

Hist/AS239+

Comparative Slavery and Emancipation

Prof. Patrick Rael, Bowdoin College, Fall 2007

Meets: TTh11:30-1:00
Room:
Office hours: W1-3, Th1-3, by apt.

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Slavery has been a feature of human societies since the beginnings of human society. The form of slavery pioneered by Europeans who brought Africans to the New World, though, occupies a unique place in the institution's long story of the institution's long story. The course examines the rise and demise of New World slavery: its foundations, central practices, and long-term consequences. Our premise will be that, just as New World slavery deserves to be considered a unique historical practice, so too were the impulses and transformations that led to its ending. The course is explicitly comparative. That means that we will explore slavery as it developed throughout the Atlantic basin, focusing particularly on Brazil, the Caribbean, and mainland North America. Our investigation will traverse a range of issues: the emergence of market economies, definitions of race attendant to European commercial expansion, the cultures of Africans in the diaspora, slave control and resistance, free black people and the social structure of New World slave societies, and emancipation and its aftermath.

Level: This course is an intermediate seminar. It is intended for History and Africana Studies majors, and for advanced students in other majors. We shall spend considerable time considering not simply what happened in the past, but how historians have understood these crucial issues. It will require considerable reading and writing. Students are expected to enter the course with a basic understanding of European or American history, and with an introductory command of college-level essay writing. The course is also designated "writing intentional," which means that we will concern ourselves considerably with the process of writing. Note: if you are history major seeking to have this count for a non-Eurocentric course, please consult with me.

Course websites: The material for this course may be found online through the Blackboard system. You will find a copy of this syllabus, as well as all the reading and paper assignments. You may easily refer to the website for the most recent course assignments and requirements. You will also find my website <<http://academic.bowdoin.edu/faculty/P/prael/>> useful. It links to guides on writing, plagiarism, and other matters crucial to your success in history courses.

Books:

- Robert J. Allison, ed., *The Interesting Narrative of the Life of Olaudah Equiano: Written by Himself*, 2nd ed. (Boston: Bedford/St. Martin's, 2006).
- Philip D. Curtin, *The Rise and Fall of the Plantation Complex: Essays in Atlantic History* (Cambridge: Cambridge University Press, 1990). ISBN 0521376165
- David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (Cambridge: Harvard University Press, 2006). ISBN 0195140737
- Eric Foner, *Nothing But Freedom: Emancipation and Its Legacy* (Baton Rouge: Louisiana State University Press, 1983). ISBN 0807111899

- Eugene D. Genovese, *From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World* (Baton Rouge: Louisiana State University Press, 1979). ISBN
- Lawrence B. Goodheart, Richard D. Brown, and Stephen G. Rabe, eds., *Slavery in American Society*, 3rd ed. (New York: Houghton Mifflin Co., 1993). ISBN 0669244465
- Sidney W. Mintz and Richard Price, *The Birth of African-American Culture: An Anthropological Perspective* (Boston: Beacon Press, 1992). ISBN 0807009172
- David Northup, ed., *The Atlantic Slave Trade* (New York: Houghton Mifflin Co., 1994). ISBN 0669331457
- Frank Tannenbaum, *Slave and Citizen* (Boston: Beacon Press, 1946). ISBN 080700913
- James Walvin, *Atlas of Slavery* (Harlow, UK: Pearson/Longman, 2006). ISBN 0582437806
- Mary Lynn Rampolla. *A Pocket Guide to Writing in History*, 5th ed (Boston: Bedford Books of St. Martin's Press, 2006). ISBN 031244673X
- Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, Me.: Bowdoin College, 2007). Online

ASSIGNMENTS:

- Paper assignments (5 @ 10%) = 50%
- Google earth "tour" assignment (20%)
- Final exam: A take-home essay on the film "Burn" (20%)
- Participation: (10%)

COURSE CONTRACT

Attendance: No absences are "excused" -- you are responsible for all material covered during missed class days. Those who may miss class to attend extra-curricular events are requested to inform me, as a courtesy, of planned absences. If special considerations prevent you from fulfilling course obligations (such as illness), please provide me with documentation so we may consider an exception. Because it is disruptive to the entire class, please do not excuse yourself in the middle of a class session, unless you are sick or have an emergency.

Late or missed assignments: Unless stated otherwise, assignments are due at the beginning of class; assignments handed in later in the day (during or after class) will be considered one day late. I will accept late assignments with no penalty only for documented health or other emergencies. In general, assignments which receive letter grades will be marked down one-third of a grade (e.g., from B+ to B), for each day late. A final but crucial point: All work must be completed in order to pass this course.

A note on academic honesty: Each author owns his or her own ideas, words, and research. You must give appropriate credit — generally in the form of quotations and proper footnotes — when using the work of another scholar. I expect you to be familiar both with Bowdoin's honor code, and with the guidelines for proper citation and attribution of sources provided for this course. If you have any questions, ask rather than take risks. Plagiarism, whether intentional or not, is a serious violation of academic standards and Bowdoin's honor code. I will enforce violations of the honor code by bringing immediate, uncontested action before the Judicial Board. Minimum penalties for plagiarism will be to fail the course.

