

History 366
Slavery and the Slave Trade in Africa and the Atlantic World
Brigham Young University
Fall 2014

Section 1 – T/TH 1:35-2:50 p.m, 1126 JKB

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This course focuses on one of the most important aspects of world history – slavery and the trans-Atlantic slave trade, from its beginnings in the late 1400s to abolition in the early 1800s. With a broad regional scope and organized mostly chronologically, the course looks at slavery and the slave trade on both sides of the Atlantic – in Africa and North and South America. Through the course, you will have a better understanding of the significant role slavery, the trans-Atlantic slave trade, and the abolition of the trade and slavery have played in shaping the Atlantic world socially, culturally, politically, and economically.

Because this course is our interpretation of this period and these issues, we more than welcome lively discussion. The class will feature a mix of lectures and reading discussions, and we expect you to participate vigorously in both. Indeed, critical evaluation of the readings and lectures will be the key to success in all exams and writing assignments, as well as in class discussions.

In order to think critically about the reading, of course, you must do the reading. It will not be possible to do well in or enjoy this course without both participating in class and keeping up with the reading. Wise students will take heed: for unavoidable reasons of course structure, the amount of pages in each week varies widely. Thus we strongly urge each of you to not only keep up with the readings but read ahead of the prescribed schedule. But no matter how you accomplish it, keep in mind that doing and engaging with this reading is a vital part of the work you agree to do by taking this course.

Required Books:

Kwasi Konadu, Transatlantic Africa, 1440-1888 (Oxford University Press, 2014)

Gad Heuman, The Caribbean: A Brief History, 2nd ed. (Bloomsbury, 2014)

Laurent Dubois and John D. Garrigus, eds., Slave Revolution in the Caribbean, 1789-1804 (Bedford/St. Martin's, 2006)

Robert Edgar Conrad, Children of God's Fire: A Documentary History of Black Slavery in Brazil (Penn State University Press, 2000)

Quobnah Ottobah Cugoano, Thoughts and Sentiments on the Evil of Slavery and Other Writings, ed. by Vincent Carretta (Penguin Classics, 1999)

Philip D. Curtin, Africa Remembered: Narratives by West Africans from the Era of the Slave Trade
(Waveland Press, 1997)

Further readings will be assigned and distributed in electronic format.

Grading Breakdown:

Class participation	15%
Online reading responses	10%
Midterm	19%
Research project (see below)	35%
Final exam	21%

Class Participation

This part of your grade will come from our judgment of how engaged you are in the class. It is based largely on your attention to lectures and especially your contribution to our discussions of the assigned readings. In class discussions we will discuss the core issues involved in the readings rather than the details, so you should read for argument more than detail. We will grade your participation by looking at its general pattern across the semester. Thus two or three absences will not hurt you much, but more than that will, for if you are not in class you obviously cannot participate. What you say will matter at least as much as how much you talk. You should bring the readings to class with you on the days indicated.

Online Reading Responses

These will be on some but not all of the days we have readings due. We will post the questions on Learning Suite in advance, and you will submit your responses there as well. All responses are to be **no shorter than 300 and no longer than 400 words**. Every assignment is due **one hour before the beginning of class** on those days. Responses received later that same day lose half the available credit. After that day any response turned in will earn zero credit. There will be 11 of these worth 1% of your total course grade individually, and we will drop your lowest score (hence the total of 10% of your course grade).

