

History 278: The Trans-Atlantic Slave Trade

Spring 2019

Professor Lisa Lindsay
with Teaching Assistants Ian Gutgold, Steven Weber, and Daniel Velasquez

Lectures: Tuesdays & Thursdays, 12:30pm in Manning 209

How to contact Dr. Lindsay:

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Discussion Sections:

600 Tuesday 3:30-4:20, Hanes Art Ctr 117

601 Tuesday 5:00-5:50, Tate Turner Kuralt 226A

602 Tuesday 3:30-4:20, Greenlaw 0317

603 Wednesday 10:10-11:00, Hanes Art Ctr 118

604 Wednesday 1:25-2:15, Graham Memorial 212

605 Wednesday 3:35-4:25, Dey 210

606 Wednesday 11:15-12:05, Tate Turner

Kuralt 113

607 Wednesday 11:15-12:05, Hanes Art Ctr 118

608 Wednesday 3:35-4:25, Wilson 139

Additional information: I have set up a website for this course on Sakai. The site contains the syllabus and information about assignments, as well as links to useful resources, ways to communicate with your instructors and classmates, and up-to-the minute announcements.

COURSE OVERVIEW

This course concerns one of the most tragic and horrifying phenomena in the history of the western world: the trans-Atlantic slave trade. Over sixteen weeks, we will repeatedly encounter people's inhumanity to each other. Why would anyone want to spend so much time on a topic so grim? Put simply, **studying the slave trade can fundamentally change your intellectual life**, in two ways.

Most importantly, it enables you to understand the origins of our modern economic, political, and racial order. If we want to understand how the US (and not only the South), Western Europe, parts of Latin America, and much of Africa got to be how they are now, we need to know something of the human commerce that profoundly shaped them. And once you are aware of this background, you can see the world in new ways and perhaps even conceive of constructive ways to affect it.

A second reason for studying the Atlantic slave trade is that this topic teaches us to be better historians and, more generally, sharper thinkers. In terms of content, we will have to grapple with the histories of four continents and roughly four centuries. Methodologically, we will confront both what historians have determined about the trade (and what is still in question) as well as how they have reached their conclusions. Our subject matter requires us to keep in mind that historical works are

written in specific contexts and must be read with those contexts in mind. Finally, we will be dealing with some unpleasant truths about what people have done to other people and how they have justified their actions. Thus, we will have to see how people's understandings of morality have been influenced by their subjective positions and historical circumstances.

By examining first-hand accounts by slaves and slavers, works of fiction and film, and analyses by historians, we will trace the origins, expansion, and decline of the trade in addition to its impact on four continents. We will seek to answer, among others, the following questions: Why were Africans enslaved? Why did (some) African societies sell slaves? Which came first, racism or slavery? How many enslaved people were involved in this trade, where did they come from, and where did they end up? How were societies in Africa, the Americas, and Europe transformed by the trade? In what ways did enslaved people shape American cultures? And how did slaves and activists bring about the abolition of the trade? Through interactive lectures, discussions, and a variety of written assignments and examinations you will have multiple opportunities to explore and debate the answers to these questions, learning about the slave trade while sharpening your critical thinking and communication skills.

In addition to treating the above questions, I intend to return often to three major content themes. First, we will treat Africa not as some undifferentiated point of origin, but as the home of varied and complex societies which must be understood on their own terms. Second, we will trace the historical contours of slavery, noting its similarities and yet important variations over time and place. Third, we will explore the changing meanings of race and racism. I want you to end this semester knowing that race is neither an objective biological reality nor something fixed and certain. The slave trade and slavery have fundamentally affected western understandings of human variation, and these understandings—along with the relations and institutions that accompany them--have shifted over time.

GOALS

This course has **two basic goals**. The **first** is to help develop your knowledge about the origins, expansion, and decline of the slave trade as well as its impact on four continents. By the end of the semester, you should be able to use historical evidence and knowledge gained from lectures, discussions, and readings to answer to the questions above. Specifically, you should be able to:

- identify and describe the significance of important events, individuals, and ideas in the history of the transatlantic slave trade;
- compare and contrast the similarities and variations in the slave trade and slavery over time and place; and
- explain how different societies and social groups in Africa, Europe, and the Americas participated in and were shaped by the slave trade.

