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HIST 405-02, Special Topics: Technology and American Society, Fall 2008

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History 405
Emancipation in the Atlantic World
TTh 11:00-12:15

Instructor: Brian D. Page
Office: 206-A Buckman
Office Hours: Thursday 1:00-3:00 or by apt.
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Course Description:

Beginning with the Haitian revolution in the 1790s and ending with the abolition of slavery in Brazil in the 1880s, this course will examine the history of emancipation in the Atlantic World. Students will read primary and secondary sources that explore the local circumstances and global interactions on all sides of the Atlantic that shaped the origins, trajectory, and consequences of slave emancipation in the nineteenth century. While attention will be paid to the first and second emancipation in the United States, students will learn about the revolutionary changes that took place in the Caribbean, Latin America, and Africa as well.

Course Objectives:

- History is the study of change over time. And, while this course will not focus on rote memorization, gaining factual knowledge about the major events, people, and ideas that shaped this period in history is essential to understanding how and why these changes occurred.
- Much of our understanding of history relies on our ability to interpret past events. Students will be required to learn the theories and explanations historians have used to explain the social, political, and economic changes taking place in the nineteenth century.
- By critically analyzing others points of view, theories, and challenging their ideas and conclusions students will be encouraged to develop their own vision of history by studying primary and secondary sources.
- Students will be graded on their ability to demonstrate their knowledge of the period, understanding of historical theories and theses, and ability to think critically in writing and orally.

Course Requirements:

All requirements/assignments are mandatory.

Attendance: Students must attend class. If you miss a class you must contact me as soon as possible. If you miss more than two classes your grade will be adversely affected (10

point deduction for each absence). Please keep this policy in mind when making travel arrangements, doctor's appointments, etc.

Class Participation (15%): All students will be required to participate in class. Students must complete all assigned readings **prior to class and be prepared to discuss** them with their peers. Each student must be familiar with the important events, be able to identify major themes and theses, and make historical and theoretical connections with additional required readings. Every class period with assigned readings everyone must prepare a short one-page handwritten summary of the readings that identifies the author(s) thesis, provides examples of evidence the author uses to support his or her conclusions, and draws historical comparisons throughout. In addition, to facilitate class discussion, students must identify a question of historical interests at the end of each summary that he or she may be asked to present in class. These summaries will be randomly collected throughout the semester.

Oral Group Presentation (10%): Based on a list of topics provided by the instructor, all students will be required to participate in a 15 to 20 minute group presentation. Students will be graded on content, creativity, clarity, and ability to stimulate discussion.

Primary Source Essay (10%): Students will be required to write one 5 page essay using primary sources. Refer to the Online Resources for Slavery and Emancipation in the Atlantic World (handout) and the schedule of assignments for possible topics and primary sources. Due November 15 by 5pm.

Research Paper or Historiographical Essay (25%): After consultation with the instructor, students will be required to write either a 15 page research paper that relies on primary sources or a historiographical essay on a topic relevant to the study of Emancipation in the Atlantic World in the nineteenth century. Due December 9 by 5 pm.

Mid-Term Exam (20%): In-class essay exam based on lectures, required readings, films, and in-class discussions.

Final Exam (20%): Cumulative take-home exam based on lectures, required readings, films, and in-class discussions. The essay must be typed, double spaced, in ten or twelve point font, and documented with either footnotes or endnotes according the Chicago Manuel of Style.

Deadlines: Deadlines are not negotiable. No make-up exams will be allowed unless arranged well in advance with the instructor. If you fail to meet a deadline because of a medical or family emergency you must contact the instructor via email or by phone within 24 hours or, in the case of extenuating circumstances, as soon as possible.

All papers must be typed, double spaced, in ten or twelve point font, and documented with either footnotes or endnotes according to the Chicago Manuel of Style.

Honor Code: All work turned in for this course is to be completed in accordance with the Rhodes College Honor Code. To demonstrate your commitment to the Code, each student must write “pledge” and sign his/her name on every assignment. If you have any questions about plagiarism you should talk to me directly.

Students who require special arrangements due to physical or learning disabilities should contact Student Disability Services and the instructor as soon as possible.

Please contact me with any questions or concerns you may have about this course.

Required Readings:

Kim D. Butler. *Freedoms Given, Freedoms Won: Afro-Brazilians in Post-Abolition Sao Paulo and Salvador*

Clauda A. Clegg. *The Price of Liberty: African Americans and the Making of Liberia*

Ada Ferrer. *Insurgent Cuba: Race, Nation, and Revolution, 1868-1898.*

Adam Hochschild. *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire’s Slaves*

C. L. R. James. *The Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution*

* Please see the course outline for additional required readings.

Course Outline: The following outline of topics, readings, and assignments may be revised. It is the student’s responsibility to keep up with changes made throughout the course.

Week One: Introduction

August 28: Slavery and Emancipation in the Atlantic World

Week Two: The Birth of the Atlantic World

September 2: European Encounters and African Slavery

Assignment: John Thornton, “The development of commerce between Europeans and Africans,” and “Slavery and African social structure,” in *Africa and Africans in the Making of the Atlantic World*, 43-71, 72-97 (Instructor’s public file)

September 4: Sankofa Film

Assignment: See list of required readings for discussion on September 9 and 11.

