



Comparative Slavery

HY482/582

3:55 - 5:15 p.m. T & R

Your mission, if you choose to accept it, is to work with me and fellow students to investigate slavery in different times and places. Together, we will apply a comparative methodology as we seek to understand slavery and see how it differed—or didn't—depending on time period and region. We'll be paying particular attention to themes such as slave taking, resistance, agency, labor, gender, slave community and family, and an internal slave economy.

Together, we boldly seek to identify commonalities and differences among slave systems, the reasons for those differences, and consider how scholars and others have viewed slavery over time (historiography). Lastly, we seek to hear the voices of these people in order to better understand our past and its implications.

Tools for the success of our mission

Readings I've chosen core monographs to assist us (available in the UAH bookstore). Peter Kolchin's *American Slavery* provides a good introduction to slavery, the themes we will study, and includes historiographical essay (covering comparative work).

We are counting on each other to come to class, to come prepared, & to contribute to a learning environment rich in ideas & learning.

Each of you is important in our learning community. **Attendance is expected** in every class. Your absence, whether for a whole or part of class, will negatively affect your grade.

Sometimes absences are unavoidable. If you miss a class, get notes from a classmate (or two) & schedule make-ups, if needed. An excused absence requires written documentation, but multiple absences, for any reason, will negatively affect your grade. 4 or more absences will result in a 0 for participation.

Make ups: Exams, quizzes, and other assignments may be made up at the discretion of the instructor, and only in the case of a timely documented excused absence.

Dr. Christine Sears

cs0003@uah.edu

824-2573

Roberts Hall 401

Office hours

Tuesdays &

Thursdays:

9:45-11:10, 2:05-2:45,

5:15-6:00

Turn It In #: 8361971

Password: compare

Your **participation** is welcome and essential. Come prepared to share your thoughts and questions about the readings and assignments, especially the author's thesis, evidence, main points, your questions about the work, and how each reading fits with prior readings and discussions. Plan to comment or ask a question at least twice a week as a minimum (for a C). Disruptive or distracting behavior, unpreparedness, or not paying attention will negatively affect your grade.



Listen and talk politely and respectfully to classmates and myself. Lively discussions will arise, and they will be educational and fun. Allow each person time to speak. As long as your comments are relevant and respectful of others, there is no penalty for errors.



Digital Etiquette

Texting, phone, and computer use (except for notes) is rude and distracting to others.

As a courtesy to everyone in class, turn cell phones and other electronic devices off and put them away during class. Not doing this will distract and annoy others, & will help you earn a low participation grade.

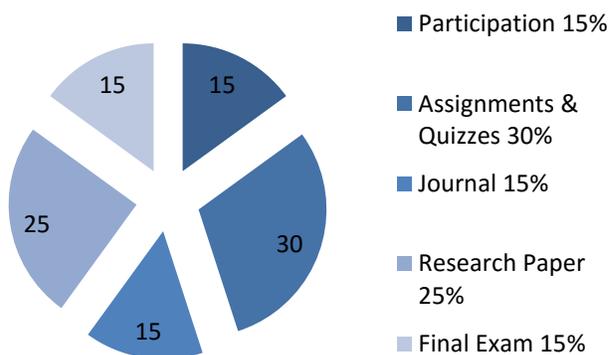
Your careful and complete **reading**, your questions and ideas, your historical and critical thinking skills are needed in this course.

Assignments are due when class starts on the assignment's due date in hard copy and on turnitin.com.

Late work is accepted. 1/3rd letter grade will be deducted per day late.

Academic Honesty: Don't plagiarize or cheat. We all strive to be honest and diligent. As per department policy, submit all work in hard copy and upload to turnitin.com. Academic dishonesty will be submitted to the Student Conduct Board.

Grades



In order to preserve the vital values of academic honesty, the instructor will use electronic means to discourage plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to turnitin.com. Assignments submitted to turnitin.com will be included as source documents in turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to UAH's use of turnitin.com services can be found at the UAH Library webpage.

