

History 4393
Seminar: The Haitian Revolution in World History
University of Arkansas at Little Rock
Spring 2019

Hours: Mondays and Wednesdays, 1:40 pm - 2:55 pm
Classroom: Stabler Hall 601M
Professor: Nathan Marvin
E-mail: nemarvin@ualr.edu
Office: Stabler Hall 604A
Office Hours: Mondays and Wednesdays, 11-1PM or by appointment

Note: This *syllabus* is *subject to change* based on the needs of the class

Course Overview

This course explores the significance of the Haitian Revolution (1789-1804) in world history. The events that transformed the largest and most brutal of Europe's slave plantation colonies into the independent nation of Haiti unfolded in a series of major historical precedents: a tumultuous struggle for civil rights by free people of color set the stage for the largest and only successful slave uprising in the history of the Americas. The Haitian Revolution culminated in a war of liberation from French imperial rule and the declaration of the second independent country in the Western Hemisphere and its only self-proclaimed "Black Republic." The effects of the Haitian Revolution extended well beyond the shores of the island itself. It inspired freedom struggles among oppressed people of color around the world, upturned global economic systems, altered the geopolitical map of the world, and inspired new ways of thinking about race, colonialism, and the human condition itself. The Haitian Revolution also prompted a darker reaction among slaveholders elsewhere in the Americas, who manipulated the specter of Haiti to ensure the entrenchment of slavery and racial prejudice. This course will investigate the multifarious impacts of the Haitian Revolution on the world in both the short and long term, including right here in Arkansas. The state itself may never have become part of the U.S. had Napoleon not been defeated by Haitian revolutionaries and abandoned his colonial aspirations in the Americas altogether, selling off the Louisiana Territory. Relying largely on a close reading of first-hand primary source documents, Part One of this course will review the events of the Haitian Revolution itself; Part Two examines its international repercussions.

Course Texts

Required:

1) Dubois, Laurent. 2005. *Avengers of the New World: The Story of the Haitian Revolution*
[\[Available as Free E-Book at UALR Lib\]](#)

Recommended (optional):

2) Dubois, Laurent, and John D. Garrigus. 2017. *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents*. Second edition. Boston: Bedford/St. Martin's, Macmillan Learning.

3) Geggus, David. 2014. *The Haitian Revolution: A Documentary History*. Indianapolis: Hackett.

Copies of all three items are on reserve with the library and available for overnight check-out. *If you have any trouble procuring the books, let me know as soon as possible. All other readings will be posted on the course's Blackboard page, <http://blackboard.ualr.edu>.*

Grades

Your final grade for the course will be based on the following:

1. Class Participation: 25%

Class discussion is the most important element of all seminars, so you must attend every class, complete all assigned readings in advance, and contribute thoughtfully and frequently to the discussion [Part of this grade includes one session in which students will serve as discussion leader (5%)]

2. Primary Source Paper: 15% *1-2 pages. In response to questions provided in advance.*

3. Historiographical Essay (Literature Review): 20%

4. Research Proposal and Annotated Bibliography: 20%

For this assignment we'll conduct research in local historical archives and newspapers to assess the enduring effects of the Haitian Revolution on local politics, society, culture, etcetera. You will develop a research question, potential source base, and bibliography of relevant secondary literature.

5. Final Research Paper: 20%

10-15 page research paper or literature review on any aspect of the Haitian Revolution and its legacies. Your paper may continue your work from the Research Proposal.

[Due Dates on Blackboard]

Course Requirements and Policies

Requirements of the course:

- Attend all class sessions. Arrive punctually.
- Complete the assigned materials by their assigned dates
- Participate actively and thoughtfully in discussion sections.
- Bring copies of your readings to class to refer to (computers are permitted).

You must also bring to class your reading notes whether handwritten or typed. These should include your thoughts regarding the questions I will submit to you beforehand about the required reading in addition to AT LEAST ONE QUESTION PER READING (i.e. set of primary sources, article, chapter, etc. assigned). Write these down and bring them to class to refer to. Cite specific page numbers when necessary.

Readings

This is a reading- and writing-intensive course. Generally, you will have two book chapters/ articles (or the equivalent of that) to read per day. You will likely have more assigned pages of reading on Mondays.

As you read, generally, you should keep the following questions in mind...

For primary sources: Who is the author? What is his/her intended audience? In what context was it written? What about the author's background should you keep in mind as you read? Most importantly, how does this text connect to other themes we've covered in the course?

For scholarly articles and monographs (or interviews with authors), what are the author's argument(s)? What kinds of evidence does the author use to make his or her claims, and do you find those claims persuasive?

Again, how does the author's contribution connect with other themes/readings in the course?

Writing Assignments

Papers must be submitted via Blackboard by 11:59 PM on the date they are due.

You may submit drafts or outlines to me up to four days before a paper is due. Simply doing so will not necessarily guarantee a good grade on the final draft. However, it is generally the case that students who submit a draft beforehand will end up with a clearer and more persuasive final paper. Office hours are a great time to go over outlines.

All written work for the course must be submitted in MS Word or PDF format and must adhere to the following guidelines:

- All citations will be in footnotes and must adhere to the Chicago Manual of Style conventions
- Body of paper: Times New Roman font, size 12, double-spaced. Footnotes: Times New Roman font, size 10, single-spaced
- **At the end of each document you must attach your signed copy of the "Paper Writing Checklist" (available on Blackboard)**

Attendance and Classroom Etiquette

Full attendance is essential, especially during Discussion Sections. The purpose of the discussion sections is to facilitate conversation about the assigned readings and how they relate to broader themes of the course.

Active and thoughtful participation is not just a requirement of the course; you help yourself and your fellow students make sense of new concepts by asking informed questions and sharing opinions based on an accumulating body of knowledge. So know your materials in advance, be prepared to listen to and critically engage with the contributions of others. Respond directly to your peers—not just to the instructor. Be respectful of perspectives that might be different from your own.

Discussion Leader

Each student is responsible for leading one of the sessions in Part II of the course. Essentially, the discussion leader will serve as the teacher/moderator and guide the discussion on the day's topic. To prepare, students will, of course, be expected to read all required texts thoroughly. Additionally, they will read approximately two articles or

chapters based on a question they choose as a guiding theme for the class. Students may lead a session solo (for about half an hour) or as part of a team (for about one hour). These sessions will include an in-depth exploration of the principal topic of the day: for example, they may examine other writings of an author under discussion; they may appraise the ways others scholars have used or critiqued works of the author; or they may open up topics closely akin to the session topic. Just check with me beforehand about the topic and scope of your presentation.

Communication

The best way to reach me is through my UALR email account (neamarvin@ualr.edu). I check and respond to email several times a day during weekdays (i.e. Monday-Friday, 9-5). If I have not responded to e-mail within 24 hours during the week, please try again.

Students with Disabilities

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 this 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 <http://ualr.edu/disability/>.

Cheating and Plagiarism

Breaches of the university's academic integrity code will not be tolerated. Review the university's policies regarding "Academic Dishonesty." https://ualr.edu/deanofstudents/comprehensive-student-violations/#Section_1

UA Little Rock Non-Discrimination Policy

UA Little Rock adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, religion, sexual orientation, veteran's status, or disability, to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned, and any person (student, faculty, or staff member) who violates this policy will be subject to disciplinary action.

Harassment that is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment.

It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. Any person who believes he or she has been discriminated against should contact the Office of Human Relations to obtain assistance and information concerning the filing of a complaint. At the same time the university prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Non-discriminatory affirmative action equal opportunity policies apply to recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing and university-sponsored programs.

UA Little Rock Inclement Weather Policy

During inclement weather, UA Little Rock will make a decision whether or not to close based on all available information. The chancellor will decide whether or not conditions warrant canceling classes and activities and closing the campus or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member.

The [UA Little Rock website](#), UA Little Rock email, the university's main telephone number (501.569.3000), and the Rave campus alert notification system are the official means of communicating information concerning weather-related closings. When necessary, the university will announce a separate decision about canceling night classes (those classes starting at 4:20 p.m. or later) by 2 p.m., if possible.

Ordinarily, sites remote from campus such as the Bowen Law School, the Arkansas Studies Institute, and the Benton Center will close or cancel classes and activities whenever the university does so. In some circumstances, however, a separate decision may be made whether or not a site remote from campus will be open or closed, and this

decision will be announced through the university's official means of communicating weather-related closings.

