

# *Hist/AS2870*

## The Rise and Fall of New World Slavery

---

**Prof. Patrick Rael, Bowdoin College, Fall 2015**

Meets: T,Th11:30-1:00  
Room: Adams 114  
Office hours: T,Th 2-4, by apt.

Office: 211C Hubbard  
Phone: x3775  
prael@bowdoin.edu

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, 2<sup>nd</sup> ed. Boston: Bedford/St. Martin's Press, 2007.
- Blaufarb, Rafe, and Liz Clarke. *Inhuman Traffick: The International Struggle Against the Transatlantic Slave Trade, a Graphic History*. New York: Oxford University Press, 2015.
- DuBois, Laurent, and John D. Garrigus, eds. *Slave Revolution in the Caribbean, 1789-1804*. Boston: Bedford/St. Martin's Press, 2006.
- Foner, Eric. *Nothing But Freedom: Emancipation and Its Legacy*. Baton Rouge: Louisiana State University Press, 1983.
- 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.
- Sweet, James H. *Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World*. Chapel Hill: University of North Carolina Press, 2011.
- Tannenbaum, Frank. *Slave and Citizen*. Boston: Beacon Press, 1946.
- Walvin, James. *Atlas of Slavery*. Harlow, UK: Pearson/Longman, 2006.

**Recommended:**

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 5<sup>th</sup> ed. Boston: Bedford Books of St. Martin's Press, 2006.  
Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, Me.: Bowdoin College, 2007). Online.

**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."

Sept. 3	<u>Introductions</u>
Sept. 8	<p><u>Medieval Europe</u>  <i>Central question: In what ways does "slavery" in medieval Europe seem similar or different from our popular conceptions of "slavery"?</i></p> <ul style="list-style-type: none"> <li>• Paul Freedman, "European Slavery and Serfdom in the Middle Ages" (<a href="#">YouTube</a>). View the lecture and takes notes; we will discuss in class.</li> <li>• Patricia M. Dutchak, "The Church and Slavery in Anglo-Saxon England," <i>Past Imperfect</i> 9 (2001-3): 25-42. (Blackboard)</li> <li>• (Recommended) JamesWalvin, <i>Atlas of Slavery</i> (Harlow: Peason Education, 2006), chs. 1, 4.</li> </ul>
Sept. 10	<p><u>Old World Slavery in Sub-Saharan Africa</u>  <i>Central question: How did slavery in sub-Saharan African before the Atlantic slave trade differ from our popular conceptions of "slavery"?</i></p> <ul style="list-style-type: none"> <li>• 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). (Blackboard). This is a challenging piece; read only pp. 3-40, and the section beginning on p. 55.</li> <li>• Emily Ruete, <i>Memoirs of an Arabian Princess</i> (New York: Doubleday, Page and Co., 1907), ch. 16. (Blackboard)</li> <li>• Nzinga Mbemba (Afonso I) to the King of Portugal, 1526 (<a href="#">online</a>).</li> <li>• Walvin, <i>Atlas of Slavery</i>, ch. 3.</li> </ul> <p>Guest: Prof. David Gordon</p>
Sept. 15	<p><u>Skills day</u>            First paper due.</p> <ul style="list-style-type: none"> <li>• Orlando Patterson, <i>Slavery and Social Death</i> (Cambridge: Harvard U.P., 1982), selection. (Blackboard)</li> <li>• Patrick Rael, "What Happened and Why? Helping Students Read and Write Like Historians," <i>History Teacher</i> 39, no. 1 (November 2005): 23-32. (<a href="#">Online</a>)</li> </ul>
Sept. 17	<p><u>The Expansion of Europe</u>  <i>Central question: For what purposes did Europeans began exploring westward? How did their encounters reflect these motives?</i></p> <ul style="list-style-type: none"> <li>• Alfred Crosby, "The Fortunate Isles," in <i>Ecological Imperialism: The Biological Expansion of Europe, 900-1900</i> (1986; Cambridge: Cambridge University Press, 1991). (Blackboard)</li> <li>• Selections from Felipe Fernández-Armesto, <i>Before Columbus: Exploration and Colonization from the Mediterranean to the Atlantic, 1229-1492</i> (Philadelphia: University of Pennsylvania Press, 1987). (Blackboard)</li> <li>• Gomes Eannes de Azurara, "Chronicle of the Discover and Conquest of Guinea, ca. 1450." (<a href="#">Online</a>).</li> <li>• Walvin, <i>Atlas of Slavery</i>, ch. 2.</li> </ul>

