

UNIVERSITY OF CONNECTICUT, FALL 2013  
HISTORY 2100 (Sections 002 and 003): RESEARCH AND WRITING METHODS  
COURSE THEMES: SLAVERY AND ANTISLAVERY

**Instructor: Dr. Vernal**                      **Office Hours: Wed 10-12, or by appt**

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**(This is the best way to communicate as it automatically  
leaves a paper trail and a time stamp for the both of us)**

**Class Times: 11-12:15 pm; 12:30-1:45 Tue/Thur**                      **Location: TLS 79 (Life Sciences Bldg)**  
**Office: Wood Hall 332**    **Phone Extension: 6-5538; 203-687-3479 (cell)**

**I. Course Description and Goals**

This writing course introduces students to research and writing methods in the field of history through the themes of slavery and anti-slavery in the Atlantic world.

**At the end of the course students should be able to:**

- a. **Use** the library's resources skillfully—such as Interlibrary loan, streaming movies and searching databases, locating books and articles
- b. **Understand** basic definitions of terms such as *historiography*, *primary sources*
- c. **Develop** a lexicon of terms associated with slavery such as: *new world slavery*, *manumission*, *matrilineal descent*, *creole*, *creolization*, *middle passage*, *planter*, *diaspora*, *antebellum*, *slave protector*, *amelioration*
- d. **Understand** some of the major historical debates and themes in the fields slavery: racial, religious, and legal theories of slavery, gender and the abolitionist movement
- e. **Hone** the necessary skills to speak (in our class discussions and presentations) and to write clearly, succinctly, and persuasively
- f. **Develop** the skills to diagnose his or her own writing strengths and weakness and be able to review his/her own writing for main arguments, supportive evidence, and organizational logic
- g. **Implement** the fundamentals of advanced writing and grammar
- h. **Demonstrate** an understanding of the origin of primary sources, how historians locate primary sources in the research process and place the sources in proper historical context
- i. **Hone** the skills necessary to locate, read and analyze primary sources closely for multiplicities of meaning, ambiguity, ambivalence, context, and points of view.
- j. **Construct** an original interpretation of the past in the form of an argument or narrative
- k. **Contextualize** his/her own interpretation with other possible interpretations, by referring, for instance, to the historiography on that topic
- l. **Understand** and commit to the process of drafting and revising as an important part of formal writing
- m. **Register** and use Refworks (search for link on library's page via keyword or via the library's A-Z index)
- n. **Sign up for** and use interlibrary loan (ILL);(search for link on library's page via keyword or via library's A-Z index)
- o. **Understand** the purpose of a different kinds of history assignments such as book reviews, historiography papers, research papers, annotated bibliographies
- p. **Produce** a research paper based on primary sources as a final assignment

## II. Course Structure and Policies

Attendance is mandatory. Medical, Athletic, NEAG-related and other legitimate absences will be excused with the appropriate paperwork from Health Services or athletic administrator; and via arrangement with Dr. Vernal. Students are responsible for planning ahead for any scheduled (meaning that you know ahead of time that there will be a conflict) work or classes that will be missed and make up that work. Forward all relevant paperwork involving accommodations as soon as possible. If you become ill, experience a family emergency, please have someone contact me via email—as soon as it is possible—so we can make arrangements. If you miss a class for which there was no written assignment, you must produce a 2-page overview of the assignment you missed to get credit for this class—and within one calendar week of your absence; this option applies to legitimate absences only; students will receive a zero for that day he or she has an unexcused absence.

## III. Readings available from the CO-OP for purchase: 7 items

All other readings are available full text via the various library databases or HUSKYCT, on-line, or will be distributed in class

Please do not wait until the last minute to purchase these books as procrastination cannot be used as a reason to be given an extension on an assignment; if you have financial challenges, consider interlibrary loan or talk to the professor who may have a spare copy for lending

1. Christopher Leslie Brown, *Moral Capital: Foundations of British Abolitionism* (Published for the Omohundro Institute of Early American History and Culture) [Paperback], University of North Carolina Press (March 27, 2006)  
ISBN-10: 0807856983 ISBN-13: 978-0807856987
2. James Brewer Stewart, *Holy Warriors: The Abolitionists and American Slavery* Hill and Wang; Rev Sub edition (January 15, 1997)  
ISBN-10: 080901596X ISBN-13: 978-0809015962
3. Henry Louis Gates, Jr. *The Classic Slave Narratives*. Signet Classics; Reissue edition (January 3, 2012: here you will find our slave narratives)  
ISBN-10: 0451532139, ISBN-13: 978-0451532138
4. Harriet Beecher Stowe, *Uncle Tom's Cabin*, Dover Publications; (5th) edition (August 1, 2005)  
ISBN-10: 0486440281 ISBN-13: 978-0486440286
5. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Bedford/St Martins, 7<sup>th</sup> edition ISBN 978-0-31253503-2 ISBN 10: 031253503-1
6. Melton McLauren, *Celia a Slave*. Avon, 1999  
ISBN-10: 0380803364 ISBN-13: 978-0380803361
7. Paul Finkelman, *Defending Slavery: Proslavery Thought in the Old South: A Brief History with Documents* (Bedford Series in History & Culture), Bedford/St. Martin's; first edition (March 5, 2003)  
Language:  
ISBN-10: 0312133278 ISBN-13: 978-0312133276

**Optional/Recommended.** Quick Study English Grammar guide (please ask CO-OP staff where this is located—usually on the first floor, but things are in flux given the changes)

**Note:** the following electronic, full text sources are our Gates, *Classic Slave Narratives* book

- a. Mary Prince, *The History of Mary Prince, A West Indian Slave, related by herself*, 1831 (Full text electronic access from the Documenting the South Database;
- b. Harriet Jacobs, *Incidents in the Life of a Slave Girl*, 1861 (Full text electronic access from the Documenting the South Database
- c. Frederick Douglass, *Narrative of the Life of Frederick Douglass*, 1845 (Full text electronic access from Google Book

*Note: there are a few weeks when we will be reading articles. ALL of these articles are available as full text resources via the library. Understanding how to look for articles is a part of the skill set you need to acquire for this class. My advice: even if you are going to read it the night before (which is not recommended), try to download it before that time. Please see me if you have any questions about accessing these articles and the library staff is happy to assist you.*

#### **IV. Grading Point System: out of a total possible range of 450 points**

**In order for you to have completed the course, you must do all the required assignments**

**450-425: A      424-405 A-      404-381 B+      380-358 B-      357-336 C+  
335-312 C-      311-291 D+      290-268 D-      267 and below F**

180 points 9 Reading Responses: *Brown, Finkleman\*2, Mclauren, Stewart, Stowe Prince, Douglass, Jacobs* @20 points each; See weekly descriptions;

60 points Library Assignment, Slave Ads, Award Winning Books

100 points: Participation (in weekly discussions): the quality of the discussion rests on your engagement with the weekly readings. **Each student is required to write a reading summary for the assignments** (typed, paginated, single-spaced, stapled, if you are handing it to me) due via HUSKYCT and in class. You may print single spaced and double-sided in 10-12 point font. See the specific guidelines below.

100 points: Final paper on the antislavery movement

10 Points Draft, final meeting with Dr. Vernal

#### **V. Citation Style and Paper Format**

The citation style for this class is based on the Chicago Manual of Style, with handy guidelines in Rampolla, *Pocket Guide*. It is your responsibility to use the appropriate formatting for your papers. Final papers must be justified—aligned straight on the left margin *and* the right margin—paginated, double-spaced, with one-inch margins all around. A separate title page should include your name, the title of the paper and the course and the due date of the paper for all formal papers. Informal writing, such as reading responses, should be single-spaced and copied into HUSKYCT. Remember to take advantage of the University’s Writing Center for additional assistance. Please see me during office hours if you have questions about the class and your assignments. If my office hours conflict with your class schedule, please make an appointment to see me—this is generally true of other faculty members.

#### **VI. General Assignment Guidelines**

For the specific books, that we are reading or reviewing, discussion questions have been or will be provided. When in doubt, be sure that you include the following information: *an overview/summary of the major themes and arguments of the book or articles with an explanation of the sources of evidence and case studies/examples used to support the argument and any specific or additional questions described in the assignments*. All assignments need to be brought to class. In case of an absence, please send via email by class time. Any assignment not posted or handed in by class time will be considered late and will not be accepted after the next class period. Two point deduction per day.

## VII. Weekly Course Guide

Week One (1) Tues 8/28; Thur 8/30: Introductions.

### Syllabus Overview

*At a Glance View*

ASSGN=Assignment    RR= Reading Response

Tuesday	Thursday
8/27 In class work ASSGN #1; homework: ASSGN #2	8/29 ASSGN #2 due in class for discussion; ASSGN#3 distributed
9/3 Meet in the Library Electronic Classroom 1; work on ASSGN #3	9/5 Meet in the Library, Electronic Classroom 1; ASSGN #3 due at end of this class period; Begin reading Finkleman, 1-40, 96-128; answer questions at back of the book for purposes of class discussion  Add/drop period is coming up on 9/9
9/10 Finkleman, 1-40, 96-128 discussion; please be prepared and your RR# 1 is due next class session	9/12 Finkleman, pages 157-211 RR1 # 1 due
9/17 In class work	9/19 RR2 due# Finkleman, pages 129-156; start reading Stowe if you have not already begun
9/24 NO CLASS; Read Stowe, work on your RR	9/26 STOWE RR#3; field trip on Saturday, 9/28
10/1 Discussion of our field trip; please read Lasser article for RR#4	10/3 RR#4 on Lasser due
10/8 Discussion of <i>Celia, A Slave</i> , prepare RR#5	10/10 RR #5 due <i>Celia, A Slave</i> due; start reading Mary Prince narrative
10/15 In class work, intro to Caribbean Slavery and Antislavery	10/17 RR#6 Mary Prince due
10/22 Jacobs discussion	10/24 RR# 7 Jacobs due
10/29 Douglass discussion	10/31 RR#8 Douglass due Discussion of Roth article and Douglass
11/5 Discussion Stewart, <i>Holy Warriors</i> , <i>preface-96</i>	11/7 RR#9 Stewart, <i>Holy Warriors</i> , 97-206
11/12 Discussion, <i>Moral Capital</i> , intro to part 2	11/14 RR#10 <i>Moral Capital</i> , part 3-epilogue
11/19 Meet with Dr. Vernal, Individual Appts; start working on final papers	11/21 Meet with Dr. Vernal, Individual Appts.

11/26 vacation	11/28 vacation
12/3 Work on Paper	12/5 Work on Paper which is due Dec 10 <sup>th</sup> at noon in my office

### Week one, August 27 and 29

#### Tuesday, August 27

Tasks: 1. Please read your class *syllabus*: familiarize yourself with the course goals, structure, policies, paper format, citation styles, and discussion guidelines/questions, and what to do in case of illness and missed assignments. Every professor has his or her own style and idiosyncrasies and you should learn them immediately. Mine include these: *no texting and surfing the internet in class; you will not be allowed to have either instrument turned on in class if you use them in ways that are not class related ;if are late, enter the classroom as unobtrusively as possible; and finally, I am not your printer; please address your ink and printing card needs before class*

The default email for this class is your UCONN Email. It is your responsibility to check that email for all class because PeopleSoft, huskyct and all other UCONN related sites are linked to your UCONN Email and not any other personal sites you like to use like yahoo or Hotmail. An easy solution is to have your UConn email automatically forwarded to your other email account if you don't intend to check it often. You may miss an important class email update because you don't check your UCONN email often

Please decide if you are staying in this class, and if so, please purchase the books. Procrastination on your part in buying your course materials will not be accepted as a legitimate reason to hand in assignments late.

Note cards: Place all of the following information on a note card:

1. Please write your name, email and contact information and second alternate email.
2. **Diagnose your own writing:** *what are your strengths, weaknesses and what do you want to/need to work on?*
3. **Journal Entry:** *Why am I a history major? What do historians do and what kinds of questions do they ask? What kinds of jobs are suitable for a historian's skills? What kinds of history are you interested in? For example, History of the US South, 20<sup>th</sup> century US history, African history, Middle Eastern history, Military history. (This will matter as you will find a book about this topic)*
4. **Thoughts/Images of Slavery.** *What do you already know about slavery? What would you like to learn more about?*

*Explanation of final research project: see the back of the syllabus*



IV. **Assignment #1 (See Assignment #2 which is due in class on Monday): In class work and homework** (Runaway Slave Ads, Primary sources, In class work) We will begin our discussion in class. The purpose of this assignment is to help us understand the mechanics of reading primary sources which you will have to do throughout this course. Review Rampolla's definition of a primary source (pages 6-7) and answer the questions below

*In what ways are the ads primary sources? What information can you glean from the ads? What research areas can you delve into with this kind of primary source? How might you narrow down a research topic if you wanted to use these sources as part of a research project and what other kinds of information (sources) would you need to add to make this a viable topic.*

*Based on what you have learned about reading primary sources, what is a particular area of your interpretation that you need to be careful about? (For example, for me, I need to be careful when I am reading certain words that may not have the same meaning from one era to the next and from one language to the next; consider the meaning of the word “gay” in our contemporary time, versus earlier usages that simply meant “happy;” or from our slave ads, consider how easy it is to mistake the word *pistoles* to mean pistols/guns as opposed to its actual meaning which is money/currency/Spanish gold coin).*

**Homework for discussion due Thursday 8/29:  
The Work that Historians Do; Some Recent Trends in the Field**



**For Thursday, please do the following assignment on books that have changed the field.** Each field in history has annual prizes associated with it for the best book written for that year. For example African history has the Herskovits Award, Bancroft Prize, for American history; environmental history has the George Perkins Marsh Prize. There are many, many prizes; these are just two! **Choose a prize winning book on the theme of new world slavery (as opposed to say—Roman slavery) and do the following.**

- (a) What is the name of prize that the book was awarded
- (b) What specific/subfield field or additional field does it fall in (i.e. Southern history, civil war history, biography, legal history, gender history etc.,)
- (c) explain why the book was so honored (for example innovative research methods, changing the conversation in the field)
- (d) Print off and read two scholarly reviews of the book; read/digest them and attach the reviews to your reading response; note what kind of review article you found: see the list of the various types of reviews you may come across explained below; please attach your two reviews; they will count towards your points
- (e) List the publication information for the book you have selected and write the bibliographic information for the book at the top of your assignment. See Rampolla, *Pocket Guide*, page 116 for the guidelines for bibliographic entries. Please be prepared to present this information in class and to hand in a copy of your report in Thursday’s class

Dr. Vernal distributes Assignment #3, “**Expert in the Library**” to students. It is due 9/5. The goal of this assignment is to develop your expertise in using the library’s resources, and help you to become a discerning consumer of all types of historical literature, and to put those skills into practice.

You should begin this assignment soon and not wait until the last minute

**We meet in the library all of next week on 9/3 and 9/5**

**Week Two, September 3 and 5  
9/3 and 9/5 Meet in Library Both Days!**

### **Become an Expert in the Library**

**Tuesday 9/3 Meet in Library for Info Session with Jennifer Lanzing, the history library liaison , meet in Electronic Classroom#1 on Level 1; Use the information you have learned here to help with your library assignment**

**Thursday 9/5 Meet in Library, Check in with Dr. Vernal, Level 1 where all the computer stations are;** you will need money to print in the library if you can't print at home or in your dorm; You will have the entire class period to work on your assignment and get any last minute issues resolved with my assistance. If you need to take a bit more time, you may hand the assignment in by 4:30 p.m. but you will have to trek to the history department to place it in my mailbox.

**We also begin our writing assignments so plan your schedule carefully,  
The Finkelman Homework is due 9/10 and 9/12**

### **Week 3**

**September 10 and September 12: 9/10 and 9/12**



**9/10 Paul Finkelman, *Defending Slavery: ProSlavery Thought in the Old South*, pages 1-40 and 96-128.** Discussion in class of the intro and the “Religion and Slavery” theme covered in pages 96-128. There is no reading response due for these readings but you should answer the discussion questions at the back of the book to prepare for class discussion. You do have a reading response for the second set of readings due at class time on Thursday. Please see the questions below. Hand your reading response in to me in class, please. I may ask you to role play so please be prepared for that as well

9/12 Finkelman, pages 157-211; Reading Response due on these readings in class  
Reading Response Questions.

1. Samuel Cartwright comes to us as a scientist, observing and reporting on what he has seen. Do you think that his contemporary public will accept his views as more legitimate than other observers' because they are “scientific and experiential?” Why or why not?
2. Cartwright's and Nott's assessments are based on the supposed lack of certain key milestones in African development. What milestones are Africans missing according to these two?
3. In what specific ways are Africans likened to children according to Cartwright?
4. Which Biblical arguments do Cartwright, Grayson and Fitzhugh use to support their views?
- 5 Why does Cartwright and Grayson criticize England and on what grounds do they do so?
6. Grayson's verse extols labor/work. What is his critique of freedom and what is the purpose of work/labor?
- 7 .On what grounds does Grayson criticize abolitionists?
8. Fitzhugh offers economic, racial defenses of slavery; explain these views.
9. What do you understand now about the intellectual arguments made to support the institution of slavery? Please provide a meaningful answer.

### **Week Four, September 17 and 19**

**9/17; 9/19**

**Gender and Slavery; Deconstructing academic articles**

**Tuesday, 9/17: In class work, Slavery and the Law. See Reading Response questions due**

## Thursday



**Thursday, 9/19:** Finkleman, *Defending Slavery*, pages 129-156

Reading Response Questions:

1. How did judges and legal theorists like Chief Justice Taney, Cobb, and Ruffin use law and legal theory to defend slavery?
2. Are there inconsistencies between the theory of law set out in *State vs. Mann* and Cobb's notions of how the law of slavery should operate?
3. There is an interesting argument about slavery being corrupting of both slave and free. How are the arguments made here specifically?
4. There is another argument about the overall interests of the slave owner preventing him/her from being exceedingly cruel towards his slaves. Is this sufficient to actually prevent harm to slaves?
5. What do you make of Taney's use of the Constitution to support his argument about slavery and the protection of private property? Can the Constitution be used to make an explicit, implicit, or ambiguous argument for slavery?
6. How are notions of natural law used to make explicit or implicit arguments for slavery?

Please start reading *Uncle Tom's Cabin*. We will be discussing this book on Thursday

## Week Five, September 24 and 26 9/24, 9/26 Field Trip Saturday 9/28 \$9

**Tuesday 9/24** NO CLASS ON TUESDAY BECAUSE WE HAVE A FIELD TRIP SATURDAY;

**Thursday 9/26** Stowe, *Uncle Tom's Cabin* discussion;

Reading Response Questions TBA

## Week Six, 10/1; 10/3 *Uncle Tom's Cabin* in context; Abolition and Gender

**Tuesday 10/1**, Discussion, Stowe Center visit and the novel; please read the article for Thursday



**Thursday, 10/3** Discussion of Lasser article

Carol Lasser, "Voyeuristic Abolitionism Sex, Gender and the Transformation of Anti-Slavery Rhetoric," *Journal of the Early Republic* 28 (1) (2008): 83-114

Reading Response Questions # 4 TBA



**Homework for 10/8 and 10/10:**

10/9 and 10/11 We will be reading *Celia, A Slave* and begin our discussion on both days next week; we will also attempt to put together what we know so far

## Week Seven, October 8 and 10, Gender and Slavery



**10/8** *Celia, A Slave*, Discussion  
**10//10** *Celia, A Slave*, Discussion RR#5 due  
Reading Response questions TBA

**Week Eight. October 15 and 17**  
**Slave Narratives**

Mary Prince—in Gates, or Full text electronic access  
*The History of Mary Prince, A West Indian Slave, related by herself*, See the Gates book (Full text electronic access from the *Documenting the South Database*  
10/17 RR#6 DUE

Reading Response questions:

1. What is Prince's experience/trajectory from slavery to traveling to England with her master and what are some of the differences from one island to the other?
2. How did gender shape Prince's experience?
3. There are at least two different tales told here of Prince's character—one she shaped in the narrative, the other evident in the response of her master to her allegations; what are these characterizations?
4. What is Prince's assessment of her different slave owners and what does her views have to do with the commonplace ideas that slavery corrupts the slave owners and society as a whole?
5. Describe Prince's family life from the family she was born into to the one she made?
6. How does Prince experience discipline, labor?
7. Where does religion feature in the narrative?
8. What sort of questions are raised about Prince's fate in England versus the Caribbean
9. What is Thomas Pringle's role?

For each narrative, we will begin with a discussion of the narrative arc of the story and we will talk/deconstruct the text as a primary source—issue of voice, authenticity, narrative style, veracity abolitionist conventions. We will also talk about additional primary sources that we can use to help contextualize the story

**Week Nine. October 22 and 24**  
**10/22 and 10/24**

**Reading slave narratives as Primary Sources**

Harriet Jacobs—in Gates or Full text electronic access  
*Incidents in the Life of a Slave Girl*, See the Gates book or Full text electronic access (from the *Documenting the South Database*)

Reading Response questions:

**10/24** RR #7 due

1. What is Jacobs's experience of discipline, labor history, and her "travels"?
2. How did Jacobs understand her "life" as she reflects from an adult and a female vantage point? What were its lessons for her, for children, and for her peers? For white women? For whites in general?
3. What was Jacobs's narrative have to do say about the commonplace idea that slavery

corrupts the slave owners and society as a whole?

4. What was Jacobs' experience of family—from the one she was born into and the one she created? What does freedom mean for Jacobs?

5. How does Jacob's treat the theme of religion in the narrative?

7. What information and networks did slave access to try to (a) ameliorate their condition and (b) escape slavery

8. What is Lydia Maria Child's role?

For each narrative, we will begin with a discussion of the narrative arc of the story and we will talk/deconstruct the text as a primary source—issue of voice, authenticity, narrative style, veracity abolitionist conventions. We will also talk about additional primary sources that we can use to help contextualize the story

### Week Ten. October 29 and 31 10/29 and 10/31

#### Reading slave narratives as Primary Sources

*Narrative of the Life of Frederick Douglass, See the Gates book*

Sarah N. Roth, "How a slave was Made a man: Negotiating Black Violence and Masculinity in Antebellum Slave Narratives" *Slavery & Abolition* 28 (2) (2007): 255-75

10/29 RR #8 due

Reading Response questions

1. What is Douglass's experience of discipline, his labor history and his "travels"?
2. How did Frederick Douglass understand his "life" as he reflects from an **adult** and a **male** vantage point? What were its lessons for him and his peers and for Northern and Southern whites?
3. What was Douglass' assessment of both his **male** and **female** slave owners and what does his views have to do with the commonplace ideas that slavery corrupts the slave owners and society as a whole?
4. What are some of the differences between urban and more rural plantation life?
5. What are the characteristics of the Northern society Douglass encounters?
6. What are the competing definitions of freedom and which does Douglass identify with?
7. How does Douglass treat the theme of religion in the narrative?
8. What was Douglass's experience of family—from the one he was born into and the one he created?
9. What information and networks did slave access to try to (a) ameliorate their condition and (b) escape slavery

10/31 Discussion of Roth article

For each narrative, we will begin with a discussion of the narrative arc of the story and we will talk/deconstruct the text as a primary source—issue of voice, authenticity, narrative style, veracity abolitionist conventions. We will also talk about additional primary sources that we can use to help

contextualize the story

(Full text electronic access from GOOGLE BOOKS)

**Week Eleven, 11/5 and 11/7  
Historians and the Antislavery Movement I**



11/5 and 11/7 We will read Stewart, *Holy Warriors* in two part

**11/5** *Holy Warriors*, preface-96

**11/7**, *Holy Warriors*, 97-206, Reading Response Due

**Week 12. November 12 and 14  
11/12 and 11/14  
Historians and the Antislavery Movement II**



**11/12** Brown, *Moral Capital*, intro-part 2

**11/14** Brown, *Moral Capital*, part 3 and part 4 and epilogue

**November 19, November 21: Work on your papers; individual meetings with  
Dr.Vernal**

**Thanksgiving vacation\*\*\* November 23-30\*\*\***

**Week 15, December 3, 5.No Classes. Continue working on papers.**

**Sources that can help**

There are other sources that can help us with some of the issues raised in the narratives. Here are 7 examples that you can use depending on the angle of your research; The Sidney Mintz book *is a compendium of primary sources*; the secondary sources are also helpful to everyone

**PRIMARY SOURCES**

Example 1: *The Fugitive slave Act, 1850*, <http://www.usconstitution.net/fslave.html>

Example 2: Charles, P. Bush, *The Fugitive Slave Law: A sermon, preached in the fourth congregational church* by rev. Charles p. Bush, 1854—full text from Google Books

Example 3: Sidney Mintz, *African American Voices, A Documentary History, 1619-1877* (Full text online with amazing sections on different themes that everyone should use ): **please browse this and choose a chapter, and in that chapter 3-4 sources perhaps**

Example: Phillip S. Foner, **Lift Every Voice: African American Oratory**

**Consider American newspapers, pamphlets etc**

**SECONDARY SOURCES**

1. Dwight A. McBride, *Impossible Witnesses: Truth, Abolitionism, and Slave Testimony*

2. Ira Berlin, *Many Thousands Gone: The First Two Centuries of American Slavery in North*

*America*

3. Edward Baptist and Stephanie Camp, *New Studies in the History of American Slavery*

Of course, there are many, many other primary and secondary sources; this is just a start

Week 15, December 3, Dec 5, Work on your papers; NO CLASSES;  
Final Papers due Dec 10, noon in Dr. Vernal's office or mailbox

Final paper Assignment options, 10-12 pages, due Dec 10, Noon in my office, Wood Hall 332,  
100 points/ 22% of your overall grade  
Typed, Double Spaced, Paginated, Stapled, Justified, with one-inch Margins, Title Page, spell and  
grammar check and Footnoted

Required sources, Douglass, Prince and Jacobs's narrative, *Moral Capital* and *Holy Warriors*,  
*plus* additional sources listed below. You may include any other sources you want from the  
course, but the ones listed as required cannot be excluded

**Option 1:** Using the three slave narratives as your core primary sources and Stewart and Brown  
as your anchor secondary source, and five additional primary sources craft a paper on the role of  
first-hand accounts of slavery in the anti-slavery movement. You add five more primary sources  
on your own to help support your points. They could be newspaper accounts, other slave  
narratives, etc.

**Option 2:** Using the three slave narratives as your core primary sources and Stewart and Brown  
as your anchor secondary source, and five additional primary sources, craft a paper on the gender,  
slavery and the abolitionist movement. Revisit our discussion on gender, slavery and abolition for  
the potential directions your paper could take

**Option 3**

Using the three slave narratives as your core primary sources and Stewart and Brown as your  
anchor secondary source, two films on slavery (cleared with Dr. Vernal; *Amazing Grace* and  
*Amistad* are recommended) and 3 additional primary sources to craft your own topic on slavery  
and abolition.