

Hist/AS274

Atlantic Antislavery

Bowdoin College, Fall 2009

Meets: MWh 11:30-1:00 (Kanbar 109)
Prof. Patrick Rael
Office hours: MT2:00-3, by apt.

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The slavery that emerged with the expansion of European powers in the New World was historically unique—a form more exploitative and capitalistic than any seen before. Paradoxically, it was this same Atlantic world that bred the ideas of universal human liberty that led to slavery's demise. This course explores this conundrum and examines the movements in the Atlantic world dedicated to abolishing slavery in the Atlantic basin in the eighteenth and nineteenth centuries. It considers the foundations of antislavery thought, the abolition of the slave trade, the relationship between capitalism and abolitionism, the role of African American protest, the emergence of immediatism in America, the progress of Atlantic emancipations, and the historical memory of antislavery. As an intermediate seminar, we engage intensively with historical arguments on these topics.

Level: The course is an intermediate seminar in the History Department. Intermediate seminars are designed to help majors develop the skills they will need in their research seminars. But they are also designed to expose advanced non-majors to the methods and modes of analysis of the discipline of history. As small courses with an enrollment limit of sixteen, intermediate seminars place a premium on student participation and interaction. You must keep atop of a sometimes heavy reading load so that you can contribute to class conversations. In general, I expect you to spend 2-3 hours outside of class (reading, writing, and researching) for every hour spent in class.

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

- Foner, Eric. *Nothing but Freedom: Emancipation and Its Legacy*. Baton Rouge: Louisiana State University Press, 1983.
- Gates, Henry Louis, Jr., and William L. Andrews, Eds. *Pioneers of the Black Atlantic: Five Slave Narratives from the Enlightenment, 1772-1815*. Washington, D.C.: Civitas, 1998.
- Genovese, Eugene D. *From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World*. Baton Rouge: Louisiana State University Press, 1979.
- Newman, Richard, Patrick Rael, and Philip Lapsansky, eds. *Pamphlets of Protest: an Anthology of Early African-american Protest Literature, 1790-1860*. New York: Routledge, 2001.
- Rael, Patrick. *African-American Activism Before the Civil War: the Freedom Struggle in the Antebellum North*. New York: Routledge, 2005.
- Rael, Patrick. *Black Identity and Black Protest in the Antebellum North*. Chapel Hill: University of North Carolina Press, 2002.

The following books are useful guides for all college students of history:

- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 3rd edition. Boston: Bedford Books of St. Martin's Press, 2001. ISBN 0312274664. \$7.99. A short, concise, and complete guide for history undergraduates.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Chicago: University of Chicago Press, 1996. ISBN 0226816273. \$13.00. The ultimate student guide to citations and paper writing.
- Hacker, Diana. *Rules for Writers: A Brief Handbook*. 4th ed. Boston: Bedford/St. Martin's, 1999. ISBN: 0312241429. \$26.30. A handy reference for tackling writing problems.

ASSIGNMENTS

Two analysis papers (2 @ 15% = 30%): Each paper will analyze the readings for a particular day (I will give you guidelines for this). Those who have chosen papers for that day will informally lead the class discussion. These papers are in the realm of 4-6 pages.

Atlantic slave narrative project (10%): In this project you will work with a group to develop a presentation on one of the five slave narratives in *Pioneers of the Black Atlantic*. We will have brief in-class presentations, and will post our findings to a blackboard wiki on this topic.

Google Earth virtual tour (15%): Pairs project to develop a virtual “tour” of some aspect of this class. I will give you guidelines for this.

Film analysis (15%): A 4-6 page film analysis of one of the movies we’ve watched in class. Film analyses are due one week after the film is screened.

Final paper (20%): An 8-10 page final paper completed in consultation with me. The paper will explore a historiographical problem related to one we’ve studied in class.

Discussion and participation (10%): Your thoughtful participation in both lecture and discussion is a significant part of your course work. Readings should be completed before class. Please be prepared to discuss them (though we will not discuss all readings equally during class). Please keep your comments relevant, and consider others when speaking.

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 (such as illness) prevent you from fulfilling course obligations, please provide me with documentation so we may consider an exception.

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. Please take note of online resources for understanding and preventing plagiarism; they can be found on the course website, my website, and the college website.

Offensive materials disclaimer: Students occasionally find some course materials offensive. My intent is not to offend, but to educate. Views expressed in the material we will cover do not necessarily reflect my own personal opinions. The academic enterprise invites vibrant class discussion, which balances critical thinking with mutual respect. Students are expected to take responsibility for their experience in this course by examining their own reactions to material they consider offensive. At all times, our priority will be critical engagement with scholarly material. By continuing with this course, you are agreeing to be held academically accountable for all required materials in the syllabus, regardless of your own personal reactions to it. Students who are unwilling either to hear or think critically about such material are encouraged to drop this course at their discretion.

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. The readings are listed in order of significance.
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.

Sept. 7	Introductions
Sept. 9	Slavery as an African institution <u>Reading:</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) • Patrick Rael, "Preface," and "Introduction." (Reserve)
Sept. 14	What was old about New World Slavery <u>Reading:</u> <ul style="list-style-type: none"> • Robin Blackburn, "The Old World Background to European Colonial Slavery," <i>William and Mary Quarterly</i>, 3rd Ser., 54, no. 1 (January 1997): 65-102. (Jstor) • Philip D. Morgan, "Origins of American Slavery," <i>OAH Magazine of History</i> 19, no. 4 (July 2005): 51-56. (Academic Search Premier)
Sept. 16	Slave resistance in the pre-revolutionary world <u>Reading:</u> <ul style="list-style-type: none"> • Eugene D. Genovese, <i>From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World</i> (Baton Rouge: Louisiana State University Press, 1979), preface, chs. 1-2.
Sept. 21	The Age of Democratic Revolution <u>Reading:</u> <ul style="list-style-type: none"> • Genovese, <i>From Rebellion to Revolution</i>, ch. 3, afterword.
Sept. 23	Half slave and half free: the US and the Revolution <u>Reading:</u> <ul style="list-style-type: none"> • Edmund S. Morgan, "Slavery and Freedom: The American Paradox," <i>Journal of American History</i> 59, no. 1 (June 1972), 5-29. (Jstor) • Ira Berlin, "The Revolution in Black Life," in Alfred F. Young, ed., <i>The American Revolution: Explorations in the History of American Radicalism</i> (DeKalb, Ill.: Northern Illinois University Press, 1976), 349-82. (Reserve)
Sept. 28	The Haitian Revolution <u>Reading:</u> <ul style="list-style-type: none"> • To be announced.
Sept. 30	Google earth tour assignment

Oct. 5	<p>Black Radicalism in the Age of Revolution</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Manisha Sinha, "To "cast just obliquy" on Oppressors: Black Radicalism in the Age of Revolution," <i>William and Mary Quarterly</i>, 3rd. sers. (64, no. 1 (January 2007), <http://www.historycooperative.org/journals/wm/64.1/sinha.html>.
Oct. 7	<p>Capitalism and ideology in abolition: the great debate</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Seymour Drescher, "Review of <i>The Antislavery Debate: Capitalism and Abolitionism as a Problem in Historical Interpretation</i>, by Thomas Bender," <i>History and Theory</i> 32, no. 3 (October 1993): 311-29. (Jstor) • Thomas C. Holt, "Review: Explaining Abolition," <i>Journal of Social History</i> 24, no. 2 (Winter, 1990): 371-78. (Jstor) • Howard Temperley, "Capitalism, Slavery and Ideology," <i>Past and Present</i> 75 (May 1977): 94-118. (Jstor)
Oct. 12	Fall vacation – no class
Oct. 14	<p>Film: Amazing Grace</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • To be announced.
Oct. 19	<p>The ending of the slave trade</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Roger Anstey, "A Re-Interpretation of the Abolition of the British Slave Trade, 1806-1807," <i>English Historical Review</i> 87, no. 343 (April 1972): 304-32. (Jstor)
Oct. 21	<p>African Americans in the US: before immediatism</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • To be announced.
Oct. 26	<p>The African colonization movement</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Nicholas Guyatt, ""The Outskirts of Our Happiness": Race and the Lure of Colonization in the Early Republic," <i>Journal of American History</i> 95, no. 4 (March 2009), 986-1011. <http://www.historycooperative.org/journals/jah/95.4/guyatt.html>. • To be announced.
Oct. 28	<p>Immediatism in America</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • David Brion Davis, "The Emergence of Immediatism in British and American Antislavery Thought," <i>Mississippi Valley Historical Review</i> 49, no. 2 (September 1962): 209-30. (Jstor) • Anne C. Loveland, "Evangelicalism and 'Immediate Emancipation' in American Antislavery Thought," <i>Journal of Southern History</i> 32, no. 2 (May 1966): 172-88. (Jstor)
Nov. 2	<p>Film: Amistad</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • To be announced
Nov. 4	Slave narrative presentations

Nov. 9	African Americans and the abolitionist movement <u>Reading:</u> <ul style="list-style-type: none"> Jane H. Pease and William H. Pease, "Black Power — The Debate in 1840," in Rael, ed., <i>African-American Activism before the Civil War</i>. Leon Litwack, "The Emancipation of the Negro Abolitionist," in Rael, ed., <i>African-American Activism before the Civil War</i>.
Nov. 11	African Americans in the North <u>Reading:</u> <ul style="list-style-type: none"> Patrick Rael, <i>Black Identity and Black Protest in the Antebellum North</i> (Chapel Hill: University of North Carolina Press, 2002), chs. 1-2.
Nov. 16	Anti-abolitionism in the North <u>Reading:</u> <ul style="list-style-type: none"> Emma Jones Lapsansky, "'Since They Got Those Separate Churches': Afro-Americans and Racism in Jacksonian Philadelphia," in Rael, ed., <i>African-American Activism before the Civil War</i>, ch. 5. Leslie M. Harris, "From Abolitionist Amalgamators to 'Rulers of the Five Points': The Discourse of Interracial Sex and Reform in Antebellum New York City," in Rael, ed., <i>African-American Activism before the Civil War</i>, ch. 12.
Nov. 18	Ending slavery in the British West Indies <u>Reading:</u> <ul style="list-style-type: none"> Michael Craton, "Proto-Peasant Revolts? The Late Slave Rebellions in the British West Indies 1816-1832," <i>Past and Present</i> 85 (November 1979): 99-125. (Jstor) Eric Foner, <i>Nothing But Freedom: Emancipation and Its Legacy</i> (Baton Rouge: Louisiana State University Press, 1983), introduction and ch. 1.
Nov. 23	Film: "Glory" <u>Reading:</u> <ul style="list-style-type: none"> Ira Berlin, "Glory Be" <i>Radical History Review</i> 53 (Spring 1992), 141-48. (Reserve) Another to be announced.
Nov. 25	Thanksgiving vacation – no class
Nov. 30	Proslavery in America <u>Reading:</u> <ul style="list-style-type: none"> Edward B. Rugemer, "The Southern Response to British Abolitionism: The Maturation of Proslavery Apologetics," <i>Journal of Southern History</i> 70, no. 2 (May 2004): 221-28. (Academic Search Premier) Paul Finkelman, ed., <i>Defending Slavery: Proslavery Thought in the Old South: A Brief History with Documents</i> (Boston: Bedford/St. Martin's, 2003), selections. (Reserve)

Dec. 2	<p>Toward the Civil War</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • James Oakes, “The Political Significance of Slave Resistance,” in Rael, ed., <i>African-American Activism before the Civil War</i>, ch. 10. • Henry Highland Garnet, “Address to the Slaves of the United States of America” (1848), in Richard Newman, Patrick Rael, and Philip Lapsansky, eds., <i>Pamphlets of Protest: An Anthology of Early African American Protest Literature, 1790-1860</i> (New York: Routledge, 2001): 156-65. • Frederick Douglass, et al., “Address to the People of the United States” (1853), in <i>Pamphlets of Protest</i>, 214-25. • Martin Delany, “Political Destiny of the Colored Race on the American Continent” (1854), in <i>Pamphlets of Protest</i>, 226-39.
Dec. 7	<p>The “late” emancipations</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Seymour Drescher, “Brazilian Abolition in Comparative Perspective Brazilian Abolition in Comparative Perspective,” <i>Hispanic American Historical Review</i> 68, no. 3 (August 1988): 429-60. (Jstor)
Dec. 9	<p>Emancipation and the dilemmas of liberalism</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Thomas Holt, “‘An Empire over the Mind’: Emancipation, Race and Ideology in the British West Indies and the American South,” in <i>Region, Race and Reconstruction: Essays in Honor of C. Vann Woodward</i>, eds. J. Morgan Kousser and James McPherson (New York: Oxford University Press, 1982), 283-313. (Reserve) • Foner, <i>Nothing But Freedom</i>, ch. 2.
Dec. 16	<p>Final paper due, 5:00pm</p>