

Slavery in the Atlantic World

HIST 4933 • Fall 2020 • TR 11:00 to 12:20 in PY 202

PROFESSOR: Dr. Mary Draper
E-MAIL: mary.draper@msutexas.edu
OFFICE: O'Donohoe 233
OFFICE HOURS: In-person on Mon., Wed., Fri – 9am to 10am
Via Zoom on Tues., Thurs. – 1pm to 2pm

COURSE DESCRIPTION:

In this course we will explore the history of slavery in the Atlantic world. In doing so, we will grapple with how slavery and enslaved people shaped the cultures, politics, economies, and realities of four continents over four centuries. Indeed, from the early 1500s through the mid-1800s, more than 12 million enslaved Africans were forcibly transported across the Atlantic Ocean. Once they arrived in the Americas, Africans and their descendants labored under brutal conditions, forged new social, economic, and political cultures, and generated immense wealth for individuals, empires, and nations. Our goal this semester is to center—to the extent possible—the lives, experiences, beliefs, and actions of enslaved people themselves.

OBJECTIVES:

By thoughtfully engaging with course materials and completing assignments, you should:

- Learn about the major historical developments in the history of slavery from its legal and cultural origins in the early modern era to its abolition in the nineteenth century
- Work to recover the diverse experiences of enslaved peoples, recognizing that in the face of brutal oppression, enslaved people endured, resisted, and demonstrated incredible resilience
- Interpret a wide range of sources (both secondary and primary) that creatively engage with archive of slavery. Be able to critique both methodologies and primary sources.
- Write thoughtful, well-supported papers on the history of enslaved peoples throughout the Americas
- Recognize the legacy of Atlantic slavery—and the people held captive in Atlantic slavery—in the shaping of today's world

READINGS:

You will be reading a number of articles and book chapters (PDFs on D2L) as well as four books this semester. Should you not wish to purchase them, these books are all available digitally through the Moffett Library website.

- Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Harvard, 2007) ([Moffett link](#))
 - *A study of enslavement and the middle passage that considers the experiences of African captives*

- James H. Sweet, *Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World* (UNC, 2011) ([Moffett link](#))
 - *A biography of Domingos Álvares, an enslaved man who was both a powerful healer and vodun priest. His story takes us from Africa to Brazil to Portugal.*
- Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (Harvard, 2004) ([Moffett link](#))
 - *A narrative account of the Haitian Revolution which triggered the overthrow of colonial rule in Saint-Domingue, the abolition of slavery, and founding of Haiti*
- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa* (1789) ([Moffett link](#) or, if you'd like to view as a website, [Vol. 1](#) and [Vol. 2](#))
 - *First-hand account of Olaudah Equiano's kidnapping, enslavement, and quest for freedom in the eighteenth century (primary source)*

ASSIGNMENTS & GRADING:

Your grade for this course is based on the following percentages:

Scribe Notes: 5%

Discussion and Participation: 10%

Response papers (6): 30%

Mini Research Paper #1: 15%

Mini Research Paper #2: 15%

Biography (w/ benchmarks): 25%

GRADING SCALE: A = 100-90; B = 89-80; C = 79-70; D = 69-60, F = 59 and below

ASSIGNMENTS: Please note that all papers and assignments will due online to D2L, but you're welcome to turn in a hard copy if you prefer hand-written feedback.

- **Scribe Notes (5%):** Every class period, one student will be responsible for taking notes on our discussion. These notes will be circulated to your classmates via D2L. Please upload your notes to D2L before the beginning of the next class period. Then, the scribe will start off the next class with a brief discussion of what we covered.
- **Discussion and Participation (10%):** To succeed in this class, you need to participate. Come prepared to talk about the readings. You will have roughly 50 pages of reading for each class period (usually a book chapter and an article, or two articles). This means that most of our classes will be discussion-based. You will find discussion questions posted on D2L to help you prepare for class. If you have perfect attendance but never speak, your discussion grade cannot be higher than a C. Likewise, if you do not attend class, your discussion grade will suffer. Attendance will be taken at the beginning of class. If you miss six or more times, in addition to earning a zero for your discussion grade, your final grade will be penalized two percentage points for each additional class missed.
- **Response Papers (30%):** You will write 6 two-to-three-page response papers over the course of the semester. These papers should respond to one of the discussion questions posted on D2L. You can choose which weeks, readings, and questions you answer as

long as you turn in two papers during Part I of the course (weeks 1-4), two papers during Part II (weeks 5-10), and two papers during Part III (weeks 11-15). You also cannot write two papers the same week (i.e. turn one paper in on Tuesday and another on Thursday.)

- **Mini Research Papers (30%):** You will write 2 four-to-five pages mini research papers. More information on these will be forthcoming. In the first paper, you will research some aspect of enslaved culture (such as dwellings, clothing, instruments, dance, beliefs, motherhood, etc.) This paper will be due on October 29th. In the second paper, you will research some aspect of resistance among enslaved people, families, or communities. This could be an alleged conspiracy, a revolt, an everyday act, etc. This paper will be due on November 24th.
- **Contextualized Biography (25%):** Using the text of a runaway ad as your basis, you will write a contextualized biography of an enslaved person that reconstructs their life as much as possible. This paper, which will be 8-10 pages long, is an opportunity for you to be creative and think like a historian. What clues does the ad give about the person's life, clothing, family, and labor? There will be several benchmark assignments related to this paper throughout the semester, including a one-to-two page paper due on September 17, a one-to-two page reflection due on October 22. The final paper will be due the day of your final exam, Tuesday Dec. 8. More information about this paper will be available on D2L.

ATTENDANCE AND CLASS MEETINGS IN THE AGE OF COVID: Unfortunately, we are living in uncertain times. None of us signed up for this. As a result, I promise to be flexible and patient with you all in the coming semester. If you need an extension on an assignment, another accommodation, or anything else, please let me know. We'll work together to make a plan that fits your needs. Because this class is currently designated as Face to Face (F2F), it will meet in its regularly scheduled rooms but will utilize social distancing and an assigned seating chart. I will also "livestream" via Zoom on D2L. When the university transitions to fully online after Thanksgiving, remote instruction will be used for the last week of class and finals will be administered remotely.

Finally, **do not come to class if you are feeling under the weather or have been exposed to COVID.** No exceptions. Should you feel up to it, you can tune into the livestream. Most importantly, stay safe, stay healthy, and follow the MSU mask policies. The mask policy in my classroom and my office is the same as MSU's mask policies. This means you will wear your mask whenever you are attending class in-person or visiting my office hours.

ACCOMMODATIONS: Students should visit the [DSS webpage for current students](#). If you have never applied for accommodations before you may qualify for them under the vulnerable population designation. The application may be [downloaded](#) or [completed online](#). Once an accommodations letter is provided students will discuss their specific accommodation needs with their professor(s). If a student is unsure if a condition is covered by the ADA or Section 504, and they desire COVID-19 accommodations, they should complete the [Request for COVID Consultation Form](#).

ACADEMIC MISCONDUCT POLICY: *“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”* Academic misconduct—cheating, collusion, plagiarism, etc.— will not be tolerated and will receive an F. For example, “cutting and pasting” from any internet source or poorly paraphrasing (i.e. changing a few words with the synonym function) without citing that source is plagiarism. It is unacceptable.

DROP DATE: Last Day to drop with a grade of “**W**” is December 4, 2020. It is the student’s responsibility to visit with their academic advisor prior to withdrawing from a class.

COMPUTER REQUIREMENTS: This class uses D2L. You will find readings, take reading quizzes, submit papers, and livestream class through D2L. It is your responsibility to have (or have access to) a working computer in this class. Computers are available on campus in various areas of the buildings.

