**HIST 5363**

**Abolition and Emancipation in the Atlantic World**

Instructor: David C. LaFevor Course Meetings: Thursday 7-9:50pm

Email Address: dlafevor@uta.edu Meeting Place: UH 321

Office: 327 University Hall

Office Hours: Tuesdays and Thursdays 12-3pm

and by appointment

This course examines the final century of slavery, abolition, and emancipation in North and South America. It focuses on two questions: 1. Which ideas, individuals, and processes best explain abolition and emancipation during the period historians have referred to as the *Second Slavery*? 2. How have historians formulated, argued, and explained the answers to these questions? While exploring these broad parameters, we will address a number of related topics. How did events in Africa drive these changes? What was the relationship between the rise of industrial capitalism and the expansion of chattel slavery in places such as Cuba, Brazil, and the United States? Why did the “odious commerce” end during this period in countries and colonies as varied as Jamaica, Mexico, Argentina, Peru? How can historians examine the contraband slave trade? Did policies such as the Monroe Doctrine expand and shorten the life of chattel slavery in the western hemisphere? What was the role of public opinion and the public sphere? How did the practice of slavery mold subsequent challenges for and forms of citizenship?

 This course will also focus on professionalization: grant writing, digital humanities, and conference paper writing. Students will create an original, primary source-based research paper on some aspect of slavery, abolition, and/or emancipation in the nineteenth century Atlantic World. The instructor will consult on each phase of the research project. These papers should be written with a potential conference presentation in mind.

**Evaluation Criteria**:

Participation: 30%

Book Reviews: 20%

Research Paper: 50%

Reading List:

Sven Beckert, *Empire of Cotton*, **ISBN-13:** 978-0375713965

Leslie Bethell, *The Abolition of the Brazilian Slave Trade,* **SBN-13:** 978-0521101134

Christopher Brown, *Moral Capital: Foundations of British Abolitionism,* **ISBN-13:** 978-0807856987

Celso Castilho, *Slave Emancipation and Transformations in Brazilian Political Citizenship,* **ISBN-13:** 978-0822964124

Stephen Chambers, *No God But Gain,* **ISBN-13:** 978-1781689998

Seymour Drescher, *Abolition*, **ISBN-13:** 978-0521600859

Robin Law, *Ouidah,* **ISBN-13:** 978-0852554975

João Reis, *Slave Rebellion in Bahia,* **ISBN-13:** 978-0801852503

Rebecca Scott, *Slave Emancipation in Cuba,* ***ISBN-13:****978-0822957355*

Manisha Sinha, *The Slave’s Cause: A History of Abolition,* **ISBN-13:** 978-0300227116

Frank Tannenbaum, *Slave and Citizen,* **ISBN-13:** 978-0807009130

Dale Tomich, *The Politics of the Second Slavery,* **ISBN-13:** 978-1438462363

**Course Requirements**:

Participation: You should come to class ready to discuss the major ideas, events, and historiographical interventions in each of the week’s readings. Students should provide most of the discussion. You will choose one of the books during the semester and lead that meeting’s debate. As part of your leadership of the class, you should detail the arguments and sources and give a brief recreation of the archival and secondary research that constitute the book.

Critical Review: Each week you should submit, in hard copy, a critical review of the reading that should not exceed 500 words. Be sure to identify and discuss the author’s thesis, sources, and historiographical interventions.

Research Paper: This should be a essat that you will revise and submit for consideration for a conference presentation. Your paper should be between 12-15 papers and formatted in Chicago Style. We will spend considerable class time working on the development of these projects: how to form a research question, how to write a research prospectus, which secondary literature is most important, and how to perform primary source research.

