

Senior Seminar History
SLAVERY AND EMANCIPATION

Instructor: Dexter Gabriel
Office: Wood Hall 233
Office Hours: T/Th 12:00-1:30PM W 12:00-2PM
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HIST 4994W
Fall 2016
Class Time: T/Th 2:00PM-3:15PM
Class Meets: Storrs Hall 001

Course Description: The struggle to end slavery in the United States is as dynamic and complex as the history of slavery itself. It is the story of how of anti-slavery advocates and abolitionists, men and women, black and white, slave and free, waged crusades to ameliorate the harshness of slavery, push for its gradual decline, or call for its immediate end. In this class we will examine this history in depth, looking at the persons, events and politics that worked to ultimately bring about the downfall of slavery and usher in emancipation.

Expectations: Senior Seminars give students the experience of reading critically and in depth in primary and secondary sources, and of developing and defending a position as an historian does. To achieve these goals, this course will combine assigned readings with intensive primary and secondary source research. Our class sessions will be a mix of lectures, reading discussions, student-led discussions, research and individual/group working sessions. All of this will culminate in an original 15-page research paper that will be completed through a process of rough drafts and revisions.

Learning Objectives: By successfully completing this course, students will better understand the central role played by those who struggled against slavery; the diverse methods used in this struggle; the ways in which this struggle was influenced by notions of race, gender, class and labor; the role the struggle played in politics and social culture; the legacies of this struggle in the formation of the modern world; and, through critical readings of historical works and primary sources, gain a better comprehension of how historians use evidence to investigate and analyze this past.

Required Texts:

- John Arnold, *History: A Very Short Introduction*
- Henry Louis Gates, Jr. ed., *The Classic Slave Narratives*
- Mitch Kachun, *Festivals of Freedom*
- Newman, Rael, Lapsansky, *Pamphlets of Protest*
- Manisha Sinha, *The Slave's Cause*

Optional but Suggested:

- Booth, Colomb, Williams, *The Craft of Research*, 3rd Edition

All other **required** readings will be available through links on the syllabus, handouts OR in the "Course Documents" on our Blackboard course web site, indicated (*HuskyCT*) on the syllabus.

***Please note this syllabus is may be revised at any time during the semester. Revisions will be made through *HuskyCT* Announcements that students should receive through their registered email. It is your responsibility to keep up with any changes and to make certain you have all required materials.**

COURSE REQUIREMENTS

Class Participation: Participation is mandatory to achieving the expected goals of the course. Further, this is a discussion course. Students should expect to contribute to discussion and be prepared to engage with the class on required subject matters. In class, students should be prepared to both ask questions and think critically about the material. This means you should arrive in class having thoroughly read the material and with book/copies in hand. Attendance is not taken in this class. However your participation can be negatively impacted by habitual tardiness or leaving early. Keep in mind a missed class can also mean a missed assignment. Making up that assignment is entirely at the discretion of the instructor. If you must miss class due to illness, a life emergency, or other serious reason, please let the instructor know as soon as you are able and provide documentation when you return. If you have a school-related reason (athletic or otherwise) for missing class, you must arrange this beforehand with instructor.

Discussion Leads: Students will take turns throughout the semester leading class discussions on our assigned course material. This should include analysis of the material as well as important points to be shared with fellow students. Discussion Leaders should turn in a summary (hardcopy/print) to the professor on their assigned days. Discussion Participation: Those students who are not leading a discussion should prepare relevant questions for the Discussion leader and the class.

Narrative Review: Students will write a two-page review of a selected slave narrative from the Gates text. This will not be a summary but an analysis of the narrative as a primary document as it fits into our historical understanding. Narrative reviews will be due on **October 18** and entail a discussion.

Weekly Blog Journal: Every week, students will post a blog journal entry on *HuskyCT*. You should write at least 200 words per week in your Journal, and post your entry by Monday night – **EVERY week**, whether or not we have a class meeting. Your entries should be composed of course-related readings, research, and writing you have done that week. You should discuss any insight you've gathered on historical understanding, research methodology. You should also feel free to include topic ideas, progress reports on your research, notes on the process of research, even problems you are encountering in your research and how you overcome them. Your journal should be an account of your journey in the course. You should be able to look back at previous weeks to see how you have progressed over time.