NOTICE: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Should we transition to remote learning, for example, the syllabus will likely change. Look on D2L for any relevant announcements.

E-mail me (mary.draper@msutexas.edu) or visit me during office hours if you have any questions.

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HIST 4933 COURSE SCHEDULE	
Part I	AFRICANS AND THE CREATION OF THE ATLANTIC WORLD <ul style="list-style-type: none"> • SUBMIT TWO RESPONSE PAPERS BY SEPT. 17 • ONE-TO-TWO PAGE PAPER FOR CONTEXTUALIZED BIOGRAPHY DUE SEPT. 17
	Numbers, Words, and the History of Slavery
WEEK 1 AUG. 25 & AUG. 27	T: Class Introduction TH: Sources and the Study of Slavery <u>READING FOR THURSDAY:</u> <ul style="list-style-type: none"> • HIST 44933 Syllabus and Course Schedule • Trans-Atlantic Slave Trade Database: https://www.slavevoyages.org/voyage/database • Interview with Marisa Fuentes: https://earlyamericanists.com/2017/05/15/qa-marisa-fuentes-dispossessed-lives/ • Stephanie Smallwood, <i>Saltwater Slavery</i>, pp. 1-8 • “The Atlantic Slave Trade: Stolen Bodies, Stolen Identities?” in David Northrup, <i>Seven Myths of Africa in World History</i> (Hackett, 2017), pp. 60-84 <u>ASSIGNMENTS FOR THURSDAY:</u> <ul style="list-style-type: none"> • Come prepared to discuss the following questions (also posted on D2L): <ul style="list-style-type: none"> ○ According to Fuentes and Smallwood, what are some the challenges of reconstructing the lives of enslaved people? ○ Using the drop-down menus at the top of the Trans-Atlantic Slave Trade Database, create a search that produces results that you find interesting. Describe the search you created and why the results seem important.
	Atlantic Africa
WEEK 2 SEPT. 1 & SEPT. 3	T: The Origins of Atlantic Africa <u>READING FOR TUESDAY:</u> <ul style="list-style-type: none"> • Stephanie Smallwood, <i>Saltwater Slavery</i>, pp. 9-32 • Excerpt from David Northrup, <i>Africa’s Discovery of Europe, 1450-1850</i> (Oxford, 2009), pp. 1-24 <u>ASSIGNMENTS FOR TUESDAY:</u> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L.

	<p>TH: African-European Encounters <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> Jennifer L. Morgan, "'Some Could Suckle over Their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770," <i>The William & Mary Quarterly</i> 54:1 (Jan. 1997): 167-192. Chap. 1 of Olaudah Equiano, <i>Interesting Narrative</i> <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> Come prepared to discuss the questions posted on D2L.
	<p>Enslavement</p>
<p>WEEK 3 SEPT. 8 & SEPT. 10</p>	<p>T: Captives, Buyers, and Sellers <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> Stephanie Smallwood, <i>Saltwater Slavery</i>, pp. 33-64 Excerpt of "Why did Africans sell slaves?" in Lisa A. Lindsay, <i>Captives as Commodities: The Transatlantic Slave Trade</i> (Saddle Brooke, New Jersey: Pearson), 55-74 (PDF on D2L) <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> Come prepared to discuss the questions posted on D2L. <p>TH: The Architecture of Enslavement <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> Stephanie Smallwood, <i>Saltwater Slavery</i>, pp. 65-100 Elisée Soumonni, "Lacustrine Villages in South Benin as Refuges from the Slave Trade" in <i>Fighting the Slave Trade: West African Strategies</i>, ed. Sylviane A. Diouf (Boydell & Brewer, 2004), 3-14 (PDF on D2L) <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> Come prepared to discuss the questions posted on D2L.
	<p>The Middle Passage</p>
<p>WEEK 4 SEP. 15 & SEP. 17</p>	<p>T: Slavery at Sea <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> Stephanie Smallwood, <i>Saltwater Slavery</i>, pp. 101-152 Excerpt from Sowande' M. Mustakeem, <i>Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage</i> (Illinois, 2016), pp.55-75 (PDF on D2L) Chap. 2 of Olaudah Equiano, <i>Interesting Narrative</i> <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> Come prepared to discuss the questions posted on D2L. <p>TH: Arrival in the Americas <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> Stephanie Smallwood, <i>Saltwater Slavery</i>, pp. 153-207 (all) Chap. 3 of Olaudah Equiano, <i>Interesting Narrative</i>