The **second** major goal is to practice and refine the basic skills of historical analysis by (a) engaging directly with primary sources and (b) evaluating historical interpretations. You will have regular opportunities to explore how scholars have interpreted and debated different issues in the history of the slave trade, and you will regularly be asked to analyze the relationship between historical

interpretations and primary sources. By the end of the semester, you should be able to:

- analyze primary sources and competing perspectives of the same event or phenomena;
- reflect on what a specific document can and cannot tell us;
- identify a historian's argument;
- critically evaluate a historian's reasoning, interpretive method, and use of evidence; and
- develop your own interpretation of historical events and change over time.

STUDENT RESPONSIBILITIES

For most weeks of the semester, you can expect to attend two lectures (on Tuesday and Thursday afternoons) with a discussion section taking place on Tuesday afternoon or Wednesday between them. (Though these sections are officially labeled as "recitations," I don't intend for you to recite. Instead, considering them as "discussion sections" indicates that their purpose is discussion and reflection.)

Discussion section meetings will begin in Week 3.

Lectures and discussion sections serve different but complementary purposes in this course. Inevitably, **lectures** will involve the presentation of facts and interpretations about the slave trade from your professor, although I will involve you in some discussion and activities as well. Your **discussion sections**, led by Teaching Assistants, will be much more interactive. Because people learn better when they involve more than one of their senses in processing information, discussion sections are designed to get you talking, writing, and moving as well as listening. They are also intended to involve you in the *practice* of history by interpreting primary sources (i.e. those produced at the time of the action by participants or observers) as well as assessing the various (and sometimes conflicting) interpretations produced by professional historians. To get the most out of both lectures and discussions, you must do the **reading assignments**. Please come to class meetings having done the readings listed for that day on the syllabus, and with a copy of the readings with you.

The **required books** for this class are Philip Curtin, *The Rise and Fall of the Plantation Complex* 2d ed. (Cambridge University Press, 1998) and David Northrup (ed.), *The Atlantic Slave Trade* 3rd ed. (Wadsworth, 2010). A textbook that I wrote, *Captives as Commodities: The Transatlantic Slave Trade* (Prentice Hall, 2008), is an optional supplement; in it you will find the maps, charts, and graphs from lecture, among other things. All of these books are available for purchase at Student Stores, and copies have also been placed on Reserve. Be sure to get the 3rd edition of the Northrup book.

In addition to these books, we will read articles and book chapters that are available on the course website (sakai.unc.edu) as .pdf files. You may read them online and take your own notes or print them out. Other articles are available on the internet. You can get to these sites on your own (see the addresses listed below) or via links provided on the syllabus on the course webpage and also through "Resources" on Sakai. Copies of these materials will *not* be placed on Reserve.

While gathering your materials for this course, please register to use Poll Everywhere, an interactive format that allows you to use smartphones or laptops to participate more actively than usual in lecture. I'll explain more in class, but if you are not already registered for Poll Everywhere, please go

right away to poll.unc.edu for instructions and to get set up. All students should follow the registration instructions on this page. You should NOT sign up directly at polleverywhere.com. Registration is free of charge.

GRADING

I am glad you are in this course and I will do everything I can to help you do well. To succeed, you will also have to do your part and accept certain responsibilities. The best strategy for earning a good grade in this class is to *show up* to lectures and discussion section meetings, *keep up* with your readings and other assignments, and *speak up* when you have a question or an idea to contribute. Expectations for this class are intended to be transparent, so if they are not, please let a member of the teaching staff know.

Your Teaching Assistants will do all of the grading in this course, in consultation with the professor and each other. They will base your course grade on effective completion of the following assignments:

- Map exercise, due in discussion sections in Week 3, worth 5% of your grade.
- Three short (around 2 pages) answers to the reading response question(s) posed for each discussion section meeting. Provide a thoughtful, coherent narrative answer to the question(s), based on the reading for that discussion section as well as your own analysis. Your answer should be in the form of paragraphs, typed, and submitted to your TA (in the manner s/he specifies) by the start of the relevant discussion section. Your responses will be graded on a scale of 1-5 and will account for 15% of your overall grade. You must complete *at least ONE* RRQ before the midterm (in Weeks 3, 4, 5, or 6). Please note that because not all discussion section topics have RRQs, there are eight possible reading response questions: four before and four after the midterm. Since you must answer three, you can skip five. I suggest you plan ahead. Further instructions are on Sakai, under Resources--Assignments.
- Mid-term exam on February 19, worth 20% of your grade. Exam grades will be based on your ability to use sources to make a thoughtful interpretation or analysis of major historical ideas, change or events.
- Assignment on the movie *Amistad*, which you will need to watch on your own. This is due in discussion section during Week 14 and worth 5% of your grade.
- A 6-8 page research paper on a topic of your choice (approved by your TA). The paper should entail a critical analysis of one or more primary sources, such as a memoir by a participant in the slave trade, informed by at least three of the secondary sources on the syllabus. Instructions are posted on Sakai. A brief prospectus outlining the sources you plan to use and the issues you plan to explore must be submitted by your TA by April 2. A rough draft is mandatory and must be brought to your discussion section in Week 15 (April 16-17). The paper

