

*Hist/AS2870*

# The Rise and Fall of New World Slavery

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Prof. Patrick Rael, Bowdoin College, Fall 2015

Meets: T,Th11:30-1:00  
Room: Adams 114  
Office hours: T,Th 2-4, by apt.

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**T**he form of slavery pioneered by Europeans who brought Africans to the New World occupies a unique place in the institution's long story. This course examines the rise and demise of New World slavery: its founding, central practices, and long-term consequences. Just as New World slavery deserves to be considered a unique historical practice, so too do the impulses and transformations that led to its ending. We will explore slavery as it rose and fell throughout the Atlantic basin, focusing particularly on Brazil, the Caribbean, and mainland North America. Our investigation will traverse a range of issues: the emergence of market economies, definitions of race attendant to European commercial expansion, the cultures of Africans in the diaspora, slave control and resistance, free black people and the social structure of New World slave societies, and emancipation and its aftermath.

Level: This course is an intermediate seminar. It is intended for History and Africana Studies majors, and for advanced students in other majors. We shall spend considerable time considering not simply what happened in the past, but how historians have understood these crucial issues. It will require considerable reading and writing. Students are expected to enter the course with a basic understanding of European or American history, and with an introductory command of college-level essay writing. Note: if you are history major seeking to have this count for a non-Eurocentric course, please consult with me.

Course websites: The material for this course may be found online through the Blackboard system. You will find a copy of this syllabus, as well as all the reading and paper assignments. You should always refer to the website for the most recent course assignments and requirements. You will also find my website <<http://academic.bowdoin.edu/faculty/P/prael/>> useful. It links to guides on writing, plagiarism, and other matters crucial to your success in history courses.

## BOOKS

### Required:

- Allison, Robert J. *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself*, with Related Documents, 2<sup>nd</sup> ed. Boston: Bedford/St. Martin's Press, 2007.
- Blaufarb, Rafe, and Liz Clarke. *Inhuman Traffick: The International Struggle Against the Transatlantic Slave Trade, a Graphic History*. New York: Oxford University Press, 2015.
- DuBois, Laurent, and John D. Garrigus, eds. *Slave Revolution in the Caribbean, 1789-1804*. Boston: Bedford/St. Martin's Press, 2006.
- Foner, Eric. *Nothing But Freedom: Emancipation and Its Legacy*. Baton Rouge: Louisiana State University Press, 1983.
- Genovese, Eugene D. *From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World*. Baton Rouge: Louisiana State University Press, 1979.
- Sweet, James H. *Domingos Álvares, African Healing and the Intellectual History of the Atlantic World*. Chapel Hill: University of North Carolina Press, 2011.
- Tannenbaum, Frank. *Slave and Citizen*. Boston: Beacon Press, 1946.
- Walvin, James. *Atlas of Slavery*. Harlow, UK: Pearson/Longman, 2006.

**Recommended:**

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 5<sup>th</sup> ed. Boston: Bedford Books of St. Martin's Press, 2006.

Patrick Rael, *Reading, Writing and Researching for History: A Guide for College Students* (Brunswick, Me.:

Disabilities: Students who have documented learning disabilities with the Office of the Dean of Student Affairs may be entitled to various accommodations. It is your responsibility to initiate with me any conversation over accommodations.

