

**THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY**

**History 3701E
SLAVERY AND ABOLITION IN THE ATLANTIC WORLD**

[mailto:<mmkellow@uwo.ca>](mailto:mmkellow@uwo.ca) Tuesday 11:30 - 1:30 pm 3024 SSC Margaret Kellow, 4324 SSC
Office Hours: Tuesday 3:00-4:30 pm mmkellow@uwo.ca or by
appointment

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 early modern Atlantic world 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 underwrote much of the economic development of Western Europe and the Americas, constituting in itself a large scale industry with an extensive infrastructure. At this same point, however, opposition to the slave trade emerged from a number of quarters. European and American efforts to end, first the slave trade and then slavery itself, mobilized humanitarian and religious sentiment on a similarly unprecedented scale. Within a relatively short span of time, this extensive economic system had been outlawed in most of the developed world. Through readings and discussion, this course explores the rise of modern slavery, the structures and impact of the Atlantic Slave Trade, the experience of enslavement, the relationship between bound labour and plantation agriculture, the emergence of abolitionist/antislavery activism and the process of Emancipation across the Atlantic world.

Required Texts:

Laird W. Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States* (Cambridge: Cambridge University Press, 2007) pbk

David Brion Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World* New York, Oxford University Press, 2006 pbk

Sylviane A. Diouf, *Dreams of Africa in Alabama: The Slave Ship Clotilda and the Story of the Last Africans brought to America* (New York: Oxford University Press, 2007) pbk

Laurent Dubois, *A Colony of Citizens: Revolution & Slave Emancipation in the French Caribbean, 1787-1804* (Chapel Hill, NC: University of North Carolina, 2004) pbk

Adam Hochschild, *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves*. (Boston: Houghton Mifflin, 2005). pbk

PLUS: a selection of additional readings (articles, etc.)

Assignments:

Analysis of Primary Source:

Students will submit an analysis of one of four primary documents/artifacts available on the course website. The analysis should be 500 words in length and is due ***Tuesday, 20 October 2009***. Document analysis is a critical skill for historians who must determine who created the document or artifact in question, when it was created, who the audience or consumer of the document or artifact would have been, and what the purpose of the document or artifact was? Details and guidelines for this assignment can be found on the course website.

Book Critique:

Students will submit a critique of ***ONE (1)*** of these two monographs: Diouf, *Dreams of Africa in Alabama* **OR** Dubois, *A Colony of Citizens*. The critique should be 800 -- 1000 words in length and is due ***Tuesday, 1 December 2009***. The critique should locate the work in the existing historiography, identify and evaluate the central thesis and the evidence on which it is predicated and provide an estimate of the book's worth. Details and guidelines for this assignment can be found on the course website.

Research Essay:

Students will write a research essay of 20 pages. In preparation for this assignment students will submit a 1-2 page essay proposal and a tentative bibliography on ***Tuesday, 5 January 2010***. The essay proposal must include a statement of the question the essay will explore, should discuss briefly the work of two or three historians who have previously investigated this or related topics and should identify the sources on which the student intends to draw for her/his own research.

On ***Tuesday, 2 February 2010***, students will bring ***THREE (3)*** copies of a first draft of the paper to class. This first draft should be a minimum of 15 pages long and should be written in complete sentences, with standard paragraphing and foot/endnotes. ***Any student who fails to comply with this requirement should expect to forfeit a substantial portion of his/her participation mark for this term.***

On ***Tuesday, 9 February 2010***, these first drafts will be discussed in class. The final version of the essay is to be submitted both to Turnitin.com and in hard copy on ***Tuesday, 16 March 2010***.

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

Final Exam:

The final exam will be a "take-home" exam. The questions will be distributed at the last class, (*i.e.* Tuesday, 6 April 2010) and the exam is to be handed in to the History Department Office, (SSC 4328) by 4:30 pm ***Tuesday, 20 April 2010***.

Evaluation:

Analysis of Primary Document	10%
Book Critique	20%
Essay Proposal & Bibliography	5%
Essay	25%
Participation	10%
Final Exam (Take Home)	<u>30%</u>
Total	100%

Lecture/Discussion Topics

15 September 2009: Introduction

22 September: Slavery in the Classical World

Readings:

Davis, : David Brion, *Inhuman Bondage: the Rise and Fall of Slavery in the New World* ,
1-47.

