

HISTORY 366

SLAVERY AND THE SLAVE TRADE IN AFRICA AND THE ATLANTIC WORLD

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Office: 2109 JFSB
Office Hours: Wednesday, 1:30-3:00 pm
Thursday, 9:30-11:00 am

Fall 2017
Section 001 (281 SFH)
MWF 10:00-10:50 a.m.

COURSE DESCRIPTION:

This course examines slavery and the trans-Atlantic slave trade from its beginnings in the late 1400s to abolition and emancipation in the early 1800s. Organized both chronologically and thematically, this course assumes a broad regional scope that transcends imperial and national boundaries, examining slavery and the slave trade on both sides of the Atlantic – in Africa, North and South America, and the Caribbean.

COURSE FORMAT AND OBJECTIVES:

The central aim of the course is to prepare students to critically and thoughtfully engage with the complex and wide-ranging history of slavery and the trans-Atlantic slave trade and their significance in shaping the social, cultural, political, and economic histories of the Atlantic World.

This is a reading intensive course. Students are expected to read each of the assigned books, articles, and primary sources. Our time together in the classroom will feature a combination of lecture and class discussion, as well as smaller group activities. I expect you to actively participate in class discussion and complete all required assignments, both in and out of class.

This course fulfills the Global and Cultural Awareness GE requirement and meets multiple learning outcomes for the History Department and the Africana Studies minor.

For more information on those learning outcomes, please visit

<https://learningoutcomes.byu.edu/Instructors/courseinstructors/12203/000/HIST+366/734120/1366>

REQUIRED READING:

Each of the following books is available at the BYU Bookstore. You can also find copies (including e-copies) at Amazon.com, Bookfinder.com, or other online retailers.

- John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*, 2nd edition (Cambridge University Press, 1998)
- Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Harvard University Press, 2007)
- Brett Rushforth, *Bonds of Alliance: Indigenous and Atlantic Slaveries in New France* (University of North Carolina Press, 2012)
- James H. Sweet, *Domingos Álvarez, African Healing, and the Intellectual History of the Atlantic World* (University of North Carolina Press, 2011)
- Rebecca J. Scott and Jean M. Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation* (Harvard University Press, 2012)

Additional readings will be available via Learning Suite.

ASSIGNMENTS AND GRADING:

There are six graded components to this course:

1. ATTENDANCE AND PARTICIPATION – 10%

Students are expected to attend class and actively participate in class discussion. This necessitates reading the assigned material before class and coming prepared to critically and thoughtfully discuss it with both your classmates and myself. I will take roll regularly throughout the semester.

Students may miss up to four class periods without being penalized, though you are responsible for any material missed in case of absence and cannot make up an

assignments or quizzes missed as a result of your absence. **Your final grade will be penalized one percentage point for each class period missed after that.** In addition, I reserve the right to adjust borderline grades up or down based on attendance and participation in class discussion.

2. READING RESPONSES – 5%

There will be several short reading responses administered at the beginning of class throughout the semester, in which you will be given ~10 minutes to respond to the assigned reading for the day.

3. DIGITAL HISTORY PROJECT – 15%

Together as a class, we will transcribe and annotate the logbook kept by George Cannon while captaining the slave ship *Iris* from 1798 to 1800 on two transatlantic journeys from England to Africa to the Caribbean. We will then create an interactive website detailing the voyage, complete with a transcription of the logbook, a map, and other features.

Each student will be responsible for transcribing and annotating a specified portion of the logbook; verifying the transcription of a different section of the logbook; researching and writing short descriptive summaries of people, places, and events mentioned; and completing other tasks associated with the project. Your grade for this assignment will be based on both your individual contribution and your participation as a member of the group. Additional details are available on Learning Suite.

4. HISTORIOGRAPHICAL ESSAY – 25%

In an essay of 3,000-5,000 words, discuss the various ways historians have approached a specific aspect of the history of slavery and the slave trade in the Atlantic World. You are required to meet with me during office hours by Week 4 to propose your chosen topic, and then to submit a preliminary list of works you will consult by Week 6. More detailed instructions and examples are available on Learning Suite. The final essay is due via Learning Suite by Friday, December 1.