HIST/AS 239+: COMPARATIVE SLAVERY AND EMANCIPATION

Schedule of class meetings, readings, and assignments

1. This schedule is liable to change to suit class needs. The online syllabus always offers the most recent version of the syllabus.
2. Complete readings prior to class and be prepared to discuss them. Bring the readings to class.
3. We will not discuss each reading with the same degree of rigor. I will do my best to let you know when to make special efforts with your reading. You are, however, responsible for all the assigned material, whether or not we discuss it in class.
4. A few readings may be available only through the course website. I will denote these on the syllabus as (Reserve).

Sept. 4	<u>Introductions</u>
Sept. 6	<u>Old World Slavery</u> <ul style="list-style-type: none"> • Igor Kopytoff and Suzanne Miers, "African 'Slavery' as an Institution of Marginality," in <i>Slavery in Africa: Historical and Anthropological Perspectives</i> (Madison: University of Wisconsin Press, 1977). (Reserve) • Davis, <i>Inhuman Bondage</i>, ch. 2. • Curtin, <i>Rise and Fall of the Plantation Complex</i>, ch. 1. • Walvin, <i>Atlas of Slavery</i>, chs. 3-4.
Sept. 11	<u>The Expansion of Europe</u> <ul style="list-style-type: none"> • Paul Kennedy, "The Rise of the Western World," in <i>The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000</i> (New York: Random House, 1987), 3-30. (Reserve) • Alfred Crosby, "The Fortunate Isles," in <i>Ecological Imperialism: The Biological Expansion of Europe, 900-1900</i> (1986; Cambridge: Cambridge University Press, 1991). (Reserve) • Curtin, <i>Rise and Fall of the Plantation Complex</i>, ch. 2. • Walvin, <i>Atlas of Slavery</i>, chs. 5, 10.
Sept. 13	<u>Skills day</u>
Sept. 18	<u>Race and slavery</u> <ul style="list-style-type: none"> • Winthrop D. Jordan, "The Simultaneous Invention of Slavery and Racism" in Northup, ed., <i>The Atlantic Slave Trade</i>, 7-13. • Eric Williams, "Economics, not Racism, as the Root of Slavery," in Northup, ed., <i>The Atlantic Slave Trade</i>, 2-6. • Davis, <i>Inhuman Bondage</i>, ch. 3.
Sept. 20	<u>Brazil and the Caribbean</u> <ul style="list-style-type: none"> • Davis, <i>Inhuman Bondage</i>, chs. 4-5. • Curtin, <i>Rise and Fall of the Plantation Complex</i>, chs. 4, 6. • Walvin, <i>Atlas of Slavery</i>, chs. 13, 14.
Sept. 25	<u>Mainland North America</u> <ul style="list-style-type: none"> • Ira Berlin, "From Creole to African: Atlantic Creoles and the Origins of African-American Society in Mainland North America," <i>William and Mary Quarterly</i>, 3rd ser. 53 (1996), 251-88. (Jstor) • Ira Berlin, "Time, Space, and the Evolution of African-American Society," <i>American Historical Review</i> 85, no. 1 (February 1980). (Jstor) • Davis, <i>Inhuman Bondage</i>, ch. 6.
Sept. 27	<u>Google Earth lab session</u>

Oct. 2	<p><u>The Middle Passage</u></p> <ul style="list-style-type: none"> • Northup, ed., <i>The Atlantic Slave Trade</i>, 65-100. • Curtin, <i>Rise and Fall of the Plantation Complex</i>, ch. 3. • Walvin, <i>Atlas of Slavery</i>, chs. 7, 10-12.
Oct. 4	<p><u>Slavery: “personality” and law</u></p> <ul style="list-style-type: none"> • Frank Tannenbaum, <i>Slave and Citizen</i> (1946; Boston: Beacon Press, 1992).
Oct. 9	<p><u>No class — fall vacation</u></p>
Oct. 11	<p><u>Slavery: paternalism, and control</u></p> <ul style="list-style-type: none"> • Stanley M. Elkins, <i>Slavery: A Problem in American Institutional and Intellectual Life</i> (New York: Grosset and Dunlap, 1959), ch. 3. (Reserve) • E. Franklin Frazier, “Significance of the African Background,” in <i>The Negro in the United States</i>, rev. ed. (New York: MacMillan, 1957). (Reserve) • Eugene D. Genovese, “On Paternalism,” in Goodheart, et al., eds., <i>Slavery in American Society</i>, 13-20. (Reserve)
Oct. 16	<p><u>Culture: theories of acculturation</u></p> <ul style="list-style-type: none"> • Sidney W. Mintz and Richard Price, <i>The Birth of African-American Culture: An Anthropological Perspective</i> (1976; Boston: Beacon Press, 1992), read through ch. 3. • Northup, ed., <i>Atlantic Slave Trade</i>, 149-55-166.
Oct. 18	<p><u>Acculturation and the critiques of community</u></p> <ul style="list-style-type: none"> • Sidney W. Mintz and Richard Price, <i>The Birth of African-American Culture: An Anthropological Perspective</i> (1976; Boston: Beacon Press, 1992), chs. 4-5. • Peter Kolchin, “Reevaluating the Antebellum Slave Community: A Comparative Perspective” <i>Journal of American History</i> 70, no. 3 (December 1983), 579-601 (Jstor).
Oct. 23	<p><u>Resistance: maroonage</u></p> <ul style="list-style-type: none"> • Genovese, <i>From Rebellion to Revolution</i>, through ch. 2. • Davis, <i>Inhuman Bondage</i>, ch. 11
Oct. 25	<p><u>The American Revolution</u></p> <ul style="list-style-type: none"> • Davis, <i>Inhuman Bondage</i>, ch. 7 • Curtin, <i>Rise and Fall of the Plantation Complex</i>, ch. 11. • Michael Mullin, “British Caribbean and North American Slaves in an Era of War and Revolution, 1775-1807,” in Jeffrey J. Crow and Larry E. Tise, eds., <i>The Southern Experience in the American Revolution</i> (Chapel Hill: University of North Carolina Press, 1978), 235-67. (Reserve).
Oct. 30	<p><u>The Haitian Revolution</u></p> <ul style="list-style-type: none"> • Davis, <i>Inhuman Bondage</i>, ch. 8. • Curtin, <i>Plantation Complex</i>, ch. 12.
Nov. 1	<p><u>Capitalism and abolitionism</u></p> <ul style="list-style-type: none"> • Eric Williams, “Slavery, Industrialization, and Abolitionism,” in Northup, ed., <i>The Atlantic Slave Trade</i>, 134-140. • Howard Temperly, “The Idea of Progress,” in Northup, ed., <i>The Atlantic Slave Trade</i>, 177-187. • Howard Temperly, “Capitalism, Slavery and Ideology,” <i>Past and Present</i> 75 (1977), 94-118. (Reserve)

