

Slavery in The Americas  
HIS 350L LAS366. AMS370. AFR374E  
Instructor: Professor Jorge Canizares-Esguerra  
[Writing Flag. Independent](#)

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## Introduction

From the 1500s to the 1800s, two distinct slave trades flourished in the Americas: one for blacks and another for Native Americans; both enslaved millions. This course focuses on two chronologically different types of black slavery. “First Slavery” was a system that connected the Americas to Africa through the Atlantic slave trade. It thrived in the “colonial” period, when Europeans created many different empires in New World (but not Africa). First Slavery forcefully removed millions of West Africans to Europe and to the Americas, from Labrador to Tierra de Fuego. These slaves brought with them vast array of cultures, religions, plants, animals, and technologies. Under First Slavery, slaves worked in plantations but they could also become merchants, artisans, sailors, and even slave owners. Slaves also participated as soldiers in imperial and revolutionary wars, self-purchased, and ran away into maroon communities. Slaves mixed with Indians, Asians, and whites in rural and urban areas. “Second Slavery” flourished in the 19<sup>th</sup> century in the wake of the Age of Revolutions. As millions acquired new political rights, abolitionism came of age, and empires began to crack down on the Atlantic slave trade, slavery paradoxically flourished, particularly in the American South, Cuba, and Brazil. Second Slavery created a new slave trade that reshuffled millions within the American continent, not across the Atlantic. The new revival of slavery was central to the Industrial Revolution and the growing demand for raw materials in factories. Second Slavery created new integrated plantations, including the Cotton Kingdoms in the American South and Texas. Second Slavery reduced slaves to cogs in plantations. It also generated new, perverse ideologies of scientific racism and white supremacy. First and Second Slavery can only be studied within trans-imperial and transatlantic perspective. The readings for this class emphasize individual biographies and transnational perspectives.

This is a reading and writing intensive seminar. You will receive training on how to identify the argument of books and chapters within books. You will improve basic writing skills and develop new ones, particularly on how to organize and justify a research proposal. Every week, we’ll work on different aspects of the logic and economy of the written word and on the logic of research: overall structure of essays; the function of paragraphs; the logical structure of sentences; conciseness; how to pose research questions, offer hypotheses, and marshal evidence to test a hypothesis. You will also learn how to use citations appropriately to back up your arguments.

## Readings

All assigned readings are either available as e-books via the library (see links in syllabus) or as pdfs on Canvas. There are, however, a couple of titles that you have to buy and they are marked with a (\*) in the syllabus (October 2 and 23))

Assignments (all writing assignment should be carefully edited and proof read)

- a. Ten (10) weekly one page, single space book review (6 points each x 10= 60 points)

Each review should cover the following points:

1. Book's main argument
2. The crucial empirical evidence deployed by the author to sustain this argument
3. The structure of the book and how chapters help build the overall argument

- b. One final ten-page research proposal (1500-2000 words) (40 points)

The proposal should include:

1. A question motivating your research and why it is original
2. A hypothesis (a plausible answer and how to go about answering)
3. A set of primary sources to answer the question
4. The strengths and limitations of the sources
5. The reasons why to study these source. How they relate to your question and hypothesis
6. The relationship of your proposal to the work of others
7. Clear and well written narrative (structure, spelling, syntax, grammar, vocabulary)

Timetable and Grading Criteria for Research Proposal

- ✓ First outline (10 points) (due October 9)
- ✓ Formal Presentation of Proposal. (5 points) (November 27)
- ✓ Final Proposal(1500-2000 words) 25 points. (Nov 27 and December 4)

First outline (10 points)

- ✓ Clear and doable research question (3 points) *The question needs to be specific, concrete enough to be doable. Overly broad questions will not work. Limit your dates to a few years. Limit your question to one problem. You are not working on a problem that would take you a lifetime to answer.*
- ✓ Clarify why it is significant (2 points). *You need to articulate clearly why answers to this question will yield important, significant insights on the nature of one aspect of the Age of Atlantic slavery.*
- ✓ How the question relates to what other authors have said about this or similar topics (2 points). *You need to provide a bibliography of 2-3 authors who have asked similar or related questions but whose research, albeit important, is not complete. and what makes your question different than theirs.*
- ✓ Describe what documents or PRIMARY sources you might be using (why and where they are located) (3 points) *You need to let me know what documents (in archives or printed) can be used to answer your question. Where do you plan to turn to do the research that would allow you to provide an answer to the question you asked. What is the nature of the documentation needed to answer the question? Where might the document be located?*

*These are all preliminary questions at this point, obviously, because you are just beginning to dig into these materials.*

The final research proposal (25 points)

It will be graded around two areas of competence: research skills and ability to document facts and assertions through proper footnoting and citation

1. Research: Students should be able to identify and develop key steps of a research project (question, primary sources, management of data collection, analysis, and presentation of interpretation).

Research Skill	Mastery  (exceeds standards)	Competency  (Meets standards)	Need Improvement  to meet standards	Falls well short of  Competency
Define a research question/ problem	Articulates a feasible, specific research question/ problem.	Articulates a general and plausible research question/ problem.	Articulates a research problem or question, but no clear sense of its significance or feasibility.	Research question/ problem not articulated in a useful way or not articulated at all.
Select primary sources appropriate for the question/ problem.	Collects primary sources that fit very well with research issue	Identifies an adequate set of primary source material for the research issues	Uses primary sources that do not match up well with problem asked	Appropriate primary sources not identified.

Identify methodological issues with the primary sources.	Demonstrates sophisticated and complex understanding of methodological issues with choice of evidence and with nature of the record(s).	Articulates clear awareness of basic methodological challenges with choice of evidence and with nature of the record(s).	Expresses some engagement with some of the methodological challenges with choice of evidence and with nature of the record(s).	Little or no engagement with key methodological challenges with the primary sources or with the choice of evidence.
Analyze key patterns and themes in primