

UNIVERSITY OF THE FRASER VALLEY

HISTORY 358 (AB Section 1)

AFRICAN SLAVERY IN THE AMERICAS

WINTER, 2010

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Office Hours: Tuesdays, 12:10 – 12:50 p.m.; Wednesdays, 2:30 – 3:10 p.m.;
Thursdays, 4:40 – 5:20 p.m.; or by appointment.

Course Description: This course explores the development of the Atlantic slave trade and the history of African slavery in the Americas. It takes a broad view, examining the institution of slavery over four centuries, while considering the diverse experiences of slaves in the hemisphere's distinct colonies and early nation-states, from Latin America and the Caribbean to the United States and Canada. Topics include the impact of slavery on African polities, the formation of Afro-American societies and cultures, the perspectives of both slaves and slaveholders, the complex role of the church, the genesis of new identities and ideologies regarding race, class, and gender, the mechanisms used to keep slaves under control and the forms of resistance they practiced, and the struggle to achieve personal freedom and abolition. The weekly seminars and the two paper assignments focus on the analysis of a wide range of revealing primary sources, including descriptive accounts of slave life, pamphlets and religious tracts arguing for or against slavery, plantation manuals, property inventories, newspaper ads selling slaves or seeking runaways, trial transcripts, and compelling slave narratives.

Course Time and Location:
Tuesdays, 8:30 a.m. – 12:10 p.m., D117.

Course Format:
Each week there will be a contextual lecture followed by an in-depth seminar discussion of the readings.

Course website:
There are two ways to access the course website; both require that you go through the Blackboard Learning System:
1) Go to myUFV and log in (use your student number as your user name and password when you first log in) / click on the "My Courses" tab / click on the "My Courses" link / click on the link to History 358.
2) Go to the UFV homepage and click on "UFV Online" / click on "Log in Here" / click on "Continue to Login" / log in to the Blackboard Learning System / click on the link to History 358.

On the course website you will find a copy of the syllabus, lecture overheads with discussion questions for each week, a citation style guide, contemporary news items on Latin America, and other supplementary materials or course announcements.

Course Assignments and Grading:

Paper 1 (analysis of selected primary sources from <i>Children of God's Fire</i> ; due March 2)	25%
Paper 2 (analysis of slave narratives; due April 13)	35%
Final Exam (scheduled during the exam period)	25%
Participation in Seminar Discussions	15%

Plagiarism: Plagiarism is a very serious academic offence. Please refer to the Calendar for a description of UFV's policy on plagiarism, cheating, and student conduct.

Required Texts:

Conrad, Robert E., ed. *Children of God's Fire: A Documentary History of Black Slavery in Brazil*. University Park (PA): Penn State University Press, 1994.

Gates, Jr., Henry Louis, ed. *The Classic Slave Narratives*. New York: Signet Classic, 2002.

Klein, Herbert S. *The Atlantic Slave Trade*. Cambridge: Cambridge University Press, 1999.

Rose, Willie Lee, ed. *A Documentary History of Slavery in North America*. Athens (GA): University of Georgia Press, 1999.

History 358 Coursepack.

The texts and coursepack are available for purchase in the UFV Bookstore; all assigned readings are on reserve in the library.

Class Schedule and ReadingsWeek 1 (January 12)**Introduction to the course**

No readings assigned.

Week 2 (January 19)**Analytical and Comparative Perspectives / The Origins of Slavery and the Atlantic Slave Trade / African Slavery and Racism**

Davis, *Inhuman Bondage*, 27-47, 48-49, 60-76 (Coursepack Reading 1).

Rose, *A Documentary History of Slavery in North America*, 3-12.

Klein, *The Atlantic Slave Trade*, xvii-xxi, 1-16.

Conrad, *Children of God's Fire*, 3-15.

Week 3 (January 26)**The European and African Organization of the Slave Trade / The Atlantic World / Impact on African Societies**

Klein, *The Atlantic Slave Trade*, 74-129.

Conrad, *Children of God's Fire*, 15-27, 28-32.

