HIST 3333 (CRN 13185)
Antislavery Movements
Fall 2015

Instructor: David Ryden, PhD
Meeting Time: MW 1-2:15 p.m.
Classroom: N 619
Prerequisites: Six hours of history; 3 Additional Hours in History; Jr. Standing; or consent of instructor.
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Office: S 1015
Office Hours: MW 12-1 pm & by appt.

Course Description:
This course focuses on the emergence of anti-slavery attitudes and political action in the Atlantic world during the eighteenth and nineteenth centuries. The curriculum explores the origins of both the antislavery and proslavery arguments through the analysis of primary and secondary texts. Students will also be exposed to the range of Historical explanations for the emergence of antislavery. Themes emphasized in this course include (1) the changing views on race, labor, and colonization; (2) the political economy of abolition; (3) the shift from gradual to immediate calls for Emancipation.

Course Learning Outcomes:
Students who successfully complete this course will be able to:

1. Describe early modern attitudes towards slavery and race.
2. Explain the economic and social forces that propelled the expansion of slavery in the New World.
3. Show an understanding of why early abolitionists questioned slavery.
4. Demonstrate the significance of the American Revolution and the Haitian Revolution to the antislavery movements.
5. Explain why the early abolitionists called for incremental steps toward emancipation.
6. Show the connection between the changing economies and the rise of abolitionism.
7. Intelligently analyze (compare and contrast) the proslavery position among planters throughout the Atlantic basin.
8. Produce cogent essays following standard conventions for historical study.
9. Participate in discussions on controversial subjects in a reasoned and respectful manner.

In short, the students who successfully complete this course will have a broad understanding of the political, social, and economic forces that led the questioning of slavery in the eighteenth and nineteenth centuries.

Relevance to the History Program Learning Outcomes
This course will add to the student’s awareness of the world in which s/he lives and will help give him/her the skills and knowledge to become a university graduate and an effective member of society. This course will contribute to the student’s appreciation of a defining historical period in Atlantic history and give him/her a strong grounding in eighteenth and nineteenth century American views on economic and social organization. Successful students will be pushed to (1) master written and spoken English, (2) exhibit self-disciplined study skills, (3) become active learners, (4) demonstrate an understanding of standard academic conventions and source materials; and (5) demonstrate the habit of critical thought.
Honesty Policy Statement
General University Policies and Procedures: All students are subject to UH-Downtown’s Academic Honesty Policy and to all other university-wide policies and procedures as they are set forth in the UH-Downtown University Catalog and Student Handbook.

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Attendance and Administrative Drops
Your failure to attend class (face to face or hybrid), engage course material (Online only); or make contact with faculty to adequately explain your absence by the 10th class calendar day of the semester will result in your being administratively dropped from this course. Being dropped from this course may affect your enrollment status and/or your financial aid eligibility.

Accommodations Statement
The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact the Office of Disability Services, One Main St., Suite 409-South, Houston, TX 77002. (Office) 713-226-5227 (Website) www.uhd.edu/disability/ (Email) disabilityservices@uhd.edu

Required Books
“A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.”


Required Articles and Book Chapters:
The schedule below is a full listing of all the readings required for this class. Note that some of the articles are electronically available via JSTOR and other academic databases. I will give an in-class demonstration on how to access JSTOR. Should a student miss this overview, s/he can ask a reference librarian for assistance. Students can always make an appointment to see me should s/he have any questions regarding the class. It is the student’s responsibility to get a copy of all the readings in the schedule.

Course Requirements:

*Class Participation:* Students are expected to attend all classes. I will take attendance every day and those not present during roll call will be counted as “absent.” If a student leaves early, her/his attendance record, for that day, will be changed to “absent.” Fifty percent of the participation grade is simply the raw number of attendances expressed as a percentage. Please note that it is the student’s responsibility to withdraw from the course if need be. Students will be held responsible for all material covered in class as well as any announcements I make concerning examinations, due dates, papers, readings, etc. Students are also required to check their gatormail accounts and the course’s blackboard page for announcements.

The other half of the class participation grade is based on student’s *engagement* in the class. Students are expected to come to class having read the assigned readings and prepared themselves to intelligently discuss the material in a respectful manner. All class members will also be required to introduce one or
more assigned readings at different points in the term. This engagement portion of the Class Participation grade is based, in part, on the student’s positive contribution to the discussion of the readings. In order to promote classroom participation, homework assignments and unannounced quizzes may be implemented. If I must integrate these types of evaluation tools, the average of quiz and homework grades will be counted as one-half of the engagement portion of the Class Participation grade.