Week Three: Remembering Slavery in the Atlantic World

September 9: Sankofa Film continued and Discussion

Assignment: Theresa A. Singleton, "The Slave Trade Remembered on the Former Gold and Slave Coasts," in *From Slavery to Emancipation in the Atlantic World*, 150-165.

*Public Lecture, Michael Deibert, "From Haiti to Africa and Beyond" 7PM
Blount/Buckman Lobby http://cal.rhodes.edu/cal_event.php?id=480241 (All students should make arrangements to attend)

September 11: Slavery in the Atlantic World

Required Readings David Eltis, "Europeans and the Rise and Fall of African Slavery in the Americas: An Interpretation," *American Historical Review* 98 (December 1993): 1399-1423; Peter Kolchin, "Slavery in the Atlantic World: Introduction: Variations of Slavery in the Atlantic World," *William and Mary Quarterly* 59 (July 2002): Patrick Manning, "Migrations of Africans to the Americas: the Impact on Africa, Africans, and the New World," *The History Teacher* 26 (May 1993): 279-296.

Primary Sources: Documents of and about Enslaved People in the Internet African History Sourcebook at <http://www.fordham.edu/halsall/africa/africasbook.html>

Additional sources also see Brief History and Documents of Africa and the Caribbean at Black Presence: Asian and Black History in Britain, 1500-1850 at <http://www.nationalarchives.gov.uk/pathways/blackhistory/index.htm>; Also

Week Four: New World Revolutions

September 16: American Independence

Required Readings: Sylvia Frey, "Between Slavery and Freedom: Virginia Blacks in the American Revolution," *Journal of Southern History* 49 (August 1983): 375-398; Michael L. Nicholls, "African American Freedom Suits in Post-Revolutionary Virginia," *Slavery and Abolition* 20, Issue 2 (1999): 47-62.

Primary Sources: Petitions for Freedom in the Struggle for Freedom and Legal Notes by William Cushing in the Legal Struggle for Freedom at <http://www.masshist.org/endofslavery/>; Selection from Thomas Jefferson's Notes on Virginia at the Modern History Sourcebook under American Independence at www.fordham.edu/halsall/mod/modsbook.html

September 18: The First Emancipation in the United States

Required Readings: Leslie Harris, "Slavery, Emancipation, and Class Formation in New York City, 1626-1827," *Journal of Urban History* 30 (March 2004): 339-359; Lois E. Horton, "From Class to Race in Early America: Northern Post-Emancipation Racial Reconstruction," *Journal of the Early Republic* 19 (Winter 1999): 629-649.

Primary Sources: Laws of the African Society and Petition of Prince Hall in the Lives of African Americans in Massachusetts at <http://www.masshist.org/endofslavery/>

Week Five: Emancipation in the French Atlantic

September 23: C. R. L. James, *Black Jacobins* (entire book)

September 25: The Haitian Revolution continued.

Primary Sources: Selected documents on Slave Revolution in the Caribbean, 1789-1804 (Instructor's Public File)

Week Six: Echoes of Revolution in the Black Atlantic

September 30: The Impact of the Haitian Revolution

Assignment: David B. Davis, "The Impact of the French and Haitian Revolutions," Laurent Dubois, "The Promise of Revolution: Saint Domingue and the Struggle for Autonomy in Guadalupe," Paul Lachance, "Repercussions of the Haitian Revolution in Louisiana," in *The Impact of the Haitian Revolution in the Atlantic World*.

October 2: African Survivals and Slave Resistance in the Americas

Assignment: Walter Rucker, "Conjure, Magic, and Power: The Influence of Afro-Atlantic Religious Practices on Slave Resistance and Rebellion," *Journal of Black Studies* 32 (September 2001): 84-103; John Thornton, "I am the subject of the King of Congo: African Ideology in the Haitian Revolution," *Journal of World History* 4 (1993): 181-214.

Week Seven: The Abolition Movement in Great Britain

October 7: The Better Hour: The Legacy of William Wilberforce

October 9: Hochschild, *Bury the Chains* (entire book)

Primary Sources: Abolition of the Slave Trade and Slave or Free under Rights at Asian and Black History in Britain, 1500-1850 at <http://www.nationalarchives.gov.uk/pathways/blackhistory/index.htm> and Somerset Transcript (Instructor's Public File)

Week Eight: Emancipation in the British Atlantic

October 14: The End of Slavery in the British West Indies

Assignment: Thomas C. Holt, "The Essence of the Contract: The Articulation of Race, Labor, and Political Economy in British Emancipation Policy," in *Beyond Slavery: Explorations of Race, Labor, and Citizenship in Post-emancipation Societies*.