Equiano, "The Interesting Narrative of the Life of Olaudah Equiano," 46-56 (in Gates, ed., *The Classic Slave Narratives*).

Week 4 (February 2)**The Middle Passage / The Historical Development of African Slavery in Latin America and the Caribbean**

Klein, *The Atlantic Slave Trade*, 130-160, 17-46.

Conrad, *Children of God's Fire*, 27-28, 32-52.

Equiano, "The Interesting Narrative of the Life of Olaudah Equiano," 57-63 (in Gates, ed., *The Classic Slave Narratives*).

Week 5 (February 9)**Rural and Urban Slavery in Latin America / The Genesis of Afro-American Societies and Cultures**

Klein, *The Atlantic Slave Trade*, 161–182.

Conrad, *Children of God's Fire*, 53–62, 77–86, 91–107, 109–124, 129–136, 140–143, 147–149, 317–322.

Week 6 (February 16)**Mid-Term Break—no classes scheduled**Week 7 (February 23)**Domination, Resistance, and Rebellion**

Conrad, *Children of God's Fire*, 235–245, 247–251, 281–286, 287–288, 292–301, 303–305, 359–384, 394–413.

Week 8 (March 2)**Slavery, the Catholic Church, and Afro-American Religions / Race Relations**

Conrad, *Children of God's Fire*, 151–233.

[come prepared to discuss those sections that you analyze in your paper]

Paper 1 due March 2 in class

Week 9 (March 9)**Abolition of the Atlantic Slave Trade and Slavery in Latin America**

Klein, *The Atlantic Slave Trade*, 183–206.

Conrad, *Children of God's Fire*, 415–436, 446–462, 476–481.

Week 10 (March 16)**Servitude and Slavery in the North American Colonies and the West Indies (17th and 18th centuries) / Slavery and the U.S. War of Independence / Manumission and Free Afro-Americans**

Rose, *A Documentary History of Slavery in North America*, 15–39, 51–58, 61–64, 68–75, 88–90, 95–96.

Equiano, "The Interesting Narrative of the Life of Olaudah Equiano," 99–118, 137–151 (in Gates, ed., *The Classic Slave Narratives*).

Week 11 (March 23)**Gender, Family, Work, Master-Slave Relations, and the Law**

Rose, *A Documentary History of Slavery in North America*, 175–178, 210–224, 307–313, 324–328, 337–354, 413–417, 427–430, 434–437, 448–454.

Recommended: Prince, "The History of Mary Prince, A West Indian Slave" (in Gates, ed., *The Classic Slave Narratives*, 253–288).

Week 12 (March 30)**Religion and Culture / Everyday Forms of Resistance**

Rose, *A Documentary History of Slavery in North America*, 457–465, 474–488, 488–489 (and skim 490–499), 500–504, 517–519 / 372–375, 254–261, 271–285.

Week 13 (April 6)**Plots and Rebellions / The Abolition Struggle / The Amistad Affair / The Fugitive Slave Law, the Underground Railroad, and Life in Canada**

Rose, *A Documentary History of Slavery in North America*, 107-134.

Walker, "David Walker's Appeal" (1829)

[Online URLs: www.pbs.org/wgbh/aia/part4/4h2931.html & [/4h2931t.html](http://www.pbs.org/wgbh/aia/part4/4h2931t.html)]

(Coursepack Reading 2).

Garrison, "The *Liberator*: 'To the Public'" (1831)

[Online URLs: www.pbs.org/wgbh/aia/part4/4h2928.html & [/4h2928t.html](http://www.pbs.org/wgbh/aia/part4/4h2928t.html)]

(Coursepack Reading 3).

Holabird, "The Amistad Affair" (1839)

[Online URL: www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=105]

(Coursepack Reading 4).

Adams, "I appear...on...behalf of thirty-six individuals, the life and liberty of every one...depend on...this court" (1841)

[Online URL: www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=107]

(Coursepack Reading 5).

"Testimony of Cinque, January 8, 1840"

[Online URL: amistad.mysticseaport.org/library/court/district/1840.1.8.cinquetest.html]

(Coursepack Reading 6).

"Kale to John Quincy Adams, January 4, 1841"

[Online URL: amistad.mysticseaport.org/library/letters/mhs.kale.to.jqa.html]

(Coursepack Reading 7).

"Read and Ponder the Fugitive Slave Law!" (ca. 1850)

[Online URL: www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=119]

(Coursepack Reading 8).

Douglass and Smith, "Anti-Fugitive Slave Law Meeting—Resolutions" (1851)

[Online URL: www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=122]

(Coursepack Reading 9).

Hammond, "The 'Mudsill Theory'" (1858)

[Online URL: www.pbs.org/wgbh/aia/part4/4h3439.html]

(Coursepack Reading 10).

"Harriet Tubman" (1863, 1865)

[Online URL: www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=74]

(Coursepack Reading 11).

Drew, ed., *A North-Side View of Slavery. The Refugee: Or The Narratives of Fugitive Slaves in Canada*, 234–251 (Coursepack Reading 12).

Week 14 (April 13)**Dred Scott, Harper's Ferry, Civil War, and Emancipation / Analysis of Slave Narratives / Slavery's Legacies / Concluding Comments**

Obama, "Barack Obama's Speech on Race, March 18, 2008."

Douglass, "Narrative of the Life of Frederick Douglass, an American Slave" (in Gates, ed., *The Classic Slave Narratives*, 325–436).

Jacobs (Brent), "Incidents in the Life of a Slave Girl" (in Gates, ed., *The Classic Slave Narratives*, 439–668).

[as with the first assignment, come prepared to discuss the sections of the narrative(s) that you examine in your paper]

Paper 2 due April 13 in class

History 358 Paper Assignments (Winter, 2010)

On Writing

Try to write directly, concisely, and clearly. You should open your paper with a well defined thesis statement, develop your discussion logically, substantiate the points you make to support your argument, and end with a good conclusion, one that reflects back on the major issues that you have examined. Carefully proof-read your final draft, checking the paper's overall organization, looking for grammatical errors, and asking yourself if you have conveyed your meaning clearly to the reader. Only include works in the bibliography that you have actually cited. Papers should be paginated and double-spaced, with normal (1 to 1 1/2 inch) margins and printed with a twelve point font (roughly 275 words per page); papers should not be submitted electronically (i.e., as email attachments). Please refer to Rampolla's *Pocket Guide to Writing in History* and the resources in UFV's Writing Centre for important information on research, writing, and citation styles.

On internet sources

Be critical in your use of the internet. Only cite secondary sources that have been published (for example, journal articles available through JSTOR), and be careful in your choice of websites for accessing primary source materials.

Paper 1—On slavery and the Catholic Church and/or on race relations (due March 2, in class)

Write a 5 page paper based on a close, careful reading and analysis of a selection of the primary sources included in Conrad's "Part Four: 'From Babylon to Jerusalem': Slavery and the Catholic Church" or "Part Five: Relations between the Races." In developing your paper, you should explore a specific theme or issue, incorporating—and commenting on—material taken from one or more of the sources in Parts Four or Five. There are a wide range of possible topics you could examine, including, for example, the varying perspectives and concerns of the Catholic Church with regards to slavery, the meaning and importance of religious practices and institutions for Brazilian slaves, the construction of racial categories and the complexity of race relations, or the attitudes and beliefs regarding race and 'race mixture.' Feel free to draw on documents in other sections of *Children of God's Fire* to help sustain and illustrate your arguments. You will likely want to refer to some secondary sources as well, to provide both the historical and the analytical context; I will put some books on reserve that you might wish to use, along with a select bibliography.

