

HIS 1930, Section 001
Special Topics: Women and Slavery

CRN: 24917, 3 Credit Hours

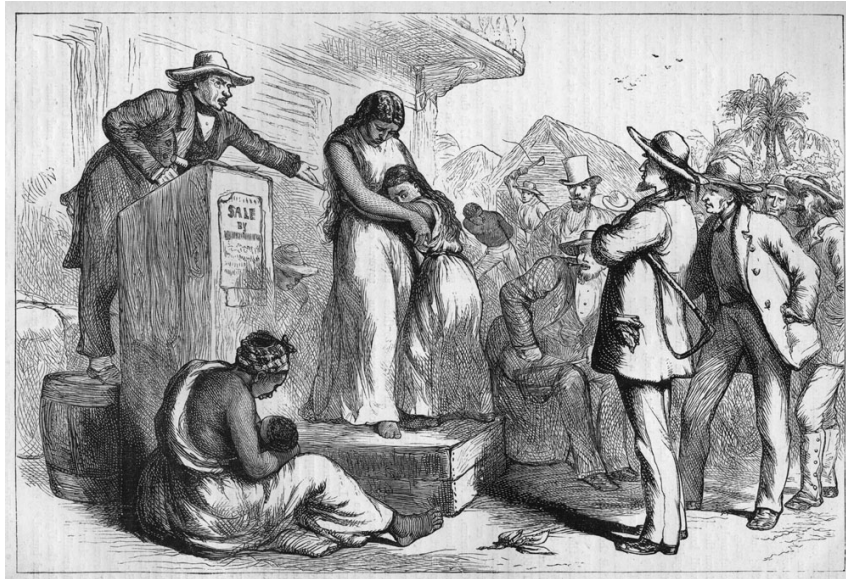
Prerequisites: None

Tuesdays, 4:00-6:50 p.m.

SO, Rm. 370

Spring 2013

Florida Atlantic University



Instructor: Dr. Talitha LeFlouria

Office Hours: 2:00-3:50 p.m., and by appointment

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Course Description:

This course will explore major themes in the study of female slavery. While this course is firmly situated in the 19th century American South, other geographic spaces where slavery has prevailed will also be explored. Topics covered in this course will include female slave labor and the construction of the southern plantation economy, gendered violence, medical exploitation, and resistance, while also examining alternative spaces of female captivity including the southern convict lease system and contemporary issues centering on the global epidemic of female sex-trafficking.

Course Objectives/Student Learning Outcomes:

The primary objective of this course is to acquaint students with the main issues and themes in the study of female slavery across time and space, and to examine aspects of the diverse human experience (including issues of race, class, gender, and ethnicity), leading to a better understanding of ourselves and of people from other cultural traditions. In this course, students will be introduced to critical themes in the study of women and slavery, to include black

women’s travail within the Atlantic Slave Trade and Middle Passage, the impact of enslavement on African-American women in the plantation South, the role enslaved women played in agricultural and non-agricultural work settings, the influence of gendered bodies on the study of medicine and slavery, the impact of gendered violence and terror on female subjects throughout the black Atlantic, female slave resistance, black women and convict labor in the New South, and the modern epidemic of female sex-trafficking in the United States and within the broader global community. In this course, students will have an opportunity to analyze primary documents such as slave narratives, newspaper articles, and prison records, and to engage critical films and secondary sources.

Course Structure:

HIS 1930 is a seminar course. Class meetings are conducted with an emphasis on in-class discussion. Therefore, it is imperative that students attend class regularly, complete a close reading of the required texts, and be prepared to actively engage in class discussions. **ALL** students should come to class prepared to contribute to the intellectual atmosphere of the course, while taking away critical information to enhance his/her existing knowledge about the course topic or related subject matter.

Course Evaluation:

Your grade will be based upon: a) the submission of a 5-7 page final research paper and oral report on an approved topic, b) the submission of several film questionnaires, c) weekly discussion questions, d) a slave narrative oral history project, and e) attendance & participation.