Examinations: There will be a midterm and a final examination, both of which will be a combination of essay and short answer. One may not take an exam if s/he is more than twenty minutes late.

Research Project Submissions: Details regarding the research paper assignment for this course is at the bottom of this syllabus. In addition to this 4,000-4,500 word assignment, there are 3 smaller assignments related to this project. The intent of these smaller assignments is to provide students with feedback and to help ensure that students are on the right track.

Please note that these submissions (identified, below, as RP1, RP2, RP3, RP4) must follow the following guidelines

- Papers must be in a Microsoft Word format (doc or docx format). This file will be attached via the BB/L system (similar to attaching a file to an email).
- The file name must include your last name and assignment number. For example, "Ryden_Paper_1.doc" is a suitable convention to follow.
- Inside the document file, the paper must include your name in the header along with page numbers. Google "how to insert page numbers in MS Word" and/or "how to insert headers in MS Word" for help.
- Punctuation, style, footnotes (not endnotes), bibliography, etc., will be according to Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations. I will discuss this system in class, but again, you can find a number of websites that can help you, too. <http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html>
- Papers must be typed in Times New Roman font at 12 point and must be double-spaced with 1.25-inch margins.
- Due-dates are posted in the schedule. Late papers will be deducted a half-letter grade (5 points out of 100) for every day it is late (one minute past midnight is considered a day late). No papers will be accepted after 5 days late. If you have any questions concerning the paper or would like me to look it over before any of the deadlines, arrange a time to meet with me. If there is a problem uploading the file, email it to me.

Assignment Weights for Final Grade

Final Grade = (Participation × 0.10) + (RP1 × 0.05) + (RP2 × 0.05) + (RP3 × 0.10) + (RP4 × 0.35) + (EXAM 1 × 0.10) + (EXAM2 × 0.25).

Where:

- Participation = Class Participation
- RP1 = Research Project 1st Assignment
- RP2 = Research Project 2nd Assignment
- RP3 = Research Project 3rd Assignment
- RP4 = Final submission of Research Project Assignment
- EXAM1 = Midterm Exam
- EXAM2 = Final Exam

NB: A= 90-100; B =80-89; C=70-79; D=60-69; and F=0-59
Tentative Course Schedule

I. INTRODUCTION: OLD WORLD ATTITUDES TOWARDS SLAVERY
1 Introduction (August 24)
2 The Plantation Complex, Age of Revolution, and the Birth of Antislavery? (August 26)

II. THE ENSLAVED'S RESPONSE TO SLAVERY: SLAVE REVOLUTIONS, ST. DOMINGUE, AND ANTISLAVERY
3 Royalist, Republicans, Proslavery, or Abolitionist (August 30)
4 Haitian Revolution, an Introduction (September 1)
   Kate Hodgson, Postdoctoral Research Fellow in French at the University of Liverpool
   Tim Lockley, Reader in American Studies at the University of Warwick
   Karen Salt, Fellow in History in the School of Language and Literature at the University of Aberdeen
5 The Age of Revolution and the Haitian Revolution, 1775-1804 (September 9)
   Dubois, Avengers of the New World, 1-90.

RPI DUE September 11 at 10 AM VIA BB/L: Write a 750 word summary of the two pamphlets that you will serve as the basis for your research paper. Identify the authors’ main arguments. Include a bibliography of both primary and secondary sources that you think might help contextualize your analysis in subsequent drafts. (Please read Exhibit A for a full description of what this initial assignment builds towards)

The grade for this assignment will be based on the following weights: (SENTENCE SYNTAX × 0.25) + (ORGANIZATION × 0.25) + (DEPTH OF ANALYSIS × 0.25) + (REFERENCING SOURCES × 0.25)