is due by class time on April 18 and is worth 20% of your grade. Deadlines are firm: lateness will result in a reduction of your grade. Also, please be aware that all suspected cases of plagiarism will be turned over to the Honor Court for assessment.

- Participation in discussion section, worth 10% of your grade.
- Final exam on Monday, May 3 at 12pm, worth 25% of the course grade.

Extra credit: Students sometimes ask whether they can do extra RRQs and just use the three highest grades, or if they can do extra work for extra credit. The answer to both of these questions is no, because it places too much of a burden on the TAs, who already spend a lot of time grading your work. There is, however, a route to extra credit, and that involves attendance and participation in lecture. If you participate in all in-lecture Poll Everywhere polls (which I will explain on the first day), you will earn 3 extra points to be added to your RRQ total. If you participate some or most of the polls, you will earn 1-2 extra RRQ points. So, in essence, extra *class participation* improves your grades!

Writing is essential. The official policy of the College of Arts and Sciences specifies that “Instructors should help students realize the integral relationship between thinking clearly and writing clearly.... Faculty in all disciplines should require their students to write well.” Here’s how your TA and I will evaluate (i.e. grade) your writing:

- Focus (does the writing deal with the problem or question?)
- Evidence (does it support its position with adequate information?)
- Coherence (does the argument make sense logically?)
- Scope (does it deal with all aspects of the question?)
- Mechanics (is your writing clear and grammatical, so that your points can be understood?)

Academic Support Services: The College of Arts and Sciences has developed several support programs to assist students. Accessibility Resources & Service provides individual support to students with learning or other challenges (<https://accessibility.unc.edu/>, 919-962-8300). The Learning Center offers free instruction in a variety of academic learning strategies (<http://learningcenter.unc.edu/>, 962-3782, 962-6389). The Writing Center--which fills up quickly--provides free tutorial services (<http://writingcenter.unc.edu/>, 962-7710, 962-4060).

HONORABLE AND COURTEOUS BEHAVIOR

THE HONOR CODE: It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity. (See

<http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>, pp. 5-6)

I encourage you to study together; however, you are bound by the Honor Code in taking exams and in writing your papers. Please consult with me if you have any questions about the Honor Code.

THE CAMPUS CODE: It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

The Campus Code asks us to be courteous to each other. In a large class, manners are especially important.

Courtesy during Classes: It is disruptive to others to arrive late to class or to leave early. If you must do it (which I discourage), please try to be unobtrusive. Also, **please turn off all cell phones and keep them off your desk.** Finally, and I know you're not going to like this, **do not open your laptop** in this class unless specifically asked to do so. It's already hard to stay engaged with the course when we have 100+ students in a crowded room; it's nearly impossible when laptops are open to Facebook and sports highlights. Taking notes by hand has also been correlated with better learning outcomes (see <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/> for one summary of this). I will post an outline of the lecture on Sakai before each class meeting; I will also post the class PowerPoints. It may be helpful to you to print the outline and write your notes (by hand) directly onto your hard copy. In any case, please do plan *not* to use your laptop for note-taking unless you clear it with me in advance.

Courtesy in Debate: Disagreement is an important part of intellectual discussion, and arguing about issues is critical to a university education. Therefore, you should expect to disagree with the ideas or opinions of others, especially in your discussion sections. Please always disagree in a respectful manner. Treat others as you would like to be treated.

Deadlines: In the event that you cannot turn in an assignment on the due date, you must request an extension *and* arrange an alternate due date with your TA before the date of the assignment. **However, Teaching Assistants will never accept late Reading Response Questions (RRQs) under any circumstances.** Other late papers will generally be marked down one grade increment (A to A- to B+, etc.) for each day past the due date. Make-up exams will be accommodated if there is documentation for your illness or emergency and should be arranged as quickly as possible.

