

Historical Studies 565-L01

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The University of Calgary

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## Slavery in Latin America and the Caribbean, 1492-1888

### Course Grading

Your grade will be based upon:

Two Seminar Preparation Essays (Due on Dates To Be Selected) and Seminar Leadership .....	20%
Library and Primary Sources Assignment (Due 17 January) .....	5%
Research Paper Proposal (Due before 21 February) .....	5%
Research Paper First Draft (Due 26 March or 2 April) and Oral Presentation (on 28 March or 4 April) and Final Research Paper (Due 13 April) .....	50%
Participation and Document Presentation .....	20%
<b>Total .....</b>	<b>100%</b>

You must complete all assignments to pass this course.

### Required Textbook:

*The History Student's Handbook*, available on course D2L site.

### Course Description:

This course focuses on the social and cultural history of slavery in Latin America and the Caribbean. In it, we seek to understand how slaves and masters struggled over the contours and nature of the institution. A working premise of this course is that slavery is an uncertain institution, uncertain both to the men and women who lived through it and uncertain to the historians who, more than a century after abolition, seek to understand it. Although slavery permeated Latin American and Caribbean life for almost four centuries, neither slaves nor masters could ever take the institution for granted. Our principal goal in this seminar is, therefore, to elicit the ways in which slaves and masters worked out their unsettled and unequal relationship.

Through intensive reading of recent and classic scholarship and careful examination of selected primary sources, HTST 565 examines historians' approaches to slave society and culture in Latin America and the Caribbean. The focus of this course is primarily on Brazil and the Caribbean region during the eighteenth and nineteenth centuries, during which time slave societies reached their apogee. While this focus gives the course coherence, it inevitably leaves out much that is important to understanding slavery, and students are encouraged to use their research papers to pursue other topics of significance to slave societies in Latin America and the Caribbean.

### Course Requirements:

HTST 565 is a seminar course, with substantial weekly reading assignments in both primary and secondary sources. If you cannot attend all of the class meetings and carefully read all the assigned material, this course is not for you.

If you are unfamiliar with Latin American or Caribbean history, you should do some background reading in a textbook on the region. Four surveys of slavery in the Americas are strongly recommended as background reading for students who feel that their preparation for this course is weak (all are on reserve at the library):

Laird W. Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States* (Cambridge: Cambridge University Press, 2007), HT 1126 .B47 2007.

Herbert S. Klein and Ben Vinson III, *African Slavery in Latin America and the Caribbean*, 2<sup>nd</sup> ed. (Oxford: Oxford University Press, 2007), HT 1052.5 .K54 2007.

Eric Guest Nellis, *Shaping the New World: African Slavery in the Americas, 1500-1800* (Toronto: University of Toronto Press, 2013), HT 871 .N45 2013.

Christopher Schmidt-Nowara, *Slavery, Freedom, and Abolition in Latin America and the Atlantic World* (Albuquerque: University of New Mexico Press, 2011), HT 1052.5 .S36 2011.

In addition to these textbooks, you will find much useful reference and background material in the following works (also on reserve):

Gad Heuman and Trevor Burnard, eds., *The Routledge History of Slavery* (London: Routledge, 2011), HT 861 .R68 2011.

Robert L. Paquette and Mark M. Smith, *The Oxford Handbook of Slavery in the Americas* (Oxford: Oxford University Press, 2010), HT 1048 .O94 2010.

Knowledge of languages other than English is not required in this course, but if you read French, Spanish, Portuguese, Danish, or Dutch (the languages of the other Euro-American master classes), you should select an essay topic which will permit you to examine primary sources in their original language and scholarship published only in that language.

Your grade will be based on the following five components:

**1. Two Seminar Preparation Essays and Seminar Leadership (20%):** You will write two short, analytical essays on the secondary readings for seminar discussions. As their name suggests, these essays are designed to prepare you to share in the leadership of the seminar. Seminar Preparation Essays should be no longer than 1250 words and are due in the D2L Dropbox at noon on the day of the seminar (31 January to 21 March); this will give me time to review the essays prior to the seminar. No one will write a Seminar Preparation Essay for 24 January, but we will use this seminar to discuss how to write a good Seminar Preparation Essay. Because these essays constitute preparation for class meetings, late ones cannot be accepted.

During the classes for which you have done a Seminar Preparation Essay, you should take a leading role in the discussion. You should prepare a brief (up to five minutes long) presentation to start the discussion. Please consult with the other students writing Seminar Preparation Essays prior to the class meeting to coordinate your introductions and leadership of the seminar.

Because Seminar Preparation Essays are designed to prepare you to share in the leadership of the seminar, they should reflect a careful reading of the articles and a consideration of the major issues that they pose individually and collectively for our understanding of slave societies. Beyond the requirements that these essays not simply summarize the articles and that they conform to the word limit, there is no set form for this essay; rather, its shape and form will flow from your understanding of the issues involved. In general, a good Seminar Preparation Essay will include the following:

1. A statement or summary of each articles' thesis, in other words a statement of the author's argument about the topic.
2. Some discussion of evidence and methodology, considering both the sources that the author uses and his or her research strategy.
3. It may be appropriate to include some criticism of individual articles, including their possible logical faults, use of evidence, assumptions, and alternative conclusions that might be drawn from the same evidence.
4. Most important, Seminar Preparation Essays should focus on the historiography of the issue, as represented by the articles. How and why do the articles differ? On what points do they agree? Do you agree or disagree? Which approaches do you consider most convincing? Why?

Seminar Preparation Essays are best organized thematically, not article by article, and should focus on the main issue or issues that you see in the readings. These essays should be considered mini-essays on the historiography of an issue or a theme.

If you are not satisfied with your grade on your first Seminar Preparation Essay, you may write an additional one for a later week in the semester. If you choose to take advantage of this opportunity, the highest two of your three Seminar Preparation Essay grades will be recorded.

Improperly footnoted Seminar Preparation Essays will be returned ungraded for correction and resubmission.

**2. Library and Primary Sources Assignment (5%):** This assignment serves three essential purposes: (1) to familiarize you with the research tools and primary sources for the study of slavery available at the University of Calgary; (2) to ensure that you use a wide range of sources for your research paper; (3) to ensure that you know how to prepare footnotes and bibliographies correctly according to *The History Student's Handbook*. The former will facilitate your research project while the latter is an essential part of historical training. Incorrectly-prepared footnotes and bibliographies will be returned for correction. This assignment is due in the D2L Dropbox before the start of class on 17 January.

**3. Research Paper Proposal (5%):** This document should normally not exceed two or three pages. One page should consist of a tentative bibliography of twelve to fifteen substantial secondary sources and at least one major primary source. The other page or two should include a tentative thesis, a description of the topic that you wish to address, as well as a tentative outline of your research paper. This proposal is due in the D2L Dropbox any time before 21 February. If your grade on the final research paper is higher than that on the proposal, I will raise the proposal's grade to the same grade as the research paper.

**4. Research Paper and Oral Presentation (50%):** You will write a research paper (at least 4000 words) on an aspect of slavery in Latin American and the Caribbean. On 28 March and 4 April, HTST 565 will turn into a mini-conference on slavery. On one of these dates, you will make a fifteen-minute presentation on your research and one of your fellow students will act as commentator on your paper, after which all of the class will discuss your work. You must submit the first draft of your research paper to me (via the D2L Dropbox) and to the student commentator (via e-mail) by noon on the Monday before the class meeting at which you will present (respectively, 26 March and 2 April), so that we can prepare comments. First drafts of your research paper must be properly footnoted and must include a bibliography. I will only release the assessed first draft to you after we have discussed it in person, so please make an appointment to see me after your oral presentation. The final research paper is due in the D2L Dropbox on 13 April (because of the university deadline for the submission of final grades in courses without registrar-scheduled final examinations, this is a firm due date, and no research papers can be accepted after it).

Research papers should be based on at least twelve to fifteen substantial sources (books and articles, excluding textbooks and surveys). Research papers must also include the analysis of at least one major primary source. Documents extracted from readers such as Robert Conrad's *Children of God's Fire* alone do not satisfy this requirement, but it is certainly acceptable to use the full version of a primary source excerpted in such readers. Several categories of primary sources are readily available at the University of Calgary library, including travelers' accounts, published correspondence of plantation owners, contemporary histories of plantation colonies (especially the British ones), slave narratives, the entire British Foreign Office's slave-trade correspondence, and United States consular reports from many slaveholding areas of the Americas. The University of Calgary also provides access to numerous online databases that contain relevant material. If you have any difficulty with this portion of the research paper assignment, please see me immediately. Research papers must follow *The History Student's Handbook* in all matters of style and footnoting.

Improperly footnoted research papers will be returned ungraded for correction and resubmission.

**5. Class Participation and Document Presentation (20%):** This is an often poorly-understood component of grades. It is not a grade for attendance but attendance is the essential prerequisite for participation. In other words, you must attend the seminar to participate. Under this rubric, I assess the quality of your weekly contributions to our discussions. High-quality participation does not necessarily require that you understand everything that you have read. Useful contributions to the seminar discussion might run something like this: "After reading the article, I follow Fulano's reasoning up to point X. Then it doesn't make any more sense to me. I think that he is arguing against Beltrano, but I can't figure out what the fuss is all about over issue Y." Useful comments about the documents might include something like this following: "It is clear from the document that slave Sicrano had a large social network and close ties to fellow Africans, but I can't think of any logical reason for why he did Z." High-quality participation does not require that you dominate the discussion to the exclusion of others; rather, it

requires that you pay attention to other members' contributions and treat them with respect, even if you disagree with them.

Each document will have a presenter, a student not doing a Seminar Preparation Essay for that week, assigned to it. The document presenters should introduce the document, discuss the issues that it raises, and relate it to the readings and topic for the week. It is certainly acceptable to point out curious, unexpected, or surprising elements in the document.

Please bring your copies of the weekly readings to class on the days that we will discuss them.

### **Access to Readings:**

In conformity with the University of Calgary's interpretation of the Copyright Act, readings will be made available on the course D2L site, either in the form of links to electronic versions or as pdf documents. Some of the electronic versions to book chapters may have restrictions on the number of concurrent users, so please download the chapter (if permitted) and log out before reading so that other students can have access to them.

Many of you will want to consult the same books for your research papers. Please be considerate when signing out books; avoid keeping them out and recalling them unnecessarily (please share books whenever possible). If you wish to consult a book on semester loan (due on 15 May), place a hold on it immediately; likewise, do not be shy about placing holds in books stored at the High Density Library.

### **Policy on Electronic Device in the Classroom:**

During class time, please turn off and put away your cell phones. If you must bring a tablet or notebook computer to the class to consult electronic copies of the readings during the discussion, please download the readings before class so that you can disable the wireless access and not be distracted by incoming e-mail or tempted by Facebook or the many other distractions that the internet offers.

### **Office Hours:**

Please come to see me during scheduled office hours, especially if you are having difficulty with this course. If you cannot meet me during this time, we can consult before class or schedule an appointment for another time. Feel free to telephone me during office hours, or to e-mail me at any time. I usually answer student e-mails at the end of the workday and normally do not attend to student e-mails on weekends.

## **Weekly Topics and Reading Assignments**

10 January: **Course Organization**

17 January: **Library Research, Sources, and Travelers**  
Complete the assignment distributed on 10 January.

24 January: **The Slave Trade and the Origins of Slavery in Latin America**

**Documents:**

- “List of Slaves imported from the Coast of Africa into Rio de Janeiro during the Year 1822,” Great Britain, Public Record Office, Foreign Office 84, vol. 24, fols. 127-28.
- Paul Erdman Isert, “Eleventh Letter,” in *Letters on West Africa and the Slave Trade: Paul Erdman Isert’s Journey to Guinea and the Caribbean Islands in Columbia (1788)*, trans. Selena Axelrod Winsnes (Accra: Sub-Saharan Publishers, 2007), 232-52.

