

History 398.009
The Atlantic Slave Trade: Views from the Sources
Professor Lisa Lindsay

Class meetings: Thursdays, 2:00-4:30
Hamilton 423

Office hours: Tuesdays, 2-3pm, Thursdays,
1-2pm, and by appointment, in 521 Hamilton Hall
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Over the course of nearly four centuries, from the mid-1400s to the mid-1800s, some 12.5 million Africans were forcibly taken from Africa to toil in the Americas as slaves. This massive human trafficking transformed the western world, peopling and developing the Americas, structuring economies in Europe, and shaping politics, warfare, and demographics in large parts of Africa. It also enabled new ways of thinking about human variation (that is, “race) and morality.

Because of its enormous size as well its legality (at least for most of its history) the Atlantic slave trade generated voluminous documentation. While historians are aware of only about twenty first-hand accounts of enslavement in Africa and transport to the Americas by captives themselves, ship captains and other sailors wrote about their experiences, as did buyers and sellers of enslaved people. Commercial records, shipping records, tax and customs records, government reports, official correspondence, and notices in newspapers all offer views of the slave trade, from all sides of the Atlantic. Such sources were produced in specific contexts and must be read with those contexts in mind. But they constitute rich primary materials for research, and studies by professional historians can help us to make sense of them.

Students in this course will delve into the study of the Atlantic slave trade through shared readings and discussions as well as through intensive, individual research projects based on the use of primary sources. These projects may focus on any relevant time period and any geographic area involved in the Atlantic slave trade. They may center on aggregate trends in the trade or on individual or small group experiences. They might deal with buying and selling, or with the ideological underpinnings of the slave trade. They might ask how it all began, or how it came to an end. They might trace specific lines of connection between parts of Africa, Europe, and the Americas. They might consider political, economic, or cultural transformations associated with the slave trade. Or they might take an issue associated with the trade and trace it over changing times.

The purpose of this project is to give you expertise and experience in historical research, critical analysis, and writing. In the end, you should produce a well-written, properly documented paper of 20-25 pages that:

- 1) poses a significant analytical question;
- 2) uses primary sources and reflects a good ability to analyze and evaluate that evidence;
- 3) presents a coherent and well supported historical argument; and
- 4) evinces an awareness of other historians’ approaches to the topic.

Your finished paper will constitute a capstone of your UNC history major. It may serve you well as a writing sample for future job or graduate school applications. You may decide to submit it for publication in an undergraduate journal (<http://history.unc.edu/undergraduate-program/undergraduate-journals/>) or elsewhere. It also makes you eligible for the History Department's Meador Prize, awarded each April to the student who wrote the most outstanding paper in a History 398 seminar during the previous calendar year.

If all this sounds intimidating, don't panic. We will spend a lot of time, as described below, breaking this project into manageable parts and learning how to undertake them.

Required Readings, available at Student Stores and on reserve in the Undergraduate Library:

- William Kelleher Storey, *Writing History: A Guide for Students*, 5th edition.
- Lisa A. Lindsay, *Captives As Commodities: The Transatlantic Slave Trade*
- Marcus Rediker, *The Slave Ship: A Human History*

We will also read scholarly articles available online or through Sakai. These are important not only for their content but as examples of the kinds of scholarly writing you will be doing yourself.

Assignments & Evaluation

1. *Participation*: This course is a seminar, which means that the success of our meetings will depend on the extent to which each of us comes to class prepared, willing to share our ideas, and open to the perspectives of others. Often, we will work together small groups—and throughout the research and writing process you will collaborate closely with two partners. Therefore, consistent attendance at our weekly meetings is crucial to your success in the course. Your participation counts for 10% of your overall course grade.

Because this is a small class that meets in a confined space, laptop use would be distracting and is therefore prohibited unless specific exceptions are made. Students should take active notes by hand and feel free to interrupt discussions to receive clarification on course content.

2. *Paragraphs on Readings*: In order to undertake your own research project, you will need some background knowledge about the Atlantic slave trade. Some of this will come through our class's shared readings early in the semester. To make sure that you keep up with this reading and that you are thinking about it actively rather than consuming it passively, you will be required three times to respond in writing to the reading assignment. For September 8, Sept. 22, and Sept. 29, you are to choose a theme that you notice in that week's reading (not Storey). In one paragraph (approximately 125 words, or ½ of a page in 12-point font with one-inch margins), discuss how the reading or readings illuminate that theme.

Because one of the goals of this class is to help you improve your writing, I will evaluate the quality of the writing as well as the thoughtfulness of your answer to the question. The first sentence of the paragraph should be a strong topic sentence. The following sentences should support that topic sentence. You must include examples or quotations from the assigned text or

texts to support your topic sentence and properly footnote your sources. The final sentence should sum up the paragraph. Together these three short assignments will count for 10% of your final grade.

