

History Workshop: Slavery and Emancipation in Latin America and the Caribbean

DRAFT SYLLABUS

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Course Description

The History Workshop is designed to teach the basic methods of historical practice. How do historians define research problems and questions? What are primary sources? How do historians find them, interpret them, and use them to write histories? What are secondary sources? How do historians find them and use them to help write histories? What is the goal of historical scholarship?

This section of the course explores the history of African slavery and emancipation in Latin America and the Caribbean. We will begin by examining the rise of the transatlantic slave trade and chattel slavery in colonial Latin America and the Caribbean. The course will proceed chronologically, exploring the complex worlds created by enslaved Africans and their descendants and the struggles that they faced from the sixteenth century to the abolition of slavery in the 19th century. Some of the themes that will be discussed include plantation and mining slavery, syncretic religious traditions, legal and extralegal freedom, rebellion, the Haitian Revolution, and the abolition of slavery. Special focus will be given on how historians of slavery in Latin America and the Caribbean recreate the everyday lives of enslaved and free people of African descent through seemingly ordinary sources like last will and testaments, lawsuits, or travelogues. Ultimately students will be introduced to the work of constructing history through this diverse set of themes and events.

Learning Goals

1. Explore how historical knowledge is produced.
2. Introduce students to the problems and practices involved in historical research, including assessing the strengths and weaknesses of different kinds of sources.
3. Introduce students to the problems and practices in historical interpretation, including evaluating conflicting historical interpretations; exploring how the ways in which historians frame their questions influences their interpretations.
4. Introduce students to the problems and practices involved in historical writing and narration.

Required Texts

There are no required texts for this class. All course readings are available on Canvas (under “Resources”).

Course Format

Due to COVID, this course will be conducted remotely and asynchronously. The general format of most of the course will be the following: all lectures will be recorded and posted on Canvas; almost all of your assignments must be submitted online via Canvas.

Academic Integrity at Rutgers

PLEASE do **NOT** cheat or commit plagiarism!!!

- Any student found **cheating will receive an F** and may be reported to SAS.
- **Plagiarism is a violation of the Academic Integrity policy of Rutgers University. Cite your sources properly and please use your own words.** Below is the Rutgers definition:
 - **Plagiarism:** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:
 - Copying word for word (i.e., quoting directly) from an oral, printed, or electronic source without proper attribution.
 - Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
 - Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
 - Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.
- **If you are confused about citing sources properly or paraphrasing, please refer to “Resources for Students” (website below) or see me during office hours.**
 - <http://academicintegrity.rutgers.edu/resources-for-students/>

Academic Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Important Information:

- Please address me as Professor Barragan **in both class and emails.**
- Expect delays on any emails received after 7pm and on weekends.

Course Assignments and Grading

Participation (Primary Source Analysis Papers)	15% (3 papers, 5% each)
Portfolio Assignments	30% (6 assignments, 5% each)
Rough Draft of Final Paper	20%
Final Paper	35%

***All writing should be in 12-point font, double-spaced, Times New Roman, 1-inch Margins, NO EXCEPTIONS. All assignments should be uploaded onto Canvas.**

- **Participation:** Since this course will be held remotely, participation will be weighed differently. In particular, participation will be based on successful completion of the following criteria:
 - **Primary Source Analysis Papers:** Only three times throughout the semester, you will be expected to complete and submit a Primary Source Analysis Paper on Canvas by **5:00 PM**.
 - For the **Primary Source Analysis Paper**, you must read the primary source and any secondary readings, analyze the primary source/s, and answer the posted guiding questions. I also expect you to include references to the week's recorded lecture. The papers must be **no more than two pages, 12-point font, double-spaced, Times New Roman, 1-inch Margins**.
 - **Each Primary Source Analysis Paper is worth 5%.**
- **Portfolio Assignments:** Over the course of the semester, you will work on six Portfolio Assignments. These assignments will be building blocks towards the completion of your final paper, which must incorporate 2 books, 3 journal articles, and 4 primary sources. Unless you have something particular in mind and talk to me in advance about it, you must pick from a list of topics, see "Topics for Slavery + Emancipation Final Paper" under "Files" << "Files for Final Paper" in Canvas. The primary sources for each topic can be found under "Files" << "Files for Final Paper" << "Primary Sources for Final Papers." Guidelines for the Portfolio Assignments can be found under "Files" << "Files for Final Paper" << "Guidelines for Portfolio Assignments."
 - **Portfolio Assignment 1 (5%):** Analysis of Journal Article 1
 - DUE THURSDAY, SEPT. 17, BY 5PM ON CANVAS
 - **Portfolio Assignment 2 (5%):** Analysis of Book 1
 - DUE THURSDAY, OCT. 1, BY 5PM ON CANVAS
 - **Portfolio Assignment 3 (5%):** Analysis of Journal Articles 2 and 3
 - DUE THURSDAY, OCT. 15, BY 5PM ON CANVAS
 - **Portfolio Assignment 4 (5%):** Analysis of Book 2
 - DUE THURSDAY, OCT. 29, BY 5PM ON CANVAS
 - **Portfolio Assignment 5 (5%):** Analysis of 4 Primary Sources
 - DUE THURSDAY, NOV. 12, BY 5PM ON CANVAS
 - **Portfolio Assignment 6 (5%):** Peer Edits of Peers' Rough Draft
 - DUE THURSDAY, DEC. 3, BY 5PM ON CANVAS

