

**UNIVERSITY OF CONNECTICUT, SPRING 2015
HISTORY 2100: RESEARCH AND WRITING METHODS
COURSE THEMES: SLAVERY AND ANTISLAVERY**

Instructor: Dr. Vernal

Class Times: TU/TH 11-12:15(LH 108) & 12:30-1:45 (Storrs Hall 002)

Office Hours: Wednesday, 11-12, or by appointment

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**Email is the best way to communicate as it automatically leaves a paper trail
and it leaves a time stamp for the both of us)**

I. Course Description and Goals

This writing course introduces students to research and writing methods in the field of history through the themes of slavery and anti-slavery

At the end of the course students should be able to:

- a. **Use** the library's resources skillfully—such as Interlibrary loan, streaming movies and searching databases, locating books and articles
- b. **Understand** basic definitions of terms such as *historiography*, *primary sources*
- c. **Develop** a lexicon of terms associated with slavery such as: *new world slavery*, *manumission*, *matrilineal descent*, *creole*, *creolization*, *middle passage*, *planter*, *diaspora*, *antebellum*, *slave protector*, *amelioration*
- d. **Understand** some of the major historical debates and themes in the fields slavery: racial, religious, and legal theories of slavery, gender and the abolitionist movement
- e. **Hone** the necessary skills to speak (in our class discussions and presentations) and to write clearly, succinctly, and persuasively
- f. **Develop** the skills to diagnose his or her own writing strengths and weakness and be able to review his/her own writing for main arguments, supportive evidence, and organizational logic
- g. **Implement** the fundamentals of advanced writing and grammar
- h. **Demonstrate** an understanding of the origin of primary sources; and of how historians locate primary sources in the research process and place the sources in proper historical context
- i. **Hone** the skills necessary to locate, read and analyze primary sources closely for multiplicities of meaning, ambiguity, ambivalence, context, and points of view.
- j. **Construct** an original interpretation of the past in the form of an argument or narrative
- k. **Contextualize** his/her own interpretation with other possible interpretations, by referring, for instance, to the historiography on that topic
- l. **Understand** and commit to the process of drafting and revising as an important part of formal writing
- m. **Register** and use Refworks (search for link on library's page via keyword or via the library's A-Z index)

- n. **Sign up for** and use interlibrary loan (ILL);(search for link on library's page via keyword or via library's A-Z index)
- o. **Understand** the purpose of a different kinds of history assignments such as book reviews, historiography papers, research papers, annotated bibliographies
- p. **Produce** a research paper based on primary sources as a final assignment

II. Course Structure and Policies

Attendance is mandatory. Medical, Athletic, NEAG-related and other legitimate absences will be excused with the appropriate paperwork from Health Services or athletic administrator; and via arrangement with Dr. Vernal. Students are responsible for planning ahead for any scheduled (meaning that you know ahead of time that there will be a conflict) work or classes that will be missed and make up that work. Forward all relevant paperwork involving accommodations as soon as possible. If you become ill, experience a family emergency, please have someone contact me via email—as soon as it is possible—so we can make arrangements. If you miss a class for which there was no written assignment, you must produce a 2-page overview of the assignment you missed to get credit for this class—and within one calendar week of your absence; this option applies to legitimate absences only; students will receive a zero for that day he or she has an unexcused absence.

III. Readings available from the CO-OP for purchase: 6 items

All other readings are available full text via the various library databases or HUSKYCT, on-line, or will be distributed in class

Please do not wait until the last minute to purchase these books as procrastination cannot be used as a reason to be given an extension on an assignment; if you have financial challenges, consider interlibrary loan or talk to the professor who may have a spare copy for lending