### SCHEDULE OF CLASS MEETINGS

- This schedule is liable to change to suit class needs. The online syllabus always offers the most recent version of the syllabus.
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| Sept. 22 | <p><b>Columbus</b><br/><i>Central question: What are our popular understandings of Columbus's goals? How do these readings modify that understanding?</i></p> <ul style="list-style-type: none"><li>• David Abulafia, "Sugar in Spain," <i>European Review</i> 16, no. 2 (May 2008): 191A72.0000 509.0400 cm0.00 0.00 0.00</li></ul> |
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| Oct. 27 | <p><u>Resistance: maroonage</u><br/> <i>Central question: What does Genovese argue about the nature of slave resistance in the pre-revolutionary era? What about his argument do you find compelling and what troubling?</i></p> <ul style="list-style-type: none"> <li>• Genovese, <i>From Rebellion to Revolution</i>, through ch. 2.</li> <li>• Walvin, <i>Atlas of Slavery</i>, ch. 16.</li> </ul>  |
| Oct. 29 | <p><u>Revolutionary abolitionism</u><br/> <i>Central question: Equiano's narrative tells us much about slavery. What key insights does it offer into the arguments developing against slavery?</i></p> <ul style="list-style-type: none"> <li>• Robert J. Allison, <i>The Interesting Narrative of the Life of Okudah Equiano, Written by Himself, with Related Documents</i>, 2<sup>nd</sup> ed. (Boston: Bedford/St. Martin's Press, 2007).</li> </ul>  |
| Nov. 3  | <p><u>The Haitian Revolution</u><br/> <i>Central question: What factors explain the most remarkable event in the history of New World slavery?</i></p> <ul style="list-style-type: none"> <li>• Laurent DuBois and John D. Garrigus, <i>Slave Revolution in the Caribbean, 1789-1804</i> (Boston: Bedford/St. Martin's Press, 2006), introduction and selected documents.</li> </ul>  |
| Nov. 5  | <p><u>Resistance: political?</u><br/> <i>Central question: How did the Haitian Revolution differ from previous instances of slave rebellion?</i></p> <ul style="list-style-type: none"> <li>• Genovese, <i>From Rebellion to Revolution</i>, ch. 3-end.</li> <li>• Walvin, <i>Atlas of Slavery</i>, ch. 17.</li> </ul>  |
| Nov. 10 | <p><u>Abolishing the slave trade</u><br/> <i>Central question: How did the slave trade itself come to play an important role in the impulse to abolish slavery?</i></p> <ul style="list-style-type: none"> <li>• Rafe Blaufarb and Liz Clarke, <i>Inhuman Traffick: The International Struggle Against the Transatlantic Slave Trade, a Graphic History</i> (New York: Oxford University Press, 2015). Focus on the story rather than introduction and apparatus.</li> </ul>  |
| Nov. 12 | <p><u>The roots of abolitionism</u><br/> <i>Central question: Whence the impulse to end slavery? Was it driven from economic or ideological interests?</i></p> <ul style="list-style-type: none"> <li>• Eric Williams, "Slavery, Industrialization, and Abolitionism," in Northup, <i>The Atlantic Slave Trade</i>, 134-40.</li> <li>• Howard Temperly, "Capitalism, Slavery and Ideology," <i>Past and Present</i> 75 (1977), 94-118. (Blackboard)</li> <li>• Howard Temperly, "The Idea of Progress," in Northup, <i>The Atlantic Slave Trade</i>, 177-87.</li> </ul>   |
| Nov. 17 | <p><u>The First Emancipations</u><br/> <i>Central question: Why, how, and at what cost did Great Britain end slavery? What role, if any, did the enslaved play in the process?</i></p> <ul style="list-style-type: none"> <li>• Eric Foner, <i>Nothing But Freedom: Emancipation and Its Legacy</i> (Baton Rouge: Louisiana State University Press, 1983), through ch. 1.</li> <li>• Michael Craton, "Proto-Peasant Revolts? The Late Slave Rebellions in the British West Indies 1816-1832," <i>Past and Present</i> 85 (November 1979): 99-125. (<a href="#">Jstor</a>)</li> <li>• Walvin, <i>Atlas of Slavery</i>, ch. 18.</li> </ul>  |
| Nov. 19 | <p><u>Nineteenth-century plantation systems</u><br/> <i>Central question: Strangely, slavery gained ground just as liberal ideology and industrial expansion were becoming norms in Atlantic society. How do we understand this apparent paradox?</i></p> <ul style="list-style-type: none"> <li>• Richard Graham, "Slavery and Economic Development: Brazil and the United States South in the Nineteenth Century," <i>Comparative Studies in Society and History</i> 23 (1981), 620-55. (<a href="#">Jstor</a>)</li> <li>• Dale Tomich, "The Wealth of Empire: Francisco Arrangoy Parreno, Political Economy, and the Second Slavery in Cuba," <i>Comparative Studies in Society and History</i> 45, no. 1 (January 2003): 4-28. (<a href="#">Jstor</a>)</li> <li>• Walvin, <i>Atlas of Slavery</i>, ch. 16.</li> </ul> |
| Nov. 24 | <p><u>Antislavery in the U.S.</u><br/> <i>Central question: Only in the U.K. and U.S. did emancipation require a huge mass movement. Why? And how did the movement in the U.S. differ from the U.K. movement?</i></p> <ul style="list-style-type: none"> <li>• Selected documents</li> </ul>  |
| Nov. 26 | No class — Thanksgiving   |

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| Dec. 1 | <u>U.S. emancipation in world perspective</u><br><i>Central question: How should we understand Reconstruction in the U.S. against earlier endings of slavery?</i> <ul style="list-style-type: none"><li>• Foner, <i>Nothing But Freedom</i></li></ul> |
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