Supplemental Reading: Dubois and Garrigus, eds., Slave Revolution in the Caribbean, 7-42.
6 St Domingue and the Struggle for White Independence and Free People’s Equality (September 14)
   Dubois, Avengers of the New World, 91-208.
7 Haitian Independence (September 16)
   Dubois, Avengers of the New World, 209-306.
   Supplemental Reading: Geggus, The Haitian Revolution, xviii-xxiv.
8 St. Domingue through Primary Documents (September 21)
   (The following are found in Dubois and Garrigus, eds, Slave Revolution in the Caribbean)
   The Code Noir, 1685
   Prophesies of Slave Revolution, 1771 and 1780
   Mederic-Louis-Elie Moreau de Saint Mery, Description… of the French part of the Island of Saint-Domingue, 1797.
   Letters from the Slave Revolt in Martinique, August-September 1789
   The Free Citizens of Color, Address to the National Assembly, October 22, 1789
   The National Assembly, Decree of March 8 and Instructions of March 28, 1790
   Abbe Gregoire, Letter to those who love Mankind, October 1790
   Letters from the Uprising of Vincent Oge, October 1790
   Julien Raimond, Observations on the Origin and progression of the White Colonists’ Prejudice against Men of Color, 1791
   The Debate of May 15, 1791
   The National Assembly, Law on the Colonies, 1791
St. Domingue through Primary Documents (September 23)

(The following are found in Dubois and Garrigus, eds, *Slave Revolution in the Caribbean*)
- Herard Dumesle, *Voyage to the North of Haiti*, 1824
- Pierre Mossut, *Letter to the Marquis de Gallifet*, September 19, 1791
- Philadelphia General Advertiser, *Reports from the Insurrection*, October-November 1791
- Jean-Francois and Biassou, *Letters to the Commissioners*, December 1791
- Gros, *In the Camps of the Insurgents*, 1791
- Olympe de Gouges, *Preface to the Slavery of the Blacks*, 1792
- Jean-Paul Marat, *From the Friend of the People*, 1792
- Thomas Clarkson, *The True State of the Case, Respecting the Insurrection at St. Domingo*, 1792
- The National Assembly, *Law of April 4, 1792*
- Journal of Republican de la Guadeloupe, *Account of the Slave Revolt*, April 24, 1793
- Leger Felicite Sothanax, *Decree of General LIBERTY*, August 29, 1793
- Insurgent Responses to Emancipation, 1793
- The National Convention, *the Abolition of Slavery, February 4, 1794*

St. Domingue through Primary Documents (September 28)

(The following are found in Dubois and Garrigus, eds, *Slave Revolution in the Caribbean*)
- Victor Hugues, *Proclamations*, 1794
- Genevieve Labothiere Secures Her Brother's Freedom, 1796-1801
- The Plantation Policies of Etienne Polverel, 1794
- Jean-Baptiste Belley, *The True Colors of the Planters or the System of the Hotel Massiac, Exposed by Gouli*, 1795
- Toussaint Louverture, *A Refutation of Some Assertions in a Speech Pronounced in the Corp Legislatif by Vienot Vaublanc*, 1797
- The Council of Five Hundred, *Law on the Colonies*, 1798
- Etienne Laveaux, *A Celebration of the Anniversary of Abolition*, 1798
- Toussaint Louverture, *From Constitution of the French Colony of Saint-Domingue*, 1801
- Louis Delgres, *Proclamation*, 1802
- General Jean-Francois-Zavier de Menard, *ON the Final Stand of Delgres*, 1802
- Napoleon Bonaparte and General Charles-Victor-Emmanuel Leclerc, *Letters*, 1802-1803
- Mary Hassal, *From Secret History; or the Horrors of St. Domingo*, 1808
- Brigadier General Pierre Cange, *Letter to Delpech, November*
- The Haitian Declaration of Independence, *January 1 1804*
- The Haitian Constitution, 1805

EXAM 1 (September 30)

RP2 DUE October 4 at 1159 pm via BB/L: 2,000 WORDS: Build upon RP1 and provide a direct comparison of the two publications, taking care to underscore the different assumptions and conclusions present in each author’s line-of-argument. Be sure to incorporate into your analysis any biographical information and contextual information based on additional primary and/or secondary sources (3-5 sources). Footnotes and bibliography must follow the Turabian style guide.

The grade for this assignment will be based on the following weights: (SENTENCE SYNTAX × 0.25) + (ORGANIZATION × 0.25) + (DEPTH OF ANALYSIS × 0.25) + (REFERENCING SOURCES × 0.25)
III. ANGLO-METROPOLITAN ABOLITIONISM AND EMANCIPATIONISM

12 The Emergence of Organized Antislavery and the Impact of the American Revolution (October 5)
   http://www.bbc.co.uk/programmes/p00548jd
   Linda Colley, School Professor of History, LSE
   Catherine Hall, Professor of Modern British Social and Cultural History, University College London
   Felipe Fernandez Armesto, Professorial Research Fellow, Queen Mary College London.