Sept. 22	<p><u>Columbus</u>  <i>Central question: What are our popular understandings of Columbus's goals? How do these readings modify that understanding?</i></p> <ul style="list-style-type: none"> <li>David Abulafia, "Sugar in Spain," <i>European Review</i> 16, no. 2 (May 2008): 191-210. (<a href="#">Online</a>)</li> <li>Columbus to Luis De Sant Angel Announcing His Discovery (1493). (<a href="#">Online</a>)</li> <li>Bartoleme de Las Casas, <i>Brief Account of the Devastation of the Indies</i> (1542). (<a href="#">Online</a>)</li> <li>Walvin, <i>Atlas of Slavery</i>, ch. 5.</li> </ul>
Sept. 24	<p><u>The concept of race</u>  <i>Central question: What is "race"? Is it a scientific thing? If so, why does it have a history? If not, whence it origins?</i></p> <ul style="list-style-type: none"> <li>Max S. Hering Torres, "Purity of Blood: Problems of Interpretation," in David Nirenberg, ed., <i>Race and Blood in the Iberian World</i> (Zurich: Lit Verlag, 2012), ch. 2. (Blackboard)</li> <li>Winthrop D. Jordan, <i>The White Man's Burden: Historical Origins of Racism in the United States</i> (London: Oxford University Press, 1974), chs. 1-2 [focus on chapter 1](Blackboard).</li> </ul>
Sept. 29	<p><u>The Middle Passage</u></p> <ul style="list-style-type: none"> <li>A Guide to Understanding and Using the Voyages Database and Website. (<a href="#">Online</a>).</li> <li>Walvin, <i>Atlas of Slavery</i>, chs. 1, 6-10.</li> </ul> <p>I will introduce the Voyages Database project; please meet in the ECR (H-L Library).</p>
Oct. 1	<p><u>From African to mainland North America</u>  <i>Central question: How did English settlement of North America adhere to or differ from the impulses for expansion that we have studied so far?</i></p> <ul style="list-style-type: none"> <li>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>, 3<sup>rd</sup> ser. 53 (1996), 251-88. (<a href="#">Jstor</a>)</li> <li>Ira Berlin, "Time, Space, and the Evolution of African-American Society," <i>American Historical Review</i> 85, no. 1 (February 1980). (<a href="#">Jstor</a>)</li> <li>Walvin, <i>Atlas of Slavery</i>, chs. 11, 15.</li> </ul>
Oct. 6	<p><u>The Caribbean</u>  Readings TBA.</p> <ul style="list-style-type: none"> <li>Walvin, <i>Atlas of Slavery</i>, ch. 14.</li> </ul> <p>Guest: Prof. Scott MacEachern</p>
Oct. 8	<p><u>Africa in Colonial Brazil</u>  <i>Central question: How does the story of Domingos Álvares illustrate themes we have studied so far? In what way did the specific Brazilian context shape his tale?</i></p> <ul style="list-style-type: none"> <li>James H. Sweet, <i>Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World</i> (Chapel Hill: University of North Carolina Press, 2011), chs. 1-3</li> <li>Walvin, <i>Atlas of Slavery</i>, ch. 13.</li> </ul>
Oct. 13	No class — fall vacation
Oct. 15	<p><u>Brazil (cont.)</u>  <i>Central question: What important claims does Sweet make about cultural interactions among the enslaved in the New World?</i></p> <ul style="list-style-type: none"> <li>Sweet, <i>Domingos Álvares</i>, chs. 4-8.</li> </ul> <p>In-class film: "Bahia: Africa in the Americas"  Atlantic slave trade database project due</p>
Oct. 20	<p><u>Slavery: "personality" and law</u>  <i>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?</i></p> <ul style="list-style-type: none"> <li>Frank Tannenbaum, <i>Slave and Citizen</i> (1946; Boston: Beacon Press, 1992).</li> </ul>
Oct. 22	<p><u>The Revolutionary moment</u>  <i>Central question: How did slavery become implicated in colonial independence movements?</i></p> <ul style="list-style-type: none"> <li>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. (Blackboard).</li> <li>Simón Bolívar, "The Jamaica Letter" (1815). (<a href="#">Online</a>)</li> <li>Jamuel Johnson, "Taxation no Tyranny" (1775). (<a href="#">Online</a>)</li> </ul>