Paper 2—Analysis of slave narratives (due April 13, in class)

Write an 8–10 page paper based on a careful analysis of Frederick Douglass' "Narrative of the Life of Frederick Douglass, an American Slave," or of Harriet Jacobs' "Incidents in the Life of a Slave Girl" (written under the pseudonym of Linda Brent). You may choose to draw on both sources if you would like, though of course you will have to define your topic accordingly, exploring a single, unifying theme. Douglass and Jacobs offer eloquent and revealing descriptions of their lives under slavery and their experiences in gaining freedom. Their narratives touch on a wide range of issues and questions that you could select from in crafting your specific thesis. For example, you could write on slavery and family relations, on sexuality, gender, and power, on patronage, reputation, and public opinion, on mechanisms of control, on corruption, racism, and prejudice, on Afro-American culture, on the importance of literacy, or on the various forms of slave resistance. To set the context, you should draw on some secondary sources; as well, you will likely want to refer to several of the course readings, pulling material from those primary sources to further support your analysis.

I will discuss the nature of both assignments at length in class. If you have any questions at all regarding your papers, or any other matters concerning the course, please do not hesitate to come to my office hours to speak with me about them.

Late penalty

Please note that a penalty of up to 2% per day may be assessed on late papers.

Department of History University of the Fraser Valley

Students registered in history courses should be aware of the following Department and institutional policies:

Plagiarism Policy

As stated in the UFV online Calendar, under "Regulations and Policies," "Plagiarism is considered a serious breach of student conduct. Students should be aware that UFV has policies regarding academic dishonesty, including plagiarism and cheating. The policy defines plagiarism as follows:

- Plagiarism occurs when a student presents work or data as original when part, or whole, was written or composed by someone other than the student.
- Plagiarism occurs when paragraphs, phrases, sentences, or ideas within the work are taken from another source without referencing or citing the author.

When an instructor has evidence of plagiarism or cheating by a student, the instructor is entitled to assign a score of zero with the first incident, and to issue a written notice that any further incident will result in the student being required to withdraw from the course. With any further incidents of plagiarism or cheating, the student may be required to withdraw formally from the course."

It is the student's responsibility to provide adequate references in all written work. Information about when and how to cite may be found in Mary Lynn Rampolla, *Pocket Guide to Writing in History* (Boston: Bedford/St. Martin's Press, 2010).

Student Attendance Policy

UFV Policy 210.01 states: "Instructors are entitled to require that students attend classes on a regular basis and to deal with irregular attendance, including tardiness, by assigning reduced grades, requesting a student to withdraw officially from a course, or by imposing other appropriate penalties (such as make-up assignments, etc.). Instructors are expected to advise students of penalties for lack of attendance in the course outline handed out the first day of class."

Grade Scale

A+	95 – 100	B+	80 – 84	C+	65 – 69	P	50 – 54
A	90 – 94	B	75 – 79	C	60 – 64	NC	0 – 49
A-	85 – 89	B-	70 – 74	C-	55 – 59		

Student Electronic Devices in the Classroom

The use of student electronic devices in the classroom (laptops, cell phones, hand-held communicators, etc.) will be determined by individual instructors on the first day of classes. If the use of electronic devices is permitted, they may only be used for course-related purposes, as directed by the instructor.

History 358:

In History 358 you may use laptops for taking notes during the lecture portions of each week's class, but laptops should be closed for the seminar discussion periods. All other electronic devices (cell phones, MP3 players, etc.) must be turned off during class time.

Recommended guide to historical writing

- Rampolla, Mary Lynn. *Pocket Guide to Writing in History*. Boston: Bedford/St. Martin's Press, 2010.
- The Writing Centre also offers a variety of different writing guide handouts (i.e. MLA, APA, Chicago Style).

Message for students interested in continuing their studies in SFU's PDP program

If your intention is to apply to SFU's PDP program, Secondary School option, please be advised that you will be expected to have completed specific history courses.

The advisors at UFV can help you ensure that you are not caught at the end of your BA without the appropriate courses. Make an appointment to meet with an Educational Advisor in Student Services at the Abbotsford campus, B214, 604-854-4528, or the Chilliwack campus, 604-795-2808.

*Students should keep copies of all submitted assignments until after the semester is completed.

*If you have any questions about any of these policies, please ask your instructor.