**Readings:**

- David Eltis, “Europeans and the Rise and Fall of African Slavery in the Americas: An Interpretation,” *American Historical Review* 98:5 (Dec. 1993): 1399-23.
- Seymour Drescher, “White Atlantic? The Choice for African Slave Labor in the Plantation Americas,” in *Slavery in the Development of the Americas*, ed. David Eltis et al. (Cambridge: Cambridge University Press, 2004), 31-69.
- Luiz Felipe Alencastro, “Portuguese Missionaries and Early Modern Antislavery and Proslavery Thought,” in *Slavery and Antislavery in Spain’s Atlantic Empire*, ed. Christopher Schmidt-Nowara and Joseph M. Fradera (New York: Berghahn Books, 2013), 43-73.

**Background Reading:**

- Trevor Burnard, “The Atlantic Slave Trade,” in *The Routledge History of Slavery*, ed. Gad Heuman and Trevor Burnard (New York: Routledge, 2011), 80-97.

31 January: **Plantation Labor Regimes**

**Documents:**

- “An Italian Jesuit Advises Sugar Planters on the Treatment of Their Slaves (1711),” in *Children of God’s Fire: A Documentary History of Black Slavery in Brazil*, ed. Robert Edgar Conrad (Princeton: Princeton University Press, 1983), 55-60 (doc. 2.1).
- Carlos Augusto Taunay, “The Brazilian Agriculturalist’s Manual, an Indispensable Work for Every Planter, Rancher, and Farmer,” trans. Hendrik Kraay (pdf).
- “The Hacendado Jacinto González Larrinaga Explains His Methods,” in *Voices of the Enslaved in Nineteenth-Century Cuba: A Documentary History*, ed. Gloria García Rodríguez, trans. Nancy L. Westrate (Chapel Hill: University of North Carolina Press, 2011), 76-79 (doc. 3.2).
- Documents I and II, in Stuart B. Schwartz, “Resistance and Accommodation in Eighteenth-Century Brazil: The Slaves’ View of Slavery,” *Hispanic American Historical Review* 57:1 (Feb. 1977): 76-81.
- “The Slaves on the Cafetal Catalina Walk Out on Their *Mayoral* in Protest and Run off into the Scrub (Excerpts from the Suit),” in *Voices of the Enslaved*, ed. García Rodríguez, 105-9 (doc. 5.1).

**Readings:**

- Richard S. Dunn, “‘Dreadful Idlers’ in the Cane Fields: The Slave Labor Pattern on a Jamaican Sugar Estate, 1762-1831,” *Journal of Interdisciplinary History* 17:4 (Spring 1987): 795-822.
- Justin Roberts, “Working between the Lines: Labor and Agriculture on Two Barbadian Sugar Plantations, 1796-97,” *William and Mary Quarterly* 63:3 (July 2006): 551-86.
- John E. Crowley, “Sugar Machines: Picturing Industrialized Slavery,” *American Historical Review* 121:2 (April 2016): 403-36.

**Background Reading:**

- Ira Berlin and Philip D. Morgan, “Introduction: Labor and the Shaping of Slave Life in the Americas,” in *Cultivation and Culture: Labor and the Shaping of Slave Life in the Americas*, ed. Ira Berlin and Philip D. Morgan (Charlottesville: University of Virginia Press, 1993), 1-45, 303-13.

7 February: **Other Labor Regimes: Urban and Domestic Slavery**

**Documents:**

- “Slave Life in Rio de Janeiro as Seen through Newspaper Advertisements (1821),” in *Children of God’s Fire*, ed. Conrad, 111-15 (doc. 3.1).
- “A North American Describes Slave Life in Rio de Janeiro (1846),” in *Children of God’s Fire*, ed. Conrad, 117-24 (doc. 3.2).
- “Newspaper Advertisements for Black Wet Nurses (1821-1854),” in *Children of God’s Fire*, ed. Conrad, 133-34 (doc. 3.6).
- “The Black Wet Nurse: A Status Symbol (1863),” in *Children of God’s Fire*, ed. Conrad, 139-40 (doc. 3.9).
- “Will of Captain Joaquim Félix de Santana,” trans. Hendrik Kraay (pdf).