Your final grade will be determined as follows:

Research Paper & Oral Report	25%
Film Questionnaires	20%
Discussion Questions	20%
Slave Narrative Oral History Project	15%
Attendance/Class Participation	<u>20%</u>
Total	100%

Grading Scale:

Letter grades issued at the conclusion of the course will be based upon the following scale:

A	93-100	A-	90-92	B+	87-89
B	83-86	B-	80-82	C+	77-79
C	73-76	C-	70-72	D+	67-69
D	63-66	D-	60-62	F	Below 60

Final Research Paper:

At the conclusion of the course, each student will be expected to submit a 5-7 page final research paper, and to conduct a formal presentation of his/her work. All essays must be based upon one’s original work and must include appropriate citations. Plagiarism will result in a failing grade for the assignment and perhaps for the course. In preparation for the final research paper, students will be required to submit a one-page research prospectus that outlines the focus and objective of

his/her essay and a working bibliography of at least two sources. *Specific guidelines for the research paper and prospectus will be disseminated at a later date.*

Film Questionnaire:

Throughout the course of the semester, students will screen a series of films and documentaries that underscore the history of female slavery. Students will be expected to submit a completed questionnaire for each film/documentary viewed and turn it in (typed) during the next class meeting. Each questionnaire should answer the following questions: What are the strengths and weaknesses of this film? What do audiences gain from watching such a program? Based on what you know about the subject explored in this film, does the movie/documentary provide an accurate historical depiction of the subject? Does the film possess inaccuracies that contradict what you know to be true about the subject? Does the **[non-documentary]** film educate as well as entertain, or do the embellishments overpower the historical purpose or meaning of the work? Would you recommend this film to an individual interested in the study of women and slavery? Why or why not?

Discussion Questions:

Each week, students should arrive to class with two critical, thought provoking discussion questions based upon the weekly readings. These questions should solicit responses that extend beyond “yes” or “no,” and stimulate extended dialogue among the class.

Slave Narrative Oral History Project:

Students will participate in the practice of history by providing a presentation of one slave narrative to his/her peers. Slave narratives can be found in the “Born in Slavery” collection on the Library of Congress website, which contains audio and written files (<http://memory.loc.gov/ammem/snhtml/>). Choose one narrative that offers the voice of an enslaved woman. You may also select from slave narratives found in the University of North Carolina’s Documenting the American South online collection, or you may use printed primary volumes. In your brief (7-10 minute presentation), you should discuss why you selected the particular narrative, and what themes relative the study of female slavery the narrative addresses.

Make-Up Policies:

Any student missing an examination must contact me no later than the following day to schedule a makeup exam. A makeup examination will be given to the student with a **VALID documented excuse** to prove his/her extenuating circumstances (i.e. military obligations, court-imposed legal obligations, athletic, scholastic, debate, musical, and theatrical obligations, medical emergencies, etc.). ***If a student has an obligation that is not excused but requires his/her absence on the date of a scheduled exam, quiz, or assignment submission, the student will then be required to submit his/her work in ADVANCE of the date. Late exams, quizzes, and assignment submissions will be authorized only in extreme cases!** Please note that grades of incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

Classroom Policies:

The use of cell phones, CD players, iPods, tape recorders, and all other electronic devices is **prohibited** in the classroom. Cell phone ringers should be turned **off** at the beginning of the class period, and **text messaging is strictly prohibited during class time**. The use of laptops in the classroom is a privilege, not a right. However, students are permitted to use laptops for note-taking purposes **ONLY**. Any student discovered surfing the internet, completing assignments, or engaging in tasks other than note-taking during the class period, will be banned from using his/her laptop in the course for the duration of the semester. Eating and drinking is permitted in class as long as the student collects his/her trash at the end of the class period.

***The syllabus may be amended at the discretion of the instructor.**

Absences:

Excessive absenteeism can result in a lower grade or failure of the course. Many of the lectures may include information that is not covered in the textbook. It is, thereby, imperative that students attend classes regularly. A student that is unable to attend class will have his/her **first** absence automatically excused. If one exceeds this number of absences, valid documentation will be necessary to obtain an excused absence for the missed period (s). **The excuse must also be dated for the day in which the student failed to attend class**. If a student does not produce appropriate documentation to substantiate his/her absence, he/she will lose 1% of his/her attendance/participation grade for **each class missed**.