Writing Assignments: As this is a writing intensive course, students should expect to complete a number of written assignments, including those outside of what is listed on the syllabus. This includes but is not limited to paper rough drafts, bibliographies, writing exercises, peer review comments, research notes, and more. These will all be turned in and calculated toward your overall course grade.

Paper Proposal: The Paper Proposal should detail your research question, your primary thesis, discuss preliminary secondary sources, and explain your intended research strategy.

Research Paper: The Research Paper is the culmination of the semester. It will be an original research paper of approximately 15 pages (double-spaced 12-point font) on a topic pertaining to Slavery and Emancipation, plus the bibliography. You will be graded for your argument, the mechanics of the paper (logical flow of thought, clear, insightful), grammar and your use of both relevant secondary AND primary sources. The paper should follow a standard scholarly format, utilizing footnotes or endnote citations. Separately, your paper should include a bibliography of primary and secondary sources used during your research even if you do not use them in the paper. You will also complete an oral presentation of your research at the end of the semester before the class. The oral presentation is required in order to pass the course, so you must be in class that day.

GRADING:

Blog Journal	10%
Discussion Leads/Participation	25%
Narrative Review	15%
Writing Assignments	10%
Paper Proposal	10%
Research Paper	30%

CLASS & UNIVERSITY POLICIES:

Classroom Behavior:

*Mobile Phones should be off and put away during class unless indicated as necessary for the class. This means no texting as well. If you have an emergency, feel free to step outside for phone use. Take care not to abuse this policy.

*Laptops: Students may use laptops in the class, provided they are used for course related material.

Submission of Work: All work is due when it is due. Late work will be accepted, denied and/or penalized at the discretion of the instructor.

Respectful Exchange of Ideas: History is often a matter of perspective. Discussion is encouraged—in fact required. Be mindful however to be polite, courteous and respectful, to your classmates.

Communication with Instructor: Feel free to e-mail me at the address above. I will attempt to check my UConn email at least twice daily. If you need to meet with me, I am available during office hours listed above. Though appointments are not necessary, they are recommended as I may be in and out of the office during this time.

Academic Integrity: UConn has very strong and clear policies regarding academic dishonesty (cheating, plagiarism, etc.). Penalties could include a **Failing grade** in the course, and misconduct is required to be reported to the Academic Integrity Hearing Board. An explanation of what constitutes academic misconduct can be found here: <http://community.uconn.edu/academic-integrity-undergraduate-faq/>

Student Behavior: UConn expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

Americans with Disabilities Act: If you are a student with a disability that may impact your course work, please contact the Center for Students with Disabilities. They will help determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Course Schedule

Week 1

T, 8/30

Syllabus

Introduction

Th, 9/1

Arnold, *History* Chapter 1

Geissert and Kytly, "Myth, Reality and the Underground Railroad" *New York Times* ([HuskyCT link](#))

*First Journal Entry Due Monday 9/5 (post one [each week](#) going forward)

Week 2

T, 9/6

Sinha, *The Slave's Cause*, Chapter 1 (pp. 9-33)

Phillis Wheatley's poem on tyranny and slavery in the colonies, 1772 ([HuskyCT link](#))

The Trans-Atlantic Slave Trade Database ([HuskyCT link](#))

Th, 9/8

Sinha, *The Slave's Cause*, Chapter 2 (pp. 34-64)

The Revolutionary Black Atlantic ([HuskyCT Images](#))

Topic Toss! Suggested reference: Booth, *Craft of Research* (pp. 35-48)

Week 3

T, 9/13

Sinha, *The Slave's Cause*, Chapter 3 (65-85) & 4 (pp. 105-122)

Petition by Slaves of Fairfield County for the Abolition of Slavery in Connecticut- 1779 ([HuskyCT link](#))

Th, 9/15

Arnold, *History* Chapter 4

Gates, *The Life of Gustuvas Vassas* (Olaudah Equiano) (pp. 31-61)

Newman, *Prophets of Protest*- Individual Readings (TBA)

Week 4

T, 9/20

Sinha, *The Slave's Cause*, Chapter 5 (pp. 131-159)

Kachun, *Festivals of Freedom* (pp. 16-36)

Topic Toss II! Suggested reference: Booth, *Craft of Research* (pp. 51-65)

Th, 9/22

Library Session-

Class Meets in Library in EC-2 on Level 2 directly across from the elevators.