3. *Brief Oral Presentations*: Beginning on October 27, each student will make brief presentations (of about 10 minutes) on a primary source or collection of primary sources that seems useful for understanding the Atlantic slave trade. Then beginning on November 3, each student will make a second oral presentation of about 10 minutes on her/his project as it stands at that point. Further guidelines are below under the relevant dates. The purpose of these presentations is threefold: to push you to prepare the relevant materials for your research papers; to give you practice delivering information out loud in a polished way; and to help build our writing community by sharing with your classmates materials and ideas that they will find interesting and useful. Together these two oral presentations will account for 10% of your overall grade.

4. *Research Assignments*: Along the way to producing your final paper, you will need to draft a proposal, create an annotated bibliography, and make an outline. Each of these will be turned in, on dates specified below. These three assignments together, along with your comments to your writing partners, will contribute to 15% of your course grade.

5. *Writing Assignments*: As your paper takes shape, you will write an introduction and then later an entire rough draft. These will be shared with your writing group and with me and, together with your comments to your writing partners, will account for 15% of your grade.

6. *The Final Paper*: This 20-25 page, footnoted, elegantly written piece of historical scholarship will represent the culmination of your work in this class. As such, it will be worth 40% of your overall grade.

Evaluation summary:

Participation 10%	Three paragraphs 10%
Two oral presentations 10%	Written proposal, annotated bibliography, and outline 15%
Introduction and rough draft 15%	Final paper 40%

Deadlines are firm, because the schedule of assignments has been formulated deliberately to make the most of our class time, to keep you on a manageable pace for completing your final papers, and to allow me time to properly evaluate your work. All late assignments will be penalized 1/3 of a grade (that is, A becomes A-, A- becomes B+, etc.) for each day beyond the deadline. In addition, because of the short time I have for grading your final papers and tabulating your final grades, if you turn in your final paper late you will likely get an Incomplete for the course.

A note on academic integrity: UNC defines plagiarism as “the deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.” Don’t do it. If you plagiarize, you defeat the fundamental purpose of your college education, which is to master new knowledge, develop your own opinions, and learn to think and express yourself as an

independent, creative, and responsible adult. Moreover, in this electronic age it is easier than ever for professors to catch plagiarism, and the consequences can severely damage your academic record and postgraduation career prospects. For more information, see <http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf> and <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.

For **help** with your writing and other academic skills, I strongly recommend UNC's Writing Center (<http://writingcenter.unc.edu/>) and Learning Center (<http://learningcenter.unc.edu/>). The Writing Center's many handouts (<http://writingcenter.unc.edu/handouts/>) cover all aspects of the writing process, from forming and organizing your ideas to punctuation and citations. More resources to help you are listed at the end of this syllabus. Finally, please do not hesitate to come to me with questions, concerns, or requests for help.

SCHEDULE

Aug. 25: Getting Oriented

- In-class activity using the *Transatlantic Slave Trade Database*, <http://slavevoyages.org> (please do plan to use laptops for this activity)

Sept. 1: Introduction to the Atlantic Slave Trade and some Sources

- Read Lindsay, *Captives*, Introduction
- Read Rediker, *The Slave Ship*, Introduction
- Starting at 3:00: Introduction to some primary sources at the Wilson Library (Room 504) with Matthew Turi, Manuscripts Research and Instruction Librarian; completion of primary source report.

Sept. 8: Buying and Selling People in the Atlantic World/ Getting Started

- Lindsay, *Captives*, ch. 1-2 (pp. 22-83)
- **Paragraph due** on *Captives* reading. (Review the instructions under *Paragraphs on Readings* above. For tips, see <http://writingcenter.unc.edu/handouts/paragraphs/>.)
- Storey, *Writing History*, chapter 1, "Getting Started"
- In-class discussion of primary source reports from last week and brainstorming about topics

Sept. 15: Captives' Perspectives/ Primary Sources

- Lindsay, *Captives*, ch. 3
- Rediker, *Slave Ship*, ch. 4
- Storey, Chapter 2, "Interpreting Source Materials"
- Oral Reports on Bibliographical Aid/Source. Half of class will give concise, five- to ten-minute reports on a bibliographic aid or document collection. Discuss the purpose of the guide, bibliography, index, or collection, and who compiled it and why. What can one expect to find in it? What sorts of topics does it address? How is it organized? Is it easy to use? Who might benefit from using it? What are its limitations? **By class time**, submit via Sakai the bibliographic information for the source and your annotation of it.

