

**UNIVERSITY OF CONNECTICUT, Spring 2016
HISTORY 2100 (003): RESEARCH AND WRITING METHODS
COURSE THEMES: SLAVERY AND ANTISLAVERY**

**Instructor: Dr. Vernal
Class Times:10¹⁰-11, Wood Hall 4B**

Office Hours: Thursdays 2-4, or by appointment

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**Email is the best way to communicate; 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, searching databases, as well as locating books and articles
- b. **Understand** standard terms used in the field of history 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*, *slave codes*
- d. **Understand** some of the major historical debates and themes in the fields slavery, including: racial, religious, and legal justifications of slavery, the role gender in 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 assess his/her own writing for the quality of its main arguments, use of evidence, and organizational logic
- g. **Implement** the fundamentals of advanced writing and grammar based on feedback
- h. **Demonstrate** an understanding of: the origin of particular primary sources for specific topics and 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 its provenance, multiplicities of meaning, ambiguity, ambivalence, context, and points of view.
- j. **Construct** an original interpretation of the past in the form of an argument and 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
- p. **Produce** a research paper based on primary sources as a final assignment
- q. **Learn and Practice** formatting of the Chicago Style citations used in history

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:

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. Jon F. Sensbach, *Rebecca's Revival: Creating Black Christianity in the Atlantic World*, Harvard University Press, 2006

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. We will practice this style in class throughout the semester so that you can become deft at formatting your papers. It is your responsibility to use the correct formatting for your final papers, having been given many opportunities to practice. 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 so that we can keep a record of it. 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, or article that we are reading or reviewing, discussion questions have been or will be provided. No matter what the questions are, please be sure that you can provide *an overview/summary of the major themes and arguments, 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 post to HUSKYCT by class time. Any assignment not posted or handed in by class time will be considered late.

VII. Weekly Course Guide

Week One, Jan 20, 22

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

Tuesday, 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 internet use 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?*



1/20 Theme: Making a Slave Society (In class work; how to read primary sources), “**Code Noir**” We will begin this in class—time permitting—and you will read this before you return to the next class.

Homework for 1/22: Please finish reading the Code Noir. See question in the next section for both the Code Noir and the Laws of the Cape Colony. Your first writing assignment is due on Monday Jan 25, in class. Here are the questions you need to answer:

RR#1. What can these two sets of laws tell us about concerns in the (a) Francophone slave colonies and the Dutch colony at the Cape? 2. 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 to support your point. 3. How do these slave codes compare to the Virginia and South Carolina codes? (Please note that the code noir document has other sources attached at the end of the document; the *code noir* ends on page 6)

Week Two, Jan 25, 27, 29 Slavery and the Law, cont.

Jan 25 Discussion of Code Noir and the Laws of the Cape Colony (See your reading response questions above). Read Richard Ligon for homework. See below. Look for details about Barbados as a model—of early race relations and labor organization



Homework for 1/27: Richard Ligon, *A True and Exact History of the Island of Barbados* 43-56, extracts. Please also read this exhibit page of a wonderful but poorly titled site call low country digital initiative—which has all sorts of interesting tabs. You should click on two tabs:” Early Carolina settlementt: Barbados influence and “Barbadians in Carolina”

http://ldhi.library.cofc.edu/exhibits/show/africanpassageslowcountryadapt/sectionii_introduction/barbados_influence

http://ldhi.library.cofc.edu/exhibits/show/africanpassageslowcountryadapt/sectionii_introduction/barbadians_in_carolina



Homework for discussion on Friday 1/29 “The Negros of Jamaica, 1707 (4 pages)

1/29, Discussion, “The Negroes of Jamaica”. Read for homework, for Feb 1 and for your reading response, “Social Structure of a Slave Society, 1789, (7 pages), “Population of the British West Indies” (1 paragraph), “Jamaica Social Status, (3 pages)

Reading Response Questions—See HuskyCT

Reading Response #2 due Monday February 1 in class. We will discuss the theme of race, social status and labor



Homework for Feb 1: Gordon Wood: “What Slavery was really like.” *New York Review of Books*, 11/18/2004

and Bradford J. Wood “A New World of Labor: The Development of Plantation Slavery in the British Atlantic, Simon P. Newman *Journal of Early American History*, 09 July 2014, Vol.4(2), pp.175-177

Week Three, Feb 1, 3, 5:

Feb 1, Discussion of Wood and Wood (this is not a mistake!)

Feb 3: In class work: Jefferson, “Notes on the State of Virginia” (Query XVIII), pages 270-73



Homework for Feb 5 De Tocqueville, chapter 18, on slavery
(http://xroads.virginia.edu/~hyper/detoc/1_ch18.htm) (read section on the “negro”)

Home work for Feb 8: David Hume, Immanuel Kant, James Beattie, Johann Gottfried von Herder, and on nature, culture, religion, and slavery. The readings total about 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)

- 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]

Organize and summarize (in a chart or table) *the arguments these men 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 others’? How important are the different strands of thinking in terms of providing legitimacy for slavery?*

Week Four, Feb 8, 10, 13

Feb 8, Discussion of Kant, Hume, Beattie etc.

