

History 4310W: Comparative Slavery and Emancipation
T/TH 3:30-4:45 in Pafford 208, Fall 2017 Hybrid Course

Instructor: Dr. Colleen A. Vasconcellos
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Office Hours Every Thursday

- 11:30A-1:30P in TLC 3208
- 2P-3P at Gallery Row, Adamson Square
- by appointment

Course Description

The Atlantic World is a vibrant mixture of ethnicities, classes, and cultures in continuous struggle to forge new national identities. Throughout the course of this semester, we will see how the processes of colonial exploitation, the formation of plantation societies, the enforcement of slavery, and the development of the abolitionist movement shaped these struggles. By approaching this topic from a comparative perspective, we will be able to understand Atlantic World slavery and Emancipation from a broader perspective. This semester, we will explore the major social, cultural, political, and economic aspects of the Abolitionist Movement that took place in the Atlantic World from 1750 to 1888. Over the course of the semester, we will not only discuss the abolitionist movement and the abolitionists themselves, but we will explore the larger issues of slavery and the slave trade in order to understand what motivated the abolitionists in their work.

Learning Outcomes

At the end of this course, students should be able to:

- demonstrate an understanding of the important developments in the formation of the plantation societies of the Atlantic World
- demonstrate an understanding of different abolitionist movements in the Atlantic World
- demonstrate basic research skills by locating and using source materials.
- demonstrate the ability to state and support an interpretation of historical issues concisely, coherently, and logically.
- improve writing and critical thinking skills through in-class exam essays, as well as both formal and informal written assignments, class discussion, and careful reading of primary and secondary sources.

This course is a DSW course, and it will be writing intensive. DSW courses accept the idea that writing is a valuable tool for learning and communication as a guiding principle. Therefore, the writing components of a course so designated are designed to help you learn the material and communicate what you have learned. Students are required to take two “W” courses for an undergraduate degree in the College of Arts and Humanities.

This is a hybrid course. 50% of this course will take place online using CourseDen, with your computer as the main delivery system. It is highly recommended that you have regular (daily) computer access. This course can be completed using public computers at UWG or other public

access areas. However, be aware that using public computers may create a hardship. All course requirements remain the same whether your computer access is public or private (home).

Online Help

- Have questions about online classroom navigation? Email me at cvasconc@westga.edu
- Have questions about getting into CourseDen? Contact the helpdesk:

UWG | Online HelpDesk (M-F 8-5pm) Phone: 678-839-6248—Their Email: online@westga.edu
24/7 HelpDesk <https://D2LHelp.view.usg.edu>

Textbooks

1. Philip Curtin, *The Rise and Fall of the Plantation Complex*
2. David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World*
3. Olaudah Equiano. *The Interesting Narrative of the Life of Olaudah Equiano*
4. Frederick Douglass. *Narrative of the Life of Frederick Douglass*
5. Sue Peabody and Keila Grinberg, *Slavery, Freedom, and the Law in the Atlantic World*
6. A handful of additional readings from selected sources (see course schedule for details)

Special Note

Students, please carefully review the following information at this link:

https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

This link contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Federal Privacy Laws and Grades

I cannot discuss grades or course progress with any student via email or over the phone. It must be in person. Furthermore, I cannot discuss grades or your progress in the course with your parents at all. If you would like to discuss any of your exam grades, your overall grade, or your progress in the course, please make an appointment and we'll talk.

Course Requirements

Course Evaluation and Grade Distribution

The course will be evaluated on a 10-pt scale: A=90-100; B=80-89; C=70-79; D=60-69; F=59-0. Emphasis will be on clarity of ideas, reading, writing, analytical and critical thinking skills, class participation, and overall presentation. Participation in class discussions and lectures is encouraged and will form a component of the written assignment grades. There will be no extra credit offered in this class, so don't ask. Grade calculations are as follows:

- Exams 20%
- Equiano Paper 10%
- Douglass Paper 10%
- Formal Research Paper 35%
- Online Class Participation 15%
- F2F Class Participation 10%

Exams: 20%

You will have two essay exams over the course of the term: a midterm and a final. Late exams or exams submitted outside of the Exam Dropbox will not be accepted. If you miss an exam for properly documented reasons, you should make arrangements with me as soon as possible for a make-up exam. Failure to turn in that make-up exam within one week's time of it being scheduled will result in a 0. We will discuss these exams closer to their submission dates.

Equiano and Douglass Papers: 10% each

Rather than write a more traditional book review on the Equiano and Douglass books, you will instead write a 5-page review paper on each of these books that follows a certain list of questions provided by me well ahead of the due date of each paper. Papers are due at the start of class, and we will then spend the class period discussing your papers and your thoughts on the assigned books. Each paper is worth 10% of your grade. We will discuss these papers more in class, and paper guidelines are available on CourseDen as well.

Formal Research Paper: 30%

Each student will write an 8-10 page paper to be turned in at the end of the semester. We will discuss these papers more in class, and paper guidelines are available on CourseDen as well.

Class Participation: 25% total

Although this is a hybrid class, we will meet each Thursday in Pafford in a seminar setting where each student is expected to participate actively on a daily basis. All reading assignments must be completed before the start of class and/or the online discussion activity, so that you will be ready to engage in class discussion, debate, and analysis. If it is obvious that you did not read, you will be graded accordingly and/or asked to leave. Class participation is not attendance, but actual participation in the class discussion of the day. Therefore, even if you come to class everyday, but don't say a word, at most, you will be given a 70 for your class participation grade. Any class participation must stay on topic, unless it relates directly to the subject at hand. Comments to the contrary will be classified as disruptive, and you will be asked to refrain from making comments such as these in the future. If it continues, you will be asked to leave class.

F2F Class participation is 10% of your grade and will be graded as follows:

- 100: Substantial comments every class, outstanding participation
- 90: Participate regularly in the class discussion, but not every class meeting
- 85: Participate occasionally, with worthwhile insight and good questions
- 80: Commented once or twice over the course of the semester
- 70: no comments made

Online Discussions are 15% of your grade as they require a little bit more work on your part. Each Online Unit Discussion will be graded on a 25 point scale. Late posts will not be counted towards your unit discussion grades. See the Course Overview Module in CourseDen for more information on Class Participation Guidelines and Grading.

A Note about Submitting Assignments to CourseDen

ASSIGNMENT FORMAT: All submitted assignments must be submitted in MS word format. Papers should be double-spaced and be written in size 12 Times New Roman font, black text, with 1" margins. Citations should be according to the Chicago Manual of Style or Turabian.

SUBMITTING ASSIGNMENTS LATE OR OUTSIDE COURSE DEN: Late assignments submitted after the scheduled deadline or outside of the Assignments Dropbox will not be accepted and will receive a 0 unless you have a properly documented excuse.

THE RETURN OF GRADED WORK: Assignment grades will be posted within a week of the due date. Discussion grades will be posted within one week of the date of the discussion's end.

EXTRA CREDIT: There is no extra credit offered in this class.

IN THE EVENT OF TECHNICAL DIFFICULTIES

It is **your responsibility** to see that your assignments have posted to CourseDen properly. Please check to make sure that your assignment was uploaded correctly and appears in the appropriate Assignment Dropbox. **It is your responsibility to confirm that your assignments have been submitted properly to the Assignment Dropbox.**

In the event that you are having computer/wifi difficulties, please find an alternative source. **Please do not wait until the last minute to submit assignments.** You are submitting items over the Internet, and sometimes the Internet Gods get angry and withhold access. There are many things that can go wrong in the path between your computer and CourseDen. Technical problems related to computer connections or equipment cannot be used as an excuse for failure to complete assignments or to participate online. **It is your responsibility to locate the computer hardware, software and Internet connections necessary to stay connected and current with your course work online.** Please be aware of alternate Internet connections and computers available through college computer labs, college Learning Resource Centers (libraries), the public library, and any friends, relatives, or neighbors and access them if my personal computer equipment is not working.

A Note about Academic Honesty:

I will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class. All assignments and discussion posts submitted in class must be written in your own words, with directly quoted and/or paraphrased ideas, theories, and material cited according to the *Chicago Manual of Style*. **All assignments will be monitored by Turnitin**, and plagiarizers will automatically fail the course. I will also recommend that UWG administration take action. Plagiarism is a serious offense and it can lead to your expulsion and/or suspension from the University. **In short, don't do it.** See CourseDen for details on what constitutes plagiarism and how to avoid it in the Content Module.

Tentative Course Outline and Readings Assignments

In the event of unforeseen cancellations, I will try to notify you no later than the morning of via email and in CourseDen. The schedule below is tentative and subject to change if needed.

ABBREVIATIONS AND HIGHLIGHTING:

F2F=We will be meeting in Pafford. F2F Days are designated in Green.
Online days are designated in Orange. Assignment Deadlines are designated in Red.

SP=Sue Peabody; PC=Philip Curtin; DBD=David Brion Davis

Week 1: Introductions

8/10 F2F. Introduction and Brief Overview to the Course

Week 2: Ideologies and Backgrounds

8/15 OL. Readings—James H. Sweet, “The Iberian Roots of American Racist Thought,” *The William and Mary Quarterly* 54 (1997): 143-166.

8/17 F2F. Old World Slavery—Readings: Davis CH 2; Curtin CH 1; Peabody pp. 178-182

Week 3: The Emergence of a Colonial Order

8/22 OL. The Shaping of a Colonial Society—Readings: Curtin CH 2, 4, and 5

8/24 F2F. The Rise of New World Slavery—Readings: Davis CH 3; Curtin CH 7 and 8

Week 4: The Trans-Atlantic Slave Trade

8/29 OL. [Children in the Slave Trade Website](#)

8/31 F2F. The Trans-Atlantic Trade Continued—Readings: Davis CH 4; Curtin CH 3 and 9

Week 5: Why Abolition?

9/5 OL. The Rise of Abolitionist Sentiment and the Ending of the Slave Trade—Readings: Peabody pp. 68-74, 79-80, and 148-150; Eric Williams, “Slavery, Industrialization, and Abolition;” and David Brion Davis, “Morality, Economics, and Abolition”

9/7 F2F. **In-Class Discussion of Equiano’s Narrative—Equiano Paper Due by 3:30PM**

Week 6: Comparing Atlantic World Slavery

9/12 OL. Primary Sources—Readings: Peabody pp. 31-36, 74-79, 102-116, 134-148, and 150-156

9/14 F2F. Secondary Sources—Readings: Davis CH 5-6

Week 7: Everyday Life—Taking a Closer Look

9/19 OL. Gender and Family—Readings: Marie Jenkins Schwartz, “Family Life in the Slave Quarters;” and Barbara Bush, “Women, Childbirth, and Resistance in British Caribbean Slave Societies.”

9/21 F2F. African Cultural Identity—Readings: Joseph Holloway, “What Africa Has Given America;” Colin Palmer “Africa in the Making of the Caribbean”

9/22 Research Paper topics and bibliographies due. See CourseDen for details.

Week 8: Resistance and Rebellion

9/26 OL. Slave Resistance and Early Abolitionists—Readings: Davis CH 11; Peabody pp. 65-67

9/28 F2F. Atlantic Revolutions and Their Impact—Readings: Davis CH 7-8; Curtin CH 11-12

Week 9: Midterms

10/4 Midterms are due by 8PM

10/5 No Class for Fall Break

Week 10: Free People of Color

10/10 OL. Primary Sources—Readings: Peabody pp. 36-56

10/12 F2F. Comparisons—Laura Foner, “Free People of Color in Louisiana and St. Domingue,” and Christer Petley, “‘Legitimacy’ and Social Boundaries: Free People of Colour and Social Order in Jamaican Slave Society”

Week 11: Progress?

10/17-10/19 OL. British and French Abolition—Readings: Davis CH 12; Peabody pp. 5-14, 57-64, and 68-74

Week 12: The Case of North America

10/24 OL. The politics of slavery in the US—Readings: Davis CH 1, 14; Peabody pp. 81-95

10/26 F2F. The Defense of Slavery—Readings: Davis CH 9 and 13

Week 13: North American Abolitionists and their Impact

10/31 OL. American Emancipation—Readings: Davis CH 15; Peabody pp. 10-15 and 95-101

11/2 F2F. Discuss Douglass’ Narrative--Frederick Douglass paper due by 3:30PM

Week 14: Emancipation in Latin America

11/7-11/9 OL. Spanish Abolition & Ending Slavery in Brazil—Readings: Curtin CH 14; Peabody pp. 15-24, 117-123, 156-166

Week 15: An End to Slavery in the Atlantic World?

11/14 OL. Evaluating the Abolitionists—Readings: Davis “Epilogue;” and Curtin CH 13 and “Retrospect.”

11/16 F2F: Comparing Post Emancipation Societies—Readings: Peabody 24-28 and 167-177; and Rebecca Scott, “The Boundaries of Freedom in the World of Cane: Cuba, Brazil, and Louisiana after Emancipation”

Week 16: Thanksgiving Break—No Class

Week 17: Research

12/1 RESEARCH PAPER DUE by 8PM

12/5 FINAL EXAM DUE by 8PM