SCHEDULE OF COURSE MEETINGS AND READINGS

Please note: Each "week" is conceptualized as "Tuesday lecture, discussion section, and Thursday lecture." The instructor reserves the right to change this schedule as necessary and with advance warning to students.

Overview and Background of the Slave Trade

In the first week, I will introduce the course and give a broad overview of the slave trade based on recently compiled statistics. During the next two weeks, we will examine worldwide slavery before 1492, what West Africa was like before the slave trade, the initial contacts between Europeans and Africans, and the emergence of the slavery-based “plantation complex.”

Weeks 1-2: Introduction and Background

No Discussion Sections for the First Two Weeks

Th 1/10: Introduction to the Course

Tu 1/15: The Numbers and Overall Structure of the Slave Trade

Please plan to use your laptops in class this time.

- Read David Eltis and David Richardson, “The Achievements of the ‘Numbers Game’,” in Northrup (ed.), *The Atlantic Slave Trade*, pp. 81-86
- Explore the Transatlantic Slave Trade Database, at <http://slavevoyages.org>
- Optional: Lindsay, *Captives as Commodities* (hereafter “*Captives*”), pp. 1-10

Again, No Discussion Sections this Week (If you ask me or your TA about this, we will know that you have not read the syllabus or paid attention in lecture.)

Th 1/17: Slavery in the Western World before 1492

- Curtin, “Mediterranean Origins,” chapter 1 of *The Rise and Fall of the Plantation Complex*
- Optional: *Captives*, pp. 10-14

Week 3: Beginnings

Tu 1/22: Introduction to Western Africa

- Curtin, *Plantation Complex*, ch. 3: “Africa and the Slave Trade”

Tu, W (1/22-23) Discussion Section #1: Early Modern Slavery

- Introductions
- **Map assignment due** in discussion section (find this assignment on Sakai, under “Resources” and then “Assignments”)
- Read on Sakai (under “Resources—Readings,” and hereafter noted as S): Kathryn Walbert, “Reading Primary Sources: An Introduction for Students”
- Read, analyze, and be ready to discuss the following reading on Sakai: excerpt from Ibn Battuta, *Travels in Asia and Africa 1325-1354*

Reading Response Question (RRQ): What do you learn about 14th century slavery in different parts of West Africa from this account? What was Ibn Batutta’s attitude toward slavery? What do you think explains his attitude?

Th 1/24: The Maritime Revolution; or Christopher Columbus Goes to Africa

- S: Bohannon and Curtin, “The Maritime Revolution,” in their *Africa and Africans*, 4th ed. (1995), pp. 172-74
- Optional: *Captives*, pp. 14-21

The First Two Centuries of the Slave Trade

The period from roughly 1500 to the early 1700s saw the foundation of the Atlantic slave system. Yet in many ways New World slavery differed during this era from our typical notions of plantation-style bonded labor. During the next three weeks, we will examine the emergence of labor demand in the Americas and the developments in Africa related to filling that demand. We will also look at the early years of the European slaving business. Finally, we will examine slave culture and resistance during these “charter generations.”

Week 4: Slavery in the Early Americas: Demand and Supply

Tu 1/29: The Plantation Complex Comes to the Americas

- Curtin, “Sugar Planting: From Cyprus to the Atlantic Islands,” chapter 2 of *Plantation Complex*
- Optional: *Captives*, pp. 22-30

T, W (1/29-30) Discussion #2: Early Portuguese Slaving in Africa

- S: “The Pope grants to the Portuguese a monopoly of trade with Africa,” in *Africa and the West: A Documentary History from the Slave Trade to Independence*, ed. William H. Worger et al (2001), 13-16.
- S: Gomes Eannes de Azurara, “The Beginnings of the Portuguese-African Slave Trade in the Fifteenth Century, as Described by the Chronicler Gomes Eannes de Azurara,” in *Children of God’s Fire: A Documentary History of Black Slavery in Brazil*, ed. Robert Edgar Conrad (Princeton: Princeton University Press, 1994), 5–11.

RRQ: Compare the justifications for slaving given by Pope Nicholas V and Gomes Eannes de Azurara. What do these documents suggest about the relationship between Christianity and slavery in the 15th century?

