TITLE: Slavery in the Americas  
COURSE NUMBER: Hist 4320 (CRN 22460)  
MEETING TIME: MW 13:00-2:15  
MEETING PLACE: C226 (and 1085 South, as announced)  
SEMESTER: Spring 2015  
INSTRUCTOR: David Ryden, PhD  
OFFICE: 1015-South  
EMAIL: rydend@uhd.edu  
TELEPHONE: 713 221 8476  
OFFICE HOURS: MW 1-2 and by appointment.

COURSE DESCRIPTION:
This course is comparative in nature and analyzes African American slavery from the South American silver mines to the tobacco estates of the Chesapeake. The readings and lectures cover a variety of historical approaches, including economic, anthropological, and oral histories. The course begins with a broad discussion of the wide range of slave societies in the Americas. From this starting point, the reading list is organized geographically, with particular emphasis on the three zones of New World slavery: Brazil, the Caribbean basin, and North America. Within each of these regions, the assigned readings emphasize how the slave system was organized and how slave communities evolved.

EDUCATIONAL OBJECTIVES:
Students who successfully complete this course will have (1) a broad understanding of the organization, size, and scope of the Atlantic slave trade and a comprehension of the diversity of slave life, work, and resistance throughout the Americas, (2) a working knowledge of the political, social, and economic forces that led to the rise of the slave system, and (3) be able to retain historical facts and information on New World slavery and demonstrate an ability to analyze patterns and concepts. Students will exhibit their competence in these areas through their well-crafted papers and exams as well as through their insightful remarks during class discussions and presentations.

Note that this is a project-based course, involving four papers that will incorporate both primary and secondary sources. Students will not be able to complete these assignments if they don’t keep up with the reading and attend class. Note that the “workshops” are of particular importance and that they will involve collaborative learning (yet each student will submit their own completed work).

COURSE REQUIREMENTS:

Attendance: Students are expected to attend classes. I will take attendance every day, and if a student is not present when her/his name is called she will be counted as absent. 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, readings, etc. Poor attendance will undermine a student’s “class participation grade.”

Blackboard/Learn (BB/L): Students are required to use BB/L. Over the span of the term, students may be called upon to participate in BB/L chat rooms during the evening via the internet (if we do embrace this online discussion, the quality and quantity of each student’s contribution will be reflected in the participation grade). Students will also turn in all assignments, and check assignment grades, via BB/L. Last, students are required to check BB/L every night for any announcements regarding readings.

Class Participation: Students will receive a grade for the quality and quantity of their input during class activities. Students are expected to come to class prepared, having read the assigned reading and taken notes. Any homework that may be assigned will be incorporated into the class participation grade. This includes “micro-research” presentations.

Examinations: There will be three written examinations that require short answer and essay responses.

Papers: Students are required to submit short essays on the due dates listed below. The topics will be distributed in class and/or via BB/L. NB:

- 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), 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.

• 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.

**Presentation:** Students will make a 10-15 minute presentation on their final paper project, which will be on a WPA ex-slave narrative. As with all classes, attendance at these sessions is mandatory and failure to serve as an audience member will severely affect the absent student’s class participation grade.

**Required Readings:** The schedule below provides a full accounting of the reading that is required for the class, however there will be in-class readings, from time-to-time.

### ASSIGNMENT WEIGHTS

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<th>Assignment</th>
<th>Weight in Calculating Course Grade</th>
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<tr>
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<td>Comprehensive Final</td>
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The grading scale is as follows: A = 90-100; B = 80-89; C = 70-79; D = 60-69; & F = 59 or below.

### HONESTY CODE REMINDER:

The University of Houston-Downtown maintains an honesty code, which is an essential element of the institution's academic credibility and integrity. It is the student's responsibility to become familiar with the code and abide by it. Academic honesty is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. In this course these university policies, outlined in PS 03.31, will apply. "A violation of the honesty code is any activity which compromises the academic integrity or subverts the educational process of the university, including but not limited to, the following examples.

• Providing or receiving information for unauthorized use during exams, quizzes, or other graded work.
• Failing to report incidents of academic dishonesty.
• Using unauthorized notes, books, or other disallowed materials to aid in answering questions during an examination.
• Serving as or enlisting another person to take a test in the student’s place or to do any academic work for which the student will receive academic credit.
• Plagiarizing (submitting work or portions of work that is not your own).
• Changing answers and attempting to claim instructor error.
• Any other conduct intended to obtain academic credit fraudulently or dishonestly,
which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.”

- In addition there are honesty code requirements for this history course. Students must not use any notes, outlines, or verbal information during exams. Students must return all exam materials to the professor after the exams have been graded and returned to students for their perusal. Failure to return printed exam materials will result in a zero on that exam and possibly other disciplinary action. Once a student begins an exam, the student may not leave the room without forfeiting finishing the exam.

ADA STATEMENT/ACADEMIC ADJUSTMENTS

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

NB: “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 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.”

TENTATIVE SCHEDULE: Please note that dates are subject to change and alterations will be announced in class and/or BB/L.