ALL THE BOOKS ARE AVAILABLE ELECTRONICALLY IN RUTGERS LIBRARIES

YOU MUST SEARCH FOR THE ARTICLES ELECTRONICALLY in EBSCOhost in Rutgers Libraries

- **Rough Draft of Final Paper:**
 - On Monday, November 23, a rough draft of your final paper will be due (**it must be at least 4-5 pages, 12-point font, double-spaced, Times New Roman, 1-inch Margins, NO EXCEPTIONS**). Outlines or bullet points of your final paper **will not be accepted**.
- **Final Paper:**

- The final paper will be an 8-10 page paper (**12-point font, double-spaced, Times New Roman, 1-inch Margins, NO EXCEPTIONS**) in which you describe and analyze the four primary sources related to your topic, and contextualize them in the larger secondary source literature you have read (specifically, the 2 books and 3 journal articles). You are encouraged to also incorporate any materials from any class lecture (which can be cited as in the following example: “Professor Barragan, Recorded Lecture Week 11, Session 1, November 16, 2020, “Gradual Abolition Laws in South America”). The final paper must **be uploaded onto Canvas by 5PM on Thursday, December 10**. Late papers will be penalized ½ of a letter grade each day they are late (so from A to B+ or B to C+). Extensions will only be permitted for emergencies.
 - Feel free to consult the History Writing Tutors for assistance with your papers:
 - <https://history.rutgers.edu/academics/undergraduate/history-writing-tutor>

Grade Cut-offs:

A = 90 – 100	C = 70 – 74
B+ = 85 – 89	D = 60 – 69
B = 80 – 84	F = 0 – 59
C+ = 75 – 79	

WEEKLY READINGS AND TOPICS

Introduction

Session 1 (Thurs., Sept. 3): **RECORDED LECTURE** What is slavery? How do historians of slavery and emancipation in Latin America and the Caribbean do what they do?

Week 1: The Rise of Slavery in the “New World”

Session 1 (Mon., Sept. 7): **RECORDED LECTURE**, Africa and the Making of the Transatlantic Slave Trade

- Reading:
 - Stephanie Smallwood, “Turning Atlantic Commodities into American Slaves” in *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*

Session 2 (Thurs., Sept. 10): **PRIMARY SOURCE ANALYSIS DUE ON CANVAS: AUTOBIOGRAPHY**

- Readings:
 - Primary Source: Selections from Olaudah Equiano, *The Interesting Narrative of the Life*
 - Vincent Caretta, “Olaudah Equiano or Gustavus Vassa? New Light on an Eighteenth-Century Question of Identity”

- **Guiding questions:** Who is Olaudah Equiano? What view of the trans-Atlantic slave trade does Equiano's autobiography offer? Who is his intended audience? How does Caretta's findings possibly alter our reading of Equiano's account?

→→→ *EMAIL ME YOUR FINAL PAPER TOPIC BY 5PM ON THURS., SEPT 10

Week 2: Colonialism and Slavery: Making "Indians" and "Slaves"

Session 1 (Mon., Sept. 14): **RECORDED LECTURE**, Colonialism in Latin America and the Caribbean

- Reading:
 - Rachel Sarah O'Toole, "Between Black and Indian: Labor Demands and the Crown's Casta" in *Bound Lives: Africans, Indians, and the Making of Race in Colonial Peru*

Session 2 (Thurs., Sept. 17): **→→→ *PORTFOLIO ASSIGNMENT 1: Analysis of Journal Article 1 DUE**

Week 3: Labor and Working Life

Session 1 (Mon., Sept. 21): **RECORDED LECTURE**, Latin American and Caribbean Slavery: Sugar, Gold, and Cities

- Reading:
 - Barbara Bush, "Hard Labor: Women, Childbirth, and Resistance in British Caribbean Slave Societies"

Session 2 (Thurs., Sept. 24): **PRIMARY SOURCE ANALYSIS DUE ON CANVAS: TRAVELOGUE**

- Readings:
 - Magnus Mörner, "European Travelogues as Sources to Latin American History from the Late Eighteenth Century until 1870"
 - Primary Source: "The Masters and the Slaves: A Frenchman's Account of Society in Rural Pernambuco Early in the Nineteenth Century"
 - **Guiding questions:** Who is L. F. de Tollenare? Why is he writing? Who is his intended audience? What view of slavery do we get from him? What are the problems and limitations of travelogues?

