

## Comparative Slavery

History 491/491G  
AFAM 490  
Spring 2012  
Dr. Selena Sanderfer

### Course Description:

This course will examine slavery among people of African descent from the 12th to the 19th century. Through readings and discussion students will discover the origins, politics, economics, and legacies of African slavery in the Americas, Asia, the Caribbean, and Africa. This course will also address issues related to slavery such as resistance, free blacks, cultural innovation, emancipation and cultural memory.

### Course Objectives:

- Identify with the main theoretical arguments, approaches, and issues in the study of modern African slavery
- Develop skills of critical thinking and analytical writing
- Compare diversity in African slavery

### Required Texts:

Laurent DuBois, **Avengers of the New World: The Story of the Haitian Revolution** (Belknap Press, 2004)

Eric Foner, **Nothing but Freedom: Emancipation and Its Legacy** (Louisiana State University Press, 1983)

Eugene Genovese, **From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World** (Louisiana University State Press, 1992)

David Northrup, **The Atlantic Slave Trade: Problems in World History** (Wadsworth Publishing, 2010)

James Sweet, **Recreating Africa Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770** (The University of North Carolina Press, 2006)

Frank Tannenbaum, **Slave and Citizen** (Beacon Press, 1992)

[Other readings and articles as announced]

### Technological Requirements:

This course requires students to have regular access to the internet. The course site and email should be checked multiple times per week, if not every day. Access to a printer is also necessary

as is a word processing program that allows users to create complex formatting such as footnotes and italic style for documents.

### **Academic Honesty:**

All work must be your own. When referencing the work of others in papers, the standard citation accepted by professional historians must be applied. Instances of plagiarism in papers and cheating on quizzes or tests will result in a zero grade for the assignment. No exceptions. Papers must use the Chicago Manual of Style citation for formatting footnotes and bibliographies. For a handy reference to this latter style sheet, use the following link:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

### **Grading and Requirements:**

Book Review (2)	10%
Midterm Historiography Paper	20%
Final Research Term Paper	25%
Online Discussion Participation	15%
Reading Responses (5)	25%
Discussion Leader	5%

90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D), 0-59 (F)

### **Book Reviews:**

Two book reviews must be submitted during the semester. You can choose to review any two of the five monographs that are assigned for this course. If you choose to submit a review for a particular book, it must be turned in the same week that the book is assigned for the class. For example, if you want to review, Laurent Dubois' **Avengers of the New World**, you must submit the review by Saturday (3/31/2012) of week 10 that we discuss the book. Book reviews cannot be submitted the same week of reading responses. They also cannot coincide with the week that a student is a discussion leader. Book reviews should be 3-4 pages in length, double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. It should provide a brief overview of the author's main arguments, a critical critique of the author's use of primary resources, its merits as well as shortcomings, and the validity of the author's argument. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

### **Midterm Historiography Paper:**

In place of a midterm exam, students will be required to write a historiographic paper. Historiography papers provide a review of the literature on a particular subject. Before any significant research can be conducted on a topic, a comprehensive understanding of the topic and knowledge of what areas need more study must initially assessed. Such papers provide readers with an overview of major trends and theories on a particular subject including areas that require further study. Historiographic papers should be on the same subject that you intend to write your research paper. The paper topic must be approved by the professor. Papers should be 8-10 pages in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

**Final Research Term Paper:**

In place of a final exam, students will be required to submit a research term paper. Research papers should make an original contribution to the literature on a subject. They must analyze both primary and secondary sources. Research papers should be a continuation of your historiographic paper. Research papers should be 10-12 pages in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

**Reading Responses**

Five reading responses must be submitted during the semester. Students can choose which weeks they want to submit responses. Reading responses should not be written the same week that book reviews are submitted. Responses should provide a brief summary of the week's readings. They should state the authors' arguments, questions, analyses of sources, etc. If more than one reading is assigned for that week, responses should compare and contrast the readings. Responses are due by Saturday of that week the readings are discussed. They should be no one page in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

**Online Discussion Participation:**

You will be expected to develop professional and meaningful comments on the discussion board. This course is reading intensive. While you may not be able to read every word of an assigned monograph or series of articles, you are expected to spend time with each reading in order to familiarize yourself with the main arguments and participate meaningfully in discussion. Bad language or inappropriate content will not be tolerated. It will be expected that *your* comments reflect *your* work. If you quote from your book or any source, please reference it. This does not need to be a formal reference – just use quotation marks around the words that are not yours and put the name of the source in parentheses. It will be expected that you will read the assigned text and make every effort to make statements that reflect your understanding of the topic. Do not be afraid to ask questions on the discussion board. Questions can be for clarification, but should also stimulate more discussion. Students should attempt to answer the questions of other students. The instructor will be involved in most discussion boards to give direction and input. Each week there will be a class discussion on the Blackboard. There will be 13 graded discussions. Grading of discussion participation will be done by assessing your presence, at least two visits per week that are separated by at least one day, on the board (25%), the depth of your comments (25%), your ability to communicate effectively (25%), and how well your questions or comments stimulate further discussion (25%). You will be expected to post at least two comments per assignment and access the board two times (separated by one day). Discussion boards will be open from Wednesday to Sunday. Questions that you may ask (and you are encouraged to do so!) are not considered to be "comments" unless preceded by your discussion. The more you interact, the better your grade. Your effort will be compared to others in the course, for example the number and quality of comments you post.

**Examples of comments are below:**

**Poor comment** – I agree with J. Doe.

**Fair comment** – I agree with J. Doe because American slaves did practice Christianity.

**Good comment** – Although J. Doe is correct that many slaves were Christian, J. Doe is

incorrect in assuming that all American slaves accepted the religion.

**Great comment** - Although J. Doe is correct that many slaves were Christian, J. Doe is incorrect in assuming that all American slaves accepted the religion. According to our article, "Citation." (Author, page number). Therefore, Christianity was not always accepted by slaves. Wouldn't you agree, J. Doe?

### **Discussion Leader**

A different student will lead the discussion for the week. The discussion leader will provide a brief overview of the week's readings and major points of discussion. Then he/she will introduce a discussion question for the class to consider. The discussion leader will moderate the discussion by responding directly to posts, introducing new questions and comments when appropriate. The discussion leader must post the summary and initial question online by midnight 12:00 am Wednesday. The leader should have about 6 questions prepared for discussion and at least two for each reading. Feel free to ask questions that are of particular interest to you. Questions should also stimulate deeper discussion. Questions could discuss the validity of specific arguments made by the author, any larger significance, or compare the argument to that of other authors.

### **Examples of discussion questions:**

**Poor question:** Did anyone like the articles for this week?

**Fair question:** What do you think about the role of white abolitionists?

**Good question:** White abolitionist generally served to hinder the abolitionist movement, agree or disagree.

**Great question:** What impact did white abolitionist have on the progress of the abolition movement? Our article this week states that, "Citation." (Author, page number). Do you agree with the author that it was beneficial or disagree and believe that it stifled the abolitionist movement?

### **Technical Support**

WKU Students can call 270-745-7000 for technical support with Blackboard or computer problems. Other information can be found at <http://www.wku.edu/it/> or by following the IT Helpdesk link in the left menu bar. A number of short videos on common questions about software and technology are available at <https://asaweb2.wku.edu/atech/trainingsite/>. Look for the **Video Tutorials** tab. See also the link in the menu bar above for help with Tegrity class videos, used by some faculty for lectures or for student work.

### **Student Support of Special Interest for Online Students**

The Distance Learning website located at <http://www.wku.edu/online> provides a Distance Learning Support Directory listing offices on campus that provide support to distance students, including technical support. Other resources provided include:

- The Orientation for Online Learners located at <http://www.wku.edu/online/orientation>

provides a complete overview of technology required in online classes, and features tutorials on Blackboard, setting up a WKU email account, accessing TopNet (WKUs student information and registration system), course registration, study skills, time management, writing and other academic skills, and even directions to campus and how to get a parking permit should you need to visit.

- Join an Online Blackboard Community for Distance Learners at WKU. The community provides a download library of free plug-ins and discounted software, a link to technical support, and a university support directory. To join, email [learn.online@wku.edu](mailto:learn.online@wku.edu) with the subject line Online Community. There are also Facebook, Flickr and YouTube communities found by going to the Distance Learning orientation (above) and selecting Social Networking from the Resources.
- WKUReal: Reaching Each Adult Learner <http://www.wku.edu/real/> is a program to assist adult students (also known as Nontraditional students) at WKU.

### **Student Disability Services:**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments, and /or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS.

### **Contact Information:**

Office: Cherry Hall Room 230B

Office Hours: M 12:00-2:00, T 9:00-11:00 and by appointment

Telephone: 745-4739

Email: [selena.sanderfer@wku.edu](mailto:selena.sanderfer@wku.edu)

### **Schedule**

#### **Week 1**

January 22<sup>nd</sup> - 28<sup>th</sup>

Slavery in Africa

David Northrop, **The Atlantic Slave Trade**, 27-38, 45-54

Mungo Park, “West Africa in the 1790s”

P. E. H. Hair, “African Narratives of Enslavement”

Joseph E. Inikori, “Guns for Slaves”

John Thornton, “Warfare and Slavery “

#### **Week 2**

January 29<sup>th</sup> - February 4<sup>th</sup>

Race and Slavery

David Northrup, **The Atlantic Slave Trade**, 1-19

Eric Williams, “Economics, Not Racism, as the Root of Slavery”

David Eltis, "The Cultural Roots of African Slavery"  
David Brion Davis, "Ideas and Institutions from the Old World"

Winthrop Jordan, "The Simultaneous Invention of Slavery and Racism" in *White Over Black: American Attitudes towards the Negro*, 4-9, 20, 23-26, 28, 80-81, 91-94.

