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**Florida Atlantic University**

**Department of History**

Fall 2018

HIS 4451-23184

Slavery & Abolition in the Americas

3 Credit Hours

Wednesday and Friday 12:30–1:50 p.m. Meeting Room: AL 242

Dr. Jason T. Sharples

Assistant Professor of History

Office Hours: Wed. 2:40–4:00 p.m. and Fri. 10:00–11:20 a.m. in AL 156

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**-------------------- Course Description --------------------**

The rise and defeat of racial slavery in the Americas is a global story that is foundational to the

American experience. Students explore connections between Africa, the United States, the

Caribbean, and Latin America, and they use original sources to illuminate the everyday lives and resistance of enslaved people.

*Longer Description:* Why did masters go all the way to Africa for slaves? How did Latin American slavery evolve differently from Anglo American slavery, and did the regions influence one another? How did African Americans shape their lives under a system of exploitation? Why did abolition movements emerge and how was slavery finally defeated? Students use sources such as interviews with liberated slaves, business ledgers, newspapers, letters, and archaeology to piece together a global story that is foundational to American history.

**-------------------- Course Objectives --------------------**

**Explaining Why Racial Slavery Became a Practice and How It Was Defeated**

Our goal is to understand slavery (and anti-slavery) at two levels: as an overall system, and through the eyes of individuals. When analyzing the system, we will look at how and why racial slavery came into existence and spread throughout the Americas. A fundamental goal here is explain what can make people do something that our society now agrees is reprehensible, and how other people can break through to dismantle that system. We will avoid simplistic explanations—such as that some people are inherently good, and others evil—and we will instead examine the systemic factors that tended to encourage people to make their decisions and take actions.

**Understanding Enslaved People’s and Other Individuals’ Perspectives and Experiences**

When analyzing individuals’ experiences, we will focus primarily on the enslaved people who made lives for themselves in the face of so much violence and attempted dehumanization. This helps to correct masters’ deliberate erasure of slaves as fully developed, three-dimensional people. We will also render the individuals who perpetrated and abetted enslavement in three dimensions even though it is tempting to caricature them into villains, and we will fully flesh out the individuals who organized political movements against slavery even if it is tempting to lionize them as saints (surprisingly, for example, many anti-slavery activists held deeply racist beliefs). We seek to understand the perspectives of slaveholders—without condoning their actions—so that we can correctly understand why they did what they did, and so that we are equipped to recognize and deal with these all-too-human tendencies in the future.

**Developing the Habits of ThinkingLike a Historian**

Historians have distinctive ways of thinking about the world that are very useful for **analyzing systems and societies**, **making important** **decisions**, and recognizing **the sources and limits of your own power** and that of other people. What does it mean to think historically?

1. you **think of the past as a foreign country,** with beliefs and priorities very different from our own, and you try to **put yourself in their shoes** to correctly understand the surviving fragments of evidence
2. you explain people’s words and actions by **viewing them** **within their historical contexts** (in other words, sets of circumstances or mental frameworks from that particular time and place). Some common types of “context” are:

**ideologies**

e.g., what exactly people at the time thought about the idea of “slavery”

**religious beliefs**  
e.g., what people thought was the proper way to worship, or what people believed their god wanted them to do in the world

**cultural assumptions**  
e.g., “common sense” beliefs at the time about proper conduct for men vs. women

**economic structures**  
e.g., the booming industries of the time and the nature of working in them day-to-day

**social structures**  
e.g., did people emphasize the small nuclear family or did they embrace a wider extended family/kin network

**demographic patterns**

e.g., high immigration in certain years, low birth rates, or a smallpox epidemic

1. you explain **how and why** **something changed** as real people made decisions based on what was happening around them (i.e. in response to something in one of those historical contexts)
2. you say something about the past **only if you have** **direct evidence from that time**, which is usually a written document, an image, an artifact, or statistics