Oct. 27	<p><u>Resistance: maroonage</u>  <i>Central question: What does Genovese argue about the nature of slave resistance in the pre-revolutionary era? What about his argument do you find compelling, and what troubling?</i></p> <ul style="list-style-type: none"> <li>• Genovese, <i>From Rebellion to Revolution</i>, through ch. 2.</li> <li>• Walvin, <i>Atlas of Slavery</i>, ch. 16.</li> </ul>
Oct. 29	<p><u>Revolutionary abolitionism</u>  <i>Central question: Equiano's narrative tells us much about slavery. What key insights does it offer into the arguments developing against slavery?</i></p> <ul style="list-style-type: none"> <li>• Robert J. Allison, <i>The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself, with Related Documents</i>, 2<sup>nd</sup> ed. (Boston: Bedford/St. Martin's Press, 2007).</li> </ul>
Nov. 3	<p><u>The Haitian Revolution</u>  <i>Central question: What factors explain the most remarkable event in the history of New World slavery?</i></p> <ul style="list-style-type: none"> <li>• Laurent DuBois and John D. Garrigus, <i>Slave Revolution in the Caribbean, 1789-1804</i> (Boston: Bedford/St. Martin's Press, 2006), introduction and selected documents.</li> </ul>
Nov. 5	<p><u>Resistance: political?</u>  <i>Central question: How did the Haitian Revolution differ from previous instances of slave rebellion?</i></p> <ul style="list-style-type: none"> <li>• Genovese, <i>From Rebellion to Revolution</i>, ch. 3-end.</li> <li>• Walvin, <i>Atlas of Slavery</i>, ch. 17.</li> </ul>
Nov. 10	<p><u>Abolishing the slave trade</u>  <i>Central question: How did the slave trade itself come to play an important role in the impulse to abolish slavery?</i></p> <ul style="list-style-type: none"> <li>• Rafe Blaufarb and Liz Clarke, <i>Inhuman Traffick: The International Struggle Against the Transatlantic Slave Trade, a Graphic History</i> (New York: Oxford University Press, 2015). Focus on the story rather than introduction and apparatus.</li> </ul>
Nov. 12	<p><u>The roots of abolitionism</u>  <i>Central question: Whence the impulse to end slavery? Was it driven from economic or ideological interests?</i></p> <ul style="list-style-type: none"> <li>• Eric Williams, "Slavery, Industrialization, and Abolitionism," in Northup, <i>The Atlantic Slave Trade</i>, 134-40.</li> <li>• Howard Temperly, "Capitalism, Slavery and Ideology," <i>Past and Present</i> 75 (1977), 94-118. (Blackboard)</li> <li>• Howard Temperly, "The Idea of Progress," in Northup, <i>The Atlantic Slave Trade</i>, 177-87.</li> </ul>
Nov. 17	<p><u>The First Emancipations</u>  <i>Central question: Why, how, and at what cost did Great Britain end slavery? What role, if any, did the enslaved play in the process?</i></p> <ul style="list-style-type: none"> <li>• Eric Foner, <i>Nothing But Freedom: Emancipation and Its Legacy</i> (Baton Rouge: Louisiana State University Press, 1983), through ch. 1.</li> <li>• 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. (<a href="#">Jstor</a>)</li> <li>• Walvin, <i>Atlas of Slavery</i>, ch. 18.</li> </ul>
Nov. 19	<p><u>Nineteenth-century plantation systems</u>  <i>Central question: Strangely, slavery gained ground just as liberal ideology and industrial expansion were becoming norms in Atlantic society. How do we understand this apparent paradox?</i></p> <ul style="list-style-type: none"> <li>• 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. (<a href="#">Jstor</a>)</li> <li>• Dale Tomich, "The Wealth of Empire: Francisco Arrangoy Parreno, Political Economy, and the Second Slavery in Cuba," <i>Comparative Studies in Society and History</i> 45, no. 1 (January 2003): 4-28. (<a href="#">Jstor</a>)</li> <li>• Walvin, <i>Atlas of Slavery</i>, ch. 16.</li> </ul>
Nov. 24	<p><u>Antislavery in the U.S.</u>  <i>Central question: Only in the U.K. and U.S. did emancipation require a huge mass movement. Why? And how did the movement in the U.S. differ from the U.K. movement?</i></p> <ul style="list-style-type: none"> <li>• Selected documents</li> </ul>
Nov. 26	No class — Thanksgiving

Dec. 1	<p><u>U.S. emancipation in world perspective</u>  <i>Central question: How should we understand Reconstruction in the U.S. against earlier endings of slavery?</i></p> <ul style="list-style-type: none"> <li>• Foner, <i>Nothing But Freedom</i>, ch. 2.</li> <li>• 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. (Blackboard)</li> <li>• Walvin, <i>Atlas of Slavery</i>, ch. 18.</li> </ul>
Dec. 3	<p><u>Labor in the post-emancipation era</u>  <i>Central question: How to we explain the persistence of slave-like forms of servitude after the formal ending of slavery?</i></p> <ul style="list-style-type: none"> <li>• 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. (Blackboard)</li> <li>• Marina Carter, <i>Voices from Indenture: Experiences of Indian Migrants in the British Empire</i> (Leicester: Leicester University Press, 1996), selections. (Blackboard)</li> </ul> <p>Guest: Prof. Rachel Sturman</p>
Dec. 8	<p><u>The late emancipations: Cuba</u>  <i>Central question: Cuba has a unique story of transitioning to freedom. What does its tale tell us of the relationship between capitalistic forms of labor and slavery?</i></p> <ul style="list-style-type: none"> <li>• 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)," <i>New West Indian Guide</i> 76, nos. 3-4 (2002): 191-209. (<a href="#">Jstor</a>)</li> </ul> <p>Guest: Prof. Allen Wells</p>
Dec. 10	<p><u>The late emancipations: Brazil</u>  <i>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?</i></p> <ul style="list-style-type: none"> <li>• Seymour Drescher, "Brazilian Abolition in Comparative Perspective," <i>Hispanic American Historical Review</i> 68, no. 3 (August 1988), 429-60. (<a href="#">Jstor</a>)</li> <li>• Robert Conrad, <i>Children of God's Fire: A Documentary History of Black Slavery in Brazil</i> (State College: Penn State University Press, 1984), selections. (Blackboard)</li> </ul>
Dec. 19	12:00 noon. Deadline for final paper.