29 September: Slavery in the Mediterranean World

Readings:

Davis, Robert "The Geography of Slaving In the Early Modern Mediterranean, 1500-1800"
Journal of Medieval & Early Modern Studies 2007 37(1): 57-74

Fergus, Claudius, "Why an Atlantic Slave Trade?" *Journal of Caribbean History* 42:1
(2008): 1-21.

6 October: The Emergence of Modern Slavery in the Atlantic World

Readings:

Davis, David Brion, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 77-
123.

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

13 October: The Atlantic Slave Trade: Africa

Readings:

Diouf, Sylviane A., *Dreams of Africa in Alabama: The Slave Ship Clotilda and the Story of the
Last Africans brought to America* , 30–71.

Hochschild, Adam, *Bury The Chains*, 1-40.

Thompson, Alvin O., "The African 'Maafa:' The Impact of the Transatlantic Slave Trade on
Western Africa." *Journal of Caribbean History* 2008 42(1): 67-90.

20 October: The Atlantic Slave Trade: The Americas

Readings:

Diouf, Sylviane A., *Dreams of Africa in Alabama*, 72–89.

Hochschild, Adam, *Bury The Chains*, 41-82.

Lin, Rachel Chernos, “The Rhode Island Slave-Traders: Butchers, Bakers and Candlestickmakers.” *Slavery & Abolition* 2002 23(3): 21-38

27 October: The Experience of Enslavement: Olaudah Equiano and 12 Million Others

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States* , 64–95.

Davis, David Brion, *Inhuman Bondage*, 124– 140.

Diouf, Sylviane A., *Dreams of Africa in Alabama*, 90–125.

3 November: The Demographics of Slavery: The Real Cost of Sugar

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States* , 96–131.

Dunn, Richard S., “The Demographic Contrast between Slave Life in Jamaica and Virginia, 1760-1865(1)” *Proceedings of the American Philosophical Society* 151:1 (2007): 43-60.

10 November: Regional Variations in New World Slavery

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States* , 33-63.

Dubois, *A Colony of Citizens*, 30– 61.

17 November: Masters and Slaves

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States* , 165–201.

Davis, *Inhuman Bondage*, 193– 204.

24 November: The Racialization of Atlantic Slavery

Readings:

Davis, *Inhuman Bondage*, 48-76.

Gjerde, Jon. "Here in America There Is Neither King nor Tyrant": European Encounters with Race, "Freedom," and Their European Pasts” *Journal of the Early Republic*, Vol. 19, No. 4, 673-690.

Hudson, Nicholas “From Nation to Race: The Origin of Racial Classification in Eighteenth-Century Thought.” *Eighteenth-Century Studies* 29:3(1996): 247-264

1 December: The Economics of Slavery

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*, 132–164.

Winter, Kari J., “Jeffrey Brace in Barbados: Slavery, Interracial Relationships, and the Emergence of a Global Economy.” *Nineteenth-Century Contexts* 29:2-3 (2007): 111-125.

Pargas, Damian Alan, “‘Various Means of Providing for Their Own Tables’: Comparing Slave Family Economies in the Antebellum South.” *American Nineteenth Century History*, 7:3 (2006) : 361-387.

8 December: Resistance to Enslavement

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*, 202– 250.

Davis, *Inhuman Bondage*, 157–174 & 205–230.

Dubois, *A Colony of Citizens*, 23-29

Second Term

5 January 2010: Slavery and the Enlightenment

Readings:

Dubois, Laurent. “An enslaved Enlightenment: rethinking the intellectual history of the French Atlantic,” *Social History* 31:1 (2006) : 1-14.

Maclachlan, Colin. “Slavery, Ideology and Institutional Change: The Impact of the Enlightenment on Slavery in Late Eighteenth-Century Maranhao.” *Journal of Latin American Studies* 11:1 (1979): 1-17.

