

**UNIVERSITY OF CONNECTICUT, FALL 2015
HISTORY 2100 (002): RESEARCH AND WRITING METHODS
COURSE THEMES: SLAVERY AND ANTISLAVERY**

Instructor: Dr. Vernal

Class Times: TU/TH 11-12:15 (CASTLEMAN 201)

Office Hours: Wednesday, 10-12, or by appointment

Phone: 203-687-3479 (cell; you may text between 9am/8pm) ;

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

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

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** standard terms used in the field of history 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, including: racial, religious, and legal justifications 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 assess his/her own writing for the quality of its main arguments, use of supportive evidence, and organizational logic
- g. **Implement** the fundamentals of advanced writing and grammar based on feedback
- h. **Demonstrate** an understanding of: the origin of particular primary sources for specific topics and 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 and 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
- 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:

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. James Brewer Stewart, *Holy Warriors: The Abolitionists and American Slavery* Hill and Wang; Rev Sub edition (January 15, 1997)
2. Henry Louis Gates, Jr. *The Classic Slave Narratives*. Signet Classics; Reissue edition (January 3, 2012)
3. Harriet Beecher Stowe, *Uncle Tom's Cabin*, Dover Publications; (5th) edition (August 1, 2005)
ISBN-10: 0486440281 ISBN-13: 978-0486440286
4. Jon F. Sensbach, *Rebecca's Revival: Creating Black Christianity in the Atlantic World*, Harvard University Press, 2006

Note: the following electronic, full text sources are in 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 is an instance 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**

Please be advised that you must complete all assignments for this course to receive a grade for this course;

100 points 10 Reading Responses @20 points each; see weekly descriptions;

100 points Final paper

150 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 in class. You may print single spaced and double-sided in 10-12 point font. See the specific guidelines below.

50 points First paper

30 points Presentations

20 points (Library Assignment and Book Reviews, 10 points each)

V. Citation Style and Paper Format

The citation style for this class is based on the Chicago Manual of Style. We will practice this style in class throughout the semester so that you can become deft at formatting your papers. It is your responsibility to use the correct formatting for your final papers, having been given many opportunities to practice. 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 so that we can keep a record of it. 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 book, or article that we are reading or reviewing, discussion questions have been or will be provided. No matter what the questions are, please be sure that you can provide *an overview/summary of the major themes and arguments, 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 post to HUSKYCT by class time. Any assignment not posted or handed in by class time will be considered late.

At a Glance/Quick View
ASSGN=Assignment RR= Reading Response

	Tuesday	Thursday
1	9/1 In class work slave codes. RR #1 Slave Codes: Virginia and South Carolina; (Access questions via HuskyCT)	9/3 Discussion of slave codes RR#1 due in class Homework: Code Noir, Cape Colonial law and French Guiana article
2	9/8 Discussion, Code Noir, Cape Colonial laws and French Guiana article Homework for 9/10 work on RR#2	9/10 RR #2 Gordon Wood, Gerald Mullin, Code Noir, Cape Colonial Law, French Guiana; (Access questions via HuskyCT) Homework for 9/15 Gradual Emancipation bill/Fugitive slave law
3	9/15 Gradual Emancipation bill/Fugitive slave law; HUSKYCT Homework ; prepare for RR#3 On Haiti and the revolutionary era	9/17 RR#3 On Haiti and the revolutionary era ; (Access questions via HuskyCT) Homework for 9/22 Understanding Race website; reviewing science timeline
4	9/22 Discussion, Understanding Race website; reviewing science timeline Homework: Prepare for RR#4 Readings on Hume, Kant, Herder, Jefferson, Beattie, von Herder (17 pages)	9/24. Discussion, RR#4 Hume, Kant, Herder, Jefferson, Beattie, von Herder
5	9/29 Thesis and draft due in class; Make additional appointments as necessary on 9/30, 10/1; papers due Friday October 2 by noon in my office or mailbox	10/1 No class; extra office hours for paper help (9-12:15) papers due Friday by noon the latest in my office or mailbox
6	10/6 Paper grade review; prepare homework on poetry and antislavery marketing to children; Dickson D. Bruce Jr. "Print Culture and the Antislavery Community; no reading response; extra credit available RR#5	10/8 : Antislavery marketing; poetry Discussion Start Stowe, <i>Uncle Tom's Cabin</i> <i>It is long!</i>
7	10/13 In class work, Analyzing Runaway slave ads	10/15 Stowe, <i>Uncle Tom's Cabin</i> discussion RR#6

8	10/20 In class Work	10/22 Rebecca's Revival RR #7
9	10/27 In class work	10/29 Douglass narrative and Roth article, RR#8
10	11/3 In class work Get info on your book review assignment; try to get through Jacobs; it is long	11/5 Jacobs <i>Incidents</i> , RR#9 prepare your book review assignment for homework due 11/10
11	11/10 Book Reviews discussion, Homework, prepare for Stewart, RR#9	11/12 RR#10 Stewart, <i>Holy Warriors</i> , first half; Homework, finish Stewart
12	11/17 Meet in the library; Prepare Stewart, <i>Holy Warriors</i> , page 97-206 for homework for 11/19 Library Assignment distributed	11/19 RR#11 Meet in class; discussion of second half of Stewart, <i>Holy Warriors</i>
13	12/1 Meet in the library again; Final Commitment to paper topic with selection of sources	12/3 work on your paper outlines
14	12/8 No class work on papers	12/10 No class, work on paper
15	Final Papers due December 15	

At a Glance View
RR= Reading Response

VII. Weekly Course Guide

Week One, 9/1 and 9/3

What can slave laws tell us about slavery and slave societies?

Tuesday, Introduction; Course Overview; Syllabus Review

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 internet use in class; you will not be allowed to use your cell phone or computer in class if you use them in ways that are not class related. If you are late, enter the classroom as unobtrusively as possible; and finally, I am not your printer; your long assignments, your two papers for example, will require that you post them online and print them; your weekly assignment will require that you hand them in class and that means you need to address your ink and printing card needs before class. There are no unscheduled or unannounced assignments for this class, so please use the syllabus to keep track of due dates and allot yourself enough time to submit your assignments.*

The default email for this class is your UCONN Email. It is your responsibility to check that email for all classes 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. If there has been some technological advancement on this issue, make sure your UCONN email is forwarding to your other account. You may miss important class email updates 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. We move on to our regular class work immediately.

Note cards: Place all of the following information on a note card so that I can get to know you a little better:

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 based on your knowledge at this time? What kinds of history are you interested in? For example, History of the US South, 20th century US history, African history, Middle Eastern history, Military history.*
4. **Thoughts/Images of Slavery.** *What do you already know about slavery and antislavery (the abolitionist movement)? What would you like to take away from this course?*



9/1 Theme: Slave Codes and their Origins (In class work; how to read primary sources), **"The Virginia Slave Code"**

Homework for 9/3 and Reading Response #1: Please finish reading the Virginia slave code and the additional excerpts on Virginia and the South Carolina slave Code on HUSKYCT; when you come to class on Thursday you should have your first reading response completed and it should include both days' readings.

RR#1: See HUSKYCT

Homework due 9/8; you need to be prepared for this by class time: *The Code Noir, Cape Colonial Laws*, Miranda Frances Spieler, "The Destruction of Liberty in French Guiana: Law, Identity and the Meaning of Legal Space," *Social History* 36 (3), 260-279, full text online via UConn library

Week Two, 9/8 and 9/10 Slavery and the Law, cont.

9/8 Discussion, *The Code Noir* (HUSKYCT) AND



Homework for 9/10: Gordon Wood: “What Slavery was really like?” *New York Review of Books*, 11/18/2004 (Please locate this via UConn’s full text databases)

Gerald Mullin, *Flight and Rebellion: Slave Resistance in Eighteenth Century Virginia*, Chapter 1, “The Plantation World of William Byrd II.” And Cape Colonial Law

HUSKYCT

RR#2

1. What can the Code Noir and the Cape colonial law tell us about concerns in the (a) Francophone slave colonies and Dutch colonies about how the status of a slave was conferred and maintained? Please provide specific evidence related to the legal clauses in each document to support your point. 2. Reflecting on the Spieler article, last week, what did this mean for metropolitan/colonial distinctions in legal status and legal space for a slave and for slave owners’ rights? 3. How do these slave codes compare to the Virginia and South Carolina codes? (Please note that the code noir document has other sources attached at the end of the document; the *code noir* ends on page 6); What did you glean about the lived experience of being a slave holder in Virginia compared with the social structure that slave laws. What gaps do you see for Virginia and what do you envision having sampled South Carolina, the Cape and the Francophone world?

Homework for 9/15 Gradual Emancipation Bill and its Amendment and Fugitive slave bills (HUSKYCT)

Week Three, 9/15 and 9/17:

Gradual Emancipation and Fugitive Slave Bills



9/15, Gradual Emancipation Bill, Pennsylvania and Fugitive slave bills discussion
HUSKYCT

Homework for 9/17 Responses to Haiti and the revolutionary era,

RR#3

Homework for 9/22 Review the *Understanding Race* website. Review the science timeline and choose one to present to your classmates

Understandingrace.org

(A Project of the Anthropological Association) begin by clicking the *HISTORY* icon which will take you to a timeline of race. Look through the tabs and chronologies associated with them. Once you click on the first science tab, click on “next” at the very bottom of the page you’ve read so that you don’t have to navigate back through the timelines
Early Classification of Nature, One race or several species, Race science Exhibition, Measuring Race, Eugenics and Physical Anthropological Critiquing Race, Race and Intelligence

Week Four, 9/22 and 9/24

Racialized Thought: Nature, Culture, Religion and Slavery

9/22 Discussion of understanding race website

Homework and Reading Response for **9/24**

David Hume, Immanuel Kant, James Beattie, Johann Gottfried von Herder, and Thomas Jefferson on nature, culture, religion, and slavery. The readings total about 17 pages; but the ideas are complex and nuanced so do not underestimate how much time it may take to digest them. (All readings are on HuskyCT)

- a. Hume, *of National Characters*, 1748, [revised edition 1777]
- b. Kant, *Observations on the Feeling of the Beautiful and Sublime* 1764
- c. Beattie, *An essay on the Nature and Immutability of Truth*, 1770 [revised 1771]
- d. von Herder, *Ideas on the Philosophy of the History of Mankind* [1784-1791]
- e. Kant, “ Review of Herder’s ideas on the philosophy of history [1785]
- f. Jefferson, *Notes on the State of Virginia*


RR#4 Organize and summarize (in a chart or table) *the arguments these five thinkers put forth to support or counter particular ideas about the link between nature, culture, religion, and slavery. Where is there commonality? Different emphases? What links do you see between Jefferson’s views on black inferiority and these other four thinkers’? How important are the different strands of thinking in terms of providing legitimacy for slavery? How did the information from the understanding race website help you to digest the content of these readings?*

Paper Guidelines: 5-6 pages, Title page, double spaced, justified, footnoted, paginated, and spellchecked. Please plan carefully and use the class time, drafting time and extra office hours wisely.

Week Five, 9/29 and 10/1

**Tuesday 9/29 Bring thesis and a draft to class; make appoints for 9/30 for extra help
Thursday 10/1 NO CLASS; extra office hours from 9-12:15. Paper due noon on
Friday, October 2 by noon in my mailbox or in my office, Wood Hall 332**

Week Six, 10/6 and 10/8

10/6: Office hours from 9-12:15 to discuss papers;  review abolitionist poetry (HUSKYCT);


10/8 Discussion, Antislavery marketing to children; poetry; no reading response due; Dickson D. Bruce Jr. “Print Culture and the Antislavery Community,” pages 200-220 in McCarthy and Stauffer, eds, *Prophets of Protests*.


RR#5 is extra credit/voluntary

This week’s readings are lighter to give you a chance to get through Stowe, *Uncle Tom’s Cabin*

Week Seven, 10/13 and 10/15

Antislavery Literature: The iconic Uncle Tom’s Cabin

 **10/13** In class work, Analyzing slave ads

 **10/15** Stowe, *Uncle Tom's Cabin* (see reading response questions on HUSKYCT) (The reading strategy you employed for getting through this long novel needs to be used again to get through your next assignment which is Sensbach, *Rebecca's Revival*; see HuskyCT for discussion questions)

Week Eight. 10/2 and 10/22
Slave Narratives


10/20 In Class Work

 **10/22** Discussion of *Rebecca's Revival* (see HUSKYCT for discussion questions)

Week Nine. 3/24 and 3/26

Reading slave narratives as Primary Sources


10/27, In Class Work

 10/29, Douglass and Roth (see HUSKYCT for discussion questions) 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
The Douglass narrative is in the Gates book

We have one more book that requires a careful reading strategy; we will work in class on Tuesday to give you time to digest this book

Week Ten. 11/3 and 11/5
Reading slave narratives as Primary Sources

11/3 In class work: primary sources

 **11/5** Jacobs, *Incidents in the Life of a Slave Girl*

Prepare for your book review Assignment, due on Tuesday 11/10—you have to come to class prepared for this discussion

For Tuesday, 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 prize; these are just two! We will do a review of the field by crowd sourcing this assignment; details and booklist to follow; in your report be sure to say

- (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.

Week Eleven, 11/10 and 11/12
Historians and the Antislavery Movement

11/10 Book Review Discussion

Discussion of book review assignment (the state of the field); work on your reading for Thursday

Listen out for meeting dates for our library assignment as things may have shifted because of previous snow delay issues

We will read Stewart, *Holy Warriors* in two parts; your reading response is due on Thursday



11/12 *Holy Warriors*, preface-96

Reading Response #10

1. How did the Revolutionary War, enlightenment ideals, and evangelicalism impact the institution of slavery? 2How did international and local Quakerism intersect and is there any other evidence of international movements or concerns impacting debates in the United States? 3. Describe the relationship between black abolitionists/ abolitionism and white abolitionists/abolitionism. Be specific and provide an example. 4. How did the concerns of antislavery activists intersect with the American Colonization Society (ACS), and under what circumstances did some abolitionists choose to withdraw their support for the colonization movement? 5. Stewart argues that abolitionists were naïve, yet claims that this could be seen as a strength. Explain this contradiction. 6. What are the respective arguments of those in the gradual emancipation camp and the immediate emancipation camp? Who is persuasive to you and why? If you want to link this answer with number #8 please feel free to do so. 7Once you have read the whole book, think about how Stewart makes fundamental claims that the antislavery movement both reinforced and transformed the dominant features of pre-Civil War America. Explain how he supports these arguments. What is reinforced? What is transformed? Do you agree with his assessments? Do you agree with the overarching claim he is making about the Revolutionary War creating the space for these developments? Why or why not? 8What led to factionalism and schism in the abolitionist movement and if YOU had to choose a side, with which side would you have chosen? Anti-Garrisonian/Pro-Garrisonian; Explain why. 9 Stewart argued that even if abolition did not lead to the end of white supremacy, segregation, racial prejudice, the history of the movement should not be dispiriting for having culminated in a Civil War that brought a triumphant and virulent white

supremacist movement into being. How do YOU think we should assess the legacy of abolitionism? 10 What do you understand now about the trajectory of the abolitionist movement that was ambiguous or unknown to you before reading this book?

Week 12. 11/17 and 11/19

**11/17 Meet in Library
and 11/19 Meet in Class**



You will have a library session this week and the second half of the Stewart, *Holy Warriors* book is due on Thursday

Dr. Vernal distributes assignment “**Expert in the Library**” to students. It is due 12/1 when I meet everyone in the library for our second session. 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. The assignment also asks what is the takeaway from each of your weekly assignments, so you will have to do some reflecting on what you have learned and how you will use that information to select and research a paper topic

Week 13, 12/1 and 12/3

Meet in the Library

Meet in the library; Work on your paper ideas; individual consultations with Dr. Vernal as needed;

Week 14, 12/8 and 12/10 No classes; Continue working on papers.

Check in with Dr. Vernal; Extra Office hours are available

December 15: Final Papers are due in my office at noon, Wood Hall 332