**Readings:**

- João José Reis, “The Revolution of the *Ganhadores*: Urban Labour, Ethnicity and the African Strike of 1857 in Bahia, Brazil,” *Journal of Latin American Studies* 29:2 (May 1997): 355-93.
- Bernard Moitt, “Women and Labor: Domestic Labor,” chap. 4 of *Women and Slavery in the French Antilles, 1635-1848* (Bloomington: Indiana University Press, 2001), 57-79.
- Sarah L. Franklin, “Wet Nurses,” chap. 5 of *Women and Slavery in Nineteenth-Century Colonial Cuba* (Rochester: University of Rochester Press, 2012), 124-46, 194-200.
- Mariza de Carvalho Soares, “African *Barbeiros* in Brazilian Slave Ports,” in *The Black Urban Atlantic in the Age of the Slave Trade*, ed. Jorge Cañizares-Esguerra, Matt D. Childs, and James Sidbury (Philadelphia: University of Pennsylvania Press, 2013), 207-30, 319-27.

**Background Reading:**

- Ira Berlin and Philip D. Morgan, “Introduction: Labor and the Shaping of Slave Life in the Americas,” in *Cultivation and Culture: Labor and the Shaping of Slave Life in the Americas*, ed. Ira Berlin and Philip D. Morgan (Charlottesville: University of Virginia Press, 1993), 1-45, 303-13.

14 February: **Resistance**

**Documents:**

- “Newspaper Advertisements Offer Rewards for the Return of Runaways,” in *Children of God’s Fire*, ed. Conrad, 362-65 (doc. 9.1).
- “‘The Armadillo’s Hole’: A Predatory *Quilombo* Near Bahia (1763),” in *Children of God’s Fire*, ed. Conrad, 380-81 (doc. 9.5).
- Letters of Pierre Dessalles to His Mother, Martinique, 1823-25, in *Sugar and Slavery, Family and Race: The Letters and Diary of Pierre Dessalles, Planter in Martinique, 1808-1856*, ed. Elborg Forster and Robert Forster (Baltimore: Johns Hopkins University Press, 1996), 54-74.
- “Account by Francisco (Pancho) Mina, Captain of the Maroons,” in García Rodríguez, *Voices of the Enslaved*, 164-65 (doc. 8.5).
- “Insurrection on the Coffee Plantations of Matanzas,” in García Rodríguez, *Voices of the Enslaved*, 171-76 (doc. 8.9).

**Readings:**

- Sidney W. Mintz, “Slave Life on Caribbean Sugar Plantations: Some Unanswered Questions,” in *Slave Cultures and the Cultures of Slavery*, ed. Stephan Palmié (Knoxville: University of Tennessee Press, 1995), 12-22.
- Walter Johnson, “On Agency,” *Journal of Social History* 37:1 (Fall 2003): 113-24.
- David Barry Gaspar, “Working the System: Antigua Slaves and Their Struggle to Live,” *Slavery and Abolition* 13:3 (Dec. 1992): 131-55.
- Ian Read and Kari Zimmerman, “Freedom for Too Few: Slave Runaways in the Brazilian Empire,” *Journal of Social History* 48:2 (2014): 404-26.
- Trevor Burnard, “Weapons of the Strong and Responses of the Weak: Thistlewood’s War with His Slaves” and “Adaptation, Accomodation, and Resistance: Thistlewood’s Slave Women and Their Response to Enslavement,” chaps. 5 and 7 of *Mastery, Tyranny, Desire: Thomas Thistlewood and His Slaves in the Anglo-Jamaican World* (Chapel Hill: University of North Carolina Press, 2004), 136-74, 209-40, 292-97, 304-10.

21 February: **Reading Week** (No Class Meeting)

28 February: **African Culture and Identity**

“Documents on Afro-Brazilian Religion,” translated by Hendrik Kraay (pdf).

**Readings:**

- John K. Thornton, “African Cultural Groups in the Atlantic World” and “Transformations of African Culture in the Atlantic World,” chaps. 7 and 8 of *Africa and Africans in the Making of the Atlantic World, 1400-1800* (Cambridge: Cambridge University Press, 1992, 1998), 183-234.
- Philip D. Morgan, “The Cultural Implications of the Atlantic Slave Trade: African Regional Origins, American Destinations, and New World Developments,” *Slavery and Abolition* 18:1 (April 1997): 122-45.
- João José Reis, “Candomblé in Nineteenth-Century Bahia: Priests, Followers, Clients,” *Slavery and Abolition* 22:1 (April 2001): 116-34.
- Robert W. Slenes, “The Great Porpoise-Skull Strike: Central African Water Spirits and Slave Identity in Early-Nineteenth-Century Rio de Janeiro,” in *Central Africans and Cultural Transformations in the Diaspora*, ed. Linda M. Heywood (Cambridge: Cambridge University Press, 2002), 183-208.
- Sandra Lauderdale Graham, “Being Yoruba in Nineteenth-Century Rio de Janeiro,” *Slavery and Abolition* 32:1 (March 2011): 1-26.

7 March: **Catholicism and Islam**

**Documents:**

- ‘Abd al-Rahmān al Baġdādī, “The Amusement of the Foreigner,” 5-20.  
(<http://www.yorku.ca/nhp/shadd/baghdadi.pdf>).
- “The Alufá, Recife, 1853,” translated by Hendrik Kraay, pdf.
- “‘Children of God’s Fire’: A Seventeenth-Century Jesuit ...,” in *Children of God’s Fire*, ed. Conrad, 163-74 (doc. 4.2).
- “A British Resident of Pernambuco Describes the Beneficial Effects of Catholicism ...,” in *Children of God’s Fire*, ed. Conrad, 185-92 (doc. 4.8).
- “‘The Negroes Were Holding Their Saturnalia’: A Popular Festival ...,” *Children of God’s Fire*, ed. Conrad, 194-99 (doc. 4.10).

**Readings:**

- John K. Thornton, “African Religions and Christianity in the Atlantic World,” chap. 9 of *Africa and Africans in the Making of the Atlantic World, 1400-1800* (Cambridge: Cambridge University Press, 1992, 1998), 235-71.
- James H. Sweet, “African Catholicism in the Portuguese World” and “The Impacts of African Religious Beliefs on Brazilian Catholicism,” chaps. 9 and 10 of *Recreating Africa: Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770* (Chapel Hill: University of North Carolina Press, 2003), 191-215, 261-64.
- Alberto da Costa e Silva, “Buying and Selling Korans in Nineteenth-Century Rio de Janeiro,” *Slavery and Abolition* 22:1 (2001): 83-90.
- João José Reis and P. F. de Moraes Freitas, “Islam and Slave Resistance in Bahia, Brazil,” *Islam et Sociétés au Sud du Sahara* 3 (1989): 41-66.



## 14 March: **Slavery and the Law in Spanish America**

### **Documents:**

- “Excerpts from the Slave Code, November 14, 1842,” in García Rodríguez, *Voices of the Enslaved*, 80-84 (doc.3.3).
- “The Case of Javier, *Esclavo*, against His Master, for Cruel Punishment, San Juan, Argentina, 1795,” in *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812*, ed. Kathryn Joy McKnight and Leo J. Garofalo (Indianapolis: Hackett, 2009), 302-13 (doc. 17).
- “Felipe Edimboro Sues for Manumission, Don Francisco Xavier Sánchez Contests (Florida, 1794),” in *Colonial Lives: Documents on Latin American History, 1550-1850* (New York: Oxford University Press), 249-68 (chap. 20).

### **Readings:**

- Alejandro de la Fuente, “Slaves and the Creation of Legal Rights in Cuba: “Coartación” and “Papel,” *Hispanic American Historical Review* 87:4 (Nov. 2007): 659-92.
- Lyman Johnson, ““A Lack of Legitimate Obedience and Respect’: Slaves and Their Masters in the Courts of Late-Colonial Buenos Aires,” *Hispanic American Historical Review* 87:4 (Nov. 2007): 631-57.
- Manuel Barcia, “Fighting with the Enemy’s Weapons: The Usage of the Colonial Legal Framework by Nineteenth-Century Cuban Slaves,” *Atlantic Studies* 3:2 (Oct. 2006): 159-81.
- Frank Trey Proctor III, “An ‘Imponderable Servitude’: Slave versus Master Litigation for Cruelty (*Maltratamiento* or *Sevicia*) in Late Eighteenth-Century Lima, Peru,” *Journal of Social History* 48:3 (2015): 662-84.

### **Background Reading:**

- Frank Tannenbaum, *Slave and Citizen: The Negro in the Americas* (New York: Vintage Books, 1963 [1946]).
- Alejandro de la Fuente, “Slave Law and Claims-Making in Cuba: The Tannenbaum Debate Revisited,” *Law and History Review* 22:2 (Summer 2004): 339-69 (and the commentaries by María Elena Díaz and Christopher Schmidt-Nowara).
- Alejandro de la Fuente, “From Slaves to Citizens? Tannenbaum and the Debates on Slavery, Emancipation, and Race Relations in Latin America,” *International Labor and Working-Class History* 77:1 (Spring 2010): 154-73.

## 21 March: **The Haitian Revolution**

### **Documents:**

- Mary Hassal, *Secret History, or the Horrors of St. Domingo in a Series of Letters ...* (Philadelphia: Bradford & Inskeep, 1808), 1-27.
- “A Poet in the Midst of Insurrection: ‘Mon Odyssée,’” in *Facing Racial Revolution: Eyewitness Accounts of the Haitian Insurrection*, ed. Jeremy D. Popkin (Chicago: University of Chicago Press, 2007), 66-92.

### **Readings:**

- Kate Ramsey, “Crimes of Ritual Assembly and Assemblage in Colonial and Revolutionary Saint-Domingue,” chap. 1 of *The Spirits and the Law: Vodou and Power in Haiti* (Chicago: University of Chicago Press, 2011), 24-53, 266-81.
- Carolyn E. Fick, “The Haitian Revolution and the Limits of Freedom: Defining Citizenship in the Revolutionary Era,” *Social History* 32:4 (Nov. 2007): 394-414.
- Michel-Rolph Trouillot, “From Planters’ Journals to Academia: The Haitian Revolution as Unthinkable History,” *Journal of Caribbean History* 25:1 (1991): 81-99.
- David Patrick Geggus, “The Haitian Revolution,” in *Haitian Revolutionary Studies* (Bloomington: Indiana University Press, 2002), 5-31.

28 March: **Research Presentations: To Be Scheduled**

4 April: **Research Presentations: To Be Scheduled**

11 April: **In Their Own Words: Slave Narratives**

**Documents (Read One of the Following):**

*Biography of a Runaway Slave*, ed. Miguel Barnet (Willimantic: Curbstone, 1994).

*The Biography of Mahommah Gardo Baquaqua: His Passage from Slavery to Freedom in Africa and the Americas*, ed. Robin Law and Paul E. Lovejoy (Princeton: Markus Wiener, 2001); also available in unannotated edition at:

<http://docsouth.unc.edu/neh/baquaqua/baquaqua.html>.

Mary Prince, *The History of Mary Prince*, ed. Moira Ferguson (Ann Arbor: University of Michigan Press, 1997); also available in unannotated edition at:

<http://docsouth.unc.edu/neh/prince/prince.html>.

Olaudah Equiano, *Equiano's Travels: The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa, the African*, ed. Paul Edwards (London: Heinemann, 1996); also available in unannotated edition at:

<http://docsouth.unc.edu/neh/equiano1/equiano1.html>

<http://docsouth.unc.edu/neh/equiano2/equiano2.html>

Note that there are other editions of these slave narratives and multiple copies of them at the University of Calgary library.

**Assignment for Seminar Meeting:**

Focus your reading on as much as possible of the autobiographical narrative written or told by the slave, not the annotations and introductory material (which is extensive in some of these editions). As you read this text, consider the following questions and prepare to discuss them in class:

1. Who is the author? Where did he or she live? In which societies did her or she experience slavery? How long was he or she a slave?
2. How did he or she gain freedom?
3. How did he or she come to write or dictate the autobiography?
4. To what audience is the autobiography directed? How does this shape the author's account of life under slavery?
5. How typical do you think these slaves' experiences were during the time of their enslavement?
6. Based on your reading of this narrative, what conclusions can you draw about the major themes in the historiography of slavery that we have discussed in HTST 565? Consider questions such as work, resistance, slave culture, Christianity, the law, as well as the themes that have come up in our discussions, such as women, slave-master relations, etc. Prepare ten analytical points about slavery that you could discuss on the basis of your reading of your slave narrative.