Week 3  
The Middle Passage  
February 5<sup>th</sup> - 11<sup>th</sup>

David Northrup, **The Atlantic Slave Trade**, 55-69, 76-86  
Mahommah Gardo Baquaqua, "An African's Ordeal"  
Thomas Fowell Buxton, "An Abolitionist's Evidence"  
Herbert S. Klein, "Profits and Losses"  
David Eltis and David Richardson, "The Achievements of the Numbers Game"

Week 4  
Social Life  
February 12<sup>th</sup> - 17<sup>th</sup>

Frank Tannenbaum, **Slave and Citizen**

Week 5  
Social Death  
February 19<sup>th</sup> – 25<sup>th</sup>

Orlando Patterson, "Authority, Alienation and Social Death" in *Slavery and Social Death*, 35-65.

Vincent Brown, "Social Death and Political Life in the Study of Slavery," *American Historical Review*, 1231-1249.

Vincent Brown, "Icons, Shamans, and Martyrs" in *The Reaper's Garden: Death and Power in the World of Atlantic Slavery*, 140-156.

Week 6  
Slavery in Asia  
February 26<sup>th</sup> – March 3<sup>rd</sup>

John O. Hunwick, "African slaves in the Mediterranean World: A Neglected Aspect of the African Diaspora," in Joseph E. Harris, *Global Dimensions of the African Diaspora*, 289-324.

Joseph E. Harris, "Africans in Asian History," in Joseph E. Harris, *Global Dimensions of the African Diaspora*, 325-338.

Fitzroy A. Baptiste, "The African Presence in India" *African Quarterly*, 92-126.

Week 7

March 4<sup>th</sup> – 10<sup>th</sup>

Spring Break

Week 8

Slavery's Effect in Africa

March 11<sup>th</sup> – 17<sup>th</sup>

David Northrup, **The Atlantic Slave Trade**, 87-118

Walter Rodney, "The Unequal Partnership Between Africans and Europeans"

Patrick Manning, "Social and Demographic Transformations"

John Thornton, "Africa's Effects on the Slave Trade"

**Midterm Historiography Paper Due**

**Monday, March 12th**

Week 9

Slavery's Effect in America

March 18<sup>th</sup> – March 24<sup>th</sup>

James Sweet, **Recreating Africa**

Week 10

Haitian Revolution

March 25<sup>th</sup> – March 31<sup>st</sup>

Laurent Dubois, **Avengers of the New World**

Week 11

Slave Rebellions

April 1<sup>st</sup> – 7<sup>th</sup>

Eugene Genovese, **From Rebellion to Revolution**

Week 12

Resistance

April 8<sup>th</sup> – 14<sup>th</sup>

Michael P. Johnson, *Black Masters: A Free Family of Color in the Old South*, 65-107

Emily Clark and Virginia M. Gould, "The Feminine Face of Afro-Catholicism in New

Orleans, 1727-1852,” *William and Mary Quarterly*, 409-448.

Yvonne Chireau, “The Uses of the Supernatural: Toward a History of Black Women’s Magical Practices,” in Susan Juster and Lisa McFarlane, eds., *A Mighty Baptism: Race, Gender, and the Creation of American Protestantism*, 171-188

Carolyn E. Fick, “Slave Resistance,” in *The Making of Haiti: The Saint Domingue Revolution from Below*, 46-75.

Week 13

Abolition

April 15<sup>th</sup> – 20<sup>th</sup>

Northrup, **The Atlantic Slave Trade**, 132-139, 147-152, 164-176

Eric Williams, “Slavery, Industrialization, and Abolition “

David Brion Davis, “Morality, Economics, and Abolition”

Howard Temperly, “The Ideology of Slavery”

David Eltis, “Europeans and the Rise and Fall of Slavery in the Americas”

Week 14

Emancipation

April 22<sup>nd</sup> – 28<sup>th</sup>

Eric Foner, **Nothing But Freedom**

Week 15

Slavery and Memory

April 20<sup>th</sup> – May 5<sup>th</sup>

Stephen P. Hanna, “A Slavery Museum?: Race, Memory, and Landscape in Fredericksburg, Virginia,” *Southeastern Geographer*, 316-337.

Rodney Coates, “If a Tree Falls in the Wilderness: Reparations, Academic Silences, and Social Justice” *Social Forces*, 841-864.

Mary Frances Berry, “In Search of Callie House and the Origins of the Modern Reparations Movement,” *The Journal of African American History*, 323-8.

Week 16

Finals Week

**Research Term Paper Due**

**Monday, May 7th**