	<p>ASSIGNMENTS FOR THURSDAY:</p> <ul style="list-style-type: none"> • In-class discussion of Smallwood’s <i>Saltwater Slavery</i> • One-to-two page paper due for Contextualized Biography Paper • Come prepared to discuss the questions posted on D2L.
PART II	<p>SLAVERY IN THE AMERICAS</p> <ul style="list-style-type: none"> • SUBMIT TWO RESPONSE PAPERS BY OCT. 29 • CONTEXTUALIZED BIOGRAPHY REFLECTION PAPER DUE OCT. 22 • MINI RESEARCH PAPER #1 DUE ON OCT. 29
	Legalizing Indigenous and African Slavery
<p>WEEK 5 SEP. 22 & SEP. 24</p>	<p>T: Indigenous Enslavement READING FOR TUESDAY:</p> <ul style="list-style-type: none"> • Excerpt from “Caribbean Debacle” in Andrés Reséndez, <i>The Other Slavery: The Uncovered Story of Indian Enslavement in America</i> (Houghton, 2016), 13-28 (PDF on D2L) • Brett Rushforth, “‘A Little Flesh We Offer You’: The Origins of Indian Slavery in New France,” <i>The William & Mary Quarterly</i> 60:4 (Oct. 2003): 777-808 (PDF on D2L) <p>ASSIGNMENTS FOR TUESDAY:</p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L. <p>TH: Legalizing Slavery READING FOR THURSDAY:</p> <ul style="list-style-type: none"> • Excerpt from Michael Guasco, <i>Slaves and Englishmen: Human Bondage in the Early Modern Atlantic World</i> (UPenn, 2014), pp. 44-50; 60-79 (PDF on D2L) • James H. Sweet, <i>Domingos Álvares</i>, pp. 1-26 <p>ASSIGNMENTS FOR THURSDAY:</p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L.
	Landscapes of Slavery: Plantations & Cities
<p>WEEK 6 SEP. 29 & OCT. 1</p>	<p>T: Plantation Life READING FOR TUESDAY:</p> <ul style="list-style-type: none"> • James H. Sweet, <i>Domingos Álvares</i>, pp. 27-53 • “‘Women’s Sweat: Gender and Agricultural Labor in the Atlantic World” in Jennifer Morgan, <i>Laboring Women: Reproduction and Gender in New World Slavery</i> (UPenn Press, 2004), pp. 144-165 (PDF on D2L) <p>ASSIGNMENTS FOR TUESDAY:</p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L. <p>TH: Urban Life READING FOR THURSDAY:</p> <ul style="list-style-type: none"> • James H. Sweet, <i>Domingos Álvares</i>, pp. 53-101

