

HISTORY 693
Slavery and Emancipation in the Americas
Spring 2015

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Office Hours: T, Th: 10:30 am to 12, Wed., 1:30-2:30 pm; or by appointment
History Department Homepage: www.csuohio.edu/class/history
Course Homepage: <http://his693.clevelandhistory.org/>

Course Description and Expectations:

This course will examine key historical debates that shaped the field of slavery and abolition in the Americas. Students will explore how divergent local geography, patterns of settlement, labor structures, role of capital, religion, and legal systems contributed to the character of slavery in the Americas.

The course has two specific objectives:

- * To identify and analyze the major debates that informs the study of this historical topic.
- * To analyze how different historical methodologies have shaped the practices and conclusions of historians working on this period.

For the purposes of this class, I am far less interested in whether or not students agree with a particular school of historians or with any specific historian. All of the people you will read have succeeded at their craft, and all are quite accomplished. All are excellent historians. I am far more interested in students' ability to outline arguments, and in students' ability to distinguish one argument from another. These abilities are the critical skills we will hone during the semester.

Students' success in class will depend on attendance and participation. Although there is no attendance policy, I expect graduate students to attend class except in extreme circumstances. And I expect students to come to class prepared to discuss the material.

Assignments:

Students will be evaluated based on general class participation and on two types of assignments: short papers and a historiographical essay.

general class participation, 20%: Because this is a graduate-level seminar, regular and consistent attendance is assumed; absences will have a negative effect on your grade at the instructor's discretion. Students are expected to be ready to discuss the assigned material for the day and to be actively engaged in class discussion and debate.

Participation will be evaluated primarily for the quality of its content and its productive contributions to the overall discussion.

in-class presentation, 15%; Students will take turns making a ten-minute presentation and initiating discussion based on an assigned reading.

short papers, 30%: Students will write Three short paper (out of four opportunities) based on the course units.

historiographical essay, 35%: students will write a 12-15 page historiographical essay based on a topic of their choosing.

Required readings:

Please be sure to acquire the most recent edition.

Eric Williams, *Capitalism and Slavery*, UNC Press.

Marcus Rediker, *The Slave Ship*, Viking Press.

Luis A. Figueroa, *Sugar, Slavery and Freedom*, UNC Press.

Deborah Grey White, *Ar'n't I A Woman? Female Slaves in the Plantation South*. New York: W.W. Norton, 1985, 1999 [2nd ed].

Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*. Harvard University Press, 2001.

Seymour Drescher. *Econocide: British Slavery in the Era of Abolition*. Second Edition. Chapel Hill: University of North Carolina Press, 2010.

Richard Dunn, *A Tale of Two Plantations, Slave Life and Labor in Jamaica and Virginia*. Harvard University Press, 2014.

Diane Mutti-Burke, *On Slavery's Border: Missouri's Small-Slaveholding Households, 1815-1865*. University of Georgia Press, 2010.

Sherwin Bryant, *Rivers of Gold, Lives of Bondage: Governing through Slavery in Colonial Quito*. UNC Press, 2014.

Gregory E. O'Malley, *Final Passages: The Intercolonial Slave Trade of British America, 1619-1807* (Published for the Omohundro Institute of Early American History and Culture, Williamsburg, Virginia) UNC, 2014.

Camillia Cowling, *Conceiving Freedom: Women of Colour, Gender and the Abolition of Slavery in Havana and Rio de Janeiro*. UNC, 2013.

Manuel Barcia, *The Great African Slave Revolt of 1825*. LSU Press, 2014

Articles will be placed on the course website.

Reading Schedule

January 15: Introduction; Understanding the course.

Unit 1

January 22: Understanding the Major Debates and the Recent Historiography

Selwyn H. H. Carrington, "Capitalism & Slavery and Caribbean Historiography: An Evaluation," *The Journal of African American History*, Vol. 88, No. 3 (Summer, 2003), 304-312.

Seymour Drescher, "Eric Williams: British Capitalism and British," *History and Theory*, Vol. 26, No. 2 (May, 1987), 180-196.

Seymour Drescher, "Antislavery Debates: Tides of Historiography in Slavery and Antislavery," *European Review* Vol. 19, Issue 1 (February 2011), 131 – 148.

Jesse Cronwell, "More than Slaves and Sugar: Recent Historiography of the Trans-imperial Caribbean and Its Sinew Populations," *History Compass*, 12/10 (2014), 770-783.

Michael Zeuske, "Historiography and Research Problems of Slavery and the Slave Trade in a Global-Historical Perspective," *IRSH* Vol. 57 (2012), 87-111.

January 29: The Williams Thesis

Eric Williams, *Capitalism and Slavery*, UNC.

February 5: Drescher Challenge

Seymour Drescher. *Econocide: British Slavery in the Era of Abolition*. UNC, 2010.

Unit 2

February 12: The Slave Trade, Part 1

Marcus Rediker, *The Slave Ship*, Viking Press.

Kenneth F. Kiple and Brian T. Higgins, "Mortality Caused by Dehydration during the Middle Passage" in *The Atlantic Slave Trade. Effects on Economics, Societies, and Peoples in Africa, the Americas, and Europe*, eds. Joseph E. Inikori and Stanley L. Engerman, (Durham: Duke Univ. Press, 2007), 321-337.

Paper #1 Due

February 19: The Slave Trade, Part 2

Gregory E. O'Malley, *Final Passages: The Intercolonial Slave Trade of British America, 1619-1807* (Published for the Omohundro Institute of Early American History and Culture, Williamsburg, Virginia) UNC, 2014.

February 26: The Slave Trade, Part 3

Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*. Harvard University Press, 2001.

Unit 3

March 5: Slavery and the Making of the New World

Sherwin Bryant, *Rivers of Gold, Lives of Bondage: Governing through Slavery in Colonial Quito*. UNC Press, 2014.

Paper #2 Due

March 19: Colonial North America Plantation System

Richard Dunn, *A Tale of Two Plantations, Slave Life and Labor in Jamaica and Virginia*. Harvard University Press, 2014.

Philip D. Morgan, "Work and Culture: The Task System and the World of Lowcountry Blacks, 1700 to 1880," *The William and Mary Quarterly*, Third Series, Vol. 39, No. 4 (Oct., 1982), 563-599

Philip D. Morgan and Michael L. Nicholls, "Slaves in Piedmont Virginia, 1720-1790," *The William and Mary Quarterly*, Third Series, Vol. 46, No. 2 (Apr., 1989), 211-251

March 26: Marginal Plantations

Diane Mutti-Burke, *On Slavery's Border: Missouri's Small-Slaveholding Households, 1815-1865*. University of Georgia Press, 2010.

Unit 4

April 2: Spanish Caribbean the process of emancipation and formation of peasantries

Luis A. Figueroa, *Sugar, Slavery and Freedom*, UNC Press.

Paper #3 Due

April 9: Gender, Slavery, The Market and Labor, Part 1

Camillia Cowling, *Conceiving Freedom: Women of Colour, Gender and the Abolition of Slavery in Havana and Rio de Janeiro*. UNC, 2013.

April 16: Gender, Slavery, The Market and Labor, Part 2

Deborah Grey White, *Ar'n't I A Woman? Female Slaves in the Plantation South*. New York: W.W. Norton, 1985, 1999 [2nd ed].

April 23: Rebellions and Resistance

Manuel Barcia, *The Great African Slave Revolt of 1825*. LSU Press, 2014

Paper #4 Due

April 30: catch up and wrap up.

December 7: historiographical essay due no later than 6 pm.