Primary Sources: Emancipation in Rights at Asian and Black History in Britain, 1500-1850 at <http://www.nationalarchives.gov.uk/pathways/blackhistory/index.htm>

October 16: Mid-Term Exam

Week Nine: Revolutions in Spanish America

October 21: Fall break

October 23: Independence in Spanish America

Primary Sources: Selected Readings from Slavery, Freedom, and the Law in the Atlantic World (Instructor's Public File)

Week Ten: Back to Africa

October 28: Emancipation in Spanish America (continued)

Assignment: Aline Helg, "The Limits of Equality: Free People of Color during the First Independence of Cartagena, Columbia, 1810-1815," *Slavery and Abolition* 20, Issue 1 (1999): 1-30; Russell Lobrese, "Reconciling Freedom with the Right of Property: Slave Emancipation in Columbia, 1821-1852," *Journal of Negro History* 86 (Summer 2001): 203-227.

October 30: Clegg. *The Price of Liberty* (entire book)

Primary Sources: Choose at least 4 to 5 letters in the collection and be prepared to summarize your findings in class at Liberian Letters at <http://etext.lib.virginia.edu/subjects/liberia/>

Also see Maps of Liberia at

<http://memory.loc.gov/ammem/gmdhtml/libhtml/libhome.html>; Virginia Emigrants to Liberia at <http://www.vcdh.virginia.edu/liberia/>

Week Eleven: The Second Emancipation in the United States

November 4: The abolition Movement in the United States

Primary sources: Anti-slavery documents <http://jefferson.village.virginia.edu/utc/>

November 6: A Slave Rebellion?

Assignment: Ira Berlin et al, "The Destruction of Slavery, 1861-1865," in *Slaves No More: Three Essays on Emancipation and the Civil War*; Stephanie M. H. Camp, "I Could not Stay There: Enslaved Women, Truancy, and Geography of Everyday Forms of Resistance in the Antebellum South," *Slavery and Abolition*, Issue 3 (2002): 1-20.

Primary Sources: Explore the site and see primary documents including Maryland Fugitive Slave to His Wife, Proclamation by the President, Louisiana Planters to Command Department of the Gulf, Testimony by Superintendent of Contraband Fortress Monroe, Plantation Regulations by U.S. Treasury, and Maryland Slave to President in Sample Documents at the Freedman and Southern Society Project at www.history.umd.edu/Freemen/

Week Twelve: Cuban Independence

November 11: Slavery and the End of Empire in Spanish-America

Primary Sources: Selected Documents from Slavery, Freedom, and the Law in the Atlantic World (Instructor's Public File)

November 13: Ada Ferrer. *Insurgent Cuba* (entire book)

Primary Source Essay Due November 14 by 5 pm.

Week Thirteen: A Comparative History of Post-Emancipation Societies

November 18: Labor and Slave Emancipation

Assignment: Rebecca J. Scott, "Fault Lines, Color Lines, and Party Lines: Race, Labor, and Collective Action in Louisiana and Cuba, 1862-1912, in *Beyond Slavery*. (Instructor's Public File)

Primary Sources: Freedman's Labors Records from the Freedmen's Bureau Online at www.freedmensbureau.com

November 20: Gender and Slave Emancipation

Assignment: Camilla Cowling, "Negotiating Freedom: Women of Colour and the Transition to Free Labor in Cuba, 1870-1886," *Slavery and Abolition* 26, Issue 3 (2005): 377-391; Melanie Newton, "New Ideas of Correctness: Gender, Amelioration, and Emancipation in Barbados, 1810-1850," *Slavery and Abolition* 21, Issue 2 (2000); Mary Turner, "The Eleven O'Clock Flog: Women, Work, and Labor Law in the British Caribbean," *Slavery and Abolition* 20, no. 1 (1999): 38-58.

Week Fourteen: Comparative History of Post-Emancipation Societies

November 25: Race and Citizenship

Assignment: Laura Edwards, "The Marriage Covenant is the Foundation of All Our Rights: The Politics of Slave Marriage in North Carolina after Emancipation," *Law and History Review* 14 (Spring 1996): 81-124; Rebecca Scott and Michael Lewis, "Property in Writing, Property on the Ground: Pigs, Horses, Land, and Citizenship in the Aftermath of Slavery in Cuba, 1880-1909," *Comparative Studies in Society and History* 44 (October 2002): 669-699.

November 27: Thanksgiving

Week Fifteen: Slavery's End in the Atlantic World

December 2: Kim D. Butler, *Freedom's Given, Freedom's Won* (entire book)

Primary Sources: Selected Documents from Slavery, Freedom, and the Law in the Atlantic World (Instructor's Public File)

December 4: Abolition and Emancipation in Africa

Assignment: Suzanne Miers, "Slavery to Freedom in Sub-Saharan Africa: Expectations and Reality," *Slavery and Abolition* 21, Issue 2 (2000): 237-264; Linda M. Heywood, "Slavery and Forced Labor in the Changing Political Economy of Central Angola, 1850-1949," and Don Ohadike, "The Decline of Slavery among the Igbo People," in *The End of Slavery in Africa*.

December 9: Presentation of Research Papers

Research Paper Due by 5pm December 10

Final exam deadline see the schedule of exams.