

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

Instructor: Dr. Vernal

Class Times: 12:30-1:45 Location: LH 111

Office Hours: Thursday 10-12, 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. Henry Louis Gates, Jr. *The Classic Slave Narratives*. Signet Classics; Reissue edition (January 3, 2012)
2. Harriet Beecher Stowe, *Uncle Tom's Cabin*, Dover Publications; (5th) edition (August 1, 2005)
ISBN-10: 0486440281 ISBN-13: 978-0486440286

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.

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

50 points 5 Reading Responses @10 points each; see weekly descriptions

20 points Discussion board for week 3

200 points Final paper (15 pages)

200 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 response for the assignments** (typed, paginated, single-spaced, stapled, if you are handing it to me) due in class.

50 points First paper

30 points (Library Assignment)

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 all of our readings and discussions, ensure that you can provide *an overview/summary of the major themes and arguments, an explanation of the type of source material you are reading, and can detail two examples used to support the argument* 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 17, 19 Slavery and the Law:

The Code Noir and Cape Colonial Laws

Major question to consider

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 do not 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?*



1/17 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 alongside the Cape Colonial laws and produce a reading response.

Homework for 1/19: Please finish reading the Code Noir. See questions in the next

section for both the Code Noir and the Laws of the Cape Colony. Your first writing assignment is due on Tuesday January 24 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. (Please note that the code noir document on HUSKYCT has other sources attached at the end of the document; the *code noir* ends on page 6)

Week Two, Jan 24, 26
Slavery and the Law: Virginia's Slave Codes
Questions for consideration:

How do Virginia's concerns as a slave society mirror/diverge from our previous discussion?

Jan 24 Discussion of Code Noir and the Laws of the Cape Colony (See your reading response questions above). Read Richard Ligon for homework. See access information below. Via the web link below look for details about Barbados as an example—of early race relations and labor organization. For homework see the links below for the Virginia slave codes.



Homework for 1/26: In-class work: Virginia's slave codes (this assignment can take up to 1 hour)

Please see the specific instructions below. I would like you to read the summary of the laws in source #1. It is 1 page so should not take more than 15 minutes to review. What will take longer is selecting at least 3 of the statutes in the second source. These statutes vary from a few sentences to some that are 2 pages. Whichever one you select everyone is responsible for reviewing 3. You should come to class prepared to say something about the three you selected and with a general impression of what you learned. We will use class time to delve deeper.

Source 1: this will give you a very good overview of the laws of Virginia and the various amendments to them between 1640-1705

<http://www.history.org/history/teaching/slavelaw.cfm>

Source 2 Read the transcript and then look to the right of the screen for the box called “related articles.” Everyone is responsible for clicking on at least three of the related articles. Some of them are only a few sentences

http://www.encyclopediavirginia.org/An_act_concerning_Servants_and_Slaves_1705

Source 3:

Examine this index on slaves from a Virginia statute book to explore what legal and other concerns emerged when a society becomes a slave society.

Samuel Shepherd, ed., *The Statutes at Large of Virginia*, from October Session 1792, to

December Session 1806(Richmond: Samuel Shepherd, 1836)

Index Entries under: **Slaves**

State: **Virginia**

The numbers after each entry are just the pagination in the book from which the excerpt was drawn

SLAVES To be registered in certain cases 66 Penalty for neglect 66 Penalty how applied 67 May be removed into the state from Alexandria county district of Columbia 76 What an unlawful meeting 108 Persons may be summoned to assist in executing a warrant 08 Proviso 108 Attempting to ravish white woman how punished 119 Penalty for deporting or carrying off 123 Construction of act 123 Penalty on masters of vessels allowing slaves to come on board in certain cases 123 Defendant may be held to bail 124 Black or mulatto orphan not to be taught reading writing &c 124 What deemed unlawful meetings 124 Not to affect white persons 124 When to be registered 127 When copy of act to be posted at courthouse door 127 Brought into state may be sold &c 251 Duty of magistrate on complaint 251 Jury to be impaneled 251 Slave to be sold 251 Proceedings where owner is not in the county 252 Appropriation of proceeds of sale 252 Penalty on persons bringing slaves etc. 252 Slave guilty of crime brought in not to be paid for if executed 252 Emancipated slaves forfeit freedom by remaining in state twelve months 252 May be sold by overseers of poor 252 Overseer of poor to take oath 252 If cast in prosecution to pay costs out of county levy 252 Power of executive to remove slaves out of state 252 Act to be given in charge to grand juries 253 Person leaving state with view of returning may bring back his slaves 290 Where land extends across state line owner may work his hands on each side 290 Inhabitant of other states may bring produce to market with his slaves 290 Going at large and hiring themselves how to be dealt with 372 Penalty for burning barns stables corn houses or other houses 377 Penalty for burning stacks &c 377



Homework for discussion in class Jan 31.

Richard Ligon, *A True and Exact History of the Island of Barbados* 43-56, extracts and review the two page from this online exhibit:

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

Week Three, Jan 31, Feb 2:

Caribbean Slave Societies

We will consider themes of social status, race, and labor

Jan 31: Discussion of Ligon and website

Reading Response #2 is due; it includes Ligon and the following excerpts: accessed via HUSKYCT if not distributed in class



Homework for discussion on Feb 2 “The Negroes of Jamaica, 1707 (4 pages) Read for class 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) and prepare your reading response for February 2.

