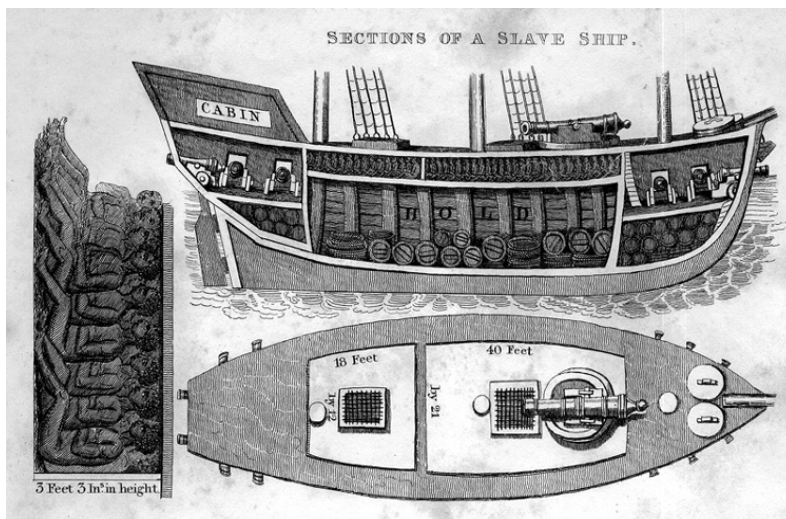


HIST 205-01: THE TRANSATLANTIC SLAVE TRADE
Fall 2011
MWF, 8-8:50am

Professor Vanessa Mongey
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Taken from "Notices of Brazil in 1828 and 1829" by Robert Walsh, published 1830

Course description

This course explores what W.E.B. Du Bois called the "most magnificent drama in the last thousand years of human history." The transatlantic slave was the largest migration of people in the early modern Atlantic world and transported millions of Africans away from their native lands. This course will travel back and forth between Africa, the Americas, and Europe to study the politics, economics, and conditions of the trade as well as various slave experiences. One of the most tragic and profitable event of the Western world, we will try to understand how people made sense of the Middle Passage and how it impacted the meaning of race, ethnicity, and gender at the time. Using a combination of biographies, ship logs, and historians' accounts, we will consider the origins and the expansion of the trade, the development of plantation economy in the Americas, and finish with the abolition of the slave trade.

Required books

- Olaudah Equiano, *The Interesting Narrative and Other Writings*, Revised Edition, ed. Vincent Carretta
- David Northrup, *The Atlantic Slave Trade*

- The Mariners Museum, *Captive Passage: The Transatlantic Slave Trade and the Making of the Americas*
- Marcus Rediker, *The Slave Ship: A Human History*
- Randy Sparks, *The Two Princes of Calabar: An Eighteenth-Century Atlantic Odyssey*

*** All these books are for sale in the Rhodes College bookstore. Additional readings can be found in my faculty folder online. ***

Assignments and Grades

Your final grade in this course will be determined as follows:

- Midterm – 15%
- Final examination – 25%
- Class participation – 15%
- “Show and Tell” presentations – 15%
- Book review – 10%
- Exercise on slave trade database – 10%
- Quizzes (including maps) – 10%

Examinations: You will take two exams: a 50-minute midterm exam and a 1h30 final exam.

Class participation: Although I will do some lecturing in class, much of our time will be spent discussing assigned readings. Consequently it is important that you come to class regularly and do the assigned reading **BEFORE** the class period. I reserve the right to call on students who do not volunteer so that everybody has a chance to participate in discussions.

Attendance and regular participation in class are mandatory. I will take attendance every class period. It is your responsibility to sign the attendance sheet. If you do not sign it, you are not there. More than 2 unexcused absences from class will negatively impact your grade. More than 5 will mean that you failed the class.

“Show and Tell,” or rather “Find and Tell”: You will each have to do two 5-10 minute presentations during the semester (one of which has to take before BEFORE the midterm): using either the websites below or *Captive Passage*, you will find one or more non-textual sources, i.e. object, image, map etc. You will explain to us the nature and background of this source, why you chose it, and its historical value (how historians can use to write the history of the slave trade). This exercise will also allow you to hone your oral presentation skills and to use online sources judiciously.