12 January: The Humanitarian Impulse: Antislavery Thought in the Age of Revolution

Readings:

Azevedo, Celia M., “Rocha’s ‘The Ethiopian Redeemed’ and the Circulation of Anti-Slavery Ideas.” *Slavery & Abolition* 24:1 (2003): 1010-126.

Brown, Christopher L. “Empires without Slaves: British Concepts of Emancipation in the Age of the American Revolution.” *William and Mary Quarterly* 56:2 (1999): 273-306.

Dubois, *A Colony of Citizens*, 62– 84, 171 – 221.

19 January: San Domingue

Readings:

Blackburn, Robin. "Haiti, Slavery, and the Age of the Democratic Revolution." *William and Mary Quarterly*, 63:4 (2006): 643- 674.

Dubois, *A Colony of Citizens*, 85 – 168,

26 January: Abolition of the Atlantic Slave Trade

Readings:

Hochschild, Adam, *Bury The Chains*, 85-366.

Richardson, David. "The Ending of the British Slave Trade in 1807: The Economic Context," *Parliamentary History* 26 - Supplement (2007): 127-140.

2 February: Colonization *** First Drafts of Essay Due***

Readings:

Abasiattai, Monday B. "The Search for Independence: New World Blacks in Sierra Leone and Liberia, 1787-1847." *Journal of Black Studies* 23:1 (1992): 107-116.

Dorsey, Bruce, "A Gendered History of African Colonization in the Antebellum United States." *Journal of Social History* 34:1 (2000): 77-103.

9 February: Essay Seminar

Conference Week 15-19 February

23 February: Black Abolitionists

Readings:

Gosse, Van. "'As a Nation, The English Are Our Friends': The Emergence of African American Politics in the British Atlantic World, 1772-1861." *American Historical Review* 113:4 (2008): 1003-1028.

Sinha, Manisha. "To 'Cast Just Obliquy' On Oppressors: Black Radicalism in the Age of Revolution." *William and Mary Quarterly* 64:1 (2007): 149-160.

2 March: The Emergence of Immediatism

Readings:

Blight, David. "Perceptions of Southern Intransigence and the Rise of Radical Antislavery Thought, 1816-1830." *Journal of the Early Republic* 3:2(1983): 139-163.

Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 231–267.

9 March: West Indian Emancipation

Readings:

Cateau, Heather. "Amazing Grace? Revisiting the Issue of the Abolitionists." *Journal of Caribbean History* 42:1 (2008): 111-130.

Draper, Nick. "'Possessing Slaves': Ownership, Compensation and Metropolitan Society in Britain at the time of Emancipation 1834-40." *History Workshop Journal* 64 (2007): 74-102.

16 March: Slavery and 19C Racial Thought;

Readings:

Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 175-192.

Kenny, Robert. "From the Curse of Ham to the curse of nature: the influence of natural selection on the debate on human unity before the publication of *The Descent of Man*." *British Journal of the History of Science* 40:3 (2007): 367-388.

Will, Thomas E. "The American School of Ethnology: Science and Scripture in the Proslavery Argument." *Southern Historian* 19 (1998): 14-34.

23 March: Antislavery Organizing/Antislavery Politics

Readings:

Bergad, Laird W., *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*, 251-290.

Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 268-296.

30 March: Emancipation I

Readings:

Hébert, Keith S. "The Bitter Trial of Defeat and Emancipation: Reconstruction in Bartow County, Georgia, 1865-1872." *Georgia Historical Quarterly* 92:1 (2008): 65-92.

Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 297-322.

6 April: Emancipation II

Readings:

Brown, Laurence and Tara Inniss, "The Slave Family in the Transition to Freedom: Barbados, 1834-1841," *Slavery & Abolition* 26:2 (2005): 257-269.

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

Davis, *Inhuman Bondage: the Rise and Fall of Slavery in the New World*, 323-331.

THE UNIVERSITY OF WESTERN
ONTARIO

London Canada

FACULTY OF SOCIAL
SCIENCE

PLAGIARISM

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. 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.

Reprinted by permission of the Department of History.
Adopted by the Council of the Faculty of Social Science, October,
1970. Revised after consultation with Department of History, August
13, 1991