13 The Antislavery Impulse (October 7)

14 "The Saints" (October 12)

15 Abolitionism in Action (October 14)

16 The Sinners (October 19)
   David Beck Ryden, West Indian Slavery and British Abolition (Cambridge: Cambridge University Press, 2009), 186-215.*

17 Post Abolition and Ante Emancipation in the British Empire (October 21)
   Anita Rupprecht, “‘When he gets among his Countrymen, they tell him that he is free’: Slave Trade Abolition, Indentured Africans and a Royal Commission,” Slavery and Abolition 33:3 (2012): 435-455.
   Elizabeth Heyrick, Immediate, Not Gradual Abolition (R Clay: 1824).

18 Emancipation Slavery in the British Empire and Beyond (October 26)

IV ANTI SLAVERY IN NORTH AMERICA

19 Political Economic and Economic Origins of the American Antislavery Movement (October 28)
   "A Black Abolitionist Calls on Congress to Take Action against Slavery, 1797" in Harrold, American Abolitionists, 109-10.

20 From Colonization to Christian Anarchism (November 2)

21 Origins of American Immediatism (November 4)
   Harrold, American Abolitionists, 25-83.
RP3 DUE November 6 by 11:59 PM via BB/L: 3,500 WORDS: Build upon RP1 and RP2 to provide an in-depth analysis that compares, contextualizes, and evaluates the arguments put forth in the two publications that are representative of opposing sides in the slavery debate. Be sure to underscore the different assumptions and conclusions present in each author’s line-of-argument. Placing the two publications into the historical context in which s/he was writing is important and, if possible, you will want to incorporate relevant elements of their biography (or the history of the group the author represented). Be sure to base your analysis on at least 8 different primary or secondary sources and follow the Turabian style format in both the footnotes and in the bibliography (which is required).

The grade for this assignment will be based on: [(SENTENCE SYNTAX × 0.25) + (ORGANIZATION × 0.25) + (COHERENCE AND DEPTH OF ANALYSIS × 0.25) + (REFERENCING SOURCES/BIBLIOGRAPHY × 0.25)] – (10 POINTS IF THE COMMENTS FROM RP2 WERE NOT ADDRESSED IN RP3)

22 American Abolitionist Screening (November 9)
   1099 North- Screening of the American Experience
23 Militant Abolitionism, Militant Proslavery (November 11)
24 Gendering Abolition (November 16)

V. ENDING OF SECOND SLAVERY IN LATIN AMERICA
25 Brazil and Emancipation (November 18)
26 Comparative Latin American Slave Emancipation (November 23)

VI. REFLECTION AND REVIEW
27 Looking Back on the History, Historiography, and Public’s Memory (November 30)

RP4 Due December 1 at 11:59 PM via BB/L: See assignment in the exhibit section.

The grade for this assignment will be based on the following weights: [(SENTENCE SYNTAX × 0.25) + (ORGANIZATION × 0.25) + (DEPTH OF ANALYSIS × 0.25) + (REFERENCING SOURCES/BIBLIOGRAPHY × 0.25)] – (10 POINTS IF THE COMMENTS FROM RP2 WERE NOT ADDRESSED IN RP3). Please remember that the standard I use to evaluate this final version of your research project will be higher than that used to evaluate the earlier RP assignments, in each component area of the assessment.

28 Abolition and Emancipation (December 2)

29-30 FINAL EXAM Date TBA

* = On Library Reserve

Note: This schedule is subject to revision. Any changes will be announced in class and/or BB/L. In the event of an absence, it is the student’s responsibility to contact me or a fellow student for changes made to the schedule.
EXHIBIT A: RESEARCH PROJECT ASSIGNMENT (RP 4)

BACKGROUND: The age-of-the-pamphlet spans the period that is the focus of this course: publication costs reached an all-time low during the eighteenth and nineteenth centuries, thereby making the printed word the most common expression of political discourse and debate. Thus, it is unsurprising that there are hundreds of anti- and pro-slavery publications, much of which was published in English. Now that we live in the digital age, access to many of these primary printed texts has never been easier; not very long ago, researchers would have to visit specialized rare book libraries to read these texts, such as the British Library, The Widener Library (Harvard), The James Ford Bell Library (University of Minnesota), or the Clements Library (University of Michigan), etc. Google books and other databases have made many of these important sources on the history of slavery easily accessible.