1. James Brewer Stewart, *Holy Warriors: The Abolitionists and American Slavery* Hill and Wang; Rev Sub edition (January 15, 1997)
2. Henry Louis Gates, Jr. *The Classic Slave Narratives*. Signet Classics; Reissue edition (January 3, 2012)
3. Harriet Beecher Stowe, *Uncle Tom's Cabin*, Dover Publications; (5th) edition (August 1, 2005) ISBN-10: 0486440281 ISBN-13: 978-0486440286
4. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Bedford/St Martins, the latest edition; (Keep this book for the duration of your time as a history major so that you can use it for other papers)
5. Paul Finkelman, *Defending Slavery: Proslavery Thought in the Old South: A Brief History with Documents* (Bedford Series in History & Culture), Bedford/St. Martin's; first edition (March 5, 2003) ISBN-10: 0312133278 ISBN-13: 978-0312133276
6. Solomon Northup, *Twelve Years a Slave*

Note: the following electronic, full text sources are in our Gates, *Classic Slave Narratives* book

- a. Mary Prince, *The History of Mary Prince, A West Indian Slave, related by herself*, 1831 (Full text electronic access from the Documenting the South Database;

- b. Harriet Jacobs, *Incidents in the Life of a Slave Girl*, 1861 (Full text electronic access from the Documenting the South Database)
- c. Frederick Douglass, *Narrative of the Life of Frederick Douglass*, 1845 (Full text electronic access from Google Book)

Note: there is an instance when we will be reading articles. ALL of these articles are available as full text resources via the library. Understanding how to look for articles is a part of the skill set you need to acquire for this class. My advice: even if you are going to read it the night before (which is not recommended), try to download it before that time. Please see me if you have any questions about accessing these articles and the library staff is happy to assist you.

IV. Grading Point System: out of a total possible range of 450 points
In order for you to have completed the course, you must do all the required assignments

450-425: A 424-405 A- 404-381 B+ 380-358 B- 357-336 C+
335-312 C- 311-291 D+ 290-268 D- 267 and below F

Please be advised that you must complete all assignments for this course to receive a grade for this course;

100 points 10 Reading Responses @20 points each; see weekly descriptions;

100 points Final paper

150 points: Participation (in weekly discussions): the quality of the discussion rests on your engagement with the weekly readings. **Each student is required to write a reading summary for the assignments** (typed, paginated, single-spaced, stapled, if you are handing it to me) due in class. You may print single spaced and double-sided in 10-12 point font. See the specific guidelines below.

50 points First paper

30 points Presentations

20 points (Library Assignment and Book Reviews, 10 points each)

V. Citation Style and Paper Format

The citation style for this class is based on the Chicago Manual of Style, with handy guidelines in Rampolla, *Pocket Guide*. It is your responsibility to use the appropriate formatting for your papers. Final papers must be justified—aligned straight on the left margin *and* the right margin— paginated, double-spaced, with one-inch margins all around. A separate title page should include your name, the title of the paper and the course and the due date of the paper for all formal papers. Informal writing, such as reading responses, should be single-spaced and copied into HUSKYCT. Remember to take advantage of the University’s Writing Center for additional assistance. Please see me during office hours if you have questions about the class and your assignments. If my office hours conflict with your class schedule, please make an appointment to see me— this is generally true of other faculty members.

VI. General Assignment Guidelines

For the specific book that we are reading or reviewing, discussion questions have been or will be provided. When in doubt, be sure that you include the following information: *an overview/summary of the major themes and arguments of the book or articles with an explanation of the sources of evidence and case studies/examples used to support the argument and any specific or additional questions described in the assignments.* All

assignments need to be brought to class. In case of an absence, please send via email by class time. Any assignment not posted or handed in by class time will be considered late