INTRODUCTION AND THE TRANSATLANTIC SLAVE TRADE
1. (1/21) Introduction: Sugar and the Origins of the African Trade

2. (1/26) The Organization of the Slave Trade
   Falconbridge Account of the Slave Trade

3. (1/28) Slave Trade Workshop I (Computer Lab)

4. (2/2) Slave Trade Workshop II (Computer Lab)
   Paper #1 Feb 3 due at 1159 p.m. via BB/L (2/3 @ 3:00 pm)
   Using quantitative data from the Transatlantic Slave Trade database, write an essay (1,000-1,250 words) that compares and contrasts the size and scope of the British and the Portuguese slave trade during the eighteenth century. Consider variables such as number of ships embarked, number of Africans embarked, mortality, ship size, sex ratio, percent children, region of embarkation, region of disembarkation, etc. It is
vitally important that you attend class in order to successfully complete this project. In addition to the slave trade database, you will want to integrate our qualitative sources into this research paper.

Papers must conform to Papers/Typed Essays directions, above.

RACE AND SLAVERY
5. (2/4) Origins of Race Slavery: Cultural vs Materialist Arguments

6. (2/9) Catholic vs. Protestant Slave Societies
   Frank Tannenbaum, *Slave and Citizen* (Boston: Beacon Press, 1992 [1946]), 88-114*

7. (2/11) Tannenbaum Challenged?
   “Cuban Slave Code 1842.” *

8. (1/16) Tannenbaum Resurrected?

9. (2/18) Tannenbaum Rehabilitated?

10. (2/23) Paper Workshop
   Paper #2 due Feb 24 due at 3:00 p.m. via BB/L
   Write a thoughtful analysis (ca. 1,200 words) of the Tannebaum thesis, as spelled out in *Slave and Citizen*, assigned readings, and class discussion. Your paper should grapple with the following issues: What is his fundamental argument? Is he describing a general model for slave societies, or are his observations particular in nature? What kinds of evidence, assumptions, and logic does he use to support his case (be specific)? Does the context in which he wrote *Slave and Citizen* matter to one’s understanding the book? Why? How was/is his argument received by historians? Be sure to incorporate materials that complicate or contradict his thesis.

   Papers must conform to Papers/Typed Essays directions, above.

11. (2/25) Midterm Exam

THE MEANING OF MANUMISSION IN THE AMERICAS
12. (3/2) Manumissions and the Slaveholder's Power
13. (3/4) Manumission Workshop I

Harry B. Yoshpe, "Record of Slave Manumissions in New York During the Colonial and Early National Periods," *Journal of Negro History*, 26:1 (1941): 78-107.**

14. (3/9) Manumission Workshop II

16. (3/11) Manumission Workshop III

Paper #3: March 12 due at 3:00 p.m. via BB/L

Based on the "Record of Slave Manumissions in New York" database (which we constructed in class) discuss and analyze, in an essay (1,000-1,250 words), the patterns in the manumission records. Analyze the gender of both the manumitter and manumittee, the timing of manumission, age of manumittee, naming patterns, and any other aggregated details these records might yield. Be sure to place your research within the context of some of the relevant readings for this course.

Papers must conform to Papers/Typed Essays directions, above.

SLAVE LIFE, WORK, AND RESISTANCE

17. (3/23–) Force, Resilience, and Adaption


18. (3/25–) Slave Work and the Rhythm of Slave Life


19. (3/30) Midterm 2

20. (4/1) Slave Resistance I


21. (4/6) Slave Resistance II


22. (4/8) Jamaican Maroonage: A Case Study Continued

David Beck Ryden  “Maroon War, Peace, and Removal in the Eighteenth Century (Jamaica),” *Sociétés marronnes des Amériques. Mémoires, patrimoines, identités et histoire XVIIe au XXe siècles (forthcoming) *


23. (4/13) Paper workshop

Paper #4 April 14 due at 3:00 p.m. via BB/L
In an essay (1,000-1,250 words), explain the full range of tactics and strategies planters used to dominate their slave populations. How did slaves respond? Were bondsmen able to forge a common identity, or were they shattered and divided victims? Be sure to integrate the range of primary and secondary materials covered in the reading list.

Papers must conform to Papers/Typed Essays directions, above.

SLAVERY WITHOUT SUGAR
24. (4/15) Cotton in the Atlantic World and in North America

   Library Research: Meet in Library Instruction Room, bring your library card (student ID), and make sure that all your fees have been paid, so you can check out a ex slave narrative volume.

27. (4/27) U.S. Ex-Slave Narratives: A Recent Appraisal

   Paper #5 May 2 due at 1159 p.m. via BB/L
   Write a critical essay (1,200-1,400 words) of a WPA ex-slave narrative that you have selected (from the UHD Library’s collection), basing your analysis on what you have learned about slavery in other parts of the Americas.
   Papers must conform to Papers/Typed Essays directions, above.

29.-30. (5/6) Ex-Slave Narrative Presentations, Part II & Final Exam

* = Library Reserve; ** = JSTOR; *** = Google Books; ○ = Library Database
NB: I reserve the right to make any changes or amendments to this schedule should the need arise.