

Slavery in the Americas
Spring 2007

TITLE: Slavery in the Americas

COURSE NUMBER: HIST 4320 (CRN 20631)
SEMESTER: SPRING 2007
MEETING TIME: MW 11:30:00 a.m.- 12:45 p.m.

INSTRUCTOR: David Ryden
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OFFICE: 670-South

MEETING PLACE: C210

OFFICE HOURS: MW 1-2 p.m. & TH
11:30-12:30 p.m. & by appointment

Course Description:

This course is comparative in nature and analyzes African American slavery from the South American silver mines to the tobacco estates of the Chesapeake. The readings and lectures cover a variety of historical approaches, including economic, anthropological, and oral histories. The course begins with a broad discussion of the wide range of slave societies in the Americas. From this starting point, the reading list is organized geographically, with particular emphasis on the three zones of New World slavery: Brazil, the Caribbean basin, and North America. Within each of these regions, the assigned readings emphasize how the slave system was organized and how slave communities evolved.

Educational Objectives:

Students who successfully complete this course will have (1) a broad understanding of the organization, size, and scope of the Atlantic slave trade and a comprehension of the diversity of slave life, work, and resistance throughout the Americas, (2) a working knowledge of the political, social, and economic forces that led to the rise and fall of the slave system, and (3) be able to retain historical facts and information on New World slavery and demonstrate an ability to analyze patterns and concepts. Students will exhibit their competence in these areas through their well-crafted papers and exams as well as through their insightful remarks during class discussions.

Course Requirements:

Attendance: Students are expected to attend classes regularly. I will take attendance everyday, and if you are not present when your name is called you will be counted as absent. It is your responsibility to withdraw from the course if need be. You will be held responsible for all material covered in class as well as any announcements I make concerning examinations, readings, etc.

Honesty Code Reminder:

The University of Houston-Downtown maintains an honesty code, which is an

essential element of the institution's academic credibility and integrity. It is the student's responsibility to become familiar with the code and abide by it. Academic honesty is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. In this course these university policies, outlined in PS 03.31, will apply. "A violation of the honesty code is any activity which compromises the academic integrity or subverts the educational process of the university, including but not limited to, the following examples.

- Providing or receiving information for unauthorized use during exams, quizzes, or other graded work.
- Failing to report incidents of academic dishonesty.
- Using unauthorized notes, books, or other disallowed materials to aid in answering questions during an examination.
- Serving as or enlisting another person to take a test in the student's place or to do any academic work for which the student will receive academic credit.
- Plagiarizing (submitting work or portions of work that is not your own).
- Changing answers and attempting to claim instructor error.
- Any other conduct intended to obtain academic credit fraudulently or dishonestly, which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting."
- In addition there are honesty code requirements for this history course. Students must not use any notes, outlines, or verbal information during exams. Students must return all exam materials to the professor after the exams have been graded and returned to students for their perusal. Failure to return printed exam materials will result in a zero on that exam and possibly other disciplinary action. Once a student begins an exam, the student may not leave the room without forfeiting finishing the exam.

ADA Statement:

The University is in compliance with all applicable federal, state, and local laws concerning reasonable accommodations for students with disabilities. Students should register with Disabled Student Services and contact the instructor in a timely manner for appropriate accommodations.

Tentative Schedule for Required Readings, Papers, and Examinations:

January 17 Introduction to the course and coursework**January 22 Old World Slavery and the Origins of the African Trade****January 24 Origins of Race Slavery‡**

Eric E. Williams, *Capitalism and Slavery*, (Chapel Hill: University of North Carolina Press, 1945), Chapter 1.*

January 29 Catholic vs Protestant Slave Societies, Myth vs Reality?‡

Frank Tannenbaum, *Slave and Citizen*, (Boston: Beacon Press, 1992[1945]).*

January 31 Origins of Race Slavery‡

James H. Sweet, "The Iberian Roots of American Racist Thought," *William and Mary Quarterly*, 3rd series, 54 (1997), 143-166.

February 5: Size and Scope of the African Trade in People‡

J. D. Fage, African Societies and the Atlantic Slave Trade, *Past and Present*, 125 (1989), 97-115.

David Eltis, "The Volume and Structure of the Transatlantic Slave Trade: A Reassessment," *The William and Mary Quarterly*, 3rd Ser., 58 (2001), 17-46.

February 7 The Organization of the African Trade and Morbidity and Mortality among Captives‡

Paul E. Lovejoy and David Richardson, "Trust, Pawnship, and Atlantic History: The Institutional Foundations of the Old Calabar Slave Trade," *The American Historical Review*, 104 (1999), 333-355.

Mungo Park, *Travels in the Interior Districts of Africa* (London: Bulmer and Co., 1799), 15-28.§

David Eltis and Stanley L. Engerman, "Was the Slave Trade Dominated by Men?" *Journal of Interdisciplinary History*, 2 (1992), 237-257.

Richard B. Sheridan, "The Guinea Surgeons on the Middle Passage: The Provision of Medical Services in the British Slave Trade," *The International Journal of African Historical Studies*, vol. 14, no. 4 (1981), 601-625.

February 12 Eric Williams and the Profits from the African Trade‡

Eric Williams, *Capitalism and Slavery*, Chapters 2-3 & 5.*

February 14 The Debate over the Profits from the African Trade‡

David Eltis and Stanley L. Engerman, "The Importance of Slavery and the Slave Trade to Industrializing Britain," *Journal of Economic History*, 60 (March 2000), 123-146.