Nov. 6	<p><u>Nineteenth-century plantation systems</u></p> <ul style="list-style-type: none"> Richard Graham, "Slavery and Economic Development: Brazil and the United States South in the Nineteenth Century," <i>Comparative Studies in Society and History</i> 23 (1981), 620-55. (Jstor) Curtin, <i>Plantation Complex</i>, ch. 13. Walvin, <i>Atlas of Slavery</i>, ch. 16.
Nov. 8	<p><u>Resistance: political?</u></p> <ul style="list-style-type: none"> Genovese, <i>From Rebellion to Revolution</i>, ch. 3-end. Walvin, <i>Atlas of Slavery</i>, ch. 17.
Nov. 13	<p><u>Resistance: political.</u></p> <ul style="list-style-type: none"> Davis, <i>Inhuman Bondage</i>, ch. 11. Northup, ed., <i>The Atlantic Slave Trade</i>, 188-200. James Oakes, "The Political Significance of Slave Resistance," <i>History Workshop</i> 22 (1986), 89-107. (Reserve)
Nov. 15	<p><u>The First Emancipations</u></p> <ul style="list-style-type: none"> Eric Foner, <i>Nothing But Freedom: Emancipation and Its Legacy</i> (Baton Rouge: Louisiana State University Press, 1983), through ch. 1. Davis, <i>Inhuman Bondage</i>, ch. 12.
Nov. 20	<p><u>Abolitionism in the U.S.</u></p> <ul style="list-style-type: none"> Davis, <i>Inhuman Bondage</i>, ch. 13. James L. Huston, "Abolitionists, Political Economists, and Capitalism," <i>Journal of the Early Republic</i> 20, no. 3 (Autumn 2000), 487-521. (Jstor)
Nov. 22	<u>No class — Thanksgiving</u>
Nov. 27	<p><u>U.S. emancipation in world perspective</u></p> <ul style="list-style-type: none"> Foner, <i>Nothing But Freedom</i>, ch. 2. Peter Kolchin, "The Tragic Era? Interpreting Southern Reconstruction in Comparative Perspective," in Frank McClynn and Seymour Drescher, eds., <i>The Meaning of Freedom: Economics, Politics, and Culture after Slavery</i> (Pittsburgh, 1992), 291-321. (Reserve) Walvin, <i>Atlas of Slavery</i>, ch. 18.
Nov. 29	<p><u>The late emancipations: Brazil and Cuba</u></p> <ul style="list-style-type: none"> Seymour Drescher, "Brazilian Abolition in Comparative Perspective," <i>Hispanic American Historical Review</i> 68, no. 3 (August 1988), 429-60. (Jstor) Curtin, <i>Plantation Complex</i>, ch. 14. Davis, <i>Inhuman Bondage</i>, epilogue.
Dec. 4	<p><u>Labor in the post-emancipation era</u></p> <ul style="list-style-type: none"> Foner, <i>Nothing But Freedom</i>, ch. 3. Davis, <i>Inhuman Bondage</i>, ch. 15. Rebecca J. Scott, "Defining the Boundaries of Freedom in the World of Cane: Cuba, Brazil, and Louisiana after Emancipation," <i>American Historical Review</i> 99, no. 1 (February 1994), 70-102. (Jstor)
Dec. 6	<u>No class</u>