Suggested reference: Booth, *Craft of Research* (pp. 68-99)

Week 5

T, 9/27

Sinha, *The Slave's Cause*, Chapter 6 (pp. 160-171)

Newman, *Pamphlets of Protest*, David Walker (pp. 90-109)

Th, 9/29

Bring Research proposal to class (typed up hard copies for classmates)

Oral Presentation and Peer Review Questions

Suggested reference: Booth, *Craft of Research* (pp. 108-150)

Week 6

T, 10/4

Sinha, *The Slave's Cause*, Chapter 6 & 7 (pp. 195-265)

Th, 10/6 Class Does Not Meet

Research Day (Work on Annotated Bibliography- Due next class session)

Week 7

T, 10/11

Turn in Annotated Bibliography on *HuskyCT* AND bring hardcopy to class

Sinha, *The Slave's Cause*, Chapter 9 (pp. 266-298)

Newman, *Prophets of Protest*, Elizabeth Wicks (pp. 114-121)

Newman, *Prophets of Protest*, Maria W. Stewart (pp. 122-130)

Th, 10/13

Sinha, *The Slave's Cause*, Chapter 10 (pp. 299-338)

Newman, *Prophets of Protest*, Robert Purvis (pp. 132-142)

Newman, *Prophets of Protest*, Henry Highland Garnet (pp. 156-164)

Black Abolitionist Archive- University of Detroit- Mercy (*HuskyCT link*)

Week 8

T, 10/18

Frederick Douglass & Harriet Jacobs Slave Narrative Reviews and Discussion

Turn in reviews on *HuskyCT* AND bring notes for class.

Th, 10/20 Class Does Not Meet

Research and Writing Day (Work on Draft of research paper)

Suggested reference: Booth, *Craft of Research* (pp. 173-199)

Week 9

T, 10/25

Sinha, *The Slave's Cause*, Chapter 11 (pp. 339-347)

Kachun, *Festivals of Freedom*, Chapter 2 (54-77)

Th, 10/26 Class Does Not Meet

Research and Writing Day (Work on research paper draft)

Week 10

T, 11/1

Sinha, *The Slave's Cause*, Chapter 12 (pp. 381-393, 406-420)

Th, 11/3

Turn in Research Paper Draft on *HuskyCT* AND bring copy to class
In Class Peer Review, Comments and Discussion

Week 11

T, 11/8

Sinha, *The Slave's Cause*, Chapter 14 (pp. 461-499)

Th, 11/10

Sinha, *The Slave's Cause*, Chapter 15 (pp. 500-542)
Frederick Douglass, *What to the Slave Is the Fourth of July?* 1852 (*HuskyCT doc*)

Week 12

T, 11/15

Sinha, *The Slave's Cause*, Chapter 16 (pp. 543-585)

Th, 11/17

Arnold, *History* Chapter 7
Kachun, *Festivals of Freedom*, Chapter 3 (pp. 97-119)

Week 13

THANKSGIVING BREAK

Week 14

T, 11/29 Class Does Not Meet

Work on Final Draft
Suggested reference: Booth, *Craft of Research* (pp. 203-212; 232-247)

Th, 12/1 Class Does Not Meet

Work on Final Draft

Week 15

T, 12/6

Research Presentations & Discussions

Th, 12/8

Research Presentations & Discussions

RESEARCH PAPERS DUE FRIDAY 12/9 by NOON. NO LATE PAPERS ACCEPTED.