5. MIDTERM EXAMINATION – 20%

Blue book exam consisting of some combination of short-answer IDs and longer essays. **The midterm will be held in class on Wednesday, October 25.**

6. FINAL EXAMINATION – 25%

Blue book exam consisting of some combination of short-answer IDs and longer essays. **The university-scheduled time for the final exam is 7:00-10:00 am on Thursday, December 21.**

POLICIES AND REMINDERS:

Slavery and the transatlantic slave trade are difficult subjects to discuss. Our course readings and class discussions will necessarily discuss brutality and violence of various sorts. This class is intended to be a space to think critically and thoughtfully about those experiences and issues. Please feel free to ask questions and offer opinions during class (in fact, your grade depends on it!), but always treat your classmates and your professor with respect. Disagreement is allowed, but personal attacks and insults are not. Harassment of any kind will not be tolerated. If you experience a problem, please report the situation to the professor immediately.

A NOTE ON TECHNOLOGY AND ELECTRONIC DEVICES

You are welcome to use laptops, tablets, and other electronic devices in class for taking notes and/or viewing reading materials. Each of us learns differently and takes notes differently. Please do your best to not distract the class or your fellow students. To that end, please silence your electronic devices and use them only to take notes or access course materials. As a former student and a current instructor, please rest assured that I can tell when you are facebooking, tweeting, snapchatting, instagramming, WhatsApping, or using any other social media app or game, or reading material not relevant to this class. I reserve the right to ask you to put your electronic devices away at any point.

<p><u>Honor Code:</u> In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most</p>

fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment: Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440 WSC).

Students With Disabilities: If you have a disability that may affect your performance in this course, you should contact the University Accessibility Center (2170 WSC). This office can evaluate your situation and assist the professor in arranging for reasonable accommodations.

CLASS SCHEDULE + READINGS

WEEK 1 (September 4-8): INTRODUCTION

September 6 Course Overview

September 8 Slavery in Human History: An Introduction

WEEK 2 (September 11-15): TRADITIONS OF SLAVERY

September 11 Thornton, *Africa and Africans in the Making of the Atlantic World* (pp. 13-42)

September 13 Rushforth, *Bonds of Alliance* (pp. 15-71)

September 15 Michael Guasco, *Slaves and Englishmen* (pp. 11-40 – available online through [HBLI](#))

WEEK 3 (September 18-22): ORIGINS OF THE SLAVE TRADE

- September 18 George Cannon and the Slave Ship Iris (no assigned reading)
- September 20 Northrup, ed., *The Atlantic Slave Trade* (3rd ed.), 1-26 (via Learning Suite)
- September 22 Thornton, *Africa and Africans in the Making of the Atlantic World* (pp. 43-125)

WEEK 4 (September 25-29): THE MIDDLE PASSAGE

- September 25 Transatlantic Slave Trade Database: introductory essays and Maps (www.slavevoyages.org/assessment/essays; www.slavevoyages.org/assessment/intro-maps)
- September 27 Smallwood, *Saltwater Slavery* (1-101)
- September 29 Smallwood, *Saltwater Slavery* (pp. 101-207); Sowande' Mustakeem, *Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage*, 76-105 (via Learning Suite)

September 29: Deadline to get topic for historiographical paper approved

WEEK 5 (October 2-6): SLAVERY IN THE IBERIAN ATLANTIC WORLD

- October 2 Thornton, *Africa and Africans in the Making of the Atlantic World* (pp. 129-205)
- October 4 No reading
- October 6 Sweet, *Domingos Alvarez* (all)

WEEK 6 (October 9-13): SLAVERY IN THE ENGLISH ATLANTIC WORLD

- October 9 Michael Guasco, *Slaves and Englishmen* (pp. 155-195 – available online through [HBLI](#))
- October 11 No reading

October 13 Gregory E. O'Malley, "Beyond the Middle Passage: Slave Migration from the Caribbean to North America, 1619-1807," *The William and Mary Quarterly*, 66:1 (2009): 125-72 (via Learning Suite)

Preliminary list of books and articles for historiographical paper due by beginning of class on October 13

WEEK 7 (October 16-20): SLAVERY IN THE FRENCH ATLANTIC WORLD

October 16 Rushforth, *Bonds of Alliance* (pp. 73-134)

October 18 No reading

October 20 NO CLASS: Study for Midterm

WEEK 8 (October 23-27):

October 23 Rushforth, *Bonds of Alliance* (pp. 135-192)

