Syllabus
History 4351/5351: Slavery in North America

Prof. Brian K. Mitchell
Office: 604 K Stabler Hall
E mail: bkmitchell@ualr.edu

Subject Matter: This class investigates the history of slavery and forced labor in America before 1860. This course looks at slavery in the Colonial period, the Revolutionary era, and the 1800s throughout the North American continent. Topics include Native American slavery, the transatlantic slave trade, the development of African cultures in America, and the anti-slavery movement. We will try to understand the diversity of slavery and slave cultures in North America’s different regions as we assess the central role slavery played in the creation of American society. This class investigates the history of slavery and forced labor in America before 1860.

Goals and Objectives for this course:
* Students will develop a solid understanding of the development and role of slavery in American history.
* Students will understand historical interpretation and analysis of primary and secondary sources.
* Students will be able to communicate historical knowledge in written and oral forms and develop skills in reading, critical thinking, and analytical writing.
* Students will be able to use primary documents to make arguments, which is a key historical research skill.

Departmental Goals and Objectives:
1. Students will develop a general knowledge of human history.
2. Students will understand historical interpretation and analysis of primary and secondary sources.
3. Students will develop historical research skills.
4. Students will be able to communicate historical knowledge in written and oral forms.

Disability Statement: If you are going to need accommodation for any assignments, you need to make arrangements before the due date listed on the syllabus. I recommend contacting the Disability Resource Center as soon as possible to get a letter of accommodation if you feel the assignments may pose a barrier for you.
“Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and
need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at www.ualr.edu/disability.”

Course Materials: There are several required books for this course. They are all available in the campus bookstore, or you could buy them online.

Ira Berlin, Many Thousands Gone, ISBN 978-0674002111
Stephanie Smallwood, Saltwater Slavery, ISBN 9780674030688

Other readings will be provided via links on the syllabus. These will be part of the material covered in the assignments, and you are responsible for coming to class, getting any reading handed out, and keeping track of those readings so that you can study.

Course Expectations: Attendance is required for this course. I will keep track of who visits folders and who participates in class discussion boards. You are required to do the readings listed on the syllabus, to participate in discussion boards, and to turn in assignments in a timely manner. You are also expected to complete a substantial research paper, using primary and secondary writings, exploring a topic we have mutually agreed upon.

Undergraduate Grading: Class participation, 10%. Assignment One, 20%, due Feb. 6: A three-page paper based on the question: “What did it mean to be a slave in the early years of the Atlantic world?” Assignment Two, 20%, due March 31: A three page paper based on the question, “What did the American Revolution mean for American slaves?” Assignment Three, 20%, due April 7: An in-class essay based on the following question, “What were the economic, social, cultural and economic realities of a slave being considered a commodity? “What were the economic, social, cultural and economic realities of a slave being considered a commodity? Assignment Four, 30%, due May 7: Research paper based on a primary source relating to slavery (narrative, slave document, manumission/ freedom papers, plantation inventory, etc.), 15 pages. An abstract identifying the research question and partial bibliography (partial bibliography must use at least six primary or secondary sources) is due by March 6. Completed paper is due May 5).
**Graduate Requirements:** Graduate students will be required to do a 5-7 page historiographical essay (discussing the scholarly literature and intellectual debates on the number of slaves exported to the New World) in lieu of Assignment Two, due March 13.

Grading for graduate students will be as follows: **Class participation, 10%**. **Assignment One, 20%**, due Feb. 6: A three-page paper based on the question: “What did it mean to be a slave in the early years of the Atlantic world?” **Assignment Two, 20%**, due March 31: Historiography paper, 5-7 pages. **Assignment Three, 20%**, due April 7: 3-5 page paper based on the following question, “What were the economic, social, cultural and economic realities of a slave being considered a commodity? **Assignment Four, 30%**, due by May 7: Research paper based on a primary source relating to slavery, 20 pages. An abstract identifying the research question and partial bibliography (partial bibliography must use at least six primary or secondary sources) is due by March 6.