Date	Topics and Readings Due	Assignments due & things to bring
8-21	Introductions to each other, class, and slavery	
8-26	Defining and Comparing Slavery Ira Berlin, Prologue, <i>Many Thousands Gone</i> , pp. 1-14 ANGEL Suzanne Miers, "Slavery: A Question of Definition," <i>Slavery and Abolition</i> 24, no. 2 (2003): 1-16. (16) Angel	2 page FORMAL outline of 1 assigned reading, which includes the author's thesis and main arguments. (40 pts) Guidelines here http://www.lib.jjay.cuny.edu/research/outlining.html
8-28	Comparative Methodology Peter Kolchin, Comparing American History," <i>Reviews in American History</i> 10, no. 4 (Dec., 1982): 64-81. (17) JSTOR from UAH databases. Eugene D. Genovese, "The Treatment of Slaves in Different Countries: Problems in the Applications of the Comparative Method," in <i>Slavery in the New World</i> , ed. Genovese & Foner, 1969). ANGEL	
9-2	Slave Taking and Making Bradley, Preface to end of Ch. 2 (Preface to p. 30)	
9-4	Slave Taking and Making Morgan, Intro and Ch. 2 Using the Slave Voyages website, choose some aspect of slave taking to research. Share your methodology, results, and conclusions in a 4-5 minute in class presentation. http://www.slavevoyages.org/tast/index.faces	Due: Slave Voyages presentation & 1 page outline (60 points)
9-9	Old World v. New World? Robin Blackburn, "The Old World Background to European Colonial Slavery," <i>The William and Mary Quarterly</i> 54, no. 1 (1997): 65-102. JSTOR	Due paper proposals & presentations
9-11	Slave Labor: Bradley, Ch. 4	Due paper proposal & presentations
9-16	Women's Reproductive Labor: Morgan, Chs. 3 & 4	Due: paper proposal & presentations
9-18	Paper Proposals and Presentations	Due: paper proposals & presentations
9-23	Women's Labor Morgan, Ch. 5 Daina L. Ramey, "'She Do a Heap of Work': Female Slave Labor on Glynn County Rice and Cotton Plantations," <i>Georgia Historical Quarterly</i> 82, no. 4 (Winter 1998): 707-734. JSTOR	Due paper proposals & presentations
9-25	Investigating Slave Labor Using at least 5 primary sources, investigate slaves' work in a specific time and place of your choice. Consider what work slaves did, why slaves were given this work, how did slaves feel about this work? Prepare a 6-8 minute presentation explaining your methodology (how and why you chose your sources), your	Due: Slave labor presentation & 1 page outline (60 points)

	findings and conclusions, and how your findings fit—or don't—with our readings.	
9-30	Specific Slave Conditions Martin, <i>Divided Mastery</i> , Preface to p. 71 (71 pp)	
10-2	Martin, <i>Divided Mastery</i> , pp. 72-104 (32 pp)	
10-7	Direct Comparisons Richard S. Dunn, "A Tale of Two Plantations: Slave Life at Mesopotamia in Jamaica and Mount Airy in Virginia, 1799-1828," <i>WMQ</i> 34, no. 1 (Jan. 1977): 32-65. JSTOR John Bezis-Selfa, "A Tale of Two Ironworks: Slavery, Free Labor, Work and Resistance in the Early Republic," <i>WMQ</i> 56, no. 4 (Oct. 1999): 677-700. JSTOR	
10-14	Comparing Slave Regimes Michael Tadman, "The Demographic Cost of Sugar: Debates on Slave Societies and Natural Increase in the Americas," <i>The American Historical Review</i> 105, no. 5 (2000): 1534-1575.	Due: List and short explanation of points of comparison YOU will be using in your paper. (40 points)
10-16	Control, Resistance, and Agency: Bradley, Ch. 6 (14 pp)	
10-21	Control, Resistance and Agency: Morgan, Ch. 5 & epilogue	
10-23	Different Slave Systems: Ottoman Zilfi, <i>Women and Slavery</i> , Chs. 4 & 5	
10-28	Toledano, <i>Slavery and Abolition</i> , Preface to p. 53	
10-30	Toledano, pp. 54-80	
11-4	Draft Work	Due Complete, if crappy, draft of paper
11-6	Slave Resistance Use runaway advertisements (or another appropriate primary source, for eg WPA narratives) to research slave resistance. Prepare a 5-6 minute presentation in which you describe and explain your methodology, findings & conclusions, and how your work fit—or didn't—with course readings and discussions. Define and explain what you think slave resistance is and how the primary source(s) you chose demonstrate slaves' resistance.	Slave Resistance presentation & outline (60 points)
11-11	Comparative Case Study Kolchin, <i>Unfree Labor</i> , Preface - 49	
11-13	Kolchin, pp. 49-156	
11-18	Kolchin, pp. 157-191	
11-20	Kolchin, pp. 195-301	
11-25	Kolchin, pp. 302-375	GRADS Due Book Review Assignment 100 pts + 50 pts for presentation
12-2	TBD	Paper Due (200 points)
12-8	Final Exam due by 5 p.m.	