Th 1/31: Why did Africans sell slaves? General Answers

- Hawkins, “An Alliance,” in Northrup, *Atlantic Slave Trade*, pp. 88-89
- John Thornton, “Africa’s Effects on the Slave Trade,” in Northrup, *Atlantic Slave Trade*, pp. 110-117

Week 5: Africans and the Slave Trade

Tu 2/5: Why did African sell slaves? Specific Cases

- Review Curtin, chapter 3 of *Plantation Complex*
- Optional: *Captives*, pp. 54-65

T, W (2/5-6) Discussion #3: Slavery in Africa

- S: John Thornton, "Africa and the Africans," in *Slavery*, edited by S. Engerman, S. Drescher, and R. Paquette (2001), pp. 54-56
- S: Letter from Afonso I of Kongo to João III of Portugal, 1526 in Lindsay, *Captives*, pp. 78-79
- S: Sean Stilwell, *Slavery and Slaving in African History* (Cambridge University Press, 2014), pp. xiii, xiv; ch. 1 "Defining Slavery, Defining Freedom"; and excerpts from ch. 2 "Slavery in African History," pp. 29-33, 38-45, 47

RRQ: Why did some African leaders embrace the trans-Atlantic slave trade? What aspects of their past customs and power structures made it possible? How did new circumstances make it seem advantageous, necessary, or dangerous?

Th 2/7: Beyond Pocahontas: Servants, Slaves, and the Sugar Revolution in the English Colonies

- Curtin, *Plantation Complex*, chapter 6, "The Sugar Revolution and the Settlement of the Caribbean"
- Optional: *Captives*, pp. 30-34

Week 6: Slavery, Race, and Culture in the New World

Tu 2/12: Cultures of Slavery in the "Charter Generations"

- S: Ira Berlin, excerpt from "Charter Generations," in *Generations of Captivity: A History of African-American Slaves* (2003), pp. 20-31 and 36-39
- Optional: *Captives*, pp. 96-105

T, W (2/12-13) Discussion #4: Why African Slaves?

- In anticipation of this week's reading assignment and discussion, read <https://writingcenter.unc.edu/tips-and-tools/history/>, paying special attention to the parts about historiographical essays. Then read (and plan to use) https://history.berkeley.edu/sites/default/files/historiography_template.pdf.
- Read selections by Williams, Eltis, and Davis in Northrup (ed.), *Atlantic Slave Trade*, pp. 1-20, organizing your notes along the lines in the "historiography template."
- Optional: *Captives*, pp. 41-47

RRQ: What is the major question that these three historians attempt to answer? How do their answers compare to one another? What do you think accounts for the differences between their interpretations? Optional: Which reading do you find the most persuasive and why?

Please note: Since this is the last RRQ before the midterm, everyone needs to have written on at least one by now.

Th 2/16: Race, Culture, and Resistance in the “Charter Generations”

- Curtin ch. 8 of *Plantation Complex*, “Slave Societies on the Periphery”

Week 7: The Midterm and a New Topic

Tu 2/19: Midterm Exam

No Discussion Sections: A Midterm Break

The Plantation Generations

We'll now devote three weeks to studying the peak years of the Atlantic slave trade, roughly during the 1700s and into the 1800s. Far more slaves were brought from Africa to the Americas during this century than during the previous 200 years, and, as we will see, slavery during this period was in general at its most rigid and oppressive. We will look not only at the plantation system in the Americas, but at the vast commercial networks based in Europe and Africa that supplied millions of people to it. Primary sources from this period tell us of the conditions for slaves and slavers and how they coped with them.

Th 2/21: The Plantation Generations; or the Slave Trade at its Peak

- S: Berlin, “Introduction: The Plantation Generations,” in *Many Thousands Gone: The First Two Centuries of Slavery in North America* (1988), pp. 93-108
- Optional: *Captives*, pp. 34-40

Weeks 8 and 9: The Plantation Generations—Economics and Ordeals

Tu 2/26: European organization of the trade in the 18th century

- Curtin ch. 10 of *Plantation Complex*, “Atlantic Commerce in the Eighteenth Century”

T, W (2/26-27) Discussion #5: Legacies of British Slave Ownership

- Read and make sure you understand the Legacies of British Slave-Ownership project, at <https://www.ucl.ac.uk/lbs/>, then play around with the database to see what you can find out
- Background information and more is at <http://www.bbc.co.uk/guides/zw8dq6f>

RRQ: Experiment with the database until you come up with a search that produces results you find interesting. Briefly describe the search you created and the results you found most significant. What about these results seems important to you? More generally, what can we learn from the database? Why is this kind of information important for understanding the trans-Atlantic slave trade?