**Academic Honesty/Plagiarism Policy:** The thoughts, ideas, and words that you present as yours must be your own. Open cheating, of course, such as using unauthorized aid, copying from a fellow student, or taking material from the web, will be punished to the fullest extent. But cheating also includes plagiarism, the presentation of someone else’s words, writing, data, or ideas as one’s own. Whenever you present material or ideas that you learned from someone else, you must take care to make clear whose words or ideas they are and where you got them. This is true for direct quotations, which should be enclosed in quotation marks, and also for paraphrasing, when you explain someone else’s ideas in your own words. You must take care to identify your sources fully in your course work, both in the text itself and with footnotes or parenthetical references. Therefore, if you wish to draw upon ideas that you learned from the readings, from lectures and other classes, or from the web or other media, you must identify your source in two ways. First, you must state, in your writing, that the ideas or facts are not your own (“As Peter Kolchin argues ...”). Second, you must provide either a footnote or a parenthetical citation, such as “(Kolchin, 14).” For guidance on citation and how to avoid plagiarism, consult almost any writer’s guide or reference. For instance, try Diana Hacker, *A Writer’s Reference*.

**Help:** I am available in office hours on a drop-in basis or by appointment. Student emails or Blackboard messages are also welcomed. We may also video conference in the Live Sessions tab. The University Writing Center, located in the Old Student Union building, provides help with essay writing for free on a drop-in basis. The Academic Success Center can also provide tutoring. If you are not comfortable writing essays, you will need to seek help now to make sure you are on the right track.

**Participation Grades:** Students’ participation will be gauged by student participation on the Class Discussion Board and the quality of participation in class discussions. Student replies and
questions should indicate that they have read the required reading and should make connections between readings. Students will not receive credit if they merely concur with the comments of others without making a noticeable contribution to the discussion.

Course Schedule:

Week One: Jan. 9 - 13

What is Slavery?

Patterson, Orlando, Slavery and Social Death

Introduction: The Constituent Elements of Slavery – pg. 1-14

Stamp, Kenneth M., The Peculiar Institution

Chap. 4: To Make Them Stand in Fear - pg. 141-191

Week Two: Jan. 16 - 20

Slavery in African

Lovejoy, Paul E., Transformations in Slavery

Chap. 1 Slavery and Africa - pg. 1-23

Manning, Patrick, Slavery and African Life

Chap. 3 Slavery and the African Population: A Demographic Model –pg. 38-59

Smallwood, Stephanie E., Saltwater Slavery

Introduction and Chap. 1 - pg.1-32

Week Three: Jan. 23 - 27

Why the African

Jordan, Wintrop D., White Over Black

Chap. 1 First Impressions –pg. 1 – 43

Berlin, Ira, Many Thousands Gone

Prologue - Making Slavery, Making Race – pg. 1 – 14
Smallwood, Stephanie E., Saltwater Slavery
Chap. 2 – pg. 33 -64

Morris, Thomas D., Southern Slavery and the Law
Part 1-Chap. 1&2 – pg.17 – 57

Week Four: Jan. 30 – Feb. 3

The Trans-Atlantic Slave Trade

Smallwood, Stephanie E., Saltwater Slavery
Chap 3 – 5 – pg. 65 – 152

Berlin, Ira, Many Thousands Gone
Introduction and Chap. 1 - pg. 17 -63

Voyages: The Trans-Atlantic Slave Trade Database
http://slavevoyages.org/

Week Five: Feb. 6 - 10

The Slave Market

Morris, Thomas D., Southern Slavery and the Law
Part 1-Chap. 3 & 5– pg.61-80; 102-131

Smallwood, Stephanie E., Saltwater Slavery
Chap 6 & 7– pg. 153 – 207

Slave Auction Announcement

Writing Assignment #1 Due by Feb. 6: What did it mean to be a slave in the early years of the Atlantic world?”
Week Six: Feb. 13 – 17