Generally, the printing of these political pamphlets was not intended to enrich the author or even the printer. Rather, the goal was to sell these works at the lowest price possible in order to influence the thinking of the widest possible readership. Antislavery societies, proslavery lobbyists, and individual authors hoped that their published works would help persuade and bring forth political pressure that would help their cause.

RESEARCH PROJECT PROMPT: "Write an analytical research paper (4,000-4,500 words) that compares, contextualizes, and evaluates the arguments put forth in two lesser-known and contemporaneous pamphlets/books that were part of a national slavery debate, during the eighteenth or the nineteenth century."

FURTHER EXPLANATION: I'm asking that you select and analyze two contemporaneous publications that address two sides in a slavery debate. Your essays will interpret and compare the different points raised in each text. This comparative research paper, however, will be more than a simple summary of sources at hand: in addition to identifying the main points made by each author, you will need to contextualize the arguments put forth by the authors and show to your reader the extent to which these arguments were commonplace at the time in which they were written. Further, it is likely that you will have to explain which arguments were likely to have been the most compelling (or the most threatening) to contemporaries. Remember, this is an analytical paper, not a simple narrative.

Your analysis will be informed by (1) our class lectures and discussions; (2) assigned readings; (3) your own independent research, using academic journal articles, and monographs (10-15 academic sources). This assignment is indeed a semester-long project and we will devote class time to discussing the texts and to the resources you are consulting.

In providing analytical context to this assignment, it is likely that you incorporate relevant background information on the author or the organizations s/he represented. You will also want to see what other historians may have said about the text and/or author. Further, you will want to capture the social milieu of the time of its printing, in order to determine why these arguments might have been powerful to contemporaries.

You will see in the body of the syllabus that I have broken down this assignment into 4 separate due dates (RP1, RP2, RP3, RP4). You are to work on this project throughout the term, so I can provide feedback and guidance. Note that the standard in which to evaluate your work increases with each submission.

PARAMETERS: The two primary sources that you are comparing must be in opposition to one another, in at least one respect regarding slavery or the slave trade. The texts must also be contemporaneous to one another. The most straightforward approach is to analyze contemporaneous pro- and anti-slavery pieces (or pro- and anti-slave trade texts). However, you may find that you want to compare the arguments laid out by an immediatist and a gradualist. The following titles are some examples of some freely available polemical texts from the eighteenth and nineteenth centuries. Feel free to select any of them or break-out on your own, and find two printed primary sources that are
aligned with this assignment. There are literally hundreds to choose from and you can find many of them on the web, as reprints, in library databases, and on microfilm (via interlibrary loan). Please note, however, that the texts that you select are approved by me before RP1.

**ABOLITION OF THE BRITISH SLAVE TRADE**

**PRO-SLAVE-TRADE TITLES**


[Anon.], *A Very New Pamphlet Indeed!* London, 1792. [GOOGLE BOOKS].


Harris, R[aymond]. *Scriptural Researches on the Licitness of the Slave-Trade* (Liverpool: H Hodgson, 1788). [GOOGLE BOOKS].


**ANTI-SLAVE-TRADE TITLES**

Benezet, Anthony. *The Case of Our Fellow Creatures, the Oppressed Africans*. 1783. [GOOGLE BOOKS].


**BRITISH EMANCIPATION**

**ANTI-SLAVERY TITLES**


Whiteley, Henry. *Three Months in Jamaica, in 1832*. Hatchard and Son, 1833. [GOOGLE BOOKS].


**PROSLAVERY TITLES**


**UNITED STATES EMANCIPATIONISM and PRO-SLAVERY**

Visit the Dickinson College Archives and the Millersville University Archives’ webpage on Slavery and Abolition in the United States: [http://deila.dickinson.edu/slaveryandabolition/browsetopic.html](http://deila.dickinson.edu/slaveryandabolition/browsetopic.html)  In addition to this list, here are some additional antebellum materials:


Hammond, [James Henry] *His Excellency Governor Hammond to the Free Church of Glasgow, on the Subject of Slavery* (Columbia: A. H. Pemberton, 1844). [GOOGLE BOOKS].


END OF SYLLABUS