Feb 10: In class workshop of first paper; thesis statement and citation guidelines

Feb 12: In class workshop of paper drafts

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 5 Feb 15, 17, 19

*Papers due Feb 15 (peer review); read Gradual Emancipation bill, Pennsylvania
Feb 17 In class work and discussion Gradual Emancipation Bill, Pennsylvania and Fugitive slave bill; for homework, look at the first section of David Walker's Appeal
Feb 19 In class work: David Walker's Appeal, finish section and move on to the next section; read through so we can work on it in class*

Week 6, Feb 22, 24, 26

*Feb 22: David Walker's Appeal, second section;
Feb 24: David Walker's Appeal, final section
Feb 26 David Walker, reading response due
Read Douglass narrative for Monday*

Week 7 Feb 29, March 2, 4



Frederick Douglass, Narrative of the Life of Frederick Douglass, See the Gates book and 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

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? Discussion of Roth and Douglass narrative articles

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 8



March 7, *Rebecca’s Revival* Prologue to chapter 3, pages 1-68
March 9, *Rebecca’s Revival* chapter 4-6, pages 69-161
March 11, *Rebecca’s Revival* chapter 7- end, 162-247

Week 9. March 21, 23, 25

3/21 In Class Work: Gradual Emancipation Bill
3/23 Stowe, *Uncle Tom’s Cabin*, first half
3/25 In class work

Week 10. March 28, 30, April 1

Iconic Antislavery Fiction

3/28 Discussion, Stowe, *Uncle Tom's Cabin*, second half and reading response due

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 at 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?

Dr. Vernal distributes assignment "**Expert in the Library**" to students. It is due 11/19 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. It is due April 6; you will have two class periods in which to work on

Week Eleven. April 4, 6, 8

April 4 Library Session (Room number TBA)

April 6 Meet in Library: Library Session

April 8 Stewart, *Holy Warriors*, preface to page 50

Book Review Assignment, due April 11

Prepare for your book review Assignment, due—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.

Week. Twelve 11, 13, 15
Historians and the Antislavery Movement



April 11, Book Review Discussion. Prepare second half of *Holy Warriors*

April 13, *Holy Warriors* 51-125, discussion

April 15 *Holy Warriors* 127-206, discussion

Week Thirteen. April 18, 20, 22
Week Fourteen April 25, 27, 29



April 18 Research, meet in library

April 20 Research, meet in library

April 22 Research, meet in library

April 25 Thesis, plus first two pages of analysis due in class; bibliography; sample citations of 2 completed footnotes

April 27 Next 3 pages of analysis due and any changes from Monday: appointments with Dr. Vernal to discuss next 3 pages

April 29. Drafts due: try to write as much of the draft as possible to leave time for editing

Types of Book Reviews you may encounter

Notes: As you can see from last week, there are many different kinds/styles of *review articles*; reading them will help you develop the skill of how to write a decent review. **First**, (Book review) there is the straightforward review of a book. This is routine. Scholarly books get published and experts in the field review them. You should consider why a particular person is reviewing a book and where the review is being published. A book on the economics of American slavery may be reviewed in history journals, slavery journals, journals on economic history

Second: (Multiple Book Reviews) books are reviewed simultaneously with other books on the same theme, for example, Ira Berlin, reviewed a series of recent books on race relations, (Ira Berlin “Best Books on Slavery and Race Relations,” *Wilson Quarterly*. Summer 2011, Vol. 35 Issue 3, p89-92. Berlin reviews several books on the history of race relations in the U.S., including, *The Fiery Trial: Abraham Lincoln and American Slavery*, by Eric Foner, *Race and Reunion: The Civil War in American Memory*, by David Blight, and *What Blood Won't Tell: A History of Race on Trial in America*, by Ariela J. Gross and Joshua Rothman's *Notorious in the Neighborhood: Sex and Families Across the Color Line in Virginia, 1787-1861*. These kinds of reviews are great because it places particular books in relations to each other and it's a great way to jumpstart a bibliography and to get familiar with current themes, discussions and debates in a particular area

Third. (Review Essay) Some reviews, like Mia Bay's that we read last week, go a little farther; They take a theme—in this case Sally Hemmings' historical presence/story and make a particular argument about how that subject has been treated in the literature and also adds insight based on that historians engagement with the sources and research into the topic

Fourth (Review Essay) Some review essays (like Peter Kolchin, “Review Essay: Putting New World Slavery in Perspective,” *Slavery & Abolition* 28 (2) (2007: 277-88) place a particular book in relation to (there are also whole books dedicated to this task) a scholar's entire body of work on the topic. So for example, Peter Kolchin's review of the renowned scholar of slavery, David Brion Davis's book, *Inhuman Bondage*, places that book in relation to Davis's other work on slavery. These reviews are great for understanding how a particular historian's views have changed over time

Fifth (Books that spark voluminous response): Sometimes a book is so groundbreaking, timely, innovative and/or controversial that it inspires entire forums on it—at a conference, in a special issue of a journal etc. **OR . . .**

Sixth (Sometimes a book is so controversial, a whole other book—or books—is devoted to it. For example, Robert Fogel and Stanley L. Engerman, *Time on the Cross: The Economics of American Slavery* published in 1975 sparked Herbert Gutman, *A Critique of Slavery and the Numbers Game* *A Critique of Time on the Cross* in 1975; Another example is Eric Williams, *Slavery and Capitalism*, 1944 and Seymour Drescher's response, *Econocide: British slavery in the Era of Abolition*, 1977

