The form of slavery pioneered by Europeans who brought Africans to the New World occupies a unique place in
the institution's long story. This course examines the rise and demise of New World slavery: its founding, central
practices, and long-term consequences. Just as New World slavery deserves to be considered a unique historical
practice, so too do the impulses and transformations that led to its ending. We will explore slavery as it rose and fell
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. 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 should always 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

Required:
Allison, Robert J. *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself*, with Related Documents, 2nd ed.
Blafarb, Rafe, and Liz Clarke. *Inhuman Traffic: The International Struggle Against the Transatlantic Slave Trade, A Graphic
Sweet, James H. *Domingso Alvares, African Healing, and the Intellectual History of the Atlantic World*. Chapel Hill: University of
Recommended:

**Assignments**

- Paper assignments (50%)
- Atlantic slave trade database project (10%)
- Final take-home paper (20%)
- Participation: (20%)

**Course contract**

*Attendance and classroom etiquette:* 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. Remember that it is *your* responsibility to initiate any discussion about missed work. 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. We will also not be using laptops, iPads, or other electronic devices in class, so be sure to leave those in your backpack and bring hard copies of your reading to class. Needless to say, cell phones should be silenced and away for class.

*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.

*Paper re-writes:* I encourage you to re-write your papers with an extremely generous re-write policy. You may re-write any assignment. If you re-write a paper, your grade for the assignment may or may not go up, but it will not go down. A re-write is a significant re-working of the paper which responds to my critiques of the original paper regarding organization, argument, and evidence. It is not sufficient to, for instance, simply correct grammatical mistakes or errors in punctuation. I will accept re-writes for any paper up to the last regular class meeting, but not after. Re-written papers will receive the same late penalty (if any) applied to the original paper. You must submit any originals with your re-write. Grading re-writes must be my lowest grading priority; please give me plenty of time.

*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.

*Offensive materials disclaimer:* Students occasionally find some course materials offensive. Views expressed in the material we will cover do not 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.
Disabilities: Students who have documented learning disabilities with the Office of the Dean of Student Affairs may be entitled to various accommodations. It is your responsibility to initiate with me any conversion over accommodations.

### SCHEDULE OF CLASS MEETINGS

- This schedule is liable to change to suit class needs. The online syllabus always offers the most recent version of the syllabus.
- Complete readings prior to class and be prepared to discuss them.
- 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.
- A few readings may be available only through the course website. I will denote these on the syllabus as (Blackboard). You may find them on blackboard under "Readings."

