SYLLABUS

HIST 390 SLAVERY IN THE AMERICAS

Linfield College
Online
Fall Semester, 2016

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Course Description

In this course we will seek to discover what modern racial slavery was like in the American South, Brazil, and Cuba. Through a broadly comparative approach, we will discuss the rise, development, collapse and legacy of slavery in the three countries. By examining the rich historiography of slavery and contemporary documents we will gain an understanding of the economic, social, political and moral dimensions of the history of this complex institution. 4 credits.

Course Objectives

This course is designated Vital Past (VP) in the Linfield Curriculum. Courses in this mode of inquiry explore the human past and offer and opportunity to reflect on the continuities, change and diversity in human experience across time. They investigate social, cultural, political, and other dimensions of human historical experience. They introduce students to various methods that scholars in different disciplines have developed to study the human past. VP courses also encourage students to think critically about the interconnections between past and present.

The general objectives for Vital Past courses are to:
• learn how to analyze and contextualize primary documents
• learn how to analyze and critique secondary, scholarly arguments about the past
• learn how to make an analytical or interpretive argument about the past
• recognize that differences separate people past and present, though all people share a common humanity
• understand the nature and limits of knowledge about the human past

The specific objectives of this course are to:
• gain an understanding of the institution of racial slavery in all its dimensions: economic, social, political and moral in the United States, Brazil and Cuba.
• develop familiarity with the rich historiography of slavery particularly as pertains to the United States.
• learn how a comparative historical approach can enrich our understanding of slavery.
• analyze the legacy of slavery in the three societies.

**Course Readings**


The above works are available for purchase. In addition, a number of assigned articles and streaming videos are on reserve online.

**Assignments and Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Exam due during week of October 24th</td>
<td>120</td>
<td>25%</td>
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<tr>
<td>Review of a film due during week of Nov. 28th</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Final Exam due during the week of December 12th</td>
<td>145</td>
<td>30%</td>
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<tr>
<td>Weekly Discussion</td>
<td>120</td>
<td>25%</td>
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**Total points available:** 485

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>451-485</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>437-450</td>
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<tr>
<td>B+</td>
<td>85-89%</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
<td>75-79%</td>
<td>364-387</td>
</tr>
<tr>
<td>C+</td>
<td>73-74%</td>
<td>354-363</td>
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<tr>
<td>C</td>
<td>70-72%</td>
<td>340-353</td>
</tr>
<tr>
<td>C-</td>
<td>65-69%</td>
<td>315-339</td>
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<tr>
<td>D</td>
<td>60-64%</td>
<td>291-314</td>
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There will be extra credit opportunities in the second half of the semester.

A, A-
Excellent comprehension of the course material demonstrated in clear, readable prose. Exceptional performance.

B+, B, B-
Above average capability and better than normal performance.

C+, C, C-
Adequate understanding of the material and acceptable performance.

D+, D
Marginal comprehension of the material and below average performance.

F
Inability to deal successfully with the material and inadequate performance.

S
“Satisfactory.” Acceptable understanding.

Each written assignment will be graded according to a rubric that will be posted prior to the due date. These rubrics will incorporate the following criteria:

• Was it turned in on time? Assignments are due 9:00 PM on Friday of the week of published in this syllabus. Assignments turned in late will be penalized at the rate of 2 points per day unless prior arrangements have been made.

• Does the paper fulfill the assignment? You must follow the directions laid out for the assignment. Please note that all the writing assignments consist of expository essays.

• How well written is it? You will be judged on your grammar, syntax, spelling, logic, critical thinking, flow of ideas, and use of sources.
• Does the paper demonstrate that you have understood the material of the course? You must engage the course material and show that you have understood and thought about it.