October 25 Midterm Exam: In Class

October 27 Film: *Many Rivers to Cross: The Black Atlantic (1500-1800)*

WEEK 9 (Oct. 30-Nov. 3): INDIGENOUS SLAVERIES

October 30 Rushforth, *Bonds of Alliance* (pp. 193-252)
Initial transcription of Cannon logbook due by 11:59 pm (via Learning Suite)

November 1 Andrés Reséndez, *The Other Slavery: The Uncovered Story of Indian Enslavement in America*, 1-75 (via Learning Suite)

November 3 Rushforth, *Bonds of Alliance* (pp. 252-382)

WEEK 10 (November 6-10): REBELLION AND RESISTANCE

November 6 Eric Robert Taylor, *If We Must Die: Shipboard Insurrections in the Era of the Atlantic Slave Trade*, pp. 85-138 (via Learning Suite)

November 8 Thornton, *Africa and Africans in the Making of the Atlantic World* (pp. 272-303); Reséndez, *The Other Slavery*, 149-171 (via Learning Suite); Vincent Brown, "Slave Revolt in Jamaica, 1760-61: A Cartographic Narrative," <http://revolt.axismaps.com/> (read the project description and watch the interactive map of the revolt)

November 10 NO CLASS – WORK ON HISTORIOGRAPHICAL PAPER
Verification of transcription of Cannon logbook due by 11:59 pm (via Learning Suite)

WEEK 11 (November 13-17): SLAVERY AND THE AMERICAN REVOLUTION

November 13 David Waldstreicher, *Slavery's Constitution: From Revolution to Ratification*, 57-106 (via Learning Suite)

November 15 Waldstreicher, *Slavery's Constitution: From Revolution to Ratification*, 107-152 (via Learning Suite); Matthew Mason, "Slavery Overshadowed: Congress Debates Prohibiting the Atlantic Slave Trade to the United States, 1806-1807," *Journal of the Early Republic* 20:1 (Spring 2000): 59-81 (via Learning Suite)

November 17 Maya Jasanoff, *Liberty's Exiles: American Loyalists in the Revolutionary World*, 279-312 (via Learning Suite)

WEEK 12 (November 20-24): SLAVERY AND THE HAITIAN REVOLUTION

November 20 Scott and Hébrard, *Freedom Papers: At Atlantic Odyssey in the Age of Emancipation* (pp. 6-48)

November 21 NO CLASS – WORK ON HISTORIOGRAPHICAL PAPER

NO CLASS NOVEMBER 22 or 24 – THANKSGIVING HOLIDAY

WEEK 13 (Nov. 27-Dec. 1): ANTISLAVERY MOVEMENT(S)

November 27 No reading

November 29 Film: *Amazing Grace* (Part I)

December 1 NO CLASS
Historiographical Paper due by 11:59 pm (via Learning Suite)

WEEK 14 (December 4-8): SLAVERY, ABOLITION, + EMANCIPATION

December 4 Film: Amazing Grace (Part II)

December 6 Edward Bartlett Rugemer, *The Problem of Emancipation: The Caribbean Roots of the American Civil War*, 1-14; 258-301 (via Learning Suite)

December 8 Scott and Hébrard, *Freedom Papers: At Atlantic Odyssey in the Age of Emancipation* (1-5; 49-190)
Research entries for Cannon logbook due by 11:59 pm (via Learning Suite)

WEEK 15 (December 11-13): THE LEGACIES OF SLAVERY + THE SLAVE TRADE

December 11 Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic* (June 2014); Julie Zauzmer, "Grappling with its history, Georgetown gathers descendants for a day of repentance," *Washington Post* (April 18, 2017) – see Learning Suite for links

December 13 Alex Tizon, "My Family's Slave," *The Atlantic* (June 2017); Premilla Nadasen, "Interrogating the Master Narrative of 'My Family's Slave,'" *Black Perspectives* (June 2, 2017); Micki McElya, "The Faithful Slave," *The Atlantic* (May 31, 2017); Vicente Rafael, "Lola's Resistant Dignity: Reading 'My Family's Slave' in the context of Philippine history," *The Atlantic* (May 31, 2017) – see Learning Suite for links

FINAL EXAM: THURSDAY, DECEMBER 21, 7:00 AM-10:00 AM