You will draft an outline of your presentation and give it to me at the end of class.

A few of the best websites about Africa, the African Diaspora, and the slave trade include:

•Schomburg Center for Research in Black Culture at The New York Public Library:

www.nypl.org/research/sc/sc.html > Click “Research Collections”

•The Stanford University African Studies Center maintains a valuable guide to internet sources for Africa south of the Sahara:

www-sul.stanford.edu/depts/ssrg/africa/guide.html

•W. E. B. Du Bois Institute for African and African American Research:

<http://dubois.fas.harvard.edu/>

- *In Motion: The African-American Migration Experience* operated by the New York Public Library <http://www.inmotionaame.org/home.cfm>
- *The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record*. A great project by The Virginia Foundation for the Humanities (recommended)
<http://hitchcock.itc.virginia.edu/Slavery/index.php>

Book review: Write a 3-4page review on either *The Slave Ship* or the *Two Princes of Calabar*. Write a summary/overview of the major themes of the book. How did the authors come to this topic? What does the story add to your understanding of the slave trade? What kind of sources did the author use? What are the limits of this book? Did you find the arguments convincing?

Exercise about the slave trade database: Use the slave trade database to research a specific problem or question which relates to the course's interests and write a 3-4 page analysis on what you find. More details will follow.

Quizzes: There will be 4 pop quizzes given on random Fridays, based on the weeks' assigned readings and lectures. Each quiz will count for roughly 3% of your grade. The lowest quiz score will be dropped. Quizzes cannot be made up.

Policies:

All students are bound by the Rhodes Honor Code, with which you should already be familiar with. If you require special accommodations for taking exams, it is your duty to inform me of your circumstances well in advance so that alternative arrangements can be made. Plagiarism and intellectual dishonesty are serious offenses and could result in severe penalties. All other policies are articulated in the Rhodes College Student Handbook: <http://www.rhodes.edu/about/937.asp>. Do not hesitate to ask if you have any questions or concerns regarding policies and assignments.

*** With some exceptions, electronic devices are not permitted in class. Cell phones must be turned off!***

Wednesday	August 24	Intro
Friday	26	Background <i>Atlantic Slave Trade</i> , pp. xi-xv Philip Morgan, "Origins of American Slavery"
Monday	29	Europeans and Africans <i>Atlantic Slave Trade</i> , pp. 1-26 <i>Captive Passage</i> , pp. 13-33
Wednesday	31	Coming from Africa <i>Atlantic Slave Trade</i> , pp. 27-54 and 88-89
Friday	September 2	<i>Captive Passage</i> , pp. 35-51

Comment [WU1]: Exercise on note-taking

Monday	5	Labor Day Holiday (no class)
Wednesday	7	<i>Slave Ship</i> , pp. 1-13 and 73-107 (intro & chap 3)
Friday	9	Leaving Africa: The Middle Passage <i>Captive Passage</i> , pp. 53-75
Monday	12	<i>Slave Ship</i> , pp. 14-40 and 132-156 (chap 1 & 5)
Wednesday	14	<i>Slave ship</i> , pp. 157-206 (chap 6 and beg chap. 7)
Friday	16	Aboard a slave ship <i>Slave Ship</i> , pp. 206-262 (end chap 7 & chap 8. Look at the illustrations in chap. 7)
Monday	19	<i>Captive Passage</i> , pp. 77-97
Wednesday	21	Numbers of the Middle Passage Transatlantic Slave Trade Database: www.slavevoyages.org/tast/index.faces
Friday	23	<i>Atlantic Slave Trade</i> , pp. 70-86 *** Exercise on slave trade database due ***
Monday	26	Memories of the Middle Passage <i>Atlantic Slave Trade</i> , pp. 56-60 Robin Law, "Individualising the Atlantic Slave Trade: The Biography of Mahommah Gardo Baquaqua of Djougou (1854)" <i>Transactions of the Royal Historical Society</i> , Sixth Series, Vol. 12, (2002), pp. 113-140
Wednesday	28	<i>Slave Ship</i> , pp. 108-131 (chap. 4) <i>Life of Olaudah Equiano</i> , pp. 5-14 & 31-61
Friday	30	<i>Life of Olaudah Equiano</i> , pp. 62-112
Monday	October 3	<i>Life of Olaudah Equiano</i> , pp. 113-177 James H. Sweet, "Mistaken Identities? Olaudah Equiano, Domingos Álvares, and the Methodological Challenges of Studying the African Diaspora," <i>The American Historical Review</i> , Vol. 114, No. 2 (April 2009), pp. 279-306
Wednesday	5	<i>Life of Olaudah Equiano</i> , pp. 178-219 Clips from <i>Amazing Grace</i>