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<tr>
<th>Sept. 3</th>
<th>Introductions</th>
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| Sept. 8 | Medieval Europe  
**Central question:** In what ways does "slavery" in medieval Europe seem similar or different from our popular conceptions of "slavery"?  
- Paul Freedman, "European Slavery and Serfdom in the Middle Ages" ([YouTube](https://www.youtube.com)). View the lecture and take notes; we will discuss in class.  
| Sept. 10 | Old World Slavery in Sub-Saharan Africa  
**Central question:** How did slavery in sub-Saharan Africa before the Atlantic slave trade differ from our popular conceptions of "slavery"?  
- Nzinga Mbemba (Afonso I) to the King of Portugal, 1526 ([online](https://example.com)).  
Guest: Prof. David Gordon |
| Sept. 15 | Skills day  
First paper due.  
- Orlando Patterson, *Slavery and Social Death* (Cambridge: Harvard U.P., 1982), selection. (Blackboard)  
| Sept. 17 | The Expansion of Europe  
**Central question:** For what purposes did Europeans begin exploring westward? How did their encounters reflect these motives?  
- Gomes Eannes de Azurara, “Chronicle of the Discover and Conquest of Guinea, ca. 1450.” ([Online](https://example.com)).  
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<th>Readings</th>
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| Sept. 22 | Columbus                                                | Central question: What are our popular understandings of Columbus’s goals? How do these readings modify that understanding?  
• Columbus to Luis De Sant Angel Announcing His Discovery (1493). (Online)  
• Bartoleme de Las Casas, Brief Account of the Devastation of the Indies (1542). (Online)  
• Walvin, Atlas of Slavery, ch. 5. |
| Sept. 24 | The concept of race                                     | Central question: What is “race”? Is it a scientific thing? If so, why does it have a history? If not, whence it origines?  
| Sept. 29 | The Middle Passage                                      | Central question: What is the Middle Passage?  
• A Guide to Understanding and Using the Voyages Database and Website. (Online).  
• Walvin, Atlas of Slavery, chs. 1, 6-10.  
I will introduce the Voyages Database project; please meet in the ECR (H-I Library). |
| Oct. 1   | From African to mainland North America                  | Central question: How did English settlement of North America adhere to or differ from the impulses for expansion that we have studied so far?  
• Walvin, Atlas of Slavery, chs. 11, 15. |
| Oct. 6   | The Caribbean                                           | Readings TBA.  
Guest: Prof. Scott MacEachern |
| Oct. 8   | Africa in Colonial Brazil                               | Central question: How does the story of Domingos Álvares illustrate themes we have studied so far?  
| Oct. 13  | No class — fall vacation                                |                                                                                             |
| Oct. 15  | Brazil (cont.)                                          | Central question: What important claims does Sweet make about cultural interactions among the enslaved in the New World?  
• Sweet, Domingos Álvares, chs. 4-8.  
In-class film: “Bahia: Africa in the Americas”  
Atlantic slave trade database project due |
| Oct. 20  | Slavery: “personality” and law                          | Central question: Tannenbaum uses legal history to make an important claim about the differences between Brazil and the United States. How does his argument work?  
• Frank Tannenbaum, Slave and Citizen (1946; Boston: Beacon Press, 1992). |
| Oct. 22  | The Revolutionary moment                                | Central question: How did slavery become implicated in colonial independence movements?  
• Simón Bolívar, “The Jamaica Letter” (1815). (Online)  
• Jamuel Johnson, “Taxation no Tyranny” (1775). (Online) |
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| Nov. 5  | Resistance: political?                     | How did the Haitian Revolution differ from previous instances of slave rebellion? | - Genovese, *From Rebellion to Revolution*, ch. 3-end.  
| Nov. 10 | Abolishing the slave trade                  | How did the slave trade itself come to play an important role in the impulse to abolish slavery? | - Rafe Blaufarb and Liz Clarke, *Inhuman Traffick: The International Struggle Against the Transatlantic Slave Trade, a Graphic History* (New York: Oxford University Press, 2015). Focus on the story rather than introduction and apparatus. |
- Howard Temperley, "Capitalism, Slavery and Ideology," *Past and Present* 75 (1977), 94-118. (Blackboard)  
| Nov. 19 | Nineteenth-century plantation systems       | Strange, slavery gained ground just as liberal ideology and industrial expansion were becoming norms in Atlantic society. How do we understand this apparent paradox? | - Richard Graham, “Slavery and Economic Development: Brazil and the United States South in the Nineteenth Century,” *Comparative Studies in Society and History* 23 (1981), 620-55. (Jstor)  
<p>| Nov. 26 | No class — Thanksgiving                    |                                                                                   |                                                                                   |</p>
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<td>Central question: How to explain the persistence of slave-like forms of servitude after the formal ending of slavery?</td>
<td>Marina Carter, <em>Voices from Indenture: Experiences of Indian Migrants in the British Empire</em> (Leicester: Leicester University Press, 1996), selections. (Blackboard)</td>
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<td>• <em>Scott, “The Provincial Archive as a Place of Memory: Confronting Oral and Written Sources on the Role of Former Slaves in the Cuban War of Independence (1895-1898),” New West Indian Guide 76, nos. 3-4 (2002): 191-209. (Jstor)</em></td>
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<td>Guest: Prof. Rachel Sturman</td>
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<td>Dec. 8</td>
<td>The late emancipations: Cuba</td>
<td>Seymour Drescher, “Brazilian Abolition in Comparative Perspective,” <em>Hispanic American Historical Review</em> 68, no. 3 (August 1988), 429-60. (Jstor)</td>
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<td>Guest: Prof. Allen Wells</td>
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<td>Dec. 10</td>
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<td>Central question: What impelled emancipation in Brazil? Why did it occur when it did? How did the end of slavery there compare with its previous endings?</td>
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<td>• Seymour Drescher, “Brazilian Abolition in Comparative Perspective,” <em>Hispanic American Historical Review</em> 68, no. 3 (August 1988), 429-60. (Jstor)</td>
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<td>• Robert Conrad, <em>Children of God’s Fire: A Documentary History of Black Slavery in Brazil</em> (State College: Penn State University Press, 1984), selections. (Blackboard)</td>
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<td>Dec. 19</td>
<td>12:00 noon. Deadline for final paper.</td>
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