At a Glance/Quick View
ASSGN=Assignment RR= Reading Response

	Tuesday	Thursday
1	1/20 In class work RR #1 ; Homework: Please read the “Cape Colony and Code Noir” assignment; (Access via HuskyCT)	1/22 Discussion Code Noir and Cape Colony RR#1 due in class Homework: RR #2 due for Tuesday, Hume, von Herder, Beattie, Kant and Jefferson selections
2	1/27 RR #2 due in class, Hume, von Herder, Beattie, Kant selections Homework for Thursday, Finkelman, 96-128;	1/29 Discussion, Finkelman, 96-128 Homework, for Tues, 9/9 Read selections from Thomas Jefferson
3	2/3 Discussion of Jefferson, Calhoun, Stephens, and court cases RR#3 Homework, prepare for Finkelman selections; no reading response	2/5 Finkelman, No reading response You have a five page paper due a week from today; please work on your papers
4	2/10 NO CLASS; work on your papers, which is due Thursday, 5pm via HUSKYCT	2/12 NO CLASS Paper due 5pm Thursday via HUSKYCT Start reading, <i>Uncle Tom’s Cabin</i>
5	2/17 In class work	2/19 Stowe, <i>Uncle Tom’s Cabin</i> RR#4 due in class; read Lawson for class discussion on Tuesday
6	2/24 Lawson-discussion	2/26 Lasser RR#5 (start working on Harriet Jacobs’ narrative as it is rather long; we will do in class work to accommodate this book’s length)
7	3/3 In class work, David Walker’s Appeal	3/5 In class work, David Walker’s Appeal Harriet Jacobs narrative, RR#6
8	3/10 In class Work	3/12 Jacobs, RR #7
9	3/24 In class work	3/26 Solomon Northrup narrative, RR#8
10	3/31 In class work	4/2 Douglass narrative and Roth article, RR#9; prepare your book review assignment
11	4/7 Book Reviews discussion, Discussion Stewart,	4/9 RR#10 Stewart, Holy Warriors, preface-96 finish Stewart for Tuesday
12	4/14 Stewart, Holy warriors, page 97-	4/16 Meet in library ; Library

	206 Library Assignment distributed	assignment due
13	4/21 Meet in the library again; research topics grab bag;	4/23 work on your paper outlines
14	4/28 No class work on papers	4/30 No class, work on paper
15	Final Papers due	

At a Glance View

ASSGN=Assignment RR= Reading Response

VII. Weekly Course Guide Syllabus Overview

Week one, 1/20 and 1/22

What can slave laws tell us about slavery and slave societies?

Tuesday, 1/20 Introduction; Course Overview; Syllabus Review

Tasks: 1. Please read your class *syllabus*: familiarize yourself with the course goals, structure, policies, paper format, citation styles, and discussion guidelines/questions, and what to do in case of illness and missed assignments. Every professor has his or her own style and idiosyncrasies and you should learn them immediately. Mine include these: *no texting and surfing the internet in class; you will not be allowed to use your cell phone or computer in class if you use them in ways that are not class related. If you are late, enter the classroom as unobtrusively as possible; and finally, I am not your printer; Your long assignments, your two papers for example, will require that you post them online; your weekly assignment will require that you hand them in class and that means you need to address your ink and printing card needs **before** class. There are no unscheduled or unannounced assignments for this class, so please use the syllabus to keep track of due dates and allot yourself enough time to submit your assignments.*

The default email for this class is your UCONN Email. It is your responsibility to check that email for all classes because PeopleSoft, HUSKYCT, and all other UCONN related sites are linked to your UCONN Email and not any other personal sites you like to use like yahoo or Hotmail. If there has been some technological advancement on this issue, make sure your UCONN email is forwarding to your other account. You may miss important class email updates because you don't check your UCONN email often.

Please decide if you are staying in this class; and if so, please purchase the books. Procrastination on your part in buying your course materials will not be accepted as a legitimate reason to hand in assignments late. We move on to our regular class work immediately.

Note cards: Place all of the following information on a note card so that I can get to know you a little better:

1. Please write your name, email and contact information and second alternate email

2. **Diagnose your own writing:** *what are your strengths, weaknesses and what do you want to/need to work on?*
3. **Journal Entry:** *Why am I a history major? What do historians do and what kinds of questions do they ask? What kinds of jobs are suitable for a historian's skills based on your knowledge at this time? What kinds of history are you interested in? For example, History of the US South, 20th century US history, African history, Middle Eastern history, Military history.*
4. **Thoughts/Images of Slavery.** *What do you already know about slavery and antislavery (the abolitionist movement)? What would you like to take away from this course?*



: (In class work; how to read primary sources)

Homework for 1/22 Code Noir (the first six pages) and Slave laws of the Cape Colony (Access via HuskyCT);

RR#1 What can these two sets of laws tell us about concerns in the Francophone slave colonies and the Dutch colony at the Cape? In which specific ways do the concerns overlap and in what ways are the concerns distinct? Please provide specific evidence related to the legal clauses in each document. (Please note that the code noir document has other sources attached at the end of the document; the *code noir* ends on page 6)

Please see homework that is due 9/2; you need to be prepared for this by class time

Week Two, 1/27, 1/29
Slavery, Culture, Race, Religion, and Nature



1/27: (Your second reading response is due on the readings below)

David Hume, Immanuel Kant, James Beattie, Johann Gottfried von Herder, and Thomas Jefferson on nature, culture, religion, and slavery. The readings total 17 pages; but the ideas are complex and nuanced so do not underestimate how much time it may take to digest them. (All readings are on HuskyCT and the Jefferson reading is in your Finkelman book)

- a. Hume, *of National Characters*, 1748, [revised edition 1777]
- b. Kant, *Observations on the Feeling of the Beautiful and Sublime* 1764
- c. Beattie, *An essay on the Nature and Immutability of Truth*, 1770 [revised 1771]
- d. von Herder, *Ideas on the Philosophy of the History of Mankind* [1784-1791]
- e. Kant, “ Review of Herder’s ideas on the philosophy of history [1785]
- f. Jefferson, *Notes on the State of Virginia*, selection from the book *Defending Slavery*, pages, 47-54 (in your book purchased from the COOP); you can also find Jefferson’s book full text online via google books or UConn’s library.

We have looked at how nascent slave societies tried to use the law to impose order and structure on the institution. Slavery could never be cordoned off into just the legal realm,

however. It spilled over into all areas of life, casting a long moral, intellectual, and philosophical shadow on human societies, and raising fundamental and troubling questions about the relationship between race, culture, religion, and nature? Is slavery natural? Situational? Permanent? Environmental? Biblically sanctioned? Are certain groups, races, or cultures innately superior to others? Everyone from biblical figures and classical philosophers to slaves and slaveholders have contributed their thoughts to these debates. Those who wanted to abolish slavery had to engage these disparate threads of thinking to craft intellectual and moral arguments that could combat ethnocentrism, promote cultural relativism, and persuade the public that slavery was a violation of basic human rights.

You will read very short selections of one paragraph to three pages on Kant, Hume, Beattie, von Herder and a slightly longer selection from Jefferson for homework and we will discuss the questions below. Look at the introductory sections of the reading which explains the context in which these writers published and revised their writings. Review Rampolla's guidelines for reading primary sources and think about the context of the writings, the reliability of the source, the authority of the source and the limits of the source. All of these readings should prepare you to write a reading response.

RR #2 Organize and summarize *the arguments these five thinkers put forth to support or counter particular ideas about the link between nature, culture, religion, and slavery. Where is there commonality? Different emphases? What links do you see between Jefferson's views on black inferiority and these other four thinkers'? How important are the different strands of thinking in terms of providing legitimacy for slavery/*

September 1/29 Religion and Slavery



Paul Finkelman, *Defending Slavery: ProSlavery Thought in the Old South:* (Religion and Slavery section), 96-128.

There is no reading response due for these readings but you should answer the discussion questions at the back of the book (page 216, question #7) to prepare for class discussion.

Homework: We will continue in the Finkelman book; see the specific page numbers and reading response questions below—due at the next class period on 2/3

**Week 3 2/3 and 2/5:
Law, Society, and Politics**



2/3 Jefferson, *Notes on the State of Virginia*, (Query XVIII), pages 270-73
Paul Finkelman, *Defending Slavery: ProSlavery Thought in the Old South*,
pages 54-60 (Calhoun)
page 89-93 (Stephens; read only the first two paragraphs at the top of page 93
pages 129-142 (State v. Mann; Dredd Scott v. Sanford)

In the last class period we examined some of the intellectual, religious, and philosophical reasoning that informed the discussion of the links between nature, culture, and slavery. These debates were *old*, *continuous*, and *contentious* because unfree forms labor have been in existence since the dawn of humanity and European migrants to the new world experimented with multiple forms of labor before slavery took on exclusive racial forms. It was natural for people to try to find justifications to legitimize the emerging social and labor order—and they sought these justifications in the intellectual realm, in the religious realm, and in nature. Even when slave owners, intellectuals, or the general public reached a consensus on biblical environmental or other kinds of explanations however, there was no guarantee that slavery would not continue to prove vexing because the institution continued to evolve, multiple notions of race competed for prominence, and racism seeped into all areas of people's lives as they encountered peoples of African descent. Race relations shifted as war (the American, French and Haitian Revolutions), slave insurrections and daily experience all informed slave and slave owners' views. We've seen a little bit of this in Jefferson's concerns about the Haitian Revolution from the first day and this alarm became shrill in the aftermath of the many slave revolts that occurred in the Americas.

Reading Response #3 In the set of readings above, we examine some views of the impact of slavery on society.

1. According to Jefferson, how did slavery impact society (in this case, he is speaking specifically about American slavery)? 2. How did judges and legal theorists like Chief Justice Taney and Ruffin (Dred Scott and Mann cases) use law and legal theory to defend slavery? 3. There is an interesting argument about slavery being corrupting of both slave and free. Thomas Jefferson made a version of this argument. How did Ruffin (in the Mann court case) make that argument here specifically—see pages 131 for example? 4. There is another argument in Ruffin's excerpt about the overall interests of the slave owner preventing him/her from being exceedingly cruel towards his slaves. Is this sufficient to actually prevent harm to slaves? 5. What do you make of Taney's use of the Constitution to support his argument about slavery and the protection of private property? Can the Constitution be used to make an explicit, implicit, or ambiguous argument for slavery? Be sure to explain your answer. 6. Based on your readings here (and any of our previous readings and discussions), how might the questions that slavery raised for ordinary people be different from or parallel to those posed by intellectuals and political leaders? This is meant to be an open-ended question and it is an important question because when you are trying to build an antislavery movement, you have to solve important questions about how you are going to appeal to the general, everyday public as well as the intellectuals, legal

theorists, and politicians.

Homework: See the assignment for Thursday; there is no reading response but you should prepare answers for the questions so that you can engage in a meaningful, informed discussion. Once we are finished with this set of Finkelman readings, you will put all of the readings together to write your first paper which is due Thursday by 5 p.m. electronically on HUSKYCT.



2/5 Finkelman, Paul Finkelman, *Defending Slavery: ProSlavery Thought in the Old South*,

Pages, 157-173 (Cartwright)

Pages, 75-76 (Ruffin; section beginning on the intellectual inferiority of the black race)

Pages, 143-156 (Cobb)

Pages, 86-88 (Hammond) (last paragraph beginning “In all social systems . . .)

Pages 201-211(Nott)

1. Samuel Cartwright comes to us as a scientist, observing and reporting on what he has seen. Do you think that his contemporary public will accept his views as more legitimate than other observers’ because they are “scientific and experiential?” Why or why not? 2. Cartwright’s and Nott’s assessments are based on the supposed lack of certain key milestones in African development. What milestones are Africans missing according to these two? 3. Is there a difference between an argument that inequality and hierarchy are natural versus arguing that “Negro slavery” is natural? 4. Think about these arguments taken together as a unit; how do they fit with our previous discussions of slavery?

This is your last set of readings before your paper. If you did not get to examine everything as thoroughly as you would have like, please take some time to do so, review your notes from class, and then try to formulate a thesis for your paper and then make an outline. Please post an outline by Sunday 9/14 at 5 p.m. online. This is worth 5 points of your grade. You will see a place to post under WEEK 4 on HYSKYCT that tells you to create an outline with main ideas, supporting points, and the author(s) you will support those points. If you run into problems please send it electronically.

Week Four, 2/10 and 2/12 No class; Work on your paper

No class; work on your paper; due electronically on HUSKYCT by 5p.m, Thursday, 2/12

Paper Guidelines: 5-6 pages, Title page, double spaced, justified, footnoted, paginated, and spellchecked

Please plan carefully; when you return next week we are reading Stowe in two parts, part 1 (up to chapter 20) and then the rest of the book. We will work in class on Tuesday and then have a discussion on Thursday. There will be one reading response that covers the whole book and will be due on Thursday.

Week Five, 2/17 and 2/19
Antislavery Literature (fiction)

 **Tuesday 2/17** **In class Work; continue reading** *Uncle Tom's Cabin*, up to chapter XX (20); some of you may have a different edition with different pages

 **Thursday 2/19** Stowe, *Uncle Tom's Cabin*, second half

Reading Response#4
Discussion questions for Uncle Tom's Cabin
1 Religion played a prominent role in the kind of evidence pro-slavery advocates marshalled to support their views, explain how religion is used here in the novel to support the opposite sentiments (anti-slavery sentiments). 2. How would you describe Tom based on **your** reading of the novel? Sympathetic? Obsequious? (These are just two adjectives; please use your own). Please provide specific examples to support any assertions that you make. 3. The "Uncle Tom" figure features prominently in American public censure of the behavior of blacks. Explain, in the context of the novel, the characteristics and life experiences, and behavior of the character that led to this caricature and what is **your opinion** of this caricature based on having read the novel? 4. When white women entered the abolitionist movement, some argued their experiences as women gave them special insight into the plight of black women. What is the range of experiences of female slaves in the novel and how might they support the claims of sympathy from white women about the special disadvantages black female slaves face? 5. Gender is an important category of analysis in the recent studies of slavery; in the last twenty years especially, scholars have been careful to ask how men and women experienced slavery and slave-owning *as men and women*. In the last decade, the study of masculinity has also been revisited, not as a given or inherent trait, but as a constructed identity that could be bolstered as well as threatened. This is a two part question: (a) Describe the experiences of white women versus white men as slave owners; Use at least one example of each to answer your question (b) Analyze how the male characters in the novel lend themselves to an understanding of masculinity bolstered or threatened? Use as least one white male character and one black male character to answer this question 6. How might you respond to this book as (a) slave owner (b) abolitionist (c) slave?

Homework for 2/24 and 2/26 , prepare the Lawson article for Tuesday and the Lasser article for Thursday; the reading response will pertain to two articles and will be due on Thursday

Week Six, 2/24 and 2/26,
Antislavery Rhetoric: Representations of Slavery



Tuesday 2/24, Melinda Lawson, *Imagining Slavery: Representations of the Peculiar Institution on the Northern Stage, 1776-1860* *Journal of the Civil War Era*, vol.1, number 1, pages 25-55.



Thursday, 2/26, Carol Lasser, “Voyeuristic Abolitionism Sex, Gender, and the Transformation of Anti-Slavery Rhetoric,” *Journal of the Early Republic* 28 (1) (2008): 83-114

Reading Response #5

With the Lasser and Lawson articles, we begin to look at some of the secondary literature on slavery and antislavery. This is a rich field, with a voluminous literature and scholars continue to mine abolitionist newspapers, broadsides, fiction, pamphlets, etc., to see what they can tell us about how activists attempted to appeal to the public. 1. What is the special appeal made to white women and where are they supposed to figure into the antislavery cause? 2. Both authors examine turning points in abolitionist discourse—in the realm of theater and in the realm of fiction. What are some of these turning points? Be sure to provide the specific dates associated with these turning points 3. What is voyeuristic abolitionism and under what circumstances did it rise and then become marginalized as a strategy? 4. How did representations of the figure of the slave change on the northern stage and how did the depictions of master-slave relations change? 5. Where do both authors say Stowe’s book fit into “voyeuristic abolitionism” and on the northern theatrical production?