Th 2/28: NO CLASS—preliminary research

- Begin perusing sources and identifying potential topics for your research papers
- See primary sources and potential topics on Sakai

Tu 3/5: The Middle Passage

- David Eltis, "The Middle Passage" in "A Brief Overview of the Trans-Atlantic Slave Trade" at <http://www.slavevoyages.org/assessment/essays#>
- Joseph C. Miller, "West Central Africa," in Northrup, *Atlantic Slave Trade*, pp. 39-45
- Herbert S. Klein, "Profits and Losses," in Northrup, *Atlantic Slave Trade*, pp. 76-81
- Optional: *Captives*, pp. 84-96

T, W (3/5-6): Discussion #6 on the Middle Passage

- Baquaqua, "An African's Ordeal," and Buxton, "An Abolitionist's Evidence," in Northrup, *Atlantic Slave Trade*, pp. 56-69
- S: Stephanie Smallwood, "The Living Dead aboard the Slave Ship at Sea," from her book, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (2007), pp. 122-154

RRQ: Imagine that the United Nations commissioned a memorial for Africans who endured the Middle Passage. Drawing on this week's readings, write an inscription of approximately 400 words for the memorial, being sure to define the Middle Passage, describe the conditions Africans faced, and evaluate their impact.

Th 3/7: NO CLASS—continue refining your topics and sources for your final paper

Week 10: Spring Break, March 11-15

Week 11: Atlantic Africa and the Slave Trade

Tu 3/19: African Strategies at the Slave Trade's Peak

- Curtin, ch. 9 of *Plantation Complex*, "The Slave Trade and the West African Economy in the 18th Century"
- Mungo Park, "West Africa in the 1790s," in Northrup, *Atlantic Slave Trade*, pp. 28-34

T, W (3/19-20) Discussion #7: Crafting a Research Paper

- S: Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams, *The Craft of Research*, 3rd ed. (Chicago: University of Chicago Press, 2008), selections.
- Come to class with at least one primary source about the slave trade (copied or saved to your laptop) to present. (Some suggestions are on Sakai.) Be prepared to tell the class about its origins, contents, significance, and historical context.

No RRQ this week.

Th 3/21: Trade, Politics, and Hard Choices in 18th century Africa

- S: Stilwell, excerpts from ch. 2, "Slavery in African History," in *Slavery and Slaving in African History*, pp. 48-53
- Optional: *Captives*, pp. 65-74

The Meaning of Freedom in the Age of Revolution

The time period including the American Revolution and the European revolutionary movements of the mid-19th century has been called the “Age of Revolution.” As we will see over the next three and a half weeks, slaves also carried out revolutions during this period, sometimes in conjunction with other revolutions and sometimes on their own. Slaves’ rebellions helped to propel the movements some Europeans and Americans launched against the slave trade and slavery itself. But paradoxically, the Age of Revolution also saw an expansion of slavery in those areas where it was not abolished and a further hardening of the white supremacy that underpinned it, as we will see in our treatment of 19th century slavery across the Americas. Moreover, even where slavery was abolished, what freedom would actually entail was very much an open question. Did freedom mean political citizenship, physical safety, and access to land, as many freedpeople hoped, or did it provide a new context for disfranchisement and subservience? Along the way to these discussions, we will also pause to assess the effects of the slave trade on Africa and Europe.

Week 12: The African Diaspora and the Revolutionary Generations

Tu 3/26: African Life in the Diaspora

- S: Stephanie Smallwood, “Life and Death in Diaspora,” from her book, *Saltwater Slavery*, pp. 182-207
- Optional: *Captives*, pp. 96-106

T, W (3/26-7) Discussion #8: Culture and Survival in the Plantation Generations

- S: *Trial of a Slave in Berbice, for the Crime of Obeah and Murder*, British Parliamentary Papers, House of Commons (London, 1823).
- Describe the basic narrative in set forth in the trial of Willem. Who was he? Who summoned him? What problem was he called in to the plantation of Op Hoop van Beter to solve? What methods did he use? What went wrong?

RRQ: What does the record of Willem’s trial teach us about the experience and strategies of Africans in the diaspora during the “plantation generations”?

Th 3/28: Slavery and the American Revolution

- S: Ira Berlin, “Introduction: The Revolutionary Generations,” in *Many Thousands Gone*, pp. 217-227
- Curtin, ch. 11 of *Plantation Complex*, “The Democratic Revolution in the Atlantic Basin”
- Optional: *Captives*, pp. 114-118

Week 13: Antislavery from Above and Below

Tu 4/2: Britons against the Slave Trade

- Adrian Hastings, “Black Abolitionists” in Northrup, *Atlantic Slave Trade*, pp. 153-160
- Optional: *Captives*, pp. 118-123

- **Paper prospectus due**

T, W (4/2-3) Discussion #9: Why did lawmakers abolish Britain's slave trade?

- Eric Williams, "Slavery, Industrialization, and Abolition" in Northrup, *Atlantic Slave Trade*, pp. 132-138
- S: Seymour Drescher, "The Williams Thesis After Fifty Years," in Northrup (ed.), *The Atlantic Slave Trade*, 2nd ed., pp. 141-149
- David Brion Davis, "Morality, Economics, and Abolition," in Northrup, *Atlantic Slave Trade*, pp. 139-146
- Optional: *Captives*, pp. 132-135

RRQ: If British lawmakers abolished the slave trade largely because they determined that it was immoral, why hadn't they done so twenty, fifty, or a hundred years earlier? What was new in the early 19th century that facilitated slave trade abolition?

***Please note: this is your last chance to turn in a RRQ.**

Th 4/4: The Haitian Revolution

- Curtin, ch. 12 of *Plantation Complex*, "Revolution in the French Antilles"
- Optional: *Captives*, pp. 123-128

Week 14: The End of the Slave Trade

Tu 4/9: The Suppression, Expansion, and End(!) of the Atlantic Slave Trade

- Curtin, ch. 13 of *Plantation Complex*, "Readjustments in the Nineteenth Century"
- Osei Bonsu and Eyo Honesty II, "African Opponents of Abolition" in Northrup, *Atlantic Slave Trade*, pp. 160-63
- Optional: *Captives*, pp. 128-132

T, W (4/9-10) Discussion #10: The Politics of the Illegal Slave Trade

Amistad, directed by Stephen Spielberg (Dreamworks Productions, 1987): Watch the video on your own, complete worksheet (on Sakai) to turn in, and come to class ready to discuss the film and its historical context.

No **RRQ** this week.

Th 4/11: Slavery Abolition—and what replaced slavery--in the British Colonies

- Michael Craton, "Slave Revolts and the End of Slavery," in Northrup, *Atlantic Slave Trade*, pp. 164-175

Week 15: Slavery and Emancipation in the 19th Century

Tu 4/16: Slavery in the Americas after the Slave Trade

- S: Ira Berlin, "The Migration Generations," in his book *Generations of Captivity: A History of African American Slaves* (2004), pp. 160-209
- Optional: *Captives*, pp. 149-160

T, W (4/16-17) Discussion #11: Writing Workshop

- Come to section with a rough draft of your paper for peer editing
- Your rough draft and peer edits must be attached to your final draft when it is submitted

No RRQ this week.

Legacies of the Slave Trade

For the last week and a half of the class, we will assess the effects of the slave trade in Europe, the Americas, and Africa. To do so helps us to come to grips with African agency in the trade. Although African individuals and groups participated in and benefited from the trade, overall Africa suffered losses while Europe and Euro-America gained. Do you think these differential effects warrant reparations in the contemporary era? Finally, we will link the slave trade to the racism and imperialism of the nineteenth century as well as lingering effects today.

Th 4/18: Effects of the Slave Trade on Africa and Europe

- Selections by Rodney and Manning in Northrup, *Atlantic Slave Trade*, pp. 89-110
- Review Seymour Drescher, "The Williams Thesis After Fifty Years," in Northrup (ed.), *The Atlantic Slave Trade*, 2nd ed., pp. 141-149 (on Sakai)
- Optional: *Captives*, pp. 74-77 and pp. 144-49
- **Papers due by class time**

Week 16: Free at Last?

Tu 4/23: Emancipation in the US, Cuba, and Brazil

- Curtin, ch. 14 of *Plantation Complex*, "The End of Slavery in the Americas"

No Discussion Sections

Th 4/25: Aftermaths: Imperialism, New Slave Trades, and Wrapping Up

- S: Curtis Keim, "The Origins of 'Darkest Africa'," ch. 3 of his *Mistaking Africa: Curiosities and Inventions of the American Mind*, pp. 35-39

FINAL EXAM: Friday, May 3, 12pm