**-------------------- Required Textbooks --------------------**

Two books are required. Purchase these books online via the used book aggregator **Addall** (links: [Shaping the New World](http://www.addall.com/New/submitNew.cgi?query=1442605553&type=ISBN&location=10000&state=FL&dispCurr=USD), [African American Voices](http://www.addall.com/New/submitNew.cgi?query=1405182679&type=ISBN&location=10000&state=FL&dispCurr=USD)), at **Amazon** (links: [Shaping the New World](http://amzn.com/1442605553), [African American Voices](http://www.amazon.com/African-American-Voices-Documentary-1619-1877/dp/1405182679)), or at the **FAU Bookstore**. They are also available on short-term reserve at **FAU’s** **Wimberley Library**.



Eric Nellis, *Shaping the New World: African Slavery in the Americas, 1500-1888*

ISBN 1442605553 – Use this ISBN for page numbers that accurately match this syllabus

Steven Mintz, ed., *African American Voices: A Documentary Reader, 1619-1877* (4th ed.) ISBN 1405182679 – ***Only this ISBN is acceptable.***

You must have *African American Voices* **in physical copy**, *not* as an e-book, even if that means photocopying pages from the one that’s on reserve at the library.

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Many other readings will appear on Canvas. You are required to **print these out** and bring them to class.

**-------------------- Course Requirements --------------------**

Reading:

You are expected to complete **background reading** in the textbook in conjunction with every lecture. For each class, you must also carefully read all **assigned** **primary sources** in the book or as printouts from Canvas with a pen/pencil in hand to mark patterns that you see or to keep track of important passages.

Short Analytical Papers:

You are also responsible for **individually** **writing 11 short papers** of 250-400 words in response to prompts posted on the Canvas assignment pages. Detailed instructions are available on Canvas. You will complete paper assignments depending on whether you have been placed in the **red crowd** or **blue crowd** at the beginning of the course. Papers are due at 10 a.m.

“Crowds” are not groups that work together; each student must write his/her paper individually. The color coded system is meant to give you a break from writing every week, while also always ensuring that exactly half of the students in any given class have written a paper. Turn in your paper by uploading it to Canvas.

**What to Bring to Class Every Time**

Attendance and Participation:

**Acceptable Formats**

/Users/jason/Desktop/print-icon.png/Users/jason/Desktop/download-1.jpg/Users/jason/Desktop/download-1.jpg/Users/jason/Desktop/scan0038.jpg/Users/jason/Desktop/download-2.jpgAttendance is required at all meetings

of the class. Missing any class will

significantly interfere with your ability

to achieve the course goals and to do well

on the writing assignments and exams.

The **participation grade** gives credit for the

frequency and quality with which you contribute

| Participation Grading Criteria |
| --- |
| A and A- participation (12 pts. & 11 pts.) usually means that a student arrives with a physical copy of all materials (the reading and the paper), and then makes frequent, enthusiastic, and respectful contributions that move the group’s conversation forward by building on other participants’ contributions or by clarifying their ideas. |
| B+ participation (10.5 pts.) usually means a student contributes respectfully and enthusiastically but does it less frequently or less insightfully than at the A level, or neglects to bring a copy of the reading or assignment. |
| B participation (10.2 pts.) usually means a student makes only superficial contributions that are factual but are not rooted in historical interpretation. This usually results from a student not thinking much about the reading before coming to class. |
| B- participation (9.9 pts.) usually means a student is present and somewhat attentive. A student may ask factual questions but demonstrates no effort to develop responses to questions posed by others and fails to contribute to discussion. |
| C participation or lower (9 pts.) involves actively disturbing others, sleeping, using an electronic device, arriving late, or leaving in the middle of class |
| Absences earn zero points, unless excused due to a documented medical emergency or religious observance (see “Policies” below for valid excuses). |

to group discussions, including contributions to

both small-group and full-class discussions (see “Participation Grading Criteria” below).