Course Schedule and Reading Assignments

Week of September 5th  Introduction to “racial slavery”


David Brion Davis, Inhuman Bondage, Prologue and Chapters 1-3, pp. 1-76


Week of September 12th  The South Atlantic System and the Origins of Racial Slavery

Davis, Chapter 4, pp.77-102.
Bergad, Chapter 1, pp. 1-32


“Olaudah Equiano describes the horrors of the Middle Passage (1789),” in Mintz, pp.53-56.
Week of September 19th  Colonial Brazil, New Spain, and the Caribbean

Davis, Chapter 5, pp. 103-123
Bergad, Chapter 2, pp. 33-63


2.1 An Italian Jesuit advises sugar planters on the treatment of their slaves (1711), pp.55-60.

4.2 “Children of God’s fire”: A seventeenth century Jesuit finds benefits in slavery but chastises masters for their brutality in a sermon to black brotherhood of Our Lady of the Rosary, pp.163-174.

5.1, “The fact remains that they are black”: Racial attitudes in eighteenth century Portugal and Brazil, pp.203-210.

Video: Brazil—An Inconvenient History
Streaming video. Time: 46 minutes

Week of September 26th  Slavery in Colonial North America

Davis, Chapter 6, pp. 124-140.
Ira Berlin, Generations of Captivity, Chapter 1-2, pp. 21-96.

DOCUMENTS:


Week of October 3rd  Revolutionary turning points: North America And Saint Domingue

Berlin, Chapter 3, pp 97-158.
Davis, Chapter 7-8, pp. 141-174.

Recommended but not required:

Documents:
Nash, Race and Revolution

“A Letter from Benjamin Banneker to the Secretary of State (Philadelphia, 1792),” pp. 177-181.


Slavery in the U.S. constitution (posted document)


Week of October 10th Nineteenth Century Slavery: the Cotton
Kingdom

Berlin, Chapter 4, pp. 159-244.

Documents: “Solomon Northrup describes the working conditions of Slaves on a Louisiana cotton plantation (1853)” in Mintz, pp 71-72.
“Josiah Henson describes slave housing, diet, and clothing (1877), Mintz, pp.76-77.


Week of October 17th Nineteenth Century Comparisons

There will be no discussion this week because the midterm exam is due. The readings assigned for this week will be part of the basis for the final exam.

Davis, Chapter 9-10, pp. 175-205
Bergad, Chapters 4-5, pp. 96-164.

DOCUMENTS
Conrad, Children of God’s Fire: A Documentary History of Black Slavery in Brazil:
7.3 Advice on plantation punishment from an agricultural handbook (1839), pp. 297-301.

7.6 “This, then, is not a crime”: the trial of a coffee planter accused of brutal punishment (1878), pp. 305-314.

MIDTERM EXAM

Week of October 24th Slave Cultures, Communities, and Resistance
DOCUMENTS:

“Lunsford Lane describes the moment when he first recognized the meaning of slavery.” In Mintz, pp. 93-94

“Laura Spicer learns that her husband, who had been sold away, has taken another wife (1869),” in Mintz, pp. 95-98.

“Lewis Clarke discusses the impact of slavery on family life (1846),” in Mintz, pp. 103-104.

“Charles Ball remembers a slave funeral, which incorporated traditional African customs (1837),” in Mintz, p. 110.

“Peter Randolph describes the religious gatherings slaves held outside of their master’s supervision (1849),” in Mintz, pp. 111-113.

“Henry Bibb discusses ‘conjuration (1849),” in Mintz, pp 114-116

“Nat Turner describes his revolt against slavery (1831)” in Mintz, pp. 135-140.

“Margaret Ward follows the North Star to freedom (1879)” in Mintz, pp. 141-145.

“Harriet Tubman sneaks into the south to free slaves (1863, 1865)” in Mintz, pp. 149-151.


José Antonia Saco, “The Color Line,” The Cuba Reader, pp. 91-93.
Week of October 31st  Abolitionism and the Debate over Slavery

Bergad, Chapter 8, pp. 251-272.
Davis, Chapter 12-14, pp. 231-296.