Students with Disabilities:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) located in Boca Raton, SU 133 (561-297-3880), in Davie – LA 240 (954-236-1657), in Jupiter - SR 110 (561-799-8585), and follow all OSD procedures.

Regulation 4.001 Code of Academic Integrity

University Honor Code:

“Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.” For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

Required Texts:

Deborah Gray White, *Arn't I a Woman: Female Slaves in the Plantation South* (New York: W. W. Norton & Company, 1985).

Melton A. McLaurin, *Celia, a Slave* (New York: Avon Books, 1993).

Mary Prince, *The History of Mary Prince: A West Indian Slave* (Ann Arbor: The University of Michigan Press, 1993).

Kevin Bales and Ron Soodalter, *The Slave Next Door: Human Trafficking and Slavery in America Today* (Berkeley: University of California Press, 2009).

Course Pack; all articles will be available on blackboard.

***NOTE: Each of the following Course Pack readings will be posted on Blackboard. These readings are mandatory, not supplementary. You are required to refer to your syllabus, regularly, and to keep up with all assigned readings. The lecture schedule is subject to change throughout the semester. Regular attendance in class is imperative, and will better assist you in following the course timetable.**

Required Course Pack Readings:

“The Number of Women Doeth Much Disparayes the Whole Cargoe’: The Trans-Atlantic Slave Trade and West African Gender Roles,” in Jennifer L. Morgan, *Laboring Women and Gender in New World Slavery* (Philadelphia: University of Pennsylvania Press, 2004).

“She must go overboard & shall go overboard’: Diseased Bodies and the Spectacle of Murder at Sea,” by Sowande Mustakeem, in *Atlantic Studies*, Vol. 8, No. 3 (Summer 2011).

“Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, in Jennifer L. Morgan, *Laboring Women and Gender in New World Slavery* (Philadelphia: University of Pennsylvania Press, 2004).

“She Do a Heap of Work’: Female Slave Labor on Glynn County Rice and Cotton Plantations,” by Daina Ramey Berry, in *The Georgia Historical Quarterly*, Vol. 82, No. 4 (Winter 1998)

“Reproducing the Labor Force: The Vitality of Slavery,” in Dorothy Roberts, *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (New York: Vintage Books, 1999).

Enslaved Women and the Art of Resistance in Antebellum America, Part 2, by Renee K. Harrison (Readings on Enslaved Women and Violence)

“Gynecological Surgery,” in Marie Jenkins Schwartz, *Birthing a Slave: Motherhood and Medicine in the Antebellum South* (Cambridge: Harvard University Press, 2010).

“Doctoring Women,” in Sharla Fett, *Working Cures: Healing, Health, and Power on Southern Slave Plantation* (Chapel Hill: University of North Carolina, 2002).

“Female Slave Resistance: The Economics of Sex,” in Darlene Clark Hine’s *Hinesight: Black Women and the Re-Construction of American History* (Brooklyn: Carlson Publishing, 1994).

- “Resisting Reproduction: Reconsidering Slave Contraception in the Old South,” by Liese M. Perrin, in *Journal of American Studies*, Vol. 35, No. 2 (Summer 2001).
- “I Could Not Stay There: Women, Men, and Truancy,” in Stephanie M. H. Camp, *Closer to Freedom: Enslaved Women & Everyday Resistance in the Plantation South* (Chapel Hill: University of North Carolina Press, 2004).
- “Mad” Enough to Kill: Enslaved Women, Murder, and Southern Courts, by Wilma King, in *The Journal of African American History*, Vol. 92, No. 1 (Winter 2007)
- “O, I Never Has Forgot Dat Last Dinner wit My Folks”: Enslaved Family and Community Realities,” in Daina Ramey Berry, *Swing the Sickle for the Harvest is Ripe: Gender and Slavery in Antebellum Georgia* (Urbana: University of Illinois Press, 2008).
- Female Prisoners,” in Mary Ellen Curtin, *Black Prisoners and Their World, Alabama, 1865-1900* (Charlottesville: University Press of Virginia, 2000).
- “The Hand that Rocks the Cradle Cuts Cordwood: Exploring Black Women’s Lives and Labor in Georgia’s Convict Camps, 1865-1917,” by Talitha LeFlouria, in *Labor: Studies in Working-Class History of the Americas*, Vol. 8, No. 3 (Fall, 2011).