The Atlantic Creole, Slavery in the Lower Mississippi, and Tobacco Slaves

Berlin, Ira, Many Thousands Gone

Chap. 2-4, pg. 47 -92


Morris, Thomas D., Southern Slavery and the Law

Chap. 8, 9, 10, 11 – pg.182 – 261

Week Seven: Feb. 20 -24

The Black Community : Free and in bondage

Berlin, Ira, Many Thousands Gone

Part II Slave Societies-pg. 95 -176

Baptist, Edward E., The Half Has Never Been Told

Introduction and Chap. 1 – pg. xiii- 38

Week Eight: Feb. 27 – March 3

Life in the North vs. Life in the South

Baptist, Edward E., The Half Has Never Been Told

Chap. 2 – 4 –pg.39 -144

Berlin, Ira, Many Thousands Gone

pg. 177- 215

Week Nine: March 6 – March 10

Agency, Voice, and Sex in the Slave Community
Baptist, Edward E., The Half Has Never Been Told
Chap. 5 – 7 –pg.145 -259

Berlin, Ira, Many Thousands Gone
pg. 218 -255

**Final Project Abstracts Due by March 6**

**Week Ten: March 13 –March 17**

More Blood, More Profit
Baptist, Edward E., The Half Has Never Been Told
Chap. 8 – 10 –pg. 261 - 395

Berlin, Ira, Many Thousands Gone
pg. 256 -289

**Week Eleven: March 20 – 24**

Spring Break

**Week Twelve: March 27 –31**

Slaves and the American Revolution
Baptist, Edward E., The Half Has Never Been Told
Afterward –pg. 397 – 420

Berlin, Ira, Many Thousands Gone
pg. 290 - 357

**Bolten, Charles - Arkansas Runaway Slave Index**

**Writing Assignment Two due by March 31: “What did the American Revolution mean for American slaves?”**
Week Thirteen: April 3 - 7

Emancipation and Manumission

Morris, Thomas D., Southern Slavery and the Law

Chap. 18 – pg. 371 - 423

Emancipation petition of James Dunn, Number 40B, 1832.

Philip Moore emancipation petition, 1847 April 20

Assignment # 3 – Due by April 7 -What were the economic, social, cultural and economic realities of a slave being considered a commodity?

Week Fourteen: April 10 -14

Imagining Blackness Following the Civil War

Foner, Eric, Forever Free

Prologue – Chap. 2 – pg. xiv - 75

Week Fifteen: April 17 – 21

The Meaning of Freedom

Foner, Eric, Forever Free

Chap 3 – Chap. 4 – pg. 76 – 127

Week Sixteen: April 24 - 28

Foner, Eric, Forever Free

Chap 5 – Chap. 6 – pg. 128- 188

Week Seventeen: May 1 - 5

Foner, Eric, Forever Free

Chap 7 – Chap. Epilogue – pg. 189- 238

Writing and Home Work Assignment Grading Rubric

| Structure: Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences. |
| Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences. |
| Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material. |
| Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis. |
| Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. |

| The “B” Paper | Thesis: Promising, but may be slightly unclear, or lacking in insight or originality. |
| Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences. |
| Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences. |
| Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged though perhaps not addressed. Occasional insightful |
connections to outside material made.

**Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

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<th>The “C” Paper</th>
<th>Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.</th>
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<td><strong>Structure:</strong> Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.</td>
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<td>Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.</td>
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<td><strong>Analysis:</strong> Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.</td>
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<td><strong>Logic and argumentation:</strong> Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.</td>
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<td><strong>Mechanics:</strong> Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.</td>
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<th>The &quot;D&quot; Paper</th>
<th>Thesis: Difficult to identify at all, may be bland restatement of obvious point.</th>
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<td><strong>Structure:</strong> Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.</td>
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<td><strong>Use of evidence:</strong> Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; &quot;plopped in&quot; in improper manner.</td>
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<td><strong>Analysis:</strong> Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.</td>
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<td><strong>Logic and argumentation:</strong> Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible</td>
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alternative views.

**Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

**The “F” Paper**

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

**NOTE:** You are responsible for *all* information in this syllabus, whether you choose to read it or not. Not following the instructions and guidelines outlined in this syllabus could have a negative impact on your grade. “I didn’t know” will not be accepted as an excuse for failing to follow the guidelines and instructions clearly spelled out here. The syllabus and information therein is subject to modification at the instructor’s discretion.