Assignments

Class Journal 6-10 times @50 points each

*Bring a hard copy of your journal to class each week, as I will collect 3 or 4 students' journals each week. Do your entries before class as entries for that day's reading needs to appear, should I decide to collect your journal that day.

Keep a journal that you can physically submit to me. Each entry should include at least 2 pages of written text, which reflects substantial engagement with the material, reflections on the argument, and thoughts about the work's historiographical niche.

Each entry should include

- Thesis and why you believe this is the thesis.
- Discussion of author's main points.
- Reflection of evidence and use of evidence.
- Assessment of historical significance.
- Thoughts about how each work "talks to" other works and discussions.
- Historiographical place and point of view.
- Things noteworthy and questions.
- A list of 6-15 key terms, historical events, dates, and people from the work.

Use the journal to reflect on how each reading relates to other readings, lectures, and discussions in helping us to construct a coherent picture of the colonial period. What does each work reveal about the colonial period?

Research Paper

Showcase your ability to find and interpret primary sources, develop a discrete and significant thesis, use relevant historical works, and demonstrate your writing and revising prowess.

- Write a primary source driven paper on comparative slavery. Your topic must be approved by your professor (so that I can help steer you away from impossible topics). Use a minimum of 3 primary sources and 3 appropriate secondary works, none of which appear on the syllabus. (You can use works we read in class, but those would count as BONUS sources!)
- **UNDERGRADS:** Prepare a **proposal** that explains your research question(s), what you intend to compare in your paper, what you expect this comparison to tell you, and what this study will add to our understanding of slavery. Include a bibliography with at least 2 primary and 2 secondary sources in correct Chicago format as well as a draft thesis. 2-3 pages + bibliography, 100 points

GRAD STUDENTS: Prepare a **proposal** that explains your research question(s), what you intend to accomplish in your paper, the sources you will use to do so, and why you are engaging in this work. This should explain where your work fills a historical gap and what historiographical niche you fit into. Include a bibliography with at least 3 primary and 3 secondary sources in correct Chicago format as well as a draft thesis. 4-5 pages + bibliography, 100 points

- Deliver a **presentation** of 6-7 minutes in which you describe what you will be comparing and why, your sources, and what you hope to find to aid your work as well as what still mystifies you.

Format

Double space
One inch margins
12 point Times New Roman font
Headings 2 lines only
Chicago format
Footnotes and works cited

This is a chance to showcase your presentation skills and get assistance with your work in progress. Images are encouraged, but do not put more than 4 words on any slide; that is, DO NOT put your presentation on display—speak it. Submit a thorough outline for your presentation, 50 points for outline + 100 points for presentation

- Complete a **draft** including footnotes and works cited. Bringing a complete draft to class will allow us to help each other refine our arguments and writing. This brings you into the historical profession, as we professional historians get peers' feedback to help us develop our work. 100 points

- Submit a **research paper** of 9-12 pages (2800 minimum words)
- 200 points **GRADS**: 12-15 pages, inc. historiographical explanation

- Makes a historically significant argument about a comparative slavery topic.
- Makes a clear argument expressed in a thesis statement.
- Develops and supports your argument throughout
- Organized effectively and clearly, and well and clearly written
- Discusses where your topic fits in the pertinent historiography.
- Minimum of 3 primary source used.
- Minimum of 3 secondary sources of appropriately academic merit. GRADS: 5 secondary sources.
- One secondary source from an academic, juried journal.
- One secondary source must be a scholarly monograph.
- Use no secondary sources dated prior to 1970 (without my written permission).
- Submit your final work to Turn It In. <http://turnitin.com>

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NB: Your final paper will be graded, in part, based on how well you embrace feedback and the opportunity to revise your work. REVISION means RE-ENVISIONING. If you make only surface or limited changes, please expect a D as the grade that reflects your demonstrated revising skills.

Grad Students ONLY: Book review assignment

Read 3 scholarly reviews of Peter Kolchin's *Unfree Labor*. Bring copies of the 3 you read to class.

Write a 2-3 page essay in which you describe and explain how these scholars assessed Kolchin's work and whether you agree with their assessment or not and why. (100 points)

Prepare a 5-8 minute presentation describing the how these scholars assessed Kolchin's work and the reasons you agree or disagree to the class. Provide an outline. 50 points

If you need support or assistance because of a disability contact the Disability Support Services Office (256.824.1997) to coordinate accommodations.