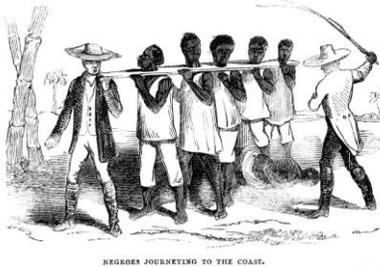


HISTORY 4315G
American Slavery, Global Context: Profit, Identity, and Power in the Modern Era
Winter 2023

in-person, day & time TBA

Instructor: Prof. Laurel Clark Shire

updated 30 June 2022



Office Hours: TBA
Department of History, Office: 2226 Lawson Hall
Email: lshire@uwo.ca

This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course delivery with respect to the COVID-19 pandemic

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (ie., on Zoom at the times indicated in the timetable) / asynchronously (eg., posted on OWL for students to view at their convenience) [delete as necessary]. The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

Course Description:

In the past decade, scholarship about the history of racial slavery in America has exploded in two directions: into a vast literature on forms of enslavement among Native American groups, and into a growing body of work on the ways in which capitalism and racial slavery depended on each other from their very beginnings. Both of those subfields demand a reframing of slavery as a dynamic, global phenomenon. Scholars are also increasingly asked to link historical forms of slavery to contemporary problems, especially to human trafficking and to mass incarceration.

In this advanced undergraduate seminar, we will seek to put these new directions in the study of North American racial slavery, and its modern legacies, into a global context by reading award-

winning books and articles about it. Some texts will help us understand it from a comparative, international, or transnational perspective, while others will deepen our understanding of how it emerged and developed in the U.S., where it was shaped by the economic and social dynamics of European settler colonial, African, and Native American societies.

Throughout, we will be thinking critically about power. How do historians represent it in histories of enslavement? How has each author balanced the oppression and violence that racial slavery required alongside the resistance of the enslaved? How has each scholar chosen to represent the systemic asymmetries of slave societies (white supremacy, the sexual economy of slavery, patriarchy, the wealth gap among whites), and how has each represented the agency of individual actors in stories about enslavers and the enslaved? How does each text frame the legacies of enslavement and how we might seek to address them today? We will wrestle each week with complicated questions about sovereignty, economic and political power, and the significance of individual choice and identity.

Prerequisite(s):

none

Antirequisite(s):

none

Methods of Evaluation: 71% written, 29% oral

Find, post, and summarize orally	
4 book reviews published in a journal	5%
Participation in class	24%
4 short review essays	36%
Final Essay – draft and final	35%

Students must attend at least 8 out of 12 of the seminar meetings in order to pass the course, regardless of grades received for other assignments (if you are ill, you will be excused). Students must submit all course assignments in order to pass the course. If you are ill, do not come to class, notify the instructor, and arrange accommodation.

Course Syllabus:

Course Objectives

Content - By the end of this course you will be able to:

- describe how slavery, colonialism and capitalism brought different cultural/social/racial/economic regimes into contact, conflict, competition, and confluence with each other between 1619 and 1860, and explain the significant outcomes of this process

- describe and analyze some of the many ways that Americans and their international interlocutors defined and used “race” and how this changed over time
- describe and analyze how slavery intersected with race, sexuality, gender, ethnicity, wealth, region, and other social and cultural factors to produce and reproduce ideas about sovereignty, political and economic power, and the rights of individuals

Skills - By the end of this course you will be able to

- identify and analyze the thesis and historiographical importance of an historical monograph (find the main argument of a book and identify what is significant to other historians about that argument)
- identify and assess the archive that a scholar used to write a book (figure out what the primary sources are that the author based their main argument on)
- write a concise and insightful book review
- write, edit, and rewrite an historiographical essay

Journal Book Reviews

Four times during the course (on dates assigned to your Group), you are required to find and read a review of the book we are reading in class from a scholarly journal or online forum. These will be due to be posted to the OWL Forum by Saturday night so that your classmates will have time to read the reviews before class on Monday. Please bring a (digital or hard) copy to class and be prepared to summarize and discuss it for your classmates. To find scholarly book reviews, go to the Library’s web site and search for reviews of the book. An alternative is also to search at <http://www.h-net.org/reviews/>. Informal reviews from Amazon.ca or other unedited online content is not sufficient for this assignment. If you have difficulty locating a review, please send me an email immediately, or go and ask a librarian for help. Please do not post the same review as another classmate.

