

HIS 1150-004 Slavery in the Modern World

Villanova University
Fall 2014
Mon/Wed 3-4:15 pm
Tolentine Hall 314A

Professor Judith Giesberg

Office: SAC 439
Phone: x94668
Email: judith.giesberg@villanova.edu
Office Hours: Wed, 11:30a-1:30p

Course Description:

This course will compare the experience of slavery in the French and British Caribbean with that in the antebellum U.S., examine abolition and emancipations in the Atlantic context, and consider what political, economic, and racial structures emerged in slavery's aftermath. The course will make comparisons to contemporary trafficking that has largely developed along similar lines.

Course Objectives:

- Students will develop an understanding of the specific historical content of the course.
- The course will acquaint students with the rich variety of sources that historians use to explore the past.
- Students will begin to develop critical historical skills including chronological reasoning, an awareness of periodization, the ability to analyze sources, and an ability to make comparisons in context.

Reading List:

All of the following items are required reading.

1. Winthrop Jordan, *Tumult and Silence at Second Creek*
2. Melton Alonza McLaurin, *Celia, A Slave*
3. David Northrup, *The Atlantic Slave Trade, 2nd Edition*, 2002. (These items are on **BB**.)
4. Blackboard reserves -- **BB**

Course Requirements:

Assignments: All assignments are to be submitted in class on the day assigned. No after class, under-the-door-surprises will be accepted. If you are imprisoned or hospitalized on the deadline, please have a guard or attending alert me to your predicament. All assignments are required for the Research Paper. Failure to complete any one will result in a final grade reduction of one grade letter on the paper.

Laptop policy: Laptops, cell phones, and web-enabled e-readers are not allowed. Exceptions will be granted for students with written and signed authority from the proper on-campus office.

Final Grade: Your grade will be based on the following components

Assignment	Due Date	Weight
Discussion/Attendance	n/a	15%
Midterm Exam	October 10	20%
President's House	September 15	10%
Reading Response Essays	September 26/October 29	15%
Paper	December 12	15%
Reading Pop Quizzes	Surprise!	10%
Final Exam	December 18, 2:30 PM	15%

Elaboration on Requirements:

Discussion:

Students are responsible for completing all reading before class, bringing that reading with them to class, and engaging their fellow students in an examination of those readings. Students will be assessed on the quality and regularity of their engagement in the readings.

Attendance:

I expect students to attend class regularly. Students who miss class will lose points for discussion on the following schedule.

1-3 absence(s)	no penalty
4 absences	B
5+ absences	F

I reserve the following discretionary rights: (1) to decide whether to admit students who enter the classroom late, (2) whether or not to count late arrivals as absences, and (3) to excuse an absence due to a family or personal emergency.

Reading Response Essays:

Students will write 3-4 page papers in response to prompts provided the week before. These papers should be thesis-driven, carefully constructed, deliberately proof read, and carefully revised.

Reading Quizzes:

Periodic, unannounced quizzes will be administered on the assigned reading. Missed quizzes cannot be made up. Students will be allowed to drop one of these grades.

Final Paper:

Students will write a 5-7 page final paper, due on December 13th. This paper will utilize primary documents and readings from this class to answer a prompt.

Grading System

As for grading, I follow the standards of Villanova's Vice President for Academic Affairs:

A is the highest academic grade possible; an honor grade which is not automatically given to a student who ranks highest in the course, but is reserved for accomplishment that is truly distinctive and demonstrably outstanding. It represents a superior mastery of course material and is a grade that demands a very high degree of understanding as well as originality or creativity as appropriate to the nature of the course. The grade indicates that the student works independently with unusual effectiveness and often takes the initiative in seeking new knowledge outside the formal confines of the course.

B is a grade that denotes achievement considerably above acceptable standards. Good mastery of course material is evident and student performance demonstrates a high degree of originality, creativity, or both. The grade indicates that the student works well independently and often demonstrates initiative. Analysis, synthesis, and critical expression, oral or written, are considerably above average.

C indicates a satisfactory degree of attainment and is the acceptable standard for graduation from college. It is the grade that may be expected of a student of average ability who gives to the work a reasonable amount of time and effort. This grade implies familiarity with the content of the course and acceptable mastery of course material; it implies that the student displays some evidence of originality and/or creativity, works independently at an acceptable level and completes all requirements in the course.

D denotes a limited understanding of the subject matter, meeting only the minimum requirements for passing the course. It signifies work which in quality and/or quantity falls below the average acceptable standard for the course. Performance is deficient in analysis, synthesis, and critical expression; there is little evidence of originality, creativity, or both.

F indicates inadequate or unsatisfactory attainment, serious deficiency in understanding of course material, and/or failure to complete requirements of the course.

All written assignments will be graded using the rubric attached to the end of this syllabus.