Vice chancellors are responsible for seeing that necessary services are provided in their respective areas when the university is closed. Employees required to provide such services will be identified by their supervisors. Classified employees who must report to work when the university is closed due to inclement weather will be allowed compensation time of 1.5 hours for one hour worked. Persons who are not required to work when the university is closed will be granted authorized absence. Employees who do not report to work when the campus is open will be charged annual/compensatory leave or leave without pay. The Payroll Department will prescribe payroll reporting and timekeeping.

The Policy Advisory Council of the University Assembly will recommend to the chancellor if and when missed undergraduate and graduate class days should be made up. In the event that the university is closed during a final examination day, the provost, in consultation with the Faculty Senate president, will reschedule any missed graduate or undergraduate final examinations with the exception of online exams which will continue as scheduled.

Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

Reading Schedule

Part I: Origins and Events of the Haitian Revolution

Wed, Jan 23: Introductions

Mon, Jan 28: Colonial Saint-Domingue on the Eve of Revolution (1)

Textbook: Dubois, *Avengers*: pp. 1-35.

Primary Sources: Geggus, *The Haitian Revolution*: pp. 1-22.

Wed, Jan 30: Colonial Saint-Domingue on the Eve of Revolution (2)

Textbook: Dubois, *Avengers*: pp. 36-59.

Activity: Trans-Atlantic Slave Trade Database

Mon, Feb 4: Struggle for Equality Among Free People of Color

Textbook: Dubois, *Avengers*: pp. 60-90.

Primary Sources: Geggus, *The Haitian Revolution*: pp. 36-38, 40-65.

Wed, Feb 6: Uprising (1)

Textbook: Dubois, *Avengers*: pp. 91-114.

Primary Sources: Geggus, *The Haitian Revolution*: pp. 72-97.

Mon, Feb 11: Uprising (2)

Textbook: Dubois, *Avengers*: pp. 115-151.

Primary Sources: Dubois & Garrigus, *Slave Revolution*: pp. 83-87, 96-103.

Primary Sources: Geggus, *The Haitian Revolution*: pp. 65-71.

Wed, Feb 13: Emancipation

Textbook: Dubois, *Avengers*: pp. 152-170.

Primary Sources: Geggus, *The Haitian Revolution*: pp. 98-116.

Mon, Feb 18: Toussaint Louverture (1)

Textbook: Dubois, *Avengers*: pp. 171-230.

Primary Sources: Geggus, *The Haitian Revolution*: pp. 117-131, 135-138.

Wed, Feb 20: Toussaint Louverture (2)

Textbook: Dubois, *Avengers*: pp. 231-250.

Primary Sources: Geggus, *The Haitian Revolution*: pp. 139-142, 148-167.

Mon, Feb 25: War for Independence (1)

Textbook: Dubois, *Avengers*: pp. 251-279.

Primary Sources: Geggus, *The Haitian Revolution*: pp. 168-175.

Wed, Feb 27: War for Independence (2)

Textbook: Dubois, *Avengers*: pp. 280-301.

Primary Sources: Geggus, *The Haitian Revolution*: pp. 176-182.

~ ~ ~ **DUE FRIDAY, MARCH 1: Primary Source Paper** ~ ~ ~

Mon, Mar 4: Nation-Building After Independence

Book Chapter: Popkin, *A Concise History of the Haitian Revolution*: pp. 141-166.

Primary Sources: Popkin, *Facing Racial Revolution*: pp. 336-340, 345-362.

Primary Sources: Arthur and Dash. *A Haiti Anthology: Libète*: pp. 45-56.

Blog Post: Marlene Daut, "Inside the Kingdom of Hayti, 'the Wakanda of the Western Hemisphere'"

<https://theconversation.com/inside-the-kingdom-of-hayti-the-wakanda-of-the-western-hemisphere-108250>

Part II: The Haitian Revolution and its Global Repercussions

Wed, Mar 6: The Haitian Revolution: A Silenced History

Discussion Leader: _____

Textbook: Dubois, *Avengers*: pp. 302-306.

Primary Sources: Geggus, *The Haitian Revolution* (Extracts)

Book Chapter: Trouillot, Michel-Rolph. "An Unthinkable History," from *Silencing the Past*, 1995.

Mon, Mar 11: The Haitian Revolution Exported

Discussion Leader: _____

Book: Scott, Julius, *Common Wind* (2018). (Extracts)

Wed, Mar 13: Independent Haiti and International Recognition

Discussion Leader: _____

Article: Ferrer, Ada. "Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic." *American Historical Review*, February 2012.

Book Chapter: Gaffield, Julia. 2015. *Haitian Connections in the Atlantic World: Recognition after Revolution* (extracts)

Mon, Mar 25: The Haitian Revolution and the Early United States (18th-19th centuries)

Discussion Leader: _____

Primary Sources: Dubois and Garrigus, *Slave Revolution* (Extracts)

Primary Sources: Geggus, *The Haitian Revolution* (Extracts)

Book Chapter: White, Ashli. "The Saint-Dominguan Refugees and American Distinctiveness in the Early Years of the Haitian Revolution." 2009.

Podcast (Listen to Ronald A. Johnson discuss his book, *Diplomacy in Black and White: John Adams, Toussaint Louverture, and Their Atlantic World Alliance*, 2014.) <https://www.youtube.com/watch?v=YlIO4NxRylA>

Podcast (Optional) (Listen to James Alexander Dun discuss his book, *Making the Haitian Revolution in Early America*, 2016.) <https://www.youtube.com/watch?v=CUsciCwYCzU>

Wed, Mar 27: The Haitian Revolution and Louisiana (1)

Discussion Leader: _____

Web Content: "Haitian Immigration : Eighteenth and Nineteenth Centuries." (Topic from "In Motion: African-American Migration Experience," a project of the Schomburg Center, New York Public Library): <http://www.inmotionaame.org/migrations/landing.cfm?migration=5> (read essays "Overview" through "The Consequences of the Haitian Migration.")

Book Chapter: Johnson, Rashauna. *Slavery's Metropolis: Unfree Labor in New Orleans during the Age of Revolutions*. 2016. pp. 1-54.

Video (Optional): Watch Rebecca Scott's October 2014 Hutchins Lecture, titled "Tracing Atlantic Revolutions: One Family's Itinerary" and presented at the Center for the Study of the American South. She discusses the family at the center of her book, co-written with Jean M. Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*. Cambridge, Mass.: Harvard University Press, 2012. <http://vimeo.com/109524149>

Mon, Apr 1: The Haitian Revolution and Louisiana (2)

Discussion Leader: _____

Book Chapter: Dessens, Nathalie. 2016. *Creole City: A Chronicle of Early American New Orleans*. (extract).

Primary Source: Gottschalk, Louis Moreau. 2006 [1881]. *Notes of a Pianist*. pp. 10-13 (Extract).

Blog Post: Revolutions, Age of. 2018. "White Creole Identity on Trial: The Haitian Revolution and Refugees in Louisiana." *Age of Revolutions* (blog). March 26, 2018. <https://ageofrevolutions.com/2018/03/26/white-creole-identity-on-trial-the-haitian-revolution-and-refugees-in-louisiana/>.

Wed, Apr 3: The Haitian Revolution and the Ante-Bellum South

Discussion Leader: _____

Book: Hunt, Alfred N. 1988. *Haiti's Influence on Antebellum America: Slumbering Volcano in the Caribbean* (extracts).

Primary Source: "Speech of Williamson Oldham, Commissioner from the Confederate States of America, March 18, 1861," in *Slavery and Secession in Arkansas: A Documentary History*, 2015.

~ ~ ~ **DUE FRIDAY, APRIL 5: Historiographical Essay** ~ ~ ~

Mon, Apr 8: African Americans and Haiti (19th Century)

Discussion Leader: _____

Book Chapter: Maurice Jackson and Jacqueline Bacon, *Fever and Fret* (Introduction)

Book Chapter: Blight, David W. 2018. *Frederick Douglass: Prophet of Freedom* (pp. 691-713).

Primary Source: 1893 Frederick Douglass Lecture on Haiti at the World's Fair in Chicago
[https://thelouvertureproject.org/index.php?title=Frederick_Douglass_lecture_on_Haiti_\(1893\)](https://thelouvertureproject.org/index.php?title=Frederick_Douglass_lecture_on_Haiti_(1893))

Book Chapter (Optional): Fanning, Sara. *Caribbean Crossing: African Americans and the Haitian Emigration Movement*. New York: NYU Press, 2014: 1-4; 41-57.