Friday	7	<i>Life of Olaudah Equiano</i> , 220-236
Monday	10	*** Midterm ***
Wednesday	12	Sailing slaves <i>Slave Ship</i> , pp. 263-307 (chap 9)
Friday	14	Class canceled
Monday	17	Fall break
Wednesday	19	<i>Captive Passage</i> , pp. 171-185 Revolt scene from the film <i>Amistad</i>
Friday	21	The end of the journey <i>Captive Passage</i> , pp. 99-121
Monday	24	<i>Slave Ship</i> , 308-355 (Chpt. 10 & Epilogue)
Wednesday	26	<i>Two Princes</i> , pp. 1-9 & 70-89
Friday	28	Life in the "New" World <i>Captive Passage</i> , pp. 123-132
Monday	31	<i>Captive Passage</i> , pp. 132-146
Wednesday	November 2	<i>Two Princes</i> , pp. 90-106 Ira Berlin, "From Creole to African: Atlantic Creoles and the Origins of African- American Society in Mainland North America," <i>The William and Mary Quarterly</i> , Third Series, Vol. 53, No. 2 (Apr., 1996), pp. 251-288
Friday	4	Religion <i>Two Princes</i> , pp. 107-126
Monday	7	<i>Two Princes</i> , pp. 127-147 Jerome Handler, "Survivors of the Middle Passage: Life Histories of the enslaved Africans in British America," <i>Slavery and Abolition</i> 23:1 (2002): 25-56
Wednesday	9	Movie: <i>Last Supper</i>
Friday	11	Movie cont.

		*** Book review due***
Monday	14	<p>Resistance and confrontation</p> <p>Barbara Bush, "Hard Labor: Women, Childbirth and Resistance in British Caribbean Societies" in <i>More than Chattel</i></p> <p>John Savage, "Black Magic" and White Terror: Slave Poisoning and Colonial Society in Early 19th Century Martinique," <i>Journal of Social History</i>, Vol. 40, No. 3 (Spring, 2007), pp. 635-662</p>
Wednesday	16	<p>Economics</p> <p><i>Atlantic Slave Trade</i>, pp. 119-132</p>
Friday	18	<p>Impact on Africa</p> <p><i>Two Princes</i>, pp.33-69</p> <p><i>Atlantic Slave Trade</i>, pp. 89-117</p>
Monday	21	<p>The slow end of the Slave Trade</p> <p><i>Atlantic Slave Trade</i>, pp. 60-69</p>
W, F	23, 25	Thanksgiving Break begins Tuesday, Nov. 22 at 10 p.m.
Monday	28	<p>The Haitian Revolution</p> <p>Robin Blackburn, "Haiti, slavery, and the Age of Democratic Revolution," <i>William and Mary Quarterly</i> 63: 4 (Oct. 2006): 643-674</p>
Wednesday	30	<p>Freedoms</p> <p><i>Captive Passage</i>, pp. 149-169</p> <p>Nemata Amelia Blyden "Back to Africa:" The Migration of New World Blacks to Sierra Leone and Liberia" <i>OAH Magazine of History</i>, Vol. 18, No. 3, (Apr., 2004), pp. 23-25</p>
Friday	December 2	<p>Abolition</p> <p><i>Atlantic Slave Trade</i>, pp. 132-175</p>
Monday	5	<p>The question of reparations</p> <p>Henry Louis Gates, "Ending the Slavery Blame-Game". <i>The New York Times</i>(April 23, 2010)</p> <p>"Setting the record straight: A response to Henry Gates, Jr."</p>
Wednesday	7	Final thoughts and exam prep
Saturday	10	Final Exam – 1pm