	<ul style="list-style-type: none"> • Excerpt from Marisa Fuentes, <i>Dispossessed Lives: Enslaved Women, Violence, and the Archive</i> (Penn, 2016), pp. 13-21; 30-45 (PDF on D2L) <p>ASSIGNMENTS FOR THURSDAY:</p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L.
An Intellectual History of Slavery	
<p>WEEK 7 OCT. 6 & OCT. 8</p>	<p>T: The Intellectual Labor of Slavery READING FOR TUESDAY:</p> <ul style="list-style-type: none"> • James H. Sweet, <i>Domingos Álvares</i>, pp. 103-122 • Kevin Dawson, “Enslaved Swimmers and Divers in the Atlantic World,” <i>Journal of American History</i> 94:4 (March 2006): 1327-1355 (PDF on D2L) • Chap. 4 of Olaudah Equiano, <i>Interesting Narrative</i> <p>ASSIGNMENTS FOR TUESDAY:</p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L. <p>TH: Christianity meets Obeah & Vodun READING FOR THURSDAY:</p> <ul style="list-style-type: none"> • James H. Sweet, <i>Domingos Álvares</i>, pp. 122-145 • Randy M. Browne, “The ‘Bad Business’ of Obeah: Popwer, Authority, and the Politics of Slave Culture in the British Caribbean,” <i>William & Mary Quarterly</i> 68:3 (July 2011): pp. 451-480 (PDF on D2L) • Chap. 5 of Olaudah Equiano, <i>Interesting Narrative</i> <p>ASSIGNMENTS FOR THURSDAY:</p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L.
African Knowledge, New World Environs	
<p>WEEK 8 OCT. 13 & OCT. 15</p>	<p>T: The Life of Domingos Álvares READING FOR TUESDAY:</p> <ul style="list-style-type: none"> • James H. Sweet, <i>Domingos Álvares</i>, pp. 146-233 (all) <p>ASSIGNMENTS FOR THURSDAY:</p> <ul style="list-style-type: none"> • In-class discussion of Sweet’s <i>Domingos Álvares</i> • Come prepared to discuss the questions posted on D2L. <p>TR: Botanical and Maritime Legacies of Africa READING FOR TUESDAY:</p> <ul style="list-style-type: none"> • Excerpt from Judith Carney, <i>In the Shadow of Slavery: Africa’s Botanical Legacy in the Atlantic World</i> (UC, 2009), pp. 123-144 (PDF on D2L) • Excerpt from Kevin Dawson, <i>Undercurrents of Power: Aquatic Culture in the African Diaspora</i> (Penn, 2018), pp.164-203 (PDF on D2L) • Chaps. 6 and 7 of Olaudah Equiano, <i>Interesting Narrative</i>

	<p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L.
	Cultural History of Slavery
<p>WEEK 9 OCT. 20 & OCT. 22</p>	<p>T: Language of Dress & Music <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> • Excerpt from Steeve O. Buckridge, <i>The Language of Dress: Resistance and Accommodation in Jamaica, 1760-1890</i>, pp. 67-110 (PDF on D2L) • Chap. 8 of Olaudah Equiano, <i>Interesting Narrative</i> • Begin reading Dubois, <i>Avengers of the New World</i> (pp. 1-151 due in two weeks) <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L <p>TH: Music & Celebrations <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> • “The First African Instrument” in Laurent Dubois, <i>The Banjo: America’s African Instrument</i> (Harvard, 2016), pp. TBD (PDF on D2L) • Excerpt from <i>Art and Emancipation in Jamaica: Isaac Mendes Belisario and his Worlds</i> (PDF on D2L) • Read the essay online at musicalpassage.org (and explore the website) • Chap. 9 of Olaudah Equiano, <i>Interesting Narrative</i> <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> • One-to-two page reflection paper due for Contextualized Biography • Come prepared to discuss the questions posted on D2L
	Life & Death
<p>WEEK 10 OCT. 27 & OCT. 29</p>	<p>T: The Rituals of Death <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> • Excerpt from Vincent Brown, <i>Reaper’s Garden: Death and Power in the World of Atlantic Slavery</i> (Harvard, 2008), 1-13; 60-92 • Sasha Turner, “The Nameless and the Forgotten: Maternal Grief, Sacred Protection, and the Archive of Slavery,” <i>Slavery & Abolition</i> 38:2 (April 2017), pp. 232-250 (PDF on D2L) • Chap. 10 of Olaudah Equiano, <i>Interesting Narrative</i> • Continue reading Dubois, <i>Avengers of the New World</i> (pp. 1-151 due in one week) <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L <p>TH: Motherhood, Childhood, and Abolition <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> • “Reconceiving Moral and Industrious Subjects: Women, Children, and Abolition” in Sasha Turner, <i>Contested Bodies: Pregnancy, Childrearing, and Slavery in Jamaica</i> (Penn, 2017), pp. 18-43 (PDF on D2L)