Wed, Apr 10: The Haitian Revolution and in Literature and Political Thought in Europe

Discussion Leader: _____

Podcast: (Marlene Daut on the early literature surrounding the Haitian Revolution) <https://nationalhumanitiescenter.org/marlene-daut-haitian-revolution-literature/>

Book Chapter: Schüller, Karin. "From Liberalism to Racism: German Historians, Journalists, and the Haitian Revolution from the Late Eighteenth to the Early Twentieth Centuries." 2001.

Mon, Apr 15: Echoes of Saint-Domingue in Gender and Sexuality Studies

Book Chapter: Rey, Terry. 2017. *The Priest and the Prophetess: Abbé Ouvrière, Romaine Rivière, and the Revolutionary Atlantic World* (Extracts)

Podcast: (Daina Ramey Berry and Leslie Harris discuss their edited volume *Sexuality and Slavery: Reclaiming Intimate Histories of the Americas*. 2018) <https://newbooksnetwork.com/daina-ramey-berry-and-leslie-harris-sexuality-and-slavery-reclaiming-intimate-histories-in-the-americas-u-georgia-press/>

Wed, Apr 17: The Haitian Revolution, Jamaica, and the British Empire

Discussion Leader: _____

Podcast: (Ruma Chopra discusses her book *Almost Home: Maroons between Slavery and Freedom in Jamaica, Nova Scotia, and Sierra Leone*). <https://newbooksnetwork.com/ruma-chopra-almost-home-maroons-between-slavery-and-freedom-in-jamaica-nova-scotia-and-sierra-leone-yale-up-2018/>

Podcast: (Daniel Livesay discusses his book *Children of Uncertain Fortune*) <https://newbooksnetwork.com/daniel-livesay-children-of-uncertain-fortune-mixed-race-jamaicans-in-britain-and-the-atlantic-family-1733-1833-unc-press-2018/>

Primary Sources: Selected Archival Sources (TBA)

Mon, Apr 22: The Haitian Revolution and Santo Domingo/the Dominican Republic

Discussion Leader: _____

Article: Johnson, Sara E. *The Fear of French Negroes: Transcolonial Collaboration in the Revolutionary Americas*. 2012: 49-74.

Podcast: (Anne Eller discusses her book, *We Dream Together: Dominican Independence, Haiti, and the Fight for Caribbean Freedom*). <https://newbooksnetwork.com/anne-eller-we-dream-together-dominican-independence-haiti-and-the-fight-for-caribbean-freedom-duke-up-2016/>

Wed, Apr 24: The Haitian Revolution and the French Indian Ocean World

Discussion Leader: _____

Article: Claude Wanquet, "Baco and Burnel's Attempt to Implement Abolition in the Mascarenes in 1796: Analysis of a Failure and Its Consequences," in *The Abolitions of Slavery*, 2003.

Primary Sources: Selected Archival Sources (TBA)

~ ~ ~ **DUE FRIDAY, APRIL 26: Research Proposal and Annotated Bibliography** ~ ~ ~

Mon, Apr 29: The Haitian Revolution in Portuguese Africa and Brazil

Discussion Leader: _____

Primary Sources: Geggus, *The Haitian Revolution* (Extracts)

Book Chapter: Ferreira, Roquinaldo. *Cross-Cultural Exchange in the Atlantic World Angola and Brazil during the*

Era of the Slave Trade. 2014: 203-247.

Wed, May 1: *Research/Discussion Session*

Book Chapter: (Jules Benjamin)

Mon, May 6: African Americans and Haiti (20th Century)

Discussion Leader: _____

Primary Sources: Geggus, *The Haitian Revolution*: pp. 203-205 (Document 95)

Primary Sources: Paul Robeson, "Ho Chi Minh is Toussaint L'Ouverture of Indo-China," *Freedom* (March 1954) http://faculty.goucher.edu/mbell/haiti_aftershocks_of_history.htm

Article: "Haiti, I'm Sorry: The Haitian Revolution and the Forging of the Black International," in West, Michael Oliver, William G. Martin, and Fanon Che Wilkins. *From Toussaint to Tupac: The Black International Since the Age of Revolution*. Univ. of North Carolina Press, 2009.

Wed, May 8: Discussion TBA

Mon, May 13: *Research/Discussion Session*

Book Chapter: (Jules Benjamin)

FINAL RESEARCH PAPER DUE on the Finals testing date assigned by the Registrar (TBA)