

HIS 2CS3 – Caribbean Slavery in the Atlantic World
(please note that the syllabus is tentative)

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Course Description:

This on-line course examines the history of slavery in the Caribbean in the context of the Atlantic world. It explores the factors leading to the development of the transatlantic slave trade and examines key economic, social, and cultural themes in the history of slavery until its end in the late nineteenth century.

In this course, students will use a variety of print, visual, and digital sources to explore the following subjects:

the transatlantic slave; the impact of slavery on Africa and Europe; slave societies in the Americas; gender and family relations; cultural practices of enslaved people; slave resistance; the Haitian Revolution; the abolitionist movement and the end of slavery in the Americas; reparations for slavery.

Course Objectives:

- gain an understanding of the key events and themes in the history of slavery in the context of the Atlantic world
- develop critical reading skills, particularly in the area of evaluating historical arguments and interpretations
- develop historical research skills
- enhance verbal communication skills through regular discussions
- develop digital literacy skills

Required Texts:

Lisa A. Lindsay, *Captives as Commodities: The Transatlantic Slave Trade*. New Jersey: Pearson/Prentice Hall, 2008.

Coursepack

Course Assignments and Evaluation:

Tutorial Participation	20%
Short Writing Assignments (2)	20% (10% each)
Digital Research Assignments (2)	15% (7.5% each)
Research Essay	20%
Final Examination	25%

Course Policies:

Evaluating Assignments:

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. Written work must follow scholarly writing conventions and must be properly referenced in accordance with standard humanities' guides. You must use footnotes. Details can be found in the most recent version of *Chicago Style Guide*. Assignments must follow standard scholarly conventions in their presentation.

Modifications to Course Outline:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Communication and Privacy Policies:

It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Class discussions **may not be recorded** in any electronic format without my written permission.

Submission and Late Policies:

Include your name and student number, the course name/number, and my name on the title page of your assignments. Submit the assignment at the start of class on the day it is due. Do not leave any written work under my office door and do not submit written work by email or fax as it will not be accepted. If you submit your assignments in the History department drop box, you do so at your own risk. You should keep a photocopy of all your written work; you must also keep your research notes and rough drafts for your essays as you may be required to hand them in. Failure to do so may result in a zero for the assignment.

Assignments not submitted in the class on the day they are due will be considered late and penalized at 5% a day. (Saturday and Sunday will count as one day).

Requests for Extensions to Deadlines:

Extensions or other accommodations will be determined by the instructor and will only be considered if supported by appropriate documentation. Absences of less than 5 days may be reported using the McMaster Student Absence Form (MSAF) at www.mcmaster.ca/msaf/. If you are unable to use the MSAF, you should document the absence with your faculty office. In all cases, it is YOUR responsibility to follow up with

the instructor immediately to see if an extension or other accommodation will be granted, and what form it will take. There are NO automatic extensions or accommodations.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Schedule of Readings and Lectures:

Week 1: Introduction

Lecture 1. Introduction to course.

Lecture 2. Introduction to research skills in history. The following links will show you how to find articles and books and how to conduct research on-line. These readings will also introduce you to digital history.

Weekly tasks:

1. Click on the link and watch the relevant videos. These introduce you to library and research resources at McMaster that you will need for this course. The relevant videos will be specified on the course Avenue to Learn site.

http://library.mcmaster.ca/online-tutorials#Databases_e-Resources_Research_Tutorials

2. Sign up for Grammarly. This site will help you write better essays.

<http://studentsuccessold.mcmaster.ca/students/tools/grammar.html>

3. Sign up for Racer, McMaster University's Interlibrary Loan service. You will need Racer to obtain course materials.

<https://library.mcmaster.ca/borrow/ill>

4. Read the following chapters from *Writing History in the Digital Age*.

<http://writinghistory.trincoll.edu/>

5. Read Lindsey, chapter 1.

SECTION 1: ESTABLISHING THE ATLANTIC WORLD

Week 2: First Contacts

Lecture 3. On the Eve of 1492.

Lecture 4. Early African and European Encounters in the “Old World”

Weekly tasks:

1. Read Lindsey,
2. Read Alvise da Cadamosto (in coursepack)
3. Read “Conceptualizing the Atlantic World,” in *The Atlantic World*, edited by Douglas R. Egerton, Alison Games, Jane G. Landers, Kris Lane, Donald R. Wright, 9-38. Wheeling, Illinois: Harlan Davidson, 2007 (in coursepack)

Tutorial discussion:

There are 3 readings this week—one primary source and two secondary sources. What are primary and secondary sources? How do they differ from each other? How do historians use them?

Primary sources: What questions do/should historians ask of primary sources? Who wrote the primary source you’re required to read this week? When was it written and why? What does this account tell us about the encounter between Europeans and Africans? Does this account only tell us about European perspectives of the encounter or can we learn something about what it meant to Africans?

Secondary sources: What do these historians tell us about slavery and the Atlantic world?

Week 3: Iberia in the Americas

Lecture 5. Early Spanish Voyages to the Caribbean

Lecture 6. Slavery in Portuguese and Spanish America

Weekly tasks:

1. Watch “History vs. Christopher Columbus” and consider the questions for tutorial:
<http://ed.ted.com/lessons/history-vs-christopher-columbus-alex-gendler#discussion>

http://ed.ted.com/lessons/history-vs-christopher-columbus-alex-gendler/review_open#question-1

For tutorial, be prepared to identify the main points of this video, the effectiveness of the format, and possible biases of the creators.

2. Read the following documents and articles about Las Casas:

-the introduction and the document, "Las Casas berating the Spaniards"

http://www.dhr.history.vt.edu/modules/us/mod01_pop/evidence.html#2virgin

-“Travel Narratives,” including “questions to ask of travel narratives.”

<https://chnm.gmu.edu/worldhistorysources/unpacking/travelexercises.php>

- Lawrence Clayton, "Bartolomé de las Casas and the African Slave Trade," *History Compass* 7, no. 6 (2009): 1526-1541.

-Alfred Crosby, "Conquistador y Pestilencia: The First New World Pandemic and the Fall of the Great Indian Empires," *The Hispanic American Historical Review* 47, no. 3 (1967): 321-337.

Tutorial discussion:

For tutorial, try to answer all the questions on the *World History* site about Las Casas' account. Identify the arguments by Clayton and Crosby and try to identify evidence in Las Casas' account that supports or contradicts their arguments.

Week 4: Europeans in the Caribbean

Lecture 7. The Caribbean Experiment

Lecture 8. The End of Spanish Dominance

Weekly tasks:

1. Read Marcus Rediker, "'Under the Banner of King Death': The Social World of Anglo-American Pirates, 1716-1726," *William & Mary Quarterly* 38, no. 2 (1981): 203-227.

2. Analyzing images: read the following:

-“Material Culture – Images,” including “questions to ask.”

<https://chnm.gmu.edu/worldhistorysources/unpacking/imagesmain.html>

-How the site was created. <http://virginiahumanities.org/2015/04/discovering-new-spaces-the-creation-of-the-slavery-images-database/>

-Search *The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record* for image that relates to a theme in lectures for this week and be prepared to discuss it in class using the criteria in the above two links. <http://www.slaveryimages.org/>

Tutorial discussion:

1. What is Rediker's argument and what evidence does he use to support his points?

2. Discuss the image that you found on *The Atlantic Slave Trade and Slave Life* site.

Week 5: Tied Labour and Slavery

Lecture 9. Tied Labour in the Atlantic World

Lecture 10. Sugar and Slavery in the Caribbean

Weekly tasks:

1. Watch this BBC video. What do it tell us about the relationship between sugar and slavery?

<http://www.bbc.co.uk/programmes/p02xl8x5>

2. Read Ligon, "Servants, Slaves, and Masters in Barbados" (from Shannon, in coursepack). Consider the discussion questions for tutorial.

3. Read Hilary Beckles, "Plantation Production and White 'Proto-Slavery': White Indentured Servants and the Colonisation of the English West Indies, 1624-1645." *The Americas* 41, no. 3 (January 1985): 21–45.

Tutorial discussion:

1. Think about Beckles's argument and his use of Ligon's account. In particular, try to answer the following: What is "proto-slavery" and indentureship? What is the relationship between indentureship and slavery? What role did indentureship play in the agricultural development of Barbados? Does the case of Barbados tell us anything about developments in the wider Atlantic world? What is Beckles' argument? What primary and secondary sources did he use? How did he make use of Ligon? Can you find any information in Ligon's account that Beckles could have used to advance his argument?

2. Compare these written sources with the BBC video, in terms of approach, argument, and conclusions.

Before starting the lectures in section 2, please complete exit quiz 1.

SECTION 2 THE TRANSATLANTIC SLAVE TRADE AND ATLANTIC SLAVERY

Week 6: Slavery and the Atlantic World

Lecture 11. The Transatlantic Slave Trade

Lecture 12. The Impact of Slavery on Africa and Europe

Weekly tasks:

1. Read Lindsey, or Woodruff D. Smith, "Complications of the Commonplace: Tea, Sugar, and Imperialism." *Journal of Interdisciplinary History* 23.2 (Autumn, 1992): 259-278.

2. Read the following from the *Transatlantic Slave Trade Database*:

-“History,” <http://www.slavevoyages.org/about/history>

-David Eltis, “A Brief Overview of the Trans-Atlantic Slave Trade,” <http://www.slavevoyages.org/assessment/essay>

- David Eltis, "Construction of the Trans-Atlantic Slave Trade Database: Sources and Methods" <http://www.slavevoyages.org/voyage/understanding-db/methodology-1>
- David Eltis, "The Middle Passage," <http://www.slavevoyages.org/assessment/essays#>

3. Watch:

-"Assessing the Slave Trade" and "Introductory Maps,"

<http://www.slavevoyages.org/assessment/>

-"Maps" and "Animation," <http://www.slavevoyages.org/voyage/search>

Tutorial discussion:

Using the written and the visual sources, summarize the nature and the extent of the transatlantic slave trade. What economic forces drove the slave trade? What impact did slavery and plantation agriculture have on Africa and Europe? How significant were sugar and other tropical commodities in eighteenth and early nineteenth-century European life?

Week 7: The Economics of Slavery

Lecture 13. Slave Labour in the Americas

Lecture 14. Slavery and Economic Development in Spanish America

Weekly tasks:

1. Read Lindsey

and/or

2. Read John Thornton, chapters 5 and 6, from *Africa and Africans in the Making of the Atlantic World*. Cambridge: Cambridge University Press, 1992. (in coursepack)

2. Click on the link for *Legacies of British Slave Ownership*. <https://www.ucl.ac.uk/lbs/>

i. read "Project Overview," including information about the "database," the "context," "estate search guidance notes" and the browse the links.

ii. browse the "estates" and find one Caribbean estate. Note the key details about the estate and report your findings in tutorial.

3. Read "Seasonality in the Transatlantic Slave Trade,"

<http://www.slavevoyages.org/assessment/essays#>

Tutorial discussion:

1. What economic factors underpinned the system of slavery?

2. Discuss your findings from your search of *Legacies of British Slave Ownership*.

Week 8: Slave Life I

Lecture 15. Life and Death in the Caribbean

Lecture 16. Slave Culture

Weekly tasks:

1. Read Stephanie Smallwood, chapter 7, "Life and Death in the Diaspora," *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. Cambridge: Harvard University Press, 2007 (in coursepack)
2. Read Philip Morgan, "Slave Cultures: Systems of Domination and Forms of Resistance" (chapter 16) in *The Caribbean: A History of the Region and Its Peoples*, edited by Stephen Palmie and Francisco Scarano. Chicago: University of Chicago Press (in coursepack)

and/or Lindsey

3. Using the following websites to explore Montpelier Estate, Jamaica: DAACS, <https://www.daacs.org/plantations/montpelier/> *Legacies of Slavery* <http://www.ucl.ac.uk/lbs/estate/view/1705>

Tutorial discussion:

Use these written, image, and archaeological sites to identify patterns in the lived experiences of enslaved people in the Caribbean.

Week 9: Slave Life II

Lecture 17. Gender and Family Life in Slave Societies

Lecture 18. Freedom and Slavery

Weekly tasks:

1. Read Lindsey,
2. Pedro Welch, "The Slave Family in the Urban Context: Views from Bridgetown, Barbados, 1780-1816," *Journal Of Caribbean History* 29, no. 1 (1995): 11-24. (in coursepack)
3. Read about Mary Prince. <https://www.maryprince.org/> (you may have to paste this website in your browser)

And read about one of the Canadian "team members":

http://www.biographi.ca/en/bio/strickland_susanna_11E.html

Tutorial discussion:

What do these sources tell us about gender and family life during the period of slavery? How typical were Mary Prince's experiences typical? Consider the concept of Prince as the member of a "writing team." What does this tell us about the creation of historical sources?

Before starting the lectures in section 3, please complete exit quiz 2.

3. THE END OF SLAVERY

Week 10: Slave Rebels

Lecture 19. Slave Resistance

Lecture 20. The Haitian Revolution

Weekly tasks:

1. Read Lindsey,

2. Read John Thornton, "African Soldiers in the Haitian Revolution," *Journal of Caribbean History* 25 (1993): 58-80 (in coursepack)

3. Slave rebellions in Jamaica

-Read about the creation of the map.

<http://www.voice-online.co.uk/article/scholar-makes-interactive-map-showing-how-slaves-fought-back>

-Click "play" to follow the progression of the rebellion and read the primary sources that discuss these events.

<http://revolt.axismaps.com/map/>

Tutorial discussion:

1. According to Thornton, what role did enslaved Africans play in the St. Domingue revolution? Can the revolution in St. Domingue be seen as an "African" revolution?

2. According to Professor Brown, what contribution can digital resources make to our understanding of the history of slavery and slave rebellions? Compare the map and the written sources. What do they tell us about this rebellion and slave resistance more generally?

Week 11: The End of Slavery I

Lecture 21. Freedom and Independence in Latin America

Lecture 22. Emancipation in the British Caribbean

Weekly tasks:

1. Read chapters 13 and 16 in Frank Moya Pons, *History of the Caribbean*. Princeton: Marcus Wiener Publishers, 2007 (in coursepack)

and/or Lindsey

2. Identify one of the individuals on this site and read about him/her. Summarize this person's historical importance in abolitionist movement.

The Unsung Heroes of Abolition

http://www.bbc.co.uk/history/british/abolition/abolitionists_gallery.shtml

3. Click on the link and read about the “tools” used by abolitionists. Be prepared to discuss in tutorial.

The Tools of the Abolitionists

http://www.bbc.co.uk/history/british/abolition/abolition_tools_gallery.shtml

Tutorial discussion:

Discuss your findings about one of the “Unsung Heroes of Abolition” and the “tools” of abolitionists.

Week 12: The End of Slavery II

Lecture 23. The End of Slavery in North America: Canada. Watch the video.

Lecture 24. The End of Slavery in the Hispanic Caribbean

Weekly tasks:

<http://breakingthechains.tubmaninstitute.ca/content/about-project>

1. Read Afua Cooper, "Acts of Resistance: Black Men and Women Engage Slavery in Upper Canada, 1793-1803," *Ontario History* 99, no. 1 (2007): 5-17.

2. Read Rebecca J. Scott, "Gradual Abolition and the Dynamics of Slave Emancipation in Cuba, 1868-86," *The Hispanic American Historical Review* 63, no. 3 (Aug., 1983): 449-477.

3. Read: Oscar Grandio Moraguez, "Dobo: A Liberated African in Nineteenth-Century Havana" <http://www.slavevoyages.org/assessment/essays#>

Tutorial discussion:

1. Summarize the arguments and main points in the two secondary sources.
2. Using all sources for this week, discuss the role that enslaved people played in their own emancipation?

Before watching lecture 25, please complete exit quiz 3.

Week 13: The End of Slavery III

Lecture 25. The End of Slavery in North America: the United States (watch the video).

Weekly tasks:

1. Read: Stanley Engerman, "Emancipations in Comparative Perspective: A Long and Wide View," in ed. Gert Oostindie, *Fifty Years After: Antislavery, Capitalism, and Modernity in the Dutch Orbit* (Pittsburgh: University of Pittsburgh Press, 1996) (in coursepack)

2. Peter Kolchin, "Africans in America: America's Journey through Slavery: A Review," *Perspectives on History* (April 1999):

<https://www.historians.org/publications-and-directories/perspectives-on-history/april-1999/africans-in-america-americas-journey-through-slavery-a-review>

3. Martha Biondi, "The Rise of the Reparations Movement," *Radical History Review* no. 87 (Fall 2003 2003): 5-18.

Tutorial discussion:

1. Discuss the factors leading to the end of slavery in the United States and compare with those in other parts of the Americas.
2. What are "reparations"? What is the case for reparations?