	<ul style="list-style-type: none"> • “Infancy and Childhood” in Daina Ramey Berry, <i>The Price for their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation</i> (Beacon Press, 2017), pp. 33-57 (PDF on D2L) • Chap. 11 of Olaudah Equiano, <i>Interesting Narrative</i> • For context on this chapter of Equiano, skim Jennifer Anderson, <i>Mahogany: The Costs of Luxury in Early America</i> (Harvard, 2012), pp. 159-168 (PDF on D2L) <p>ASSIGNMENTS FOR THURSDAY:</p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L • Mini Research Paper #1 due
PART III	<p>RESISTANCE, EMANCIPATION, & FREEDOM</p> <ul style="list-style-type: none"> • SUBMIT TWO RESPONSE PAPERS BY DEC. 3 • MINI RESEARCH PAPER #2 DUE ON NOV. 24 • CONTEXTUALIZED BIOGRAPHY DUE TUES., DEC. 8
	Resisting Enslavement
WEEK 11 Nov. 3 & Nov. 5	<p>T: The Beginnings of the Haitian Revolution</p> <p>READING FOR TUESDAY:</p> <ul style="list-style-type: none"> • Dubois, <i>Avengers of the New World</i>, 1-151 <p>ASSIGNMENTS FOR TUESDAY:</p> <ul style="list-style-type: none"> • In-class discussion of Dubois, <i>Avengers of the New World</i>, 1-151 • Come prepared to discuss the questions posted on D2L <p>TH: Everyday Acts</p> <p>READING FOR THURSDAY:</p> <ul style="list-style-type: none"> • Stephanie M. H. Camp, “The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861,” <i>Journal of Southern History</i> 68:3 (August 2002), pp. 533-572 (PDF on D2L) • Shauna J. Sweeney, “Market Marronage: Fugitive Women and the Internal Marketing System in Jamaica, 1781-1834,” <i>William & Mary Quarterly</i> 76:2 (April 2019), pp. 197-222 (PDF on D2L) • Chap. 12 of Olaudah Equiano, <i>Interesting Narrative</i> • Continue reading Dubois, <i>Avengers of the New World</i> (pp. 151- 306 due in 2 weeks) <p>ASSIGNMENTS FOR THURSDAY:</p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L
	Realities and Rumors of Rebellion
WEEK 12 Nov. 10 & Nov. 12	<p>T: Conspiracies & Communication</p> <p>READING FOR TUESDAY:</p> <ul style="list-style-type: none"> • Continue reading Dubois, <i>Avengers of the New World</i> (pp. 151- 306 due next week) • Justin Pope, “Inventing an Indian Slave Conspiracy on Nantucket” <i>Early American Studies</i> 15:3 (Summer 2017), pp. 505-538 (PDF on D2L)