Week 4: Spirituality and Meaning Making

Session 1 (Mon., Sept. 28): **RECORDED LECTURE**, Religious and Cultural Life in Slave Societies

- Reading:
 - Miguel A. Valerio, "That there be no black brotherhood": The Failed Suppression of Afro-Mexican Confraternities"

Session 2 (Thurs., Oct. 1): **→→→ *PORTFOLIO ASSIGNMENT 2: Analysis of Book 1 DUE**

Week 5: Independent Work Week

Session 1 (Mon., Oct. 5): Work on your portfolio assignments

Session 2 (Thurs., Oct. 8): Work on your portfolio assignments

****Email me if you have any questions or concerns about your project***

Week 6: Resistance and Freedom

Session 1 (Mon., Oct. 12): **RECORDED LECTURE**, Resisting Slavery and Legal/Extralegal Freedom

- Reading:
 - Michelle McKinley, “Fractional Freedoms: Slavery, Legal Activism & Ecclesiastical Courts in Colonial Lima, 1593-1700”

Session 2 (Thurs., Oct. 15): **→→→ * PORTFOLIO ASSIGNMENT 3: *Analysis of Journal Articles 2 and 3 DUE***

Week 7: The Haitian Revolution

Session 1 (Mon., Oct. 19): **RECORDED LECTURE**, The Haitian Revolution

- Readings:
 - Ada Ferrer, “Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic”

Session 2 (Thurs., Oct. 22): **PRIMARY SOURCE ANALYSIS DUE ON CANVAS: CONSTITUTION**

- Primary Source: “The Constitution of Hayti (1805)”
 - <http://faculty.webster.edu/corbetre/haiti/history/earlyhaiti/1805-const.htm>
 - **Guiding questions: What is the 1805 Constitution of Haiti? Why is it important? What do you find to be some of the most striking articles of the constitution and why? What insights and perspectives do constitutions grant us?**

Week 8: The First Major Blow: Slavery and the Wars of Independence

Session 1 (Mon., Oct. 26): **RECORDED LECTURE**, Enslaved and Free Black People in Latin America’s Wars of Independence

- Reading:
 - Peter Blanchard, “Fighting for the Patria in the Rio de la Plata [Argentina/Uruguay]”

Session 2 (Thurs., Oct. 29): **→→→ * PORTFOLIO ASSIGNMENT 4: *Analysis of Book 2 DUE***

Week 9: Independent Work Week

Session 1 (Mon., Nov. 2): Work on your portfolio assignments

Session 2 (Thurs., Nov. 5): Work on your portfolio assignments

***Email me if you have any questions or concerns about your project**

Week 10: The Abolition of Slavery I: South America

Session 1 (Mon., Nov. 9): **RECORDED LECTURE**, The Gradual Abolition of Slavery in South America

- Reading:
 - Camilla Townsend, “In Search of Liberty: The Efforts of the Enslaved to Attain Abolition in Ecuador, 1822-1852” (37-56)

Session 2 (Thurs., Nov. 12): **→→→* PORTFOLIO ASSIGNMENT 5: Analysis of 4 Primary Sources DUE**

Week 11: The Abolition of Slavery II: The Spanish Caribbean and Brazil

Session 1 (Mon., Nov. 16): **RECORDED LECTURE**, The Rise and Fall of Slavery in Brazil, Cuba, and Puerto Rico

- Reading:
 - Celso Castilho and Camillia Cowling, “Funding Freedom, Popularizing Politics: Abolitionism and Local Emancipation Funds in 1880s Brazil”

Session 2 (Thurs., Nov. 19): **WORK ON ROUGH DRAFT**

Week 12: Rough Draft

Session 1 (Mon., Nov. 23): **→→→Rough Draft of Final Paper DUE**

Session 2 (Thurs., Nov. 26): NO CLASS – HAPPY THANKSGIVING!

Week 13: The Abolition of Slavery III: The British Caribbean

Session 1 (Mon., Nov. 30): **RECORDED LECTURE**, Gradual and Final Abolition in the British Caribbean

- Reading:
 - Sasha Turner, “Conceiving Moral and Industrious Subjects: Women, Children, and Abolition” in *Contested Bodies: Pregnancy, Childrearing, and Slavery in Jamaica*

→→→REMINDER: YOUR PEER EDITING IS DUE NEXT SESSION ON THURSDAY!

Session 2 (Thurs., Dec. 3): **→→→* PORTFOLIO ASSIGNMENT 6: PEER EDITING OF PEERS' ROUGH DRAFT DUE (EMAIL COPY OF EDITS TO ME AND YOUR PEER)**

Week 14: Final Papers Due

Session 1 (Mon., Dec. 7): Work on Final Papers

Session 2 (Thurs., Dec. 10): **Final Papers Due by 5PM**

HAVE A GREAT WINTER BREAK!!! STAY HEALTHY AND SAFE!!! ❄️❄️❄️