February 19 Slavery in Brazil: An Introduction to the Torrid Zones‡

Stuart B. Schwartz "Indian Labor and New World Plantations: European Demands and Indian Responses in Northeastern Brazil," *The American Historical Review*, 83 (1978),

43-79.

Stuart B. Schwartz, *Sugar Plantations in the Formation of Brazilian Society* (Cambridge: Cambridge University Press, 1985), 379-412. §

Kenneth F. Kiple, "The Nutritional Link with Slave Infant and Child Mortality in Brazil," *The Hispanic American Historical Review*, vol. 69, no. 4 (Nov., 1989), 677-690.

February 21 Slave Work in the British Caribbean Basin

James Walvin, *Making the Black Atlantic*, (London: Cassell, 2000), Chapter 4.§

February 26 Exam 1

February 28 (RESEARCH PAPER PROPOSALS DUE)The Persistence and Erosion of African Life in the New World‡

Richard B. Sheridan , "Africa and the Caribbean in the Atlantic Slave Trade," *The American Historical Review*, 77 (1972) , 15-35.

March 5 The Birth of African-American Culture? ‡

Sidney W. Mintz and Richard Price, *The Birth of African-American Culture: An Anthropological Approach* (Boston: Beacon Press, 1992 [1976]).*

March 7 White Power and Slave Resistance in Brazil and Jamaica‡

Vincent Brown, "Spiritual Terror and Sacred Authority in Jamaican Slave Society," *Slavery and Abolition*, 24 (2003), 24-53.§

March 19 (1000-WORD DRAFT OF RESEARCH PAPER DUE) Private Manumissions in the Atlantic World

Stephen Whitman, "Diverse Good Causes: Manumission and the Transformation of Urban Slavery," *Social Science History*, 19:3 (Fall 1995), 333-370.§

Stuart B. Schwartz, "The Manumission of Slaves in Colonial Brazil: Bahia, 1684-1745," *The Hispanic American Historical Review*, 54 (1974), 603-635.

Edward Long, *The History of Jamaica* vol. II (London: T Lowndes, 1774), 320-338.§

March 21 North American Non-Cotton Slavery‡

Richard S. Dunn, "A Tale of Two Plantations: Slave Life at Mesopotamia in Jamaica and Mount Airy in Virginia, 1799 to 1828," *William and Mary Quarterly*, 3rd ser., 34 (1977), 32-65.

Philip D. Morgan, "Work and Culture: The Task System and the World of Lowcountry Blacks, 1700 to 1880," *William and Mary Quarterly*, 3rd Ser., 39 (Oct., 1982), 563-599.

April 2 Eighteenth-Century Antislavery and the Attack on the slave Trade

April 4 The Williams Thesis and its Critics

Williams, *Capitalism and Slavery*, 106-196.*

April 9 Equiano and the Abolitionists‡

Paul Edwards (ed.) *Equiano's Travels* (Long Grove, Ill.: Waveland Press, Inc. 2006)*.

April 11 The Defenders of the Slave Trade in the Age of Abolition

April 16 (RESEARCH PAPERS DUE) An Introduction to Antebellum US Slavery

April 18 Ex-Slave Narratives

John W. Blassingame, "Using the Testimony of Ex-Slaves: Approaches and Problems,"
The Journal of Southern History, 41(1975), 473-492.

April 30 Exam 2

May 7 11:30 AM Ex-Slave Narratives Due

In light of what you know about New World slavery, how typical is the account you selected from the WPA narratives? Does it illustrate or contradict any important themes you learned from this class? If the latter, do you have a plausible explanation?

§= not electronically available, but available on library reserve.

*= available in the bookstore.

‡ = Reaction paper due (see below for details).

Course Requirements

Reaction Papers:

Students will be required to submit a total of eight (8) brief reaction papers based on the assigned readings for those classes designated by "‡." Ideally, these papers will be 250 words, but no more than 500 words. Although your opinions are valued, be sure to include a distillation of the authors' primary arguments. Reaction papers will be graded on a pass/fail basis. Papers must be passed in at the beginning of class on the day they are due.

Examinations:

There will be a two be two (2) essay-based examinations. Students will supply their own blue books.

Class Participation:

Students are required to attend all classes and to contribute to the discussion at hand.

In addition to regularly participating, each student is required to co-lead three (3) discussions on one of the assigned readings.

Research Papers:

Students are required to submit four papers, which include a 500-word research paper proposal; a 1000-word draft of their research paper, a final version of the research paper

(2,500 words); and a 750- word ex-slave-narrative analysis.

Papers must be typed in Times New Roman font at 12 point. They must also be double-spaced with 1.25-inch margins. The word count should appear at the bottom of the final page. Punctuation, style, **footnotes** (not endnotes), etc., will be according to Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Due-dates are posted above. **No late papers will be accepted.** If you have any questions concerning the paper or would like me to look it over before any of the deadlines, arrange a time to meet with me.

Grades:

The grading scale is as follows:

Grading Scale		
A = 90-100	C = 70-79	F = 59 or below
B = 80-89	D = 60-69	

The assigned weights to the course requirements are as follows.

Assignment	Due Date	Weight of Final Grade
Class Participation	All semester	5%
8 Reaction Papers	Classes designated by "‡"	15%
Exam #1	February 26	15%
Research Paper Proposal	February 28	5%
Research Paper Draft	March 19	10%
Research Paper	April 16	20%
Exam #2	April 30	15%
Slave Narrative Project	May 7	15%