Give at least one example for each point that you are making along with the page numbers. These readings are not digested via skimming so please allow yourself sufficient time.

1. What are the different views of (a) law/the law and how it is meant to work; and how it does or does not

work. Be sure to say something about the different vantage point—for the slaves—as well as the planters. Your answers should be drawn from different excerpts.

2. What are the different views of religion that you find in the readings Be sure to say something about the experience of the slaves well as the planters—again drawn from different excerpts.
3. What can you say demographically about the patterns you find in the early period—17th century and later periods? Look at the population figures.
4. What are the sights, sounds, and feelings that comes with this plantation regime in the Caribbean? Give specific examples.
5. The excerpt labeled "4" starting on page 203 has a very different tone than the preceding readings. What is the context in Cooper's, (the missionary) work is being excerpted and deployed here? Who is the audience and why the particular tone? (Another way of asking this is: in what context is the missionary's work being excerpted--not by me, but by the authors who are using it to make a point).
6. Slavery comes to create a very distinct legacy of social and racial differentiation. What does this differentiation look like? What can you tell about the mature slave societies that have now emerged from the more experimental, evolutionary period especially based on except 73 and excerpt 74.
7. What does this differentiation mean for free people of color? What might all of these observations that you have made from these readings mean for those who are reform-minded? What would be your angle if you were going to attempt to reform these societies without ending slavery?
8. Explain what has happened with your own knowledge base of slavery after this and the preceding readings—meaning what do you now know and understand that was perhaps vague or unknown to you before? I am looking for a well-crafted paragraph on this because you will have to do this kind of reflection as you think about your paper topic.

Week Four, February 7 and 9

We do not meet in person this week; we meet online-only

Dear Students: our class will meet online the week 4 which covers our class period for Feb 7 and Feb 9. We will instead be having a discussion online where you will post a discussion to the prompt.

Discussion board: Response #3

In the last few weeks we have been exploring how slave societies emerged. The intersections of law and identity and the attempts to police the boundaries of race and social status through the law have been our primary preoccupations. In this unit you will:

Review the runaway slave ads below. After reviewing the ads, you will write a 250 word response to the discussion prompt. You will then respond to at least 2 of your classmates in posts that are each 250 words.



Sources: (1) runaway slave ads/ distributed and/or on HUSKYCT: Review the ads

(2) CT runaway site:

<http://runawayct.org/>

Search the site for Hartford. From this list, choose any 20 of the ads and make a chart and take notes for yourself. You will need to make reference to the enslaved in your discussion posts so take notes or print so that you don't have to search again.

Discussion prompt: we have read the legal codes governing slavery which gives us an idea of what slave owners and legislators had in mind. The slave ads show us how these laws were contravened and broken as slaves tried to make their escape. What do these ads reveal about the slave society envisioned by the legal codes, the lives slaves led, and their attempts to escape slavery?

Week 5 February 14, 16 Problematizing Slavery

Pondering Slavery's Dilemmas

February 14: In-class work: reviewing the online discussion



Homework for February 16, Response #4, De Tocqueville, chapter 18, on slavery (HUSKYCT)—about 24 pages and Jefferson, “Notes on the State of Virginia” page 236-238 (HUSKYCT)

Jefferson and de Tocqueville examined the implications slavery of slavery for American's democracy. What impact did they think slavery had on American society?

Week 6 February 21, 23

Week 7 February 28, March 2

Paper Workshops

Students are required to participate in the drafting and revision portions of this workshop, including individual appointments with Dr. Vernal

Papers are due via HUSKYCT Monday March 6

Week 8 March 7, 9

Gradual Emancipation: Massachusetts and Pennsylvania

March 7: In-Class work-gradual emancipation: Pennsylvania and Massachusetts

http://avalon.law.yale.edu/18th_century/pennst01.asp

<https://www.masshist.org/endofslavery/index.php?id=54>



March 9: Frederick Douglass, *Narrative of the Life of Frederick Douglass*, See the Gates book: *read in two part Monday and Wednesday*. Reading Response #4 questions due March 9.

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.

Just a heads up that we are reading our slave narrative book when we come back from break. First up Equiano up to chapter 6

March 14, 16 Spring Break

Week 9 March 21, 23 Slave Narratives



March 21: Background to Emancipation; In-Class work

March 23, Readings, *Equiano*, prefatory pages up to chapter 6. We will do one set of questions for this narrative that will be due on March 28. Assignment questions for Reading Response #5 on HUSKYCT, due March 28.

Week 10 March 28, 30 Slave Narratives, continued

March 28: Equiano-Chapter 7-end.

March 30: Meet in the library for assignment

Week 11 April 4, 6 Antislavery Fiction

April 4: *Library Assignment due in class*

April 6: First half of Stowe, *Uncle Tom's Cabin*. Your reading response, #6 is due April 13.

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?

Week 12 April 11, 13 Antislavery Fiction, continued



April 11: Meet in the Library: Research session

April 13 Stowe, *Uncle Tom's Cabin*, second half.

Hereafter, we will be focused on drafting your papers. Please set up an individual appointment between April 14, and then the week of April 18-20. Your papers will be due May 2, 12:30 pm via HUSKYCT.