Class Participation

Class time will be devoted principally to a discussion of the readings and reviews. All students are expected to attend every class, to read thoughtfully, and to share their insights and observations with the class. You are expected to arrive in class ready to discuss the reading in a scholarly and critical fashion. We will not review the content – you will be expected to know the content and be ready to talk about it. Some questions to keep in mind as you read:

- Are the author’s arguments persuasive?
- Are there other types of source the author might have considered?
- What assumptions is the author making, in particular about power?
- What role do nationalism, sovereignty, gender, sexuality, and/or class play in the writer’s analysis?

I expect you to attend every class and to be on time every week. Unexplained absences (or excessive tardiness) will negatively affect your participation grade. Religious holidays, games (for University athletes) and illness are excusable absences. If you must miss class, please e-mail me to let me know. Accommodation for work worth more than 10% of the total course grade is granted by your faculty's Dean's office - documentation must be submitted by the student directly to the appropriate Faculty Dean's office and not to the instructor. You may consult your instructor for accommodation for work worth less than 10% of the total course grade. It is up to you to provide explanations and supporting documentation in order to be excused. See the Policy on Accommodation for Illness here: <http://>

Comportment and Courtesy

Come to class on time. Turn off your phones. Feel free to eat and drink as long as it is not disruptive to discussion. If you MUST take notes on a smartphone, tablet, or laptop, please stay on task, do not multi-task during class, and please close your device during discussion as a courtesy to your classmates. I am not the technology police, and I will not interrupt class to correct this behavior. But I will mark your participation as zero (0) if you are off task during class.

Written Assignments

Unless otherwise indicated, you should turn in all assignments via email to lshire@uwo.ca. Late assignments are penalized 5 points for each day they are late – however, book review essays cannot be turned in late, after you have had the benefit of class discussion. If you anticipate having a hard time meeting a particular deadline, due to heavy coursework in another class for example, please come talk to me about an extension or alternative assignment in advance of the due date. I am usually happy to work something out with students who need more time or a different deadline. Please remember that your book review essays WILL NOT BE ACCEPTED after class meets on the assigned book, but you can switch to an alternate book if needed.

Book Review Essays - THESE PAPERS MAY NOT BE SUBMITTED LATE.

All students must write a paper of 500 words (2 pages, double-spaced, 12pt font) 4 times during the course, on assigned dates (Group 1, 2, or 3) due before class by email. The title and bibliography are not counted as part of the 500 words. Although you do not have to write a review essay for every book, you should take good reading and class notes, because you will eventually have to include all the readings in your longer essay, and you are expected to contribute to discussion each week.

This paper should specifically answer the following questions about each book:

- What thesis is the author arguing?

- What evidence does the author use to substantiate the thesis?
- Are the author's arguments in support of that thesis persuasive? Which are most persuasive? Which are least?

THESE PAPERS MAY NOT BE SUBMITTED LATE.

Final Essay – 18-20 pp. - due dates TBA (in April exam period)

In addition to the book review essays, you will have to synthesize information about all of the course readings for the final essay, as well as one additional book about slavery that you will choose to read on your own (The title of this book is due to me in class in week 6. This book should be about the history of racial slavery but beyond that you can choose anything that interests you -- possible titles should be discussed with and approved by Prof. Shire before you complete this additional reading).

For this essay, you will need to organize your thoughts about the materials we have read around a particular theme or themes. Using some of what you have already written in your short papers, you will make these texts “speak to each other.” That is, you might compare how authors use different methodologies or sources; how they approach power, sovereignty, capitalism or social identities like race, gender, or class; or how they represent a certain historical moment differently, and the strengths and weaknesses of their choices and methods. The assignment is to use your chosen book and the texts we read in class to make an argument about racial slavery in a global context, one that addresses its historiography and its legacies in the present. If you would prefer to write a research paper drawing on primary sources that is an acceptable alternative, but you must discuss that option with Prof. Shire by week 5.

Full drafts of the final essay will be due sometime after our final seminar meeting, and two weeks before the final essay is due. You will receive my comments and suggestions on your drafts one week before the final essay is due, as noted below. Your final mark for each essay will be based on the draft and the final version (50/50). This is both an exercise in analytical thinking and in rewriting and understanding the editing process.

Course Materials:

See weekly schedule below for examples of the kinds of books and articles we will read.

Accommodation for missed tests/midterms:

IMPORTANT: In the event the University moves to online learning make-up tests will take place online via OWL. The date for the make-up may differ from the date listed above.

No other make-up opportunities will be provided unless further academic consideration is granted by Academic Counselling. Students who fail to write a make-up test in a designated time slot will receive a grade of zero on that assessment.

Course professors may not be available to respond to questions during the make-up test slots.

Course Schedule and Readings:

Course Materials – these are examples of the KINDS of books, articles, and primary sources we will read for class, but **these are all subject to change** (so don't buy anything now). You should plan on reading (smart skimming) approximately one book each week (of ~300 pages).

WEEK 1 – Why should we care? Introducing Slavery's Legacies in the Present

Excerpts from:

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2010)

Robyn Maynard, *Policing Black Lives: State Violence in Canada from Slavery to the Present* (Fernwood Publishing, 2017) 1552669793

Joel Quirk, *The Anti-Slavery Project: From the Slave Trade to Human Trafficking* (University of Pennsylvania Press, 2011) 0812205642

WEEK 2 – What do we know? Introducing Slavery's history

Brenda E. Stevenson, *What is Slavery? (What is History?)* (Polity Press, 2015) 0745671519

And this primary document:

Walker, David, 1785-1830. *David Walker's Appeal, in Four Articles, Together with a Preamble, to the Coloured Citizens of the World, but in Particular, and Very Expressly, to Those of the United States of America* (1829) New York: Hill and Wang, 1965.

WEEKS 3-6 – American and Atlantic Slavery

We will read 3 of these, TBA

Christina Snyder, *Slavery in Indian Country: The Changing Face of Captivity in Early America* (Harvard Univ. Press, 2010)

Jennifer Morgan, *Laboring Women: Reproduction and Gender in New World Slavery* (Univ. of Pennsylvania Press, 2004) 0812218736

Walter Johnson, *Soul By Soul: Life in the Antebellum Slave Market* (Harvard University Press, 1999)

Joshua Rothman, *The Ledger and the Chain: How Domestic Slave Traders Shaped America* (New York: Basic Books, 2021) 1541616618

Daina Ramey Berry, *The Price for Their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation* (Boston: Beacon Press, 2017) 0807067148

WEEK 7 – Slavery and the Christian Church

Selections from:

Andrés Reséndez, *The Other Slavery: The Uncovered Story of Indian Enslavement in America* (Boston: Houghton Mifflin, Harcourt, 2016) 9780544947108

Katharine Gerbner, *Christian Slavery: Conversion and Race in the Protestant Atlantic World* (Univ. of Pennsylvania Press, 2019)

WEEK 8 – Slavery in the Old Northwest (and Canada)

Selections from:

Tiya Miles, *The Dawn of Detroit: A Chronicle of Slavery and Freedom in the City of the Straits*. (New York: The New Press, 2017) 9781620972311

Afua Cooper, *The Hanging of Angelique: The Untold Story of Canadian Slavery and the Burning of Old Montreal* (New York: Harper Collins, 2006) 0002005530

Gregory Wigmore, "Before the Railroad: From Slavery to Freedom in the Canadian-American Borderland," *Journal of American History*, Volume 98, Issue 2, September 2011, Pages 437–454. (<https://doi.org/10.1093/jahist/jar256>)

WEEKS 9 – 12: Slavery Elsewhere – Europe, Brazil, and Japan

Stewart Gordon, *Shackles of Iron: Slavery Beyond the Atlantic* (Hackett, 2016) 1624664741

Felix Brahm and Eve Rosenhaft, Eds. *Slavery Hinterland: Transatlantic Slavery and Continental Europe, 1680-1850* (Boydell & Brewer, 2016) 1783271124, 9781783271122

Lamonte Aidoo, *Slavery Unseen: Sex, Power, and Violence in Brazilian History* (Duke Univ. Press, 2018) 0822371294

Lúcio De Sousa, *The Portuguese Slave Trade in Early Modern Japan: Merchants, Jesuits and Japanese, Chinese, and Korean Slaves* (BRILL, 2018) 9004388079

WEEK 13 – Slavery and Public Memory/Public History

Selections from:

James Walvin, *Slavery in Small Things: Slavery and Modern Cultural Habits* (Wiley-Blackwell, 2017) 1119166225

James O. and Lois E. Horton, Editors. *Slavery and Public History: The Tough Stuff of American Memory* (New Press, 2006, paperback by UNC press) 0807859168

Clint Smith, *How the Word is Passed: A Reckoning with the History of Slavery Across America* (New York: Little, Brown & Co., 2021) 0316492930 / 9780316492935

Use of Electronic Devices:

There are no tests or quizzes in this course. Please do not have any electronic device open during class discussion.

Additional Statements:

Please review the Department of History Course Must-Knows document, <https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness

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