Homework for 3/3 and 3/5: We will work our way slowly through David Walker’s Appeal and two sets of primary sources on the abolitionist society convention and the antislavery society in class as you read Harriet Jacobs’ narrative for next Thursday. Please plan carefully as I am giving you two weeks to get through this narrative.

Week Seven, 3/3 and 3/5 African American Voices and Antislavery



3/3 In Class work (David Walkers appeal)

Please note that we are working in class on this important appeal to give you a chance to read Jacobs' narrative. Please take this time allotment seriously. I am planning our work so that you can read the book in segments and so that you will have enough time to read the book. You do not need to do anything to prepare for our work on David Walker's Appeal, but do start reading Jacobs this week.

(Be sure to have read Jacobs, *Incidents in the Life of a Slave Girl*, first half; we will



discuss the whole book on next Thursday 3/12 Jacobs, *Incidents in the Life of a Slave Girl*, second half; please take the time to digest this book and work on your reading response #6 for Thursday when we will have our discussion. I have found this book psychologically taxing as have many of my students in previous years; please bear this in mind as you read.

Reading Response #6 questions—due 3/12

1. What is Jacobs's experience of discipline, labor history and family life?
2. How did Jacobs understand her "life" as she reflects from an adult and a female vantage point? What were its lessons for her, for children, and for her peers? For white women? For whites in general?
3. What was Jacobs's narrative have to do say about the commonplace idea that slavery corrupts the slave owners and society as a whole?
4. How does Jacob's treat the theme of religion in the narrative?
5. What information and networks did slaves access to try to (a) ameliorate their condition and (b) escape slavery
6. What is Lydia Maria Child's role?

For each narrative, we will begin with a discussion of the narrative arc of the story and we will talk/deconstruct the text as a primary source—issue of voice, authenticity, narrative style, veracity abolitionist conventions. We will also talk about additional primary sources that we can use to help contextualize the story.

Week Eight. 3/10 and 3/12 Slave Narratives

- 3/10 In Class Work
3/12 **Discussion of Jacobs narrative**

Week Nine. 3/24 and 3/26

Reading slave narratives as Primary Sources

3/24, In Class Work



3/26, Solomon Northrup, *Twelve Years a Slave* (No, you can't substitute the movie, but I highly recommend you watch it. If you attempt to do so you will not be able to answer the questions)

Question TBA

Week Ten. 3/31 and 4/2

Reading slave narratives as Primary Sources

3/31 In class work: primary sources



4/2 *Narrative of the Life of Frederick Douglass, See the Gates book*

Sarah N. Roth, "How a slave was Made a man: Negotiating Black Violence and Masculinity in Antebellum Slave Narratives" *Slavery & Abolition* 28 (2) (2007): 255-75
Your book reviews assignment is coming up on 4/7

RR #9 due 4/1

Reading Response questions

1. What is Douglass's experience of discipline, his labor history and family? 2. How did Frederick Douglass understand his "life" as he reflects from an **adult** and a **male** vantage point? 3. What were its lessons for him and his peers and for Northern and Southern whites? 4. What was Douglass' assessment of both his **male** and **female** slave owners and what does his views have to do with the commonplace ideas that slavery corrupts the slave owners and society as a whole? 5. What are some of the differences between urban and more rural plantation life? 6. What are the characteristics of the Northern society Douglass encounters? 7. What are the competing definitions of freedom and which does Douglass identify with? 8. How does Douglass treat the theme of religion in the narrative? 9. What information and networks did slave access to try to (a) ameliorate their condition and (b) escape slavery. 10. A question from the Roth article: how did Douglass negotiate black masculinity and violence?