Sept. 22: Sailors' Perspectives/ Brainstorming Topics

- Rediker, *Slave Ship*, ch. 7-8
- **Paragraph due** on *Slave Ship* reading
- Workshop on Endnote/RefWorks with Reference Librarian Gary Pattillo (2-3pm)
- Oral Reports by the second half of the class on Bibliographical Aid/Source.
- Be prepared to discuss potential topics

Sept. 29: Ending the Slave Trade/ Using Sources

- Lindsay, *Captives*, ch. 4 and Epilogue
- Rediker, *Slave Ship*, ch. 10
- **Paragraph due** on *Captives*, *Slave Ship*, or both readings together
- Storey, chapter 3, "Writing History Faithfully" and chapter 4, "Use Sources to Make Inferences" (we'll go over this in class)

Oct. 6: Research and Planning Days - Individual Consultations with Prof. Lindsay – no class

- **By 1pm on this day**, submit via Sakai your completed Research Paper Proposal Form
- If, after our meeting, you decide to revise your proposal, submit a new form **by class time on Oct. 13**.

Oct. 13: Reading for Writing

- Storey, chapter 5, "Get Organized, Get Writing!"
- Read and outline the following two articles (on Sakai under "Resources"). To what extent do they follow Storey's advice about organization?
 - Rebecca Shumway, "Castle Slaves of the Eighteenth-Century Gold Coast (Ghana)," *Slavery and Abolition* 35, 1 (Jan., 2014): 84-98
 - Walter Hawthorne, "'Being now, as it were, one family': Shipmate Bonding on the Slave Vessel *Emilia*, in Rio de Janeiro and throughout the Atlantic World," *Luso-Brazilian Review* 45, 1 (2008): 53-77

Oct. 20: Fall Break

Oct. 27: Beginning to Write

- Submission of annotated bibliographies. (For some help, see Storey, p. 29 as well as <http://writingcenter.unc.edu/handouts/annotated-bibliographies/>)
- Read Storey, ch. 6, "Narrative Techniques for Historians"
- Read carefully the introductions to the following two articles (on Sakai), and then skim the rest of their contents to get a sense of the overall organization and argument:
 - Sean Kelley, "Scrambling for Slaves: Captive Sales in Colonial South Carolina," *Slavery and Abolition* 34, 1 (2013): 1-21
 - Jennifer L. Morgan, "'Some Could Suckle over Their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770," *William and Mary Quarterly* 54, 1 (Jan., 1997): 167-192
- Make notes about how the introductions are structured. Then go back to the articles by Shumway and Hawthorne that you outlined for Oct. 13 and review their introductions. We will discuss the merits of all four article introductions in class.

Nov. 3: Project Presentations

- Prepare a 10-minute oral report that provides an update on the information submitted in your paper proposal. Explain your topic and justify it, list the question(s) you seek to answer and/or your hypothesis, note the sources you find most useful, especially primary sources, and enumerate the problems and difficulties you are having or foresee. Practice your presentations beforehand. These reports should be well organized, informative, engaging, and concise.
- Also read Storey, ch. 7, “Writing Sentences in History” and ch. 8, “Choosing Precise Words.”
- Writing groups assigned

Nov. 10: Writing Workshop on Introductions

- Finish presentations from last week.
- **By 2pm on Tuesday, Nov. 8**, students will submit copies of the draft introductions of their papers to their writing partners and on Sakai. Ask for help by appending a list of questions that you would like your two reading partners and me to address.
- For a reference about how to do citations, see <http://guides.lib.unc.edu/citing-information/chicago-notes-intext>.
- **By class time**, write a brief (1-2 paragraphs) response to your partners about their introductions and bring copies for them to class. What is the strongest part of the introduction? What is a weakness? How could it be improved? Send a copy to Sakai as well.
- In-class discussion of introductions.

Nov. 17: Writing Day - Individual Consultations with Prof. Lindsay – no class

- **By 1:00pm today**, students will turn in to their partners and to me an analytical outline of their papers (see Storey, pp. 79-80). Ask for help! Indicate what questions you want your readers to address.
- We’ll discuss these in our individual meetings.
- **By noon on Nov. 21**, send brief responses (1-2 paragraphs) to your writing partners, giving suggestions and observations about the outlines. Be sure to upload a copy to Sakai.

Nov. 24: Thanksgiving – No class

Dec. 1: Rough Draft Workshop

- Read Storey, chapter 9, “Revising and Editing”
- **By 5pm on Monday, Nov. 28**, submit rough drafts (at least 15 pages) to your writing partners for peer review and send a copy to me. Append to your paper a specific list of questions with which you need help (e.g., “Is my introduction too long?” “Do pp. 12-14 belong in the introduction?” “Is my argument clear?” “Do I use too many quotes?”)
- **By class time**, fill out the peer review form (available on Sakai) for each student, other than yourself, in your group. Bring a copy of each one to class and upload an additional copy of each to Sakai.
- Class will be devoted to discussion of the rough drafts by peer groups.

