EARLY TRANSATLANTIC RESEARCH SEMINAR ON SLAVERY

Spring 2016

**PROFESSOR**: Christopher Morris

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**OFFICE HOURS**: TR 2:00-3:30

**SECTION INFORMATION**: HIST 6360, SECTION 001

**TIME AND PLACE**: THURSDAY EVENING, 7-10, UH 13

**CONTENT AND GOALS**:

The goal of this course is for each student to produce research a paper of publishable quality based on primary sources, on a topic of the student’s choice within the general history of slavery in the United States and/or the Transatlantic World. Students will be required to select a topic of historiographical relevance, to formulate a thesis or argument based on research into secondary and primary source materials, and to present the full argument in a 25-30 page essay that is free of spelling and grammatical errors, is clear and logical, and is in accord with the Chicago Manual of Style. The final product, the essay, will be the primary means for assessing the extent to which students have met the goals of this class.

We will begin the semester by discussing the current state of the field, considering possible research topics, identifying potential primary sources, and then students will set to work on their own projects, which will be the focus of subsequent class discussions.

**GRADING:**

Participation in class discussions of assigned texts 15 points

Topic and preliminary bibliography, **due Feb. 4** 5 points

Thesis statement and abstract, **due Mar. 3** 5 points

First three pages, **due and read** **April 7** 5 points

First draft, **due April 14** 20 points

Critique of classmate’s paper, **April 21** 10 points

Final Essay, **due May 9 at Noon** 40 points

**TEXTS:**

Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World*

Dunn, *A Tale of Two Plantations*

Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism*

**DROP POLICY:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**AMERICANS WITH DISABILITIES ACT:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**ACADEMIC INTEGRITY:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**STUDENT SUPPORT SERVICES**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**ELECTRONIC COMMUNICATION:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**STUDENT FEEDBACK SURVEY:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**FINAL REVIEW WEEK:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**EMERGENCY EXIT PROCEDURES:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located outside the classroom and down the hall. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**CLASS AND ASSIGNMENT SCHEDULE**:

Jan. 21 Introduction

Jan. 28 The Scope of Transatlantic Slavery as a Research Topic: Class discussion of issues, topics, and historiography

READING ASSIGNMENT: Davis, *Inhuman Bondage* through chapter 8.

Feb. 4 No Class: **Exploratory topic and bibliography due**

Feb. 11 The Historiography of the Field

Davis, *Inhuman Bondage*, to end.

Feb. 18 Approaches and Sources

Dunn, *A Tale of Two Plantations*, through chapter 5, plus the appendices and web site

Feb. 25 No Class: Students will work independently

Mar. 3 No Class: **Thesis and abstract due. Blackboard submissions will be accepted**

Mar. 10 No Class: Webb Lectures. Thesis and abstracts will be returned and discussed via email or Blackboard

Mar. 17 NO CLASS: SPRING BREAK

Mar. 24 Progress Reports

 Dunn, *A Tale of Two Plantations*, to end, plus the appendices and web site

Mar. 31 The State of the Field: Ed Baptist’s *The Half Has Never Been Told*

Apr. 7 **First Three Pages due**, and will be read and discussed in class.

Apr. 14 **First Draft Due. Hard copies only**

Apr. 21 **Critiques**: Each student will present a serious, professional critique of one classmate’s draft. The instructor will decide who critiques whose paper.

 Drafts returned.

Apr. 28 No Class. Students will be revising their papers. Professor will be available for one-on-one meetings

May 5 No Class. Students will be revising their papers. Professor will be available for one-on-one meetings

**PAPERS DUE MONDAY, MAY 9 AT NOON.**