**Counseling and Psychological Services (CAPS) Center:** Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Project on Original Anti-Slavery Books and Handwritten Letters:

Each student will complete a **project** based on Anti-Slavery items in the library’s Weiner Collection. Students will work together and will individually report his/her results in a paper.

Examinations:

**Two exams** will be held in the usual room (AL 242). You should bring two blank blue books to each exam and a blue- or black-ink pen. The possible essay questions are available on Canvas.

**-------------------- Components of the Final Course Grade --------------------**

Preparation for Class

Syllabus Quiz—due at 11:59 p.m., Thursday, August 24 0012 pts.

Short Analytical Papers (11 submissions via Canvas) 0270 pts.

30 pts. each, lowest 2 scores dropped

Time in Class

Participation (26 discussions) 0288 pts.

12 pts. each, lowest 2 scores dropped

Anti-Slavery Project—Wednesday, November 29 to Friday, December 1 0040 pts.

Exams

Midterm Exam—Friday, October 13 0180 pts.

Final Exam—10:30 a.m., Friday, December 8 0210 pts.

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Total 1000 points

**-------------------- Grading Scale for Final Course Grade --------------------**

In calculating the overall course grade, the percentages will be converted to letter grades by the following table:

940 and above ……..… A (Excellent)

900 – 939 A-

870 – 899 ………… B+

830 – 869 B (Good)

800 – 829 ………… B-

770 – 799 C+

730 – 769 ………… C (Satisfactory)

700 – 729 C-

670 – 699 ………… D+

630 – 669 D (Lowest Passing)

600 – 629 ………… D-

599 and below F (Failing)

**-------------------- Policies --------------------**

**1. Academic Integrity:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations: <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>

Some academic integrity policies specifically for this class:

* + Yes, you may study for exams in groups outside of class.
  + You may work with another student to comprehend the reading. If that reading is the basis for a writing assignment, you and the other student must take separate personal notes. You and the other student must write your interpretations/arguments separately in different rooms and without communicating. For any written work that is to be submitted on an individual basis, **I expect the words and ideas of your submission to be your own in their entirety**. To do otherwise is plagiarism.
  + Feel free to refer to and rely on readings and your class notes in your written work, but **to avoid** **plagiarism** **adopt the following standard academic practices:**

→ Any time that you **string together words** taken from a source either by direct quotation or close paraphrasing, you **must identify the source** (author, title, and page number) in a footnote according to Chicago citation style (see handout on Canvas).

→ If you are using the **exact same words**, **use quotation marks** for those words that are directly taken from that source. This includes all printed material or anything copied-and-pasted from an electronic resource. A footnote is required.

→ When you are more broadly **paraphrasing, or using the idea of another person**, you should **identify** that person (e.g.: “As Jones says,”) along with the title of the work and the appropriate page number using a footnote.

* + Referring to notes, a book, another student’s paper, or the internetduring an examis considered cheating.

**2. Late Papers:** Students may turn in late papers without penalty **only** **if** they can provide written proof of sickness or major emergency or they have made prior arrangements with the instructor at least 24 hours in advance. In all other circumstances, a student may turn in a late paper with a penalty of **–10%** of the earned grade per 24-hour period it is late. (e.g. if a paper was due Thursday at 11:00 a.m., but then is turned in Friday at 1:30 p.m., it will be penalized –20% of its earned grade)

**3. Missing Papers:** If you do not turn in an assignment, it earns a zero.

**4. Absences:** Each absence *for any reason at all* will earn a zero. The only exceptions are a student’s own medical emergency, officially sanctioned travel such as for intercollegiate sports, or religious observances. For one of these exceptions to be recognized, official documentation is always required.

**5. Missed In-Class Work**: There is no grace period for missed in-class assignments: they will receive zeroes. Students with an excused absence on the day of the in-class assignment (i.e. documented medical or religious) will not be penalized with a zero.

**6. Missed Exams:** Students may not miss an exam for any reason except a documented medical emergency (doctor’s note required) or another unforeseen major emergency. Travel and family events are not valid reasons for missing exams.

**7. Student Papers Used in the Classroom:** The instructor will display and discuss anonymous student papers within the classroom to teach writing skills. No student may disseminate these sample papers beyond the walls of the classroom. These sample papers are to remain anonymous.

**8. Accommodations for Students with Disabilities:** In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures. For more information, go to <http://fau.edu/sas/>



**9. Religious Observances:** In keeping with FAU policy, students who expect to miss class (or an exam) to observe a religious holiday can expect reasonable accommodations. The student must notify the instructor of the conflicting dates no later than the third week of the semester.

**10. Electronic Devices:** During class,personal electronic devices and **phones must be out of sight and placed in “silent” mode**. A student found to be in violation of this policy will lose *at least* one additional Participation point for that day depending on how many times the student has already violated the policy.

**11. Laptops:** Students may use laptops for note-taking. However, if a student is observed using the laptop for any other purpose, including browsing the internet for any reason, that student will no longer hold the privilege.

**12. Recording and Course Materials:** No student may record our class, nor may a student circulate any course materials (handouts, lecture notes, etc.) to anyone not enrolled in the course.

**13. Syllabus Changes:** The instructor may change the syllabus if pedagogically necessary.Amendments will be announced on Canvas and highlighted in the updated syllabus posted there.

**Course Schedule**

| **Wednesday, August 23** | |
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| Lecture | **The Exploitation of Indigenous People in Latin America** |
| Background Reading Due | Nellis, *Shaping the New World*, xiii-xv, 1-8, 43-48 |
| Quiz Due Soon | Syllabus Quiz due tomorrow, Thursday, August 24 at 11:59 p.m. on Canvas |

| **Friday, August 25** | |
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| Primary Source Reading Due | Excerpts from Michele Da Cuneo, *News of the Islands of the Hesperian Ocean Discovered by Sir Christopher Columbus of* Genoa, October 1495 (Canvas)  The Enslaved Indians of the Spanish Caribbean (Canvas)  **Bring to class —**  - hard copy of  your reading  - your paper  (if you wrote one) |
| Writing Due 10 a.m. | **Red Crowd**—Paper #1 |
| Discussion | **Enslaved Indians in Spanish America** |
| Lecture | **African Kingdoms and Trade with Europeans** |
| Background Reading Due | Nellis, *Shaping the New World*, 10-13, 17-19, 31-34 |



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| **Wednesday, August 30** | |
| Primary Source Reading Due | An Employee of Britain's Royal African Company Describes the Workings of the Slave Trade on the Frontiers of Africa, 1738 (pp. 48-49 in Mintz, ed., *African American Voices*, hereafter *AAV*)  Venture Smith Relates the Story of His Kidnapping at the Age of Six, 1798 (pp. 52-56 in *AAV*) |
| Writing Due 10 a.m. | **Blue Crowd**—Paper #1 |
| Discussion | **Capturing and** **Trading Slaves in Africa** |
| Lecture | **The Beginnings of Racial Thinking** |
| Background Reading Due | Nellis, *Shaping the New World*, 9-10  George Frederickson, *Racism: A Short History*, excerpts (Canvas) |

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| **Friday, September 1** | |
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| Primary Source Reading Due | None |
| Writing Due | None |
| Lecture | **The Atlantic Slave Trade and the Middle Passage** |
| Discussion | **Understanding People Through Numbers in the *SlaveVoyages.org* Database** |
| Background Reading Due | Nellis, *Shaping the New World*, 25-31, 35-39 |

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| **Wednesday, September 6** | |
| Primary Source Reading Due | Olaudah Equiano, Born in Eastern Nigeria, Describes the Horrors of the Middle Passage, 1789 (pp. 62-65 in *AAV*)  A Doctor, Alexander Falconbridge, Describes Conditions on an English Slave Ship, 1788 (pp. 65-70 in *AAV*) |
| Writing Due 10 a.m. | **Red Crowd**—Paper #2 |
| Discussion | **Firsthand Accounts of the Middle Passage** |
| Lecture | **Early African Slavery in Spanish and Portuguese America, 1500-1700** |
| Background Reading Due | Nellis, *Shaping the New World*, 13-16, 43-55 |

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| **Friday, September 8** | |
| Primary Source Reading Due | Regulating Enslaved and Free Africans in Spanish Cuba (Canvas) |
| Writing Due 10 a.m. | **Blue Crowd**—Paper #2 |
| Discussion | **Recovering African Lives in Cuba By Looking at the Ways They Were Policed** |
| Lecture | **Creation of the Plantation Machine in Portuguese/Dutch Brazil and English Barbados, 1630-1660** |
| Background Reading Due | Nellis, *Shaping the New World*, 55-56, 63-66, 73-74 |



| **Wednesday, Sept. 13** | |
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| Primary Source Reading Due | Servants, Slaves, and Masters in Barbados (Canvas) |
| Writing Due 10 a.m. | **Red Crowd**—Paper #3 |
| Discussion | **Life in the Racialized Plantation Society of Barbados** |
| Lecture | **Indentured Servants and the Descent into Slavery in Virginia, 1619-1700** |
| Background Reading Due | Nellis, *Shaping the New World*, 74-76, 89-91, 94 (“A 1625 census…”) -95 (“…might constitute the entire workforce”) |

| **Friday, September 15** | |
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| Primary Source Reading Due | Several Laws Enshrining Slavery and Race (Canvas)  Of Servants and Slaves in Virginia, 1705 (Canvas) |
| Writing Due 10 a.m. | **Blue Crowd**—Paper #3 |
| Discussion | **How Slavery and Race Became Linked in Colonial American Law** |
| Lecture | **The Ubiquity of Slavery in Colonial North America, 1700-1775** |
| Background Reading Due | Nellis, *Shaping the New World*, 92-94 (“…original shape on a white servant base.”), 97-101 |



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| **Wednesday, September 20** | |
| Primary Source Reading Due | Runaway Slave Advertisements 1745-1775: A Selection (Canvas) |
| Writing Due 10 a.m. | **Red Crowd**—Paper #4 |
| Discussion | **Unearthing the Biographies of Enslaved People** |
| Lecture | **Plantation Slavery in the Caribbean and Southeastern North America, 1700-1775** |
| Background Reading Due | Nellis, *Shaping the New World*, 76-87, 95 (“After Rolfe’s initiatives…” -97, 101-105 (“…outlines and behavior of whites in every slave society.”) |



| **Friday, September 22** | |
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| Primary Source Reading Due | Afro-Caribbean Life in the Danish West Indies (Canvas)  Afro-Caribbean Life in the British/French West Indies (Canvas) |
| Writing Due 10 a.m. | **Blue Crowd**—Paper #4 |
| Discussion | **Carving Out African-Descended Societies in the Caribbean** |
| Lecture | **Slavery in Latin America, 1700-1800** |
| Background Reading Due | Nellis, *Shaping the New World*, 56-63, 66-69 |

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| **Wednesday, September 27** | |
| Primary Source Reading Due | Domingos De Loreto Cuoto’s Description of the Brotherhood of Our Lady of the Rosary, Recife [in Pernambuco, Brazil], 1757 (Canvas)  Felipe Edimboro Sues for Manumission, Don Francisco Xavier Sanchez Contests, Florida, 1794 (Canvas) |
| Writing Due 10 a.m. | **Red Crowd**—Paper #5 |
| Discussion | **Enslaved People’s Legal and Communal Resources in Florida and Brazil** |
| Lecture | **Violent Resistance—Insurrections and Hidden Communities of Runaway Slaves, 1522-1775** |
| Background Reading Due | Nellis, *Shaping the New World*, 105 (“Planters such as Byrd…” to “…tightened immediately.”) |



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| **Friday, September 29** | |
| Primary Source Reading Due | The Foundation of Nuestra Senora de Guadalupe de los Morenos de Amapa, Mexico, 1769 (Canvas)  The Stono Rebellion in South Carolina, 1739 (Canvas) |
| Writing Due 10a | **Blue Crowd**—Paper #5 |
| Discussion | **Two Violent Paths Out of Enslavement** |
| Lecture | **Enslaved People’s Opportunities and Perils in the American Revolution, 1775-1783** |
| Background Reading Due | Woody Holton, *Black Americans in the Revolutionary Era*, excerpts (Canvas) |

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| **Wednesday, October 4** | |
| Primary Source Reading Due | Jehu Grant, Pension Application with Corroborating Letter, 1836 (Canvas)  Boston King, a Black Loyalist, Seeks Freedom Behind British Lines, 1798 (pp. 82-83 in *AAV*) |
| Writing Due 10 a.m. | **Red Crowd**—Paper #6 |
| Discussion | **African Americans at War** |
| Lecture | **The Paradox of “Slavery” and “Freedom” after the American Revolution, 1783-1812** |
| Background Reading Due | Nellis, *Shaping the New World*, 105 (“Virginia families such as the Byrds…”) -107. |

| **Friday, October 6** | |
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| Primary Source Reading Due | New England Slaves Petition for Freedom, 1774, 1779  (pp. 76-78, 80-81 in *AAV*)  Proslavery Petition in Virginia, 1785 (Canvas)  Richard Allen, “To Those Who Keep Slaves and Approve the Practice,” 1794 (Canvas) |
| Writing Due 10 a.m. | **Blue Crowd**—Paper #6 |
| Discussion | **Divergent Visions of Revolutionary “Liberty”** |
| Lecture | **The Haitian Revolution: The Insurrection that Created a Nation, 1789-1805** |
| Background Reading Due | Nellis, *Shaping the New World*, 144-149 |



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| **Wednesday, October 11** | |
| Primary Source Reading Due | In the Camps of Insurgents, 1791 (Canvas)  Haitian Declaration of Independence, January 1, 1804 (Canvas)  The Haitian Constitution, 1805 (Canvas) |
| Writing Due 10 a.m. | **Red Crowd**—Paper #7 |
| Discussion | **Rebels in the Haitian Revolution and their Ideology** |
| Lecture | **The End of the Transatlantic Slave Trade and Abolition in Latin America and the Caribbean, 1807-1838** |
| Background Reading Due | Nellis, *Shaping the New World*, 129-132, 149-152 (“…mere 10,000 slaves were recorded as living in Mexico.”) |
| **Midterm Exam Due at 11:59 p.m.** | Take-Home Midterm Exam Due |



| **Friday, October 13** | |
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| Primary Source Reading Due | None |
| Writing Due | None |
| Lecture | **“Scientific” Racism and the Place of Race and Slavery in the Expansion of the United States, 1785-1840** |
| Discussion | **Scientific Attempts to Explain Human Difference** |
| Background Reading Due | Nellis, *Shaping the New World*, 97-98 (“…and the civil law agreed.”), 99 (“The legal rights of masters…”) -100 (“…castrated for being a repeat runaway.”), 132-137 |

| **Wednesday, October 18** | |
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| Primary Source Reading Due | Thomas Jefferson, *Notes on the State of Virginia* (Canvas)  Letters Between Benjamin Banneker and T. Jefferson (Canvas) |
| Writing Due 10 a.m. | **Blue Crowd**—Paper #7 |
| Discussion | **Dueling White and Black Intellectuals: Thomas Jefferson and Benjamin Banneker Discuss Jefferson’s Racial Theory** |
| Lecture | **A Person with a Price—The U.S. Domestic Slave Trade** |
| Background Reading Due | None |



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| **Friday, October 20** | |
| Primary Source Reading Due | A Former Virginia Slave, James Martin, Remembers a Slave Auction, 1937 (pp. 95-96 in *AAV*)  Elizabeth Keckley, Born into Slavery in Virginia, Describes a Slave Sale, 1868 (pp. 96-97 in *AAV*)  Bethany Veney Describes an Aborted Slave Sale, 1889 (pp. 119-121 in *AAV*) |
| Writing Due 10 a.m. | **Red Crowd**—Paper #8 |
| Discussion | **Experience of and Resistance to Sale and Forced Migration** |
| Lecture | **Enslaved People’s Work and Secret Informal Economies** |
| Background Reading Due | Nellis, *Shaping the New World*, 109-113 |

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| **Wednesday, October 25** | |
| Primary Source Reading Due | Charles Ball, a Slave in Maryland, South Carolina, and Georgia, Compares Working Conditions on Tobacco and Cotton Plantations, 1858 (pp. 89-91 in *AAV*)  Slaves Mining for Diamonds, Minas Gerais, Early 19th Century (Canvas) |
| Writing Due 10 a.m. | **Blue Crowd**—Paper #8 |
| Discussion | **How Types of Work Shaped Enslaved People’s Lives Differently** |
| Lecture | **Enslaved People’s Family Life—A Comparative View** |
| Background Reading Due | Nellis, *Shaping the New World*, 113-126 |

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| **Friday, October 27** | |
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| Primary Source Reading Due | The Enslaved Family: Selections from WPA Interviews with Formerly Enslaved African Americans, 1936-1938 (Canvas)  Two Plantations: Enslaved Families in Virginia and Jamaica (website linked via Canvas)  Brazilians Slaves Who Marry—A Slave Mother Opposes Her Daughter’s Choice of a Husband, Bahia, 1811 (Canvas) |
| Writing Due 10 a.m. | **Red Crowd**—Paper #9 |
| Discussion | **How Family Configurations were Different Depending on Where People were Enslaved** |
| Lecture | **Enslaved People’s Religious Faiths** |
| Background Reading Due | None |

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| **Wednesday, November 1** | |
| Primary Source Reading Due | Haitian Vodou in “Description … of the French Part of the Island of Saint-Domingue,” 1797 (Canvas)  Peter Randolph, a Former Virginia Slave, Describes the Religious Gatherings Slaves Held Outside of Their Masters' Supervision, 1893 (pp. 142-145 in *AAV*)  Henry Bibb, Who Toiled in Slavery in Kentucky, Louisiana, and Arkansas Discusses "Conjuration," 1849 (pp. 145-147 in *AAV*) |
| Writing Due 10 a.m. | **Blue Crowd**—Paper #9 |
| Discussion | **The Religious Lives of Enslaved People** |
| Lecture | **Weapons of the Weak: Enslaved People’s Everyday Resistance** |
| Background Reading Due | None |



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| **Friday, November 3** | |
| Primary Source Reading Due | Everyday Resistance in Landon Carter's Plantation Diary of March 22, 1770 (Canvas)  Letters to Thomas Jefferson about Poisoning, 1800 (Canvas) |
| Writing Due 10 a.m. | **Red Crowd**—Paper #10 |
| Discussion | **Everyday Guerilla Warfare on Two Virginia Plantations** |
| Lecture | **U.S. Abolitionism and the Importance of African American Leaders, 1790-1850** |
| Background Reading Due | Nellis, *Shaping the New World*, 129-131 (“…the gestures of some revolutionary southerners.”), 139-140 |

| **Wednesday, November 8** | |
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| Primary Source Reading Due | Excerpts from David Walker’s *Appeal to the Colored Citizens of the World*, 1829 (Canvas)  William Lloyd Garrison, “To the Public,” in his anti-slavery magazine *The Liberator*, January 1, 1831 (Canvas) |
| Writing Due 10 a.m. | **Blue Crowd**—Paper #10 |
| Discussion | **How to Make a Case in 1830 for Ending Slavery** |
| Lecture/Film | **The Underground Railroad** |

| **Friday, November 10** | **Veterans Day** |
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| **Wednesday, November 15** | |
| Primary Source Reading Due | A Maryland Slave, Margaret Ward, Follows the North Star to Freedom, 1879 (pp. 174-176 in *AAV*)  Frederick Douglass Borrows a Sailor's Papers to Escape Slavery, 1855, 1895 (pp. 177-179 in *AAV*)  Harriet Tubman’s Life and Methods for Liberating Slaves, 1863, 1865 (pp. 169-172 in *AAV*)  Fugitives Slaves Aided by the Vigilance Committee (Canvas) |
| Writing Due 10 a.m. | **Red Crowd**—Paper #11 |
| Discussion | **Obstacles and Assistance on the Underground Railroad** |
| Lecture | **Insurrections—the Importance of Nat Turner’s Rebellion (1831)** |
| Background Reading Due | Nellis, *Shaping the New World*, 137-139, 156 (“While none of these…” -157 (“…in the coffee or sugar fields of Sao Paulo or Bahia.”) |

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| **Friday, November 17** | |
| Primary Source Reading Due | A Slave Rebellion in Bahia, 1789: Letter of a District Magistrate, and Peace Treaty Proposed by the Rebels (Canvas)  Nat Turner, a Baptist Preacher in Virginia, Describes His Revolt Against Slavery, 1831 (pp. 163-167 in *AAV*)  Excerpts from the Court Records of Southampton County, 1831 (Canvas) |
| Writing Due 10 a.m. | **Blue Crowd**—Paper #11 |
| Discussion | **The Goals of Slave Insurrection** |
| Lecture | **Slavery and the Coming of the Civil War** |
| Background Reading Due | Nellis, *Shaping the New World*, 140-144 |

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| **Wednesday, November 22** | |
| Location | Meet on the 5th Floor of the Library |
| Primary Source Reading Due / Writing Due | None |
| Discussion | **Anti-Slavery in Your Own Hands—**  **Original Books and Letters from the Weiner Collection** |
| In-Class Project | Anti-Slavery Project (based on the original books/letters you use in the Weiner Collection) |
| Lecture | None |
| Background Reading Due | None |

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| **Friday, November 24** | ***Thanksgiving Holiday*** |
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| **Wednesday, November 29** | |
| Primary Source Reading Due | None |
| Writing Due 11:59 p.m. | Everyone (Both **Red** and **Blue** Crowds)—Anti-Slavery Project |
| Discussion | **How to Make a Case for Ending Slavery** |
| Lecture | **The Defeat of Racial Slavery in the U.S. and the Lingering Legacies of Slavery** |
| Background Reading Due | Nellis, *Shaping the New World*, 152 (“The Caribbean’s whites proved…”) -155 (“…add leverage to the British campaign against Brazilian slavery.”), 157 (“Finally, in 1871, Brazil enacted the Rio Branco Law…”) -158 |

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| **Friday, December 1** | |
| Primary Source Reading Due | Papers of the Freedmen’s Bureau (Canvas)  Congressional Hearings about the KKK (Canvas) |
| Writing Due 11:59 p.m. | Everyone (Both **Red** and **Blue** Crowds)—Anti-Slavery Project |
| Discussion | **How to Make a Case for Ending Slavery** |
| Lecture | **Abolition in the Spanish Caribbean (Puerto Rico and Cuba) and Brazil, 1870-1888** |
| Background Reading Due | Nellis, *Shaping the New World*, 152 (“The Caribbean’s whites proved…”) -155 (“…add leverage to the British campaign against Brazilian slavery.”), 157 (“Finally, in 1871, Brazil enacted the Rio Branco Law…”) -158 |

| **Friday, December 8,**  **10:30 a.m. – 1 p.m.** | |
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| **Final Exam** | * ID Terms (comprehensive from throughout the course, with an emphasis on the second half of the course) * One Essay (concerning the second half of the course) |
| **What to Bring** | Blue books (2) and a pen (black or blue) |