- As you finalize your paper after class, see <http://writingcenter.unc.edu/handouts/editing-and-proofreading/>.

FINAL PAPERS MUST BE UPLOADED TO SAKAI BY 12:00 noon on SATURDAY, DECEMBER 10.

Academic Resources

Accessibility Resources & Service: “AR&S provides reasonable accommodations, so students with disabilities who are otherwise qualified may, as independently as possible meet the demands of University life.” Includes eligibility guidelines and information for how to get started, as well as resources for students with disabilities (including alternative testing options, note-taking requests, and frequently asked questions).

Website: <http://accessibility.unc.edu> Location: SASB North, Suite 2126
Phone: 919-962-8300 Email: accessibility@unc.edu

Academic Advising: “The mission of the Academic Advising Program in the College of Arts and Sciences is to partner with students to create meaningful educational plans that are compatible with their career and life goals.” For setting up appointments with advisers to discuss matters ranging from course planning to academic difficulty to graduation review.

Website: <http://advising.unc.edu/> Location: Steele Building
Phone: 919-966-5116

The Center for Student Academic Counseling: “The Center for Student Academic Counseling offers academic counseling and personal support for all UNC students. Historically, CSAC’s primary objective has been to sponsor programs and activities that promote academic excellence, increase retention, and improve the campus climate for diversity among minority students in general and Native American and African American undergraduates in particular.”

Website: <http://cssac.unc.edu/programs/student-academic-counseling>
Location: SASB North, Room 2203 Phone: 919-966-2143

The Learning Center: “Helps students learn more efficiently and perform better in their course work. Services include Academic Counseling; Reading Program; Tutoring in Math and Sciences; Drop-in Peer Tutoring; Test Prep for GRE, GMAT, LSAT, MCAT; Workshops; and Success Programs for students with LD/ADHD.”

Website: <http://learningcenter.unc.edu> Location: SASB North, lower level, Room 0118
Phone: 919-962-3782 Email: learning_center@unc.edu

University Career Services: “UCS serves underclassmen, seniors, graduate students and alumni. Services include individual career advising; internship and employment search assistance; workshops on job-seeking skills; resume mailing service to employers; on-campus interviewing; graduate school preparation assistance; and online internship and job listings and occupational and employer information.”

Website: <http://careers.unc.edu> Location: Hanes Hall, Room 219
Phone: 919-962-6507 Email: ucs@unc.edu

The Writing Center: “The Writing Center is an instructional service that provides writing assistance for students, faculty, and staff. We offer both face-to-face and online consultations, as well as a collection of online resources for writers and educators.”

Website: <http://writingcenter.unc.edu/> - make appointments online

Location: SASB North, lower level, Room 0127 (main location) and Greenlaw Hall, Room 221 (satellite space)

Phone: 919-962-7710 Email: writing_center@unc.edu

Wellness Resources

Carolina Women’s Center: “The Carolina Women’s Center’s mission is to create an inclusive education and work environment where gender is not a barrier to success, difference and diversity are celebrated, and everyone is safe to live, learn, teach, and work without threat of harm or unequal treatment.” The CWC offers monthly programming (speakers, screenings, discussions, and performances), ongoing trainings/workshops (notably HAVEN training, to increase support for student survivors of sexual violence), and general resources.

Website: <http://womenscenter.unc.edu/>

Location: Stone Center, Suite 101

Phone: 919-962-8305

Email: cwc@unc.edu

Counseling and Psychological Services: Providing individual, couples, and group therapy as well as other resources and programs to promote academic and personal wellness for students. Offers information on how to get started and the philosophy behind the programs. Note: first time visits are walk-in only, no appointment necessary.

Website: <http://campushealth.unc.edu/caps>

Location: Campus Health Services (James A. Taylor Building), 3rd Floor

Phone: 919-966-3658

Diversity and Multicultural Affairs: “Diversity and Multicultural Affairs is an office in the Office of the Executive Vice Chancellor and Provost and serves as the diversity arm of the University. DMA is led by the Vice Provost & Chief Diversity Officer and has the responsibility of providing university-wide leadership in building and sustaining an inclusive campus community that values and respects all members of the university community and beyond.”

Website: <http://diversity.unc.edu>

Location: South Building, Ground Floor Phone: 919-962-6962

LGBTQ Center: The Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Center works to foster a welcoming and inclusive environment for UNC-Chapel Hill community members of all sexual orientations, gender identities and gender expressions. We address this mission by allocating our resources across three broad areas: 1) Educational programs; 2) Direct services and resources; 3) Advocacy.”

Website: <http://lgbtq.unc.edu>

Location: SASB North, Suite 3226

Phone: 919-843-5376

Email: lgbtq@unc.edu