LECTURE SCHEDULE

<u>WEEK</u>	<u>TOPICS</u>
January 8	Course Introduction
January 15	“The Number of Women Doeth Much Disparayes the Whole Cargoe” and “She must go overboard & shall go overboard” in <i>Course Pack</i>
January 22	Chapter One: Jezebel and Mammy in <i>Arn’t I a Woman</i> and “Some Could Suckle over Their Shoulder” in <i>Course Pack</i> *Film: The Life and Times of Sara Baartman
January 29	Chapter Four: The Female Slave Network in <i>Arn’t I a Woman</i> ; “She Do a Heap of Work” and “Reproducing the Labor Force in <i>Course Pack</i> *Film: Sankofa
February 5	Chapter Two: The Nature of Female Slavery in <i>Arn’t I a Woman</i> and Readings on Enslaved Women and Violence from <i>Enslaved Women and the Art of Resistance in Antebellum America, Part 2</i> in <i>Course Pack</i> Film: Sankofa, cont’d
February 12	Chapter Five: Men, Women, and Families in <i>Arn’t I a Woman</i> and “O, I Never Has Forgot Dat Last Dinner wit My Folks” in <i>Course Pack</i>
February 19	“Gynecological Surgery” and “Doctoring Women” in <i>Course Pack</i>

February 26	“Female Slave Resistance,” “Resisting Reproduction,” and “I Could not Stay There,” in <i>Course Pack</i> *Research Prospectus due <u>in class</u> <u>DO NOT EMAIL THIS ASSIGNMENT</u>
March 4-10	Spring Break—Classes Suspended (Please complete readings for March 12th and be prepared to discuss when classes resume)
March 12	<i>Celia a Slave</i> and “Mad’ Enough to Kill” in <i>Course Pack</i>
March 19	<i>The History of Mary Prince</i>
March 26	Slave Narrative Oral History Projects
April 2	“Female Prisoners” and “The Hand that Rocks the Cradle Cuts Cordwood” in <i>Course Pack</i> *Film: Slavery by Another Name
April 9	The Slave Next Door, Part I (Chapters 1-6)
April 16	The Slave Next Door, Part II (Chapters 7-10) *Film: Bought & Sold: An Investigative Documentary about the International Trade in Women
April 23	*Final Papers and oral presentations due <u>in class</u>; <u>DO NOT EMAIL FINAL PAPERS!</u>

Extra Credit:

Students will have an opportunity to collect a total of five extra percentage points to be applied to his/her final grade by completing **one** of the four extra credit assignments:

- a) Complete a 2-3 page book review on a text **approved by the instructor**. The selected book must reflect a topic in the study of women and slavery. For further instruction, please see the book review guidelines enclosed in the *Course Pack*.
- b) Complete a 2-3 page museum exhibit review on an installation **approved by the instructor**. To fulfill this assignment, students are permitted to review an exhibit of any museum related African-American women’s history. Virtual exhibits are also permissible upon the approval of the instructor. For further instruction, please see the exhibit review guidelines enclosed in the *Course Pack*.
- c) Complete a 2-3 page film review on a historical film **approved by the instructor**. This film must reflect a topic in the study of women and slavery. Film examples include *Beloved*, *Miss Jane Pittman*, *Queen*, *Roots*, *Taken*, etc. The film review is not intended to be a mere recitation of facts and events, but should provide an analytical assessment of the film. For example, one might outline the strengths and weaknesses of the film. Does the film possess

inaccuracies that contradict what you know to be true about the subject? Does the film educate as well as entertain, or do the embellishments overpower the historical purpose or meaning of the work?

- d) Attend a lecture or presentation that focuses on a topic in African-American women's history. Following the lecture/presentation you will be required to submit a 2 page summary of the speaker's argument and your analysis of the content. A brochure must also be attached to your essay to verify your attendance.