

# *HIS 429: Slavery in World History*

*Section 601/CRN 98752 and Section 701/CRN 98753: MWF 12.40-1.30 PM*

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## Description

Stretching from the mid-second millennium to the present, this class looks at how various forms of involuntary servitude (conveniently all lumped together under the term “slavery”) have served as underpinnings for production of goods and services. We will look at the Atlantic World, but also the Indian Ocean World to compare involuntary servitude across time and space. We will be looking at how these systems of involuntary labor differed and were similar – and debate whether they were all “slavery.” The forces that led to the rise and fall of slavery have shaped the world in which we live, and this course will help you understand why this is still important, and such a contentious issue today.

## Course Website/Blackboard

Much of the materials for this course will be found on the course website on Blackboard, through the MyRedDragon login. If you are having trouble accessing this site, contact the instructor or computer services in the Library. You will need to check this site regularly to download readings that are not part of the course texts, upload discussion papers, find review sheets and paper assignments, consult the syllabus, and see periodic updates from the instructor.

## Required Books

**These books should be purchased as soon as possible. They are available from the bookstore as well as online. Make sure you use the ISBN below if you are ordering online so that you get the proper version of the book.**

Judith A. Carney and Richard Rosomoff, *In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World*. ISBN: 978-0520269965

Philip D. Curtin, *The Rise and Fall of the Plantation Complex*, 2<sup>nd</sup> Edition. ISBN: 978-0521629430

Trevor R. Getz and Liz Clarke, *Abina and the Important Men*. ISBN: 978-0199844395

William H. Worger, Nancy L. Clark and Edward A. Alpers, *Africa and the West: A Documentary History, Volume 1, 1441-1905*. ISBN: 978-0195373486

Other readings will be PDF documents available from the Blackboard course website

## Class Readings

Readings are to be completed *before* the class for which they appear on the syllabus. When the reading is from a course text, you should have that book with you. When it is a reading on Blackboard try to bring a computer or internet-connected device with you so you have access to the text in class.

# Academic Integrity

Students are expected to perform their own work (and not to allow other students to copy that work) on all assignments. In all coursework, they will be expected to properly acknowledge the sources of information, ideas, and prose that is quoted or paraphrased. Violations of this trust, which is the basis of our academic community, will be treated as a serious breach of the expectations for this course, and of college rules (see the College Handbook on Academic Dishonesty).

**Plagiarism or any other form of cheating, on any assignment, will result in the immediate action regarding a “Violation of Academic Integrity” (see the College Handbook 340.02). A violation of academic integrity constitutes a failure to successfully complete the assignment, and this a failure of the course.**

Plagiarizing, whether it is intentional or unintentional, is presenting someone else's work as one's own original work or thought. Plagiarism is the use of another person's words, ideas or creations without properly acknowledging the source. Acknowledgment involves proper use of quotation marks, references and other citation forms, according to appropriate procedures. As discussed in the College Handbook, SUNY Cortland makes it your responsibility to understand these procedures. Further instruction will be provided in the course. *It is your responsibility to confer with the instructor if you have any question about what constitutes plagiarism. If you have questions, ask me! Ignorance is not an acceptable excuse.*

## Disability Statement

SUNY Cortland is committed to upholding and maintaining all aspects of the Federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the office of Disability Services located in B-1 Van Hoesen or call (607) 753-2066 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, you should make requests for accommodations as early as possible. The college will review any requests for accommodation in a timely manner to determine their appropriateness to the setting.

## Evaluation

Map and Citation Exercises	10%
Response Papers	10%
Midterm Exam	20%
Paper on Primary Sources	25%
Book Review Essay	15%
Final Exam	20%

This is an upper-level history class. Your attendance and participation is expected. It is your responsibility to be in class, *or to contact the instructor if you must miss class*. Excessive absences may be penalized in the final grade at a level consistent with the policies in the College Handbook.

Late work will be penalized at a rate of half a letter grade a day.

*Map and Citation Exercises:*

At the start of the semester, you will be expected to familiarize yourself with the places we will be studying in this class. You will be asked to fill out a reference map that you should then use for the rest of the course to examine the geographic relationships between places under study. You will also be asked to complete a citation exercise that will guide how you will *correctly and properly* cite source materials for the rest of the semester *and beyond!*

### *Response Papers (2):*

You will write two short papers on course reading material, answering questions that are located on Blackboard for each of them. These papers will be turned in to the instructor for grading and comment, but will also be posted on Blackboard as a class resource for study for exams and papers. These two-page papers will be an opportunity for you to explore class material in more depth, get feedback from the instructor on your writing, and will serve to start discussion for the day on the readings. You will be expected to use material from the readings, properly cited, for each paper. You will be able to select when you want to write these papers, but you must pick one from the Curtin book, and one from the subsequent readings.

### *Midterm Exam:*

There will be an in-class midterm exam at the end of the first unit. More information will be provided in class closer to the date of the exam.

### *Paper on Primary Sources:*

The major writing assignment in this class is a paper based on the primary source documents from the Worger, et al book (*Africa and the West*). You will be selecting a paper topic from a range provided by the instructor, and then picking primary sources documents from the book that you can analyze. The key to this paper will be making a significant historical argument using primary and secondary literature. This will be due near the end of the second unit, and more information will be provided.

### *Book Review Essay:*

The final writing exercise in this class will be a book review of Carney's book *In the Shadow of Slavery* which we will read in the third unit. You will be asked to use evidence from the book to place its argument and your understandings of slavery in historical context with the rest of the course materials. More information will be provided closer to when it is due.

### *Final Exam:*

There will be a final exam for the course during the provided exam slot.

## **Class Schedule/Assignments:**

*BB = Document on Blackboard*

**Class 1 (M Aug 27): Introductory Class/Syllabus**

## **UNIT 1: Slave Systems**

**Class 2 (W Aug 29): African Slavery Background/Documents**

- Worger, *Africa and the West*, Intro to Part I and Document 1, pages 1-14

### **Class 3 (F Aug 31): Slavery, Sugar and Plantations**

- Curtin, *Plantation Complex*, Preface plus chapters 1-2

*No Class Monday September 3<sup>rd</sup>, Labor Day*

### **Class 4 (W Sept 5): Slavery in Africa and Brazil**

- Curtin, chapters 3-4
- *Map and Citation Exercises Due in Class*

### **Class 5 (F Sept 7): Early Slavery in the Americas**

- Curtin, chapters 5-6

### **Class 6 (M Sept 10): Freeing Themselves from Slavery?**

- Curtin, chapters 7-8

### **Class 7 (W Sept 12): Africa and the Atlantic Trade**

- Curtin, chapters 9-10

### **Class 8 (F Sept 14): The Beginning of the End**

- Curtin, chapters 11-12

### **Class 9 (M Sept 17): Reverberations from the End of Slavery**

- Curtin, chapters 13-14 and Retrospect

## **Unit 1-A: Slavery Beyond the Atlantic World**

### **Class 10 (W Sept 19): Indian Ocean World Slavery**

- Campbell, *Introduction: Slavery and other forms of Unfree Labour in the Indian Ocean World*, (BB)

### **Class 11 (F Sept 21): Dutch Slave Trade in the Indian Ocean**

- Alpers, *The Other Middle Passage: The African Slave Trade in the Indian Ocean*, (BB)

### **Class 12 (M Sept 24): India-Africa Connections**

- Machado, *A Forgotten Corner of the Indian Ocean: Gujarati Merchants, Portuguese India and the Mozambique Slave-Trade, c. 1730-1830*, (BB)

### **Class 13 (W Sept 26): Islamic Slavery**

- Segal, *Islam's Black Slaves: The Other Black Diaspora*, chapters 1 and 5 (BB)

### **Class 14 (F Sept 28): Abolition?**

- Northrup, *The Compatibility of the Slave and Palm Oil Trade in the Bight of Biafra*, (BB)

### **Class 15 (M Oct 1): Female Slaves and Female Owners**

- Miller, *Women as Slaves and Owners of Slaves: Experiences from Africa, the Indian Ocean World, and the Early Atlantic*, (BB)

### **Class 16 (W Oct 3): Indentured Servants in the Indian Ocean World – 20<sup>th</sup> Century**

- Carter, *The Transition from Apprenticeship to Indentured Labour in Mauritius*, (BB)

### **Class 17 (F Oct 5): Comparing Slave Systems Across Time and Space**

- Miller, *A Theme in Variations: A Historical Schema of Slaving in the Atlantic and Indian Ocean Regions*, (BB)

### **Class 18 (M Oct 8): Review for Exam**

- No Readings

### **Class 19 (W Oct 10): *In-Class Mid-Term Exam***

*No Class Friday October 12<sup>th</sup>, Fall Break*

## **UNIT TWO: Reconstructing History**

### **Class 20 (M Oct 15): Changes in "Slavery" in Africa, mid-19<sup>th</sup> Century**

- Worger, *Africa and the West*, "The Persistence of "illegal" slaving (1848-1861)", pp 171-82

### **Class 21 (W Oct 17): The Gold Coast in the Late 19<sup>th</sup> Century**

- Getz, *Abina and the Important Men*, Part III (pp 95-111)

### **Class 22 (F Oct 19): Graphic History**

- Getz, *Abina and the Important Men*, Part I (pp 5-38)

**Class 23 (M Oct 22): Graphic History II**

- Getz, *Abina and the Important Men*, Part I (pp 41-79)

**Class 24 (W Oct 24): (Re)Constructing History**

- Getz, *Abina and the Important Men*, Part IV (pp 115-137)

**Class 25 (F Oct 26): The Text**

- Getz, *Abina and the Important Men*, Part II (pp 83-93)

**Class 26 (M Oct 29): Working with Primary Sources**

- Worger, *Africa and the West*, Documents 6, 11 and 17

**Class 27 (W Oct 31): Alternate Texts: Archaeology**

- Armstrong and Kelly, *Settlement Patterns and the Origins of African Jamaican Society*, (BB)
- ***Thesis Paragraph/Sources for Paper Due in Class in Hard Copy***

**Class 28 (F Nov 2): Sources: The Belgian Congo, Turn of the 20<sup>th</sup> Century**

- Worger, *Africa and the West Volume 2*, Selections from text, (BB)

**Class 29 (M Nov 5): Interpreting Numbers: Slave Trades and Gender**

- Lovejoy, *Internal Markets or An Atlantic-Sahara Divide?* (BB)

**Class 30 (W Nov 7): Post-Slavery? French West African Examples**

- Worger, *Africa and the West*, "French Ambitions in West Africa (1858-64), pp 193-98

**Class 31 (F Nov 9): Teaching with Primary Sources**

- **No reading, but bring *Abina and the Important Men* with you to class – we will look at section V and discuss how to teach with primary source documents.**
- ***Paper on Primary Sources Due in Hard Copy in Class***

**UNIT 3: History and Historiography of Slavery**

**Class 32 (M Nov 12): Food and Slavery**

- Carney, *In the Shadow of Slavery*, Introduction and Chapter 1

**Class 33 (W Nov 14): Slave Ships and Provisions**

- Carney, Chapters 2 and 3

**Class 34 (F Nov 16): Foods of the Underclasses?**

- Carney, Chapters 4 and 5

**Class 35 (M Nov 19): African Heritage of Crops**

- Carney, Chapters 6, 7 and 8

*No Class Wednesday or Friday, November 21 or 23<sup>rd</sup>, Thanksgiving*

**Class 36 (M Nov 26): Transforming Landscapes**

- Carney, Chapters 9 and 10

**Class 37 (W Nov 28): Definitions of Slavery**

- Miers, *Slavery: A Question of Definition*, **(BB)**

**Class 38 (F Nov 30): ASA Conference in Philly**

**Class 39 (M Dec 3): American South in Global Perspective**

- Guterl, *After Slavery: Asian Labor, the American South, and the Era of Emancipation*, **(BB)**

**Class 40 (W Dec 5): Legacies of Slavery**

- Guardian, *Brazil's Census Offers Recognition at last to Descendants of Runaway Slaves*, **(BB)**
- Bush, *Conclusion: The Significance of Modern Servitude*, **(BB)**

**Class 41 (F Dec 7): Review for Final Exam—no readings**

- ***Book Review of Carney Due in Hard Copy in Class***

**Final Exams: December 10-14, Final TBA**