**Course/Reading Calendar**

**23 August**

Course Introduction/Syllabus Explanation

30 August

Reading: Tanenbaum, *Slave and Citizen*

6 September

Reading: Tomich, *The Politics of the Second Slavery*

13 September

Reading: Drescher, *Abolition*

20 September

Reading: Chambers, *No God But Gain*

27 September

Reading: Articles on Blackboard

4 October

Reading: Robin Law, *Ouidah*

**Research Prospectus Due**

11 October

Reading: Brown, *Moral Capital*

18 October

Reading: Articles on Blackboard

25 October

Reading: Sinha, *The Slave’s Cause*

1 November

Reading: Scott, *Slave Emancipation in Cuba*

8 November

Reading: Bethell, *The Abolition of the Brazilian Slave Trade*

15 November

Reading: João Reis, *Slave Rebellion in Bahia*

22 November

Reading: Castilho, *Slave Emancipation and Transformations in Brazilian Political Citizenship*

**Rough Draft of Paper Due**

29 November

Reading: Sven Beckert, *Empire of Cotton*

December 7: **Final Draft of Paper Due**

**Tips for Success**

Read each week’s books or articles at the pace that best allows you to absorb the information and formulate your response. Remember to read not just for new facts, but examine the construction of the author’s argument. Why is the book being written? Who is the potential audience? Where and how was the research conducted and how might you recreate the book?

Be a voracious consumer of Google Earth and online dictionaries. If you are interested in a particular topic or approach, keep a list of oft-cited secondary works that are important for your research.

Come and meet with the instructor often as you formulate your paper. I am here to assist you in every aspect of the process, from locating sources to suggesting secondary works. Envision this paper as a career building exercise that will assist you in building a foundation for future writing or teaching. Your purpose should be to create new knowledge and interpretations, even if you are unsure of your conclusions at the present time.

Speak up in class. Your fellow students/professionals are resources and writing history is best approached as a collaborative effort. In that spirit, thicken your skin and be welcoming of criticism on your writing, your research, and your topic. If you are unable to stomach critiques, you will have a hard time advancing in this field.

Finally, follow every threat, within reason, that arouses your curiosity. As historian Marc Bloch wrote, the historian’s sense of wonder and genuine liking is the fundamental basis of good research and writing.

**UTA CORE CURRICULUM OBJECTIVES:**

The state of Texas requires specific objectives for general education "core" courses.  The state objectives for “general ed” courses require that students learn critical thinking and communication (written, oral, visual) skills; teamwork skills; quantitative reasoning; personal responsibility (ethics) and social responsibility (civics).  In this course, we are responsible for covering all objectives except quantitative reasoning and teamwork.

* **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.*Must be addressed in all core curriculum courses.*
* **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication.*Must be addressed in all core curriculum courses.*
* **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Mathematics
	+ Life and Physical Sciences
	+ Social and Behavioral Sciences
	+ Component Area Option of Mathematics and Logic
* **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Life and Physical Sciences
	+ Creative Arts
	+ Communication
* **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Communication
	+ Language, Philosophy and Culture
	+ American History
	+ Government/Political Science
* **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Language, Philosophy and Culture
	+ Creative Arts
	+ American History
	+ Government/Political Science
	+ Social and Behavioral Sciences

**STUDENT LEARNING OUTCOMES**:

During this course, students will learn how to:

* identify key events, peoples, individuals, terms, periods, and chronology of the history of Mexico; distinguish between historical fact and historical interpretation; and connect historical events in chronological chain(s) of cause and effect
* develop critical thinking skills by discussing the living nature of history, using historical evidence to critique competing interpretations of the same historical events, explaining the nature of historical controversies
* synthesize diverse historical information and evidence related to broad themes of Mexican History and present this information in coherent, well-articulated, and well-substantiated analytical discussions and other written assignments
* develop the ability to connect choices, actions, and consequences to ethical decision making by examining the motivations and actions of key figures in Mexican History
* develop an understanding of civic and social responsibility by examining interactions within and between regional, national, and global communities in Mexican History

**FACULTY EXPECTATIONS:** I expect that students will:

* not cheat, plagiarize, collude or commit other acts of academic dishonesty
* participate fully by attending class regularly and being prepared for discussions and other assignments.  Being prepared means doing your reading assignment or other class prep *before* the class session
* do college-level work in all written assignments.  You will receive specific and detailed instructions for all assessments within this course, follow them.  Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
* turn in work on time
* show respect to your instructor and your fellow students in all interactions
* ask for help when needed

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**EXPECTATIONS FOR OUT-OF-CLASS STUDY**: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional ***6-9*** hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**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/ses/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:** All 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.*

Instructors 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 COMMUNICATIONS:** 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 a 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.