	<ul style="list-style-type: none"> • Jason T. Sharples, “Discovering Slave Conspiracies: New Fears of Rebellion and Old Paradigms of Plotting in Seventeenth-Century Barbados,” <i>American Historical Review</i> 120:3 (June 2015): 811-843 (PDF on D2L) <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L <p>TH: Maroons & Warfare</p> <p><u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> • Continue reading Dubois, <i>Avengers of the New World</i> (pp. 151- 306 due next week) • Excerpt from Vincent Brown, <i>Tacky’s Revolt: The Story of an Atlantic Slave War</i> (Harvard, 2020), pp.1-15 • Yuko Miki, “Fleeing into Slavery: The Insurgent Geographies of Brazilian Quilombolas (Maroons), 1880-1881), <i>The Americas</i> 68:4 (April 2020): pp.495-528 (PDF on D2L) • Brett Rushforth, “The Gauolet Uprising of 1710: Maroons, Rebels, and the Informal Exchange Economy of a Caribbean Sugar Island,” <i>William & Mary Quarterly</i> 76:1 (Jan. 2020), pp. 75-110 (PDF on D2L) <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L
Slavery and Freedom in the Age of Atlantic Revolutions	
<p>WEEK 13 Nov. 17 & Nov. 19</p>	<p>T: “All men are created equal”?</p> <p><u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> • Excerpt from Manisha Sinha, <i>The Slave’s Cause: A History of Abolition</i> (Yale, 2016), pp.34-64 (PDF on D2L) • James Sidbury, “African Americans and the Problems of Faith in the Age of Revolutions,” <i>Age of Revolutions</i> (https://ageofrevolutions.com/2020/02/03/african-americans-and-the-problems-of-faith-in-the-age-of-revolutions/) • Continue reading Dubois, <i>Avengers of the New World</i> (pp. 151- 306 due on Friday) <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L <p>TH: The Haitian Revolution</p> <p><u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> • Dubois, <i>Avengers of the New World</i>, 251-306 (all) <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L • In-class discussion of Dubois, <i>Avengers of the New World</i>
Expansion & Abolition in the Nineteenth Century	
<p>WEEK 14</p>	<p>T: The Aftermath of the Haitian Revolution: Contagion and Expansion</p> <p><u>READING FOR TUESDAY:</u></p>

<p>Nov. 24 & Nov. 26</p>	<ul style="list-style-type: none"> • Excerpt from Ashli White, <i>Encountering Revolution: Haiti and the Making of the Early Republic</i> (JHU, 2010), pp.124-165 (PDF on D2L) • Excerpts from Matt D. Childs, “The 1812 Aponte Rebellion” in <i>Origins of the Black Atlantic</i>, eds. Laurent Dubois and Julius S. Scott (Routledge, 2010), pp. 269-322 (PDF on D2L) <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> • Come prepared to discuss the questions posted on D2L • Mini Research Paper #2 due <p>TH: No class</p> <ul style="list-style-type: none"> • Happy Thanksgiving! Remember, we will be going online for Week 15. See you all on Zoom.
<p>The Afterlives of Atlantic Slavery</p>	
<p>WEEK 15 DEC. 1 & DEC. 3</p>	<p>T: Emancipation & Freedom</p> <p><u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> • Excerpt from Natasha Lightfoot, <i>Troubling Freedom: Antigua and the Aftermath of British Emancipation</i> (Duke, 2015), pp. TBD • Excerpt from Heather Andrea Williams, <i>Help Me Find My People: The African American Search for Family Lost in Slavery</i> (UNC, 2012), pp. 140-168 <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> • Zoom in prepared to discuss the questions posted on D2L <p>TH: The Afterlives of Atlantic Slavery</p> <p><u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> • Ta-Nehisi Coates, “The Case for Reparations” in <i>The Atlantic</i> (June 2014): https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/ • Seth Freed Wessler, “Black Deaths Matter” in <i>The Nation</i> (October 15, 2015): https://www.thenation.com/article/archive/black-deaths-matter/ • Matthew Desmond, “American Capitalism is Brutal” in “The 1619 Project” in <i>The New York Times</i> (August 2019): https://www.nytimes.com/interactive/2019/08/14/magazine/slavery-capitalism.html <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> • Zoom in prepared to discuss the questions posted on D2L
<p>FINALS WEEK</p>	
<p>WEEK 16 DEC. 8</p>	<p>T: Contextualized Biography Due</p> <ul style="list-style-type: none"> • Please submit to D2L • Enjoy winter break!