Plagiarism

Students who plagiarize papers or who fail to give proper credit to their sources will receive a failing grade for the course and will be reported to the Academic Integrity Council. Please see the Villanova University's Academic Integrity Code
<http://www.vpaa.villanova.edu/academicintegrity/code.html>.

Class Schedule

Week #1 ATLANTIC SLAVERY IN THE AGE OF REVOLUTION

Monday, August 25	Class introductions
Reading Assignment:	David Firestone, “Slavery Nostalgia Is Real, and It’s Dangerous,” <i>New York Times</i> , April 24, 2014: http://takingnote.blogs.nytimes.com/2014/04/24/slavery-nostalgia-is-real-and-its-dangerous/
	Katie Calautti, “‘What’ll Become of Me?’ Finding the Real Patsey of 12 Years a Slave,” <i>Vanity Fair</i> , March 2014: http://www.vanityfair.com/vf-hollywood/patsey-12-years-a-slave
	In-class activity – runaway ads and information wanted ads
Wed, August 27	Discussion: American Slavery, American Freedom
Reading Assignment:	Morgan, “American Slavery, American Freedom,” BB

In groups of 3 to 5, go to Presidents’ House before September 12th. President’s House is located adjacent to the Liberty Bell Center in Independence National Historical Park, Philadelphia, Pennsylvania, on the corner of **Market and 6th Street**. You can get there by the 100 trolley (stops located across Lancaster Ave) or the R-5 train (stop behind Mendel Hall).

Week # 2

Monday, September 1	Labor Day—No class
Wed, September 3	Lecture: Africans and the Atlantic Slave System <i>Skill Lesson: How to identify a historical argument?</i>
Reading Assignment:	Northrup, Part 1: Why Africans, essays by Eric Williams and Winthrop Jordan.

Week #3

Monday, September 8	Lecture: The Problem of Slavery in the American Revolution
Required Reading:	Slaves' Appeal to Thomas Gage, Royal Governor of Massachusetts, May 25, 1774, http://www.fordham.edu/Halsall/mod/1774slavesappeal.asp Alexander Hamilton to John Jay, 14 Mar. 1779 http://press-pubs.uchicago.edu/founders/documents/v1ch15s24.html
Wednesday, September 10	Discussion: African Participation in the Slave Trade <i>Skill Lesson: How to assess historians’ methods and use of sources?</i>
Required Reading:	Northrup, Part IV: Africa’s Effects, essays by John Thornton & Walter Rodney.

Week #4 ABOLITION

Monday, September 15	Group Presentations
	In groups of 3-5, students will give brief multi-media presentations on their trip and assessment of President's House.
Required Reading:	Salamishah Tillet, "The President's House, Freedom, and Slavery in the Age of Obama," <i>Sites of Slavery</i> , BB
Wednesday, September 17	Lecture: Haitian Revolution
Required Reading:	Jean-Baptiste Belley, 1795, BB

Week #5

Monday, September 22	Lecture: British Emancipation
<i>Skill Lesson: Reading and evaluating primary sources</i>	<i>Skill Lesson: Reading and evaluating primary sources</i>
	Northrup, pp. 71-80
Wednesday, September 24	Lecture: Gender and Slavery
	Angelina E. Grimké: Appeal To The Christian Women of the South, 1836, BB
	Virginia Slave Codes, BB

Week #6

Monday, September 29	Discussion: Celia's Story
Required Reading:	Melton Alonza McLaurin, <i>Celia, A Slave</i>
Wednesday, October 1	Discussion: Slavery & British Industrialization <i>Skill Lesson: When and why does history change?</i>
Required Reading:	Northrup, Part V, essays by Williams and Drescher
Assignment Due:	Reading Response Essay #1

Week #7

Monday, October 6	Lecture: American Abolitionism
Required Reading:	Winthrop Jordan, <i>Second Creek</i> , pp. 268-284
Wed, October 10	Midterm

Week #8 October 13-17 Fall Break –No Class

Week #9

Monday, October 20	Discussion: Abolition—What did slaves have to do with it?
	Walter Johnson, "White lies: Human property and domestic slavery aboard the slave ship <i>Creole</i> ," <i>Atlantic Studies</i> , Aug2008, Vol. 5 Issue 2, p237-263, BB .
Required Reading:	Northrup, pp. 188-200
Wed, October 22	Lecture: Slavery and Resistance in the Nineteenth Century American South
Required Reading:	Winthrop Jordan, <i>Second Creek</i> , pp. 268-284

Week #10

Monday, October 27	Lecture/Discussion: Civil War and Slave Emancipation
Required Reading:	<ul style="list-style-type: none"> • Benjamin Butler's contraband letter, BB • Treaty between United States and Great Britain for the Suppression of the Slave Trade; April 7, 1862, Articles I-X, http://avalon.law.yale.edu/19th_century/br1862.asp
Wed, October 29	Discussion: Slave Rebellion in Mississippi
Required Reading:	Jordan, <i>Second Creek</i> , pp. 1-267
Assignment Due:	Reading Response Essay