4/2 Discussion of Roth and Douglass narrative article

For each narrative, we will begin with a discussion of the narrative arc of the story and we will talk/deconstruct the text as a primary source—issue of voice, authenticity, narrative style, veracity abolitionist conventions. We will also talk about additional primary sources that we can use to help contextualize the story

(Full text electronic access from GOOGLE BOOKS)

Prepare for your book review Assignment, due 4/7—you have to come to class prepared for this discussion

For Tuesday, please do the following assignment on books that have changed the field. Each field in history has annual prizes associated with it for the best book written for

that year. For example African history has the Herskovits Award, Bancroft Prize, for American history; environmental history has the George Perkins Marsh Prize. There are many, many prize; these are just two! We will do a review of the field by crowd sourcing this assignment; details and booklist to follow; in your report be sure to say

- (a) What is the name of prize that the book was awarded
- (b) What specific/subfield field or additional field does it fall in (i.e. Southern history, civil war history, biography, legal history, gender history etc.,)
- (c) explain why the book was so honored (for example innovative research methods, changing the conversation in the field)
- (d) Print off and read two scholarly reviews of the book; read/digest them and attach the reviews to your reading response; note what kind of review article you found: see the list of the various types of reviews you may come across explained below; please attach your two reviews; they will count towards your points
- (e) List the publication information for the book you have selected and write the bibliographic information for the book at the top of your assignment. See Rampolla, *Pocket Guide*, page 116 for the guidelines for bibliographic entries. Please be prepared to present this information in class and to hand in a copy of your report in Thursday's class

Week Eleven, 4/7 and 4/9
Historians and the Antislavery Movement

4/7 Book Review Discussion

Discussion of book review assignment (the state of the field); work on your reading for Thursday

Listen out for meeting dates for our library assignment as things may have shifted because of previous snow delay issues

We will read Stewart, *Holy Warriors* in two parts



4/9 *Holy Warriors*, preface-96

Reading Response #10 Due

1. How did the Revolutionary War, enlightenment ideals, and evangelicalism impact the institution of slavery? 2How did international and local Quakerism intersect and is there any other evidence of international movements or concerns impacting debates in the United States? 3Describe the relationship between black abolitionists/ abolitionism and white abolitionists/abolitionism. Be specific and provide an example. 4. How did the concerns of antislavery activists intersect with the American Colonization Society (ACS), and under what circumstances did some abolitionists choose to withdraw their support for the colonization movement? 5Stewart argues that abolitionists were naïve, yet claims that

this could be seen as a strength. Explain this contradiction. 6What are the respective arguments of those in the gradual emancipation camp and the immediate emancipation camp? Who is persuasive to you and why? If you want to link this answer with number #8 please feel free to do so. 7Once you have read the whole book, think about how Stewart makes fundamental claims that the antislavery movement both reinforced and transformed the dominant features of pre-Civil War America. Explain how he supports these arguments. What is reinforced? What is transformed? Do you agree with his assessments? Do you agree with the overarching claim he is making about the Revolutionary War creating the space for these developments? Why or why not? 8What led to factionalism and schism in the abolitionist movement and if YOU had to choose a side, with which side would you have chosen? Anti-Garrisonian/Pro-Garrisonian; Explain why. 9 Stewart argued that even if abolition did not lead to the end of white supremacy, segregation, racial prejudice, the history of the movement should not be dispiriting for having culminated in a Civil War that brought a triumphant and virulent white supremacist movement into being. How do YOU think we should assess the legacy of abolitionism? 10 What do you understand now about the trajectory of the abolitionist movement that was ambiguous or unknown to you before reading this book?

Week 12. 4/14 and 4/16



4/14 and 4/16: Depending on which section you are in you will have a library session this week and the second half of the Stewart, *Holy Warriors* book is due

Dr. Vernal distributes assignment “**Expert in the Library**” to students. It is due 4/21 when I meet everyone in the library for our second session. The goal of this assignment is to develop your expertise in using the library’s resources, and help you to become a discerning consumer of all types of historical literature, and to put those skills into practice.

You should begin this assignment soon and not wait until the last minute

Week 13 4/21 Meet in the Library

4/23 Meet in the library; Work on your paper ideas; individual consultations with Dr. Vernal as needed;

Week 14, 4/28 and 4/30 No classes; Continue working on papers.

Check in with Dr. Vernal

May 6: Final Papers are due in my office at noon Wood Hall 332

