

Weekly Schedule

Week One

March 30 Course Introduction
April 1 Why Study Slavery?

Week Two

April 6 Slavery or Servitude?: Beginnings of Chattel Slavery in Virginia Slavery and the Land-Labor Equation
April 8 Virginia through the Eyes of William Byrd and Robert Carter
Reading: Parent, Foul Means, pp. 1-101 (Reading Response #1)

Week Three

April 13 Making Slavery, Making Race
April 15 Making Slavery Safe in a Dangerous Atlantic World
Reading: Parent, Foul Means, pp. 105-268 (Reading Response #2)

Week Four

April 20 *Midterm question distributed/discussed in class
April 22 *Optional class meeting/work on midterm essay
Reading: Souza, Devil and the Land of the Holy Cross, pp. 3-141 (Reading Response #3)

Week Five

April 27 Religion and the Politics of Colonial Slavery
April 29 The *Engenho* and the *Quilombo*, the Saints and the *Orixás*: Slave Life in Colonial Brazil
Reading: Souza, Devil and the Land of the Holy Cross, pp. 142-255 (Reading Response #4)
*Midterm essay due Tues. 27 April

Week Six

May 4 The Bodily Politics of New World Slavery
May 6 Healing Slavery's Wounds
Reading: Fett, Working Cures, pp. 1-108 (Reading Response #5)

Week Seven

May 11 Slave Women and the Health of the Slave Community
May 13 Power and Belief in Antebellum Slave Community
Reading: Fett, Working Cures, pp. 111-200 (Reading Response #6)

Week Eight

May 18 Slavery in the Age of Revolution
May 20 22 August, 1791: From Rebellion to Revolution
Reading: Ott, The Haitian Revolution, pp. 3-99 (Reading Response #7)

Week Nine

May 25 Toussaint L'Ouverture: The Making of a Rebel Leader
May 27 Haiti: The Global Implications of Black Political Independence
Reading: Ott, The Haitian Revolution, pp. 100-203 (Reading Response #8)
*Final Exam question distributed Thur. 27 May

Week Ten

June 1 Atlantic Slavery and the Making of the Modern World
June 3 Concluding Thoughts

HIUS 135B, Spring 2004
Slavery and the Atlantic World
Tu/Th 2:00-3:20
102 Peterson

Professor S. Smallwood

Office: H&SS 6085

Office Hours: M 2:30-4:00, or by appt.

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This class examines the history of racial slavery in North America and other regions of the Atlantic World from the seventeenth through nineteenth centuries. During this period the institution of slavery flourished in different regions and for different productive purposes throughout the Caribbean, Mexico, South America, and the North American territory that became the United States. From Rhode Island to Argentina, enslaved Africans labored as producers of sugar, cacao, indigo, rice, tobacco, cotton, and coffee; as miners and cattle ranchers; as urban manufacturers, artisans, and domestic servants. Our goal in this course will be to explore this diversity of slave labor in the Americas; to consider the different slave cultures Africans and African Americans produced under these various permutations of racial slavery; and finally, to examine the various ways that Africans and African Americans resisted their bondage.

Required Reading:

The following five books are available at the UCSD Bookstore; they have also been placed on reserve at Geisel Library. Additional readings (both required and recommended) will be available online through the library's E-Reserves service.

Mary Lynn Rampolla, Pocket Guide to Writing History

Anthony S. Parent, Foul Means: The Formation of a Slave Society in Virginia, 1660-1740

Laura de Mello e Souza, The Devil and the Land of the Holy Cross: Witchcraft, Slavery, and Popular Religion in Colonial Brazil

Sharla M. Fett, Working Cures: Healing, Health, and Power on Southern Slave Plantations

Thomas O. Ott, The Haitian Revolution, 1789-1804

Written Assignments:

Reading Responses: These are 1-2 pp. responses to the weekly readings. Do not try to summarize the content of the reading; rather, you should use this exercise to identify questions and comments for further discussion in class. What information in the reading was especially new, controversial, surprising, contradictory, or otherwise interesting to you? These responses are to be typewritten so that they will be legible, but they do not have to be representative of your most polished prose—they are meant to be “think pieces” to get your ideas flowing, and to provide you with a concrete format for bringing your own ideas to the class. They are to be turned in at the end of class on the Tuesday of the week for which the reading is assigned. Please note that they will be graded on a satisfactory/unsatisfactory basis—they will not receive a letter grade.

Midterm and Final Exams:

There will be take-home exams (open-note/open-book) for the midterm and the final. In the former you will be asked to write one 5-6 pp. essay, in the latter you will be asked to write one 8-10 pp. essay. The midterm exam will be distributed in class on Tuesday, 20 April (week 4), and will be due in class the following Tuesday, 27 April (week 5). The final exam will be distributed on Thursday, 27 May (week 9), and will be due in the History Dept. the following week on the date scheduled for the final exam.

Grading:

Your grade will be calculated as follows:

Response Papers: 15%

Midterm Exam: 35%

Final Exam: 50%