Week #11 REVERSION

Monday, Nov 3	Meet with Jutta Seibert in the Library
Due:	Time Line for Information Wanted Ad—due in class.
Wednesday, Nov 5	Film: Slavery by Another Name

Week #12 NEW FORMS OF SLAVERY

Monday, Nov 10	Lecture: Imperialism and Slavery
Required Reading:	Walter Johnson, "The Pedestal and the Veil: Rethinking the Capitalism/Slavery Question," <i>Journal of the Early Republic</i> , Vol. 24, No. 2, Summer, 2004, 299-308, BB
Wednesday, Nov 12	Reversion in Europe: Soviet Gulag and Nazi Slavery

Week #13

Monday, Nov 17	Slavery and the United Nations
Required Reading:	Walter Johnson, "On Agency," <i>Journal of Social History</i> 37.1 (2003) 113-124, BB
Wednesday, Nov 19	Discussion: Trafficking, Modern Day Slavery ?
Required Reading:	Nicholas Kristof and Sheryl WuDunn, <i>Half the Sky: Turning Oppression into Opportunity for Women Worldwide</i> , Vintage, 2010, excerpts, BB .

Week #14

Monday, Nov 24	Discussion: Mass Incarceration, Modern Day Slavery?
Required Reading:	Michelle Alexander, <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> , excerpts, BB .

November 25-November 29—NO CLASS—THANKSGIVING RECESS

Week #15

Monday, December 1	Discussion: The Case for Reparations
Required Reading:	Ta-Nehisi Coates, "The Case for Reparations," <i>The Atlantic Monthly</i> , May 21, 2014, BB .
Wednesday, December 3	In class research on Into Wanted Ad projects

REQUIRED EVENING MOVIE: 7:00pm, December 3, Eugene Jarecki, “The House I Live In,” room: TBA

Week #16

Monday, December 8	TBA
Required Reading:	
Thursday, December 10	Last Day of Class

Final Exam: Tues, Dec 16 2:30 - 5:00

Essay Grading Form

Student Name:

Assignment: Final Paper

"A" (outstanding)	
	Thesis statement. The essay takes a serious, thoughtful position and expresses it with perfect clarity.
	Argument. Every necessary point is made, every objection answered, as the essay proves its thesis.
	Presentation. The essay is nothing less than beautiful: skillfully introduced, intelligently ordered, effortless to follow, and memorably concluded.
	Close reading. The author follows the text meticulously and makes some penetrating observations.
	References. The argument is fully supported through elegant use of textual references and quotations.
	Paragraphs. Each paragraph contains a clear topic sentence, supporting sentences, and graceful transitions to neighboring paragraphs.
	Sentences. Grammar and word choice are nearly flawless; sentence structure expresses the right tone, cadence, and emphasis; nothing is wasted.
"B" (very good)	
	Thesis statement. A serious and thoughtful position is taken but could be expressed rather more clearly.
	Argument. The argument takes a couple of missteps but none that significantly undermines the thesis.
	Presentation. Logical and smooth, the essay does a respectable job of presenting its argument.
	Close reading. The author follows the text fairly closely throughout the paper.
	References. The argument is nearly always supported by references and quotations of the correct form.
	Paragraphs. Only minor problems exist in topic sentences, supporting sentences, and transitions.
	Sentences. Only minor problems exist in grammar, word choice, sentence structure, and word economy.
"C" (acceptable)	
	Thesis statement. After some difficulty, one eventually discerns a thesis.
	Argument. Although the essay makes several good points, its argument is weakened by some big problems
	Presentation. The essay makes sense overall, but its introduction, conclusion, or overall organization need to be improved.
	Close reading. The author has thought about the text but is sloppy in paraphrasing and interpreting it.
	References. The essay does refer to the text, but sporadically, inaccurately, or in a confusing way.
	Paragraphs. Although paragraphing is competent for the most part, a few paragraphs have major problems with topic sentences, supporting sentences, and transitions.
	Sentences. Grammar, word choice, sentence structure, and word economy need attention, but they do not seriously interfere with the argument of the essay.
"D" (substandard)	
	Thesis statement. No clear thesis statement is made.
	Argument. The essay consistently fails to make a coherent argument or consider alternative views.
	Presentation. It is difficult or impossible to understand why the essay proceeds as it does.
	Close reading. The author shows little sign of having thought about the assigned text.
	References. The argument is supported by few, if any, relevant references or quotations.
	Paragraphs. Serious and frequent problems with topic sentences, supporting sentences, and transitions.
	Sentences. Serious problems in grammar, word choice, sentence structure, and word economy.
"F" (failure)	
	Essay violates academic integrity code
	Essay fails to meet the minimum requirements of the assignment
	Essay was never turned in.

Overall: