

HIST 421 **Slavery and Prejudice**
Fall 2006 Class Hours:M 3-5:50 Main 310
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Office Hours: TTH 3-5 and by appointment

I. Course Description: This seminar course will explore the relationship between the institution of slavery and race prejudice in different time periods and regions of the world. Areas of study include the U.S.A., the Caribbean, Cuba, Africa and the Middle East.

II. Course Goals: The purpose of this seminar is to explore the history of one of humanity's ugliest institutions : Slavery-on a comparative basis and to explore the relationship between slavery, prejudice, and racism. The course will look at examples from in several cultures and continents. Topics to examine along the way are the conditions which produce slavery, and what made slavery kinder or more terrible? Was it the ideology, religion or personality of the owners or the type of economic exploitation being undertaken? How did slavery elsewhere differ from what obtained in the United States? How uniform was that in different places? In different periods? How did the ideology of Islam affect slavery? In theory? In reality? Why does slavery still exist today? Where does it still exist? What is being done about it? Students will examine the historical questions which are being asked by contemporary scholars of studies about slavery and servitude.

III. Texts: There are five texts for this course. Each student will be responsible for the contents of all of them. They are available in the University Bookshop. They are:

1. 1999. Ball, Edward. *Slaves in the Family*. NY. Ballantine/Random House. 0-345-43105-7

This amazing piece of research about the owners and workers of rice plantations in South Carolina is an amazingly nuanced examination of slavery. Its horrors and the resilience of the survivors of this institution are both examined by Edward Ball.

2. 1994. Barnet, Miguel. Hill, W. Nick,(Trans.) *Biography of a Runaway Slave*. Willimantic, CT: Curbstone Press1-880684-18-7

Estaban was interviewed at age 104 about his life as a Cuban slave and his experiences as a runaway and then a freed slave. How were conditions better, worse or the same after slavery?

3 McCafferty, Kate. *Testimony of an Irish Slave Girl*. NY: Penguin Books 0-14-200183-X

Oh, you thought all of the slaves were Africans? Irish, Scots, and Native American people were enslaved. So were the occasional other: German for example. Prisoners of war. It was a brutal time in the 17th century and labor of the many was needed to make the fortunes of the few....

4. 2002. Hunwick, John and Powell, Eve Troutt. *The African Diaspora in the Mediterranean Lands of Islam*. Princeton: Markus Wiener. 1558762752

What would you need to convince you of certain things about slavery in the Muslim world? Wouldn't the words and views of the slaves themselves be more convincing? How would we find those words? An anthology of original primary source materials on this controversial subject.

5. 2005. Nazer, Mende and Lewis, Damien. *Slave: My True Story* NY: Public Affairs Perseus Books Group) 1586483188

Every once in a while we hear a story about slavery continuing. It does. But we keep it tucked far away, out of sight behind a lot of MTV and Super Bowl games. but when you have to read an account of it you may find yourself losing sleep to ask yourself-what am I doing to end this???

IV. Methods of Evaluation:

Attendance will be taken and will count for 20% of the final grade. The reason for this is that the material is mostly new and quite challenging for students. It is felt that class discussion will contribute a great deal to the students' understanding of the course material. There are two short essays of 20% each and a research paper and oral report that also count 20 % for each component Students will be asked to make class presentations on the readings and contributions to the discussion of readings and films. All students should take notes on the class discussions. If you miss a class it is your responsibility to copy the notes of a classmate.

Distribution of grades will be as follows:

Attendance and participation	20%
1st paper	20%
2nd paper	20%
research paper	20%
oral report	20%

The Attendance grades are as follows:

Classes attended:

14	100%	less than 10 classes ? You probably want
13	92%	to drop the course since it counts 20%.
12	82%	
11	72%	
10	62%	

V. University Policies:

Class Cancellations. When weather conditions are dangerous, students will be informed via the media about class cancellations. Please do not call Public Safety. Phone lines need to be open for emergencies. Instead call the UWS Weather hotline at: 394-8400

2. Accommodation of religious beliefs. Student's sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling of all examinations and other academic requirements.

3. Disabilities Accommodation. Adaptations of methods, materials or testing may be made to accommodate educational participation. Students must inform their instructors at the start of the semester of these needs. and register with Student Services Office through Main 134. .

4. Academic Misconduct: Students are advised to take careful note that any submission of work copied from another student or an undocumented but copied text will be subject to disciplinary action. The distinction between working collaboratively with another student and submitting her/his work will be discussed in class. Paraphrasing the work of another student or a book is also cheating. Need more time? Ask for an extension or an incomplete.

VI. Class Assignments:

As you do the readings, take notes on materials that will be useful in the two essays that are assigned for the course.

Week of September 11th

Watch *Family Across the Sea*

Introduce the course and the teaching materials, then

Read *Slaves in the Family* to discuss the following week: 7-241

Week of September 18th

discuss conditions of slavery in the first half of *Slaves in the Family*

watch *Digging for Slaves*

then read the rest of *Slaves in the Family*

Week of September 25th

discuss the 2nd half of *Slaves in the Family* . What were the post-abolition conditions of slavery for Ball plantation slaves? What advantages and the Balls obtained? At which cost to themselves?

Watch the film: *Son of Africa The Slave Narrative of Olaudah Equiano*

then read McCafferty's *Testimony of an Irish Slave Girl*

Week of October 2nd

discuss conditions of slavery in *Testimony of an Irish Slave Girl*

watch the film *Quilombo*

then read *Biography of a Runaway Slave* to p. 57

Week of October 9th

discuss conditions of slavery in Cuba as described in *Biography of a Runaway Slave*

watch *Black Warriors of the Seminoles*

then finish *Biography of a Runaway Slave*

Week of October 16th

discuss post abolition life of Afro-Cubans

Watch *Bahia: Africa in the Americas*, then

write your first essay on this question:

Using the class discussions, 3 books and several films that we watched so far

Discuss the conditions of slavery you observed and what caused their relative severity or leniency? Were post-abolition attitudes and treatments identical or were they different. Why? Write 3-5

pages on the topic of "New World Slavery and Prejudice" using page references for books and referring to scenes in the films to prove your points and provide evidence for your assertions.

Be sure to write an introduction to the question and a conclusion that summarizes your major points. Be transparent about where you are taking the reader and what you have tried to convince the reader to believe on your topic.

Week of October 23

discuss topics for out of class research paper something like:

slavery in Iceland, abolition of slavery in Niger today, contemporary slavery in Mauretania, slavery in Japan, in Vietnam, in China etc. African slaves in Iran, in India, slavery in Peru, Native American slavery in the American south, the American north east, the Pacific Coast.....slavery in the Mediterranean in the 16th and 17th centuries, in Spain or Portugal..., racism today in Brazil or Cuba...

watch *Silences of the Palace*

Turn in essay paper #1 then, read *The African Diaspora in the Mediterranean Lands of Islam* p. 50

Week of October 30th

Discuss the "theory" or ideology of slavery in the Islamic world. How was the system supposed to work? according to *The African Diaspora*....

watch Gates film: *the Swahili Coast*, then read the rest of *The African Diaspora in the Mediterranean Lands of Islam*

Week of November 6th

discuss the rest of *The African Diaspora in the Mediterranean Lands of Islam*: what were the real conditions of the slave trade and slavery in the Muslim world??

then read: Mende Nazer's *Slave My True Story*

Week of November 13th

discuss Mende Nazer's autobiography. What Islamic principles of slavery were violated here? What did slave ownership do to the owners? To the slaves? then write the 2nd essay for the course of 3-5 pages on the question:

Compare the ideology and treatment of slaves in the Muslim world to what you previously observed in the New World. In your opinion has the situation been more different or more similar in the post-abolition period? cite page references or film scenes to support your contentions. Be sure you have a precise introduction and conclusion. discuss criteria for oral presentations of individual research projects also

Week of November 20th

submit the 2nd essay in class before the Thanksgiving break
begin the oral reports of students work of 20-30 minutes each
discuss criteria for grading of the written research papers of c. 10 pages in length of text plus thesis statement, outline, illustrations, map, citations, annotated bibliography and bibliography which are extra after the 10 pages.

Week of November 27th

more oral reports

Week of December 4th

more oral reports
submit all written research papers in class

Week of December 11th

final oral reports and do course evaluation

week of December 18th exam week

get back written reports in period of the final examination Wednesday 3:30-5 PM December 20th from Office Sundquist 221 or after the holiday break