DOCUMENTS:
William Lloyd Garrison, Inaugural editorial of The Liberator, 1831
http://www.sewanee.edu/faculty/Willis/Civil_War/documents/Liberator.html

John C. Calhoun, “Slavery a Positive Good,” 1837

James Henry Hammond, Senator from South Carolina, “The ‘Mudsill’ Theory,” speech March 4, 1858.”
http://www.pbs.org/wgbh/aia/part4/4h3439t.html

Frederick Douglass, “The Meaning of the Fourth of July for the Negro,” Speech delivered July 5, 1852 in Rochester, N.Y.
http://www.pbs.org/wgbh/aia/part4/4h2927t.html

Week of November 7th  Slave Voices: the United States

Bergad, Chapter 3, pp 64-71.

Frederick Douglass, Narrative of the Life of Frederick Douglass.

Week of November 14th  Slave Voices: Brazil and Cuba

Bergad, Chapter 3, pp 71-95.

DOCUMENTS
Aviva Chomsky et. al. editors, The Cuba Reader:

Video: Blacks in Latin America/ Brazil: A Racial Paradise?

Video: “Blacks in Latin America/ Cuba: The Next Revolution”

THANKSGIVING BREAK NOVEMBER 24TH-25TH

Week of November 28th Emancipation in the United States

Berlin, Epilogue, pp. 245-271.
Davis, Chapter 15, pp. 297-322.

DOCUMENTS:
The Emancipation Proclamation

Lincoln’s Second Inaugural Address, March 4, 1865.
http://avalon.law.yale.edu/19th_century/lincoln2.asp


REVIEW DUE

Week of December 5th Abolition in Brazil and Cuba
Bergad, Chapter 8, pp. 272-290.
Davis, Epilogue, pp. 323-332

DOCUMENTS:
Edgar, Children of God's Fire
10.4, “Slave property is as sacred as any other”: a chamber member opposed free-birth legislation (1871), pp. 436-446.


10.12, “Slavery is declared abolished” (May 13, 1888), pp. 480-481.

The Cuba Reader:
Father Félix Varela, “Abolition!,” pp. 94-96

Week of December 12th

Legacies of Slavery


There will be no discussion this week because of the final examination. However, the assigned readings will be covered in the exam.

Course Policies

Academic Honesty
I expect the work you submit to be the product of your own intellectual labor. The Linfield College catalog provides a detailed description of plagiarism, cheating, fabrication, and other forms of academic dishonesty. You should familiarize yourself with the college’s policies regarding these practices. Plagiarism and cheating will not be tolerated. Any student found to be engaging in either of these activities will receive a failing grade for the assignment and may be subject to further college sanctions.

Late Assignments
Assignments submitted after the deadline will lose two points per day unless prior arrangements are made.

Incompletes
Students may request an incomplete in the course when the quality of their work up to that point has been satisfactory and they have experienced sickness or other circumstances beyond their control. The granting of incompletes is at the discretion of the instructor. Each incomplete assigned must be accompanied by a contract agreed to by both the student and the instructor stipulating when the work will be completed.

Students with Disabilities
Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations contact Cheri White, Program Director of Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Loveridge Hall, Room 24, (503-413-8219). We also encourage students to communicate with faculty about their accommodation.
Discussions
The classroom should be a safe haven within which individuals can discuss the widest possible range of topics without fearing retribution, ridicule, or attack. In order for this to happen, we must assume that we are all persons of intelligence and good will who may ultimately disagree, sometimes to a profound degree, with one another but whose characters are not impugned or intelligence disparaged because of this disagreement. The classroom is not a forum for proselytizing, nor it is a soapbox for diatribes by either students or faculty. For the academic endeavor to succeed, we must treat each other with civility, courtesy, and respect. All perspectives and questions are welcome, as long as they are impelled by a genuine desire for knowledge, can be articulated thoughtfully, and supported by sound reasoning.

See also the Discussion Guidelines and Expectations on the Welcome page.