Research project

The idea behind this project is to build in stages to a research paper with a clear argument, based on research in primary sources, that engages with what other scholars have said on the question at hand. We will both be happily available to help you as you work towards making this the best paper you can. The individual parts of this assignment are as follows:

A prospectus. The prospectus should lay out your question (not just a topic), then discuss how the sources proposed in the bibliography will help you answer that question. You do not need to provide even a tentative answer – just the question and how you propose to answer it. The prospectus is to be no shorter than 2 and no longer than 3 pages, not including the (required) bibliography with full citations of the sources involved. **The prospectus will be due October 2, and will be worth 5% of your total course grade.**

A historiographical review. This is where you will discuss what other scholars have said (or not said) on your subject / question, giving a sense of the debate or conversation that you are entering. This essay is to be 2 pages, and include full citations (either in notes or a bibliography) of the works you engage. **The historiographical review will be due October 28, and will be worth 5% of your grade.**

An outline of your paper. Essentially, an outline is the skeleton of your paper. The purpose of an outline is to help you organize your paper in a logical way and help you see what supporting points you will need to include where. These supporting points can become your topic sentences when you write the full

paper. An outline can also help you decide where to present and discuss evidence and how many pages to devote to which section. Whether or not you usually use outlines and even if you may change the outline as you start writing, for this assignment, we want to see your thoughts on how your paper is shaping up. There is no specified length, but it should be fully realized enough for us as “outsiders” to get a strong sense of what you plan to say and in what order. **The outline will be due November 18, and will be worth 5% of your grade.**

The final research paper, which is to be no shorter than 10 and no longer than 15 pages. This paper should bring to fruition the earlier work you have done to build it, as well as benefiting from our feedback on the work at earlier stages. It must include either a bibliography (which would not be included in the page count) or full cites the first time you cite every source (short cites throughout are acceptable if you have a bibliography). **The final paper will be due December 11, and will comprise 20% of your total course grade.**

Good papers will:

- 1) Have a clear thesis statement, and then will back that thesis up with specific evidence from the historical documents and readings in question. They will make logical use of that evidence;
- 2) Cite their sources clearly and consistently (we don't care about citation format as much as that you do cite consistently and clearly);
- 3) Avoid both plagiarism and simply stringing other sources' quotes together. In other words, their authors will cite when they both quote and paraphrase, and those authors will provide plenty of their own analysis rather than relying too much on quotations;
- 4) Violate zero (0) of the Helpful Writing Hints at the end of this syllabus, and in general will approach a clarity and felicity of style that will make their readers rejoice.

Exams

The exams will feature mostly essays of various lengths. You will take the midterm in the Testing Center and the final in our usual classroom. The final will feature a comprehensive essay.

There will be only one, non-negotiable makeup time for the midterms and reading responses. If you miss either the midterm or a reading response and have an excuse, you can take a makeup on Friday, Dec. 5, time and place TBA.

Late work policy: Turning in the written assignments on time is important: *the late penalty for each is one half-grade per class day late.* Papers turned in any time after the start of class on the due date will be considered one day late. So if a paper is due on a Monday, from the beginning of class that day until Wednesday any paper turned in will be considered one date late, Friday will be two days late, and so forth. And turning them in means giving us a hard copy – emailing us a paper is not turning it in. But emailing us outlines or drafts is recommended in the weeks leading up to the paper's due date; see the Writing Hints for details. You will likely do much better if you do this.

Academic Honesty:

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. If you have any questions about these standards, and even if you don't think you do, we suggest you read the Academic Honesty Policy available at honorcode.byu.edu.

If we detect academic dishonesty on any written assignment or exam, the offender will face a range of penalties at our discretion, from failing the assignment to failing the course.

Other Disclaimers:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Class and Readings Schedule (which can change at any time – keep posted):

Introductions and the Rise of the Trans-Atlantic Slave Trade in Africa

Week 1:

Sept 2 Class introduction

Sept 4 The history of slavery and its sources; introduction to geography in the Atlantic world
READ by 9/4: Konadu, introduction; Curtin, General Introduction

Week 2:

Sept. 9 African understandings of slavery, self and religion
READ by 9/9: Konadu, chpts 1 & 3

Sept. 11 The production of slaves and African commercial systems
READ by 9/11: Konadu, chpt 2; Curtin, chpt 1 – Ayuba Suleiman Diallo of Bondu
****Map quiz in class**

Week 3:

Sept. 16 The rise of plantations in the Atlantic

Sept. 18 The dynamics of the slave trade in Africa
READ by 9/18: Conrad, 1.1, 1.2; Letters from King Affonso (Learning Suite)

Week 4:

Sept. 23 The slave trade remembered
READ by 9/23: Curtin, chpt 2 - Equiano

Sept. 25 The slave trade remembered, part 2
READ by 9/25: Curtin, chpts 5-7, 9 – Abu Bakr, Wargee, Ali Eisami Gazirmabe, Samuel Crowther

The Middle Passage

Week 5:

Sept. 30 The Middle Passage
 READ by 9/30: Conrad, 1.3-1.8

Oct. 2 “Charter Generations” of Africans in the Atlantic world

**** 10/2: Research Paper Prospectus Due ****

Slavery in the New World - Brazil

Week 6:

Oct. 7 Slavery in Brazil, part 1
 READ by 10/3: Conrad, 1.9, Part 2 and Part 3

Oct. 9 Slavery in Brazil, part 2
 READ by 10/14: Conrad, Parts 4-6

Week 7:

Oct. 14 Slavery in Brazil, part 3
 READ by 10/16: Conrad, Parts 7-9

Oct. 16 **MIDTERM EXAM – TAKE IN TESTING CENTER, Wednesday, Oct. 16-Saturday,**
Oct. 18

Slavery and Resistance in the Caribbean

Week 8:

Oct. 21 Sugar and Slavery in the Caribbean
 READ by 10/21: Heuman, chpts 1-3

Oct. 23 Race and Resistance in the Caribbean
 READ by 10/23: Heuman, chpts 4-6

Week 9:

Oct. 28 Age of Revolutions

****10/28: Historiographical Review Due****

Oct. 30 The Haitian Revolution, part 1
 READ by 10/30: Dubois and Garrigus, *Slave Revolution*, 7-29, 49-132

Week 10:

Nov. 4 The Haitian Revolution, part 2
 READ by 11/4: Dubois and Garrigus, *Slave Revolution*, 29-40, 133-196

Abolition

Nov. 6 Abolition of the slave trade
 READ by 11/6: Heuman, chpt 8

Week 11:

Nov. 11 Slave narratives and abolition – Cugoano
READ by 11/18: Cugoano, Thoughts and Sentiments on the Evil of Slavery and Other Writings

Nov. 13 Film Showing: “Amazing Grace”
READ by 11/13: Adam Hochschild, “English Abolition: The Movie” (online)

Week 12:

Nov. 18 Discussion of “Amazing Grace” and Abolition of the slave trade
****11/18: Paper Outline Due****

Nov. 20 Abolition of New World Slavery in the 19th century
READ by 11/20: Conrad, Part 10; Heuman, chpts 9-11

Week 13:

Nov. 25 NO CLASS – FRIDAY INSTRUCTION

Nov. 27 NO CLASS – Thanksgiving Holiday

The Impact and the Legacies

Week 14:

Dec. 2 New World abolition continued
The impact of the slave trade and abolition in Africa
READ by 12/2: Konadu, chpts 4-5

Dec. 4 The impact in Africa continued

Week 15:

Dec. 9 Race and the Church of Jesus Christ of Latter-day Saints
READ by 12/9: “Race and the Priesthood” webpage; Edward L. Kimball, “Spencer W. Kimball and the Revelation on Priesthood” (online)

Dec. 11 21st-century global slavery
**** 12/11: Research Paper Due ****

FINAL EXAM: Tues., Dec. 16, 2:30-5:30 p.m., regular classroom

HELPFUL WRITING HINTS

Clarity and felicity of expression are things that we, your gentle readers, value highly. We know “this is not an English course, blah, blah,” but writing skills are among those we hope you all will hone in this course, so we hope you’ll take these tips to heart. The **FHSS Writing Lab (1051 JFSB, open M-F 9-3)** can often also help with these and other matters, and you could benefit from showing them a draft before you turn it in. Be assured there is no stigma attached to getting help on writing – we all need help, or we’d be living large off our book sales profits. To this end, here are some specific suggestions:

- 1) Strive for *simplicity* in your writing. Short, direct sentences and phrases are much better than high-falutin’ fancy-pants oratory, even in an academic paper. Trying to be fancier than necessary will almost always earn you an “AWK” (for awkward). Most problems can be avoided by being simple and direct.
- 2) Remember that the point of language is to communicate, not to obscure, meaning. Read back over what you’ve written to make sure you are saying what you think you are saying. *Don’t assume a spell check can catch everything – it just doesn’t work that way.* You may feel like a fruitcake when you do it, but if you read a paper *out loud* you can often catch some of the most egregious or nonsensical errors.
- 3) You should also *enlist someone else to proofread and read for meaning*, to make sure you are not leaving unsaid what needs to be said. We both would also be delighted to read over drafts, outlines, etc., to help in this and other regards. (We will not read and comment on papers sent to us within two working days before a paper is due, however.)
- 4) Having someone else read your paper will also help you clarify points that you think are self-evident because you are closer to the subject. Keep in mind that you should *assume your audience knows next to nothing* about the subject.
- 5) Be sure your paper is a coherent essay with an introduction, body, and conclusion. You should present your argument clearly and then support it with relevant evidence. Be sure, as you construct and then read back over the essay, that *one point leads logically to another, you transition between points well*, etc. Logical presentation and flow will really help you present your points clearly (if you don’t, why bother?).
- 6) Strive for coherence *within as well as between paragraphs*. Remember the basics: each paragraph should have ONE (1) main idea, introduced well by a topic sentence. Topic sentences can also help in transitions between paragraphs / main ideas. The inventor of the paragraph sought to bless all our lives; honor his / her legacy in your writing.

Here are some very common problems that we trust you will look out for to keep us, your graders, friendly to your cause:

1) The passive voice: Avoid this like the plague. The passive voice is when the subject of your sentence has something “done to” it/him/her. A classic example of the passive voice is used in government, because it obscures the actor: “Mistakes were made.” The active voice is much better and clearer: “The CIA [or whoever] made mistakes.”

2) Noun-verb disagreement: When the noun is plural or the verb refers to more than one noun, the verb should be plural. Same with singular. And throughout the *whole sentence*.

3) Incomplete / run-on sentences: Having a natural voice in writing doesn’t *always* mean you write like you talk. Each sentence should have a noun and a verb. (For good examples of incomplete sentences, see the second and third sentences just above in #2.) Perhaps a more common problem is the run-on sentence, which can often be avoided simply by keeping your sentences simple and direct.

4) Tense inconsistency: Oh, the whiplash we’ve gotten over the years reading sentences or paragraphs that switch from the past to the present tense and then back again! The easiest way to avoid this in a history paper is to write in the past tense for past events. But whatever tense you choose to describe past events, *pick a tense and stick with it!*

5) Apostrophe and quotation mark confusion: Caused by confusing possessives with plurals. The plural does not require an apostrophe, while the possessive does. The same goes for plural possessives. Keep these things straight. So for instance, you are taking Matt Mason’s course, but are not Masons yourselves. But if you go over to the Masons’ house, . . . you get the picture, I hope. Related problems come when people aren’t clear on how we use quotation marks in the United States. The British are delightful people, but get clear on American usage.

6) Overuse / underuse of the comma: I thought this was basic stuff before I started grading student papers. Be sure you know the rules on when to use and not use a comma.

In short, English can be a nutty language, and it takes some work to keep it from being an instrument of torture for your reader. So while this is far from an exhaustive writing guide, from a purely selfish perspective we hope it will keep you from repeating some of the mistakes that have put us on the rack in times past.