San José State University
Department of History
History 276: Seminar in Early American History: New World Slave Systems
Section 1, Fall 2015
4 Unit Course

Instructor: Libra R. Hilde
Office Location: DMH 215
Telephone: (408) 924-5512
Email: Libra.hilde@sjsu.edu
Office Hours: Wednesdays 2:00-4:00 p.m., or by appointment
Class Days/Time: Wednesdays, 6:00-8:45 p.m.
Classroom: DMH 165

Course Description
In the opening lines of *Black Reconstruction in America, 1860-1880*, W. E. B. Du Bois described, “How black men, coming to America in the sixteenth, seventeenth, eighteenth and nineteenth centuries, became a central thread in the history of the United States, at once a challenge to its democracy and always an important part of its economic history and social development.” This course will elaborate on these themes, examining the pivotal role slavery played and continues to play in the history of this nation and American conceptions and realities of liberty and democracy. The course will begin with a discussion of the roots of the African slave trade and then follow the evolution of indentured labor in the North American British colonies through the plantation-based chattel slavery of the antebellum American South and beyond. Readings and discussions will focus on slavery in its different regional and staple-crop forms and as an economic, social, political, and intellectual institution. In addition, while this course focuses primarily on the United States, we will consider and compare slave systems throughout time and space (Ancient slavery, Russian serfdom, Brazil, Antigua, Jamaica), including modern forms of bondage.

Course Goals and Course Learning Outcomes
Upon successful completion of this course, students will have:

- Acquired an understanding of the processes of historical change and continuity and the complex interactions of different cultures.
- Developed a detailed understanding of the experience of “minority” groups in US history.
- Developed an ability to understand diversity of past and present cultures in the United States and how different groups have contributed to the national narrative.
- Conducted independent historical research using both primary and secondary sources, interpreted and analyzed the material, and presented their ideas in effective prose. Students will emerge from this course with stronger written and oral communication skills.

Required Texts/Readings
The following required readings have been placed on reserve at King Library.
Textbook
There is no textbook for this course.

Other Readings
Philip Curtain, ed., *The Rise and Fall of the Plantation Complex: Essays in Atlantic History*
Orlando Patterson, *Slavery and Social Death: A Comparative Study*
Peter Garnsey, *Ideas of Slavery from Aristotle to Augustine*
Paul E. Lovejoy, *Transformations in Slavery: A History of Slavery in Africa*
Robert J. Allison, ed., *The Interesting Narrative of the Life of Olaudah Equiano: Written by Himself*
James Walvin, *Making of the Black Atlantic*
Walter Johnson, *Soul by Soul: Life Inside an Antebellum Slave Market*
David Barry Gaspar and Darlene Clark Hine, eds., *More Than Chattel: Black Women and Slavery in the Americas*
Peter Kolchin, *Unfree Labor: American Slavery and Russian Serfdom*
David Gaspar, *Bondmen and Rebels: A Study of Master-Slave Relations in Antigua*
Douglass Hall, ed., *In Miserable Slavery: Thomas Thistlewood in Jamaica 1750-1786*
Katia Mattoso, *To be a Slave in Brazil, 1550-1880*
Joao Jose Reis, *Slave Rebellion in Brazil: The Muslim Uprising of 1835 in Bahia*
Eric Foner, *Nothing But Freedom*
Cooper, Frederick, Thomas Holt, and Rebecca Scott, *Beyond Slavery: Explorations in Race, Labor and Citizenship*
Adam Hochschild, *King Leopold’s Ghost*
Kevin Bales, *Disposable People: New Slavery in the Global Economy*

Other equipment / material requirements
The reading will also include journal articles, which will be provided in pdf form and can easily be located on J-STOR.

Library Liaison
Nyle Monday is the library liaison for history students. Contact him at 808-2011 or Nyle.Monday@sjsu.edu

Classroom Protocol
My classroom protocol consists of one simple rule: don’t be dumb. You would be amazed at what you can see from the front of a classroom. Chances are, if it is rude and disruptive, I can see it even if you think I cannot.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars.academic_calendar/. The Late Drop Policy is
available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

Participation (30%): This is a seminar course, so you are expected to do the weekly reading, and to come to class prepared to discuss both monographs and articles.

Short Assignments (30%): Students will be required to hand in several preliminary assignments leading up to and associated with the final research paper. This will include a topic statement, bibliography, methodology, historiography, and rough draft (see course schedule for due dates).

In addition, there will be four short in-class or take-home writing exercises based on the weekly readings and/or intended to familiarize students with research databases.

Oral Presentation (5%): Students will sign up for one monograph on the required reading list. The week their reading has been assigned, they will give brief presentation at the beginning of class to help start the discussion.

Final Paper (35%) Each student will choose a topic for a 25-30 page research paper, based on primary sources, due at the end of the course. Topics will be chosen in consultation with the professor. In addition, each student will be expected to make three individual appointments with the instructor during the semester in order to discuss the paper topic, research progress, and the rough draft. (Meetings are 5% of your grade).

The grading scale for this course will be:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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A student with a semester average below 60 will fail the course.

SJSU mandates that a grade of Incomplete be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, or some other event beyond the student's control.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Careful time management will be required to keep up with readings and assignments in an intensive course such as this one.
For this class, you will have to undertake additional activities outside the class hours including extensive primary source research and at least three individual meetings with the professor to discuss various stages of the research paper process.

**University Policies**

**Academic integrity**
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.
Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/
### Course Schedule

#### Table 1 Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>August 26</td>
<td><strong>Introduction</strong>&lt;br&gt;Reading: Philip Curtain, ed., <em>The Rise and Fall of the Plantation Complex: Essays in Atlantic History</em> (email class about this reading ahead of time)</td>
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<td>3</td>
<td>Sept. 9</td>
<td><strong>Africa</strong>&lt;br&gt;Reading: Paul E. Lovejoy, <em>Transformations in Slavery: A History of Slavery in Africa</em> or (John Thornton, <em>Africa and Africans in the Making of the Atlantic World, 1400-1800</em>)&lt;br&gt;Robert J. Allison, ed., <em>The Interesting Narrative of the Life of Olaudah Equiano: Written by Himself</em> (available online, read as much of this as you can)</td>
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DUE: Topic Statement and Bibliography.<br>Please list the significant secondary sources you need to survey, as well as the primary sources that will form the basis of your argument.
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<th>Week</th>
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</table>
| 5    | Sept. 23 | **North America, The Origins Debate**  
Reading: Eric Williams, “Economics, not Racism, as the Root of Slavery,” in *The Atlantic Slave Trade*, David Northrup ed., 3-12. (pdf)  
| 6    | Sept. 30 | **North America, Continued**  
Reading: Jon Sensbach, *A Separate Canaan: The Making of an Afro-Moravian World in North Carolina, 1763-1840*  
DUE: a brief methodology statement for your research paper. |
| 7    | October 7 | **Nineteenth Century America**  
Reading: Walter Johnson, *Soul by Soul: Life Inside an Antebellum Slave Market* |
| 8    | Oct. 14 | **Women**  
Reading: David Barry Gaspar and Darlene Clark Hine, eds., *More Than Chattel: Black Women and Slavery in the Americas* |
| 9    | Oct. 21 | **Culture and Identity**  
Reading: Michael Angelo Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South.* or Levine, *Black Culture and Black Consciousness*  
DUE: A historiography section for your paper  
Please write a one to three page historiography of your topic. Discuss the significant works that pertain to your topic/question and how your argument and examination fits into, builds upon, challenges, or adds to previous work. |
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<tr>
<td>10</td>
<td>Oct. 28</td>
<td><strong>Comparing Labor Systems</strong>&lt;br&gt;Reading: Peter Kolchin, <em>Unfree Labor: American Slavery and Russian Serfdom</em></td>
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<td>14</td>
<td>Nov. 25</td>
<td>Holiday—No Class (removed a week on Brazil)&lt;br&gt;Optional Reading:&lt;br&gt;Katia Mattoso, <em>To be a Slave in Brazil, 1550-1880</em></td>
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<td>15</td>
<td>Dec. 2</td>
<td><strong>Modern Slavery and the Human Rights Movement</strong>&lt;br&gt;Reading: Adam Hochschild, <em>King Leopold’s Ghost</em>&lt;br&gt;or&lt;br&gt;Kevin Bales, <em>Disposable People: New Slavery in the Global Economy</em></td>
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<td><strong>Final</strong>&lt;br&gt;There is no final exam for this course.</td>
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<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>Exam</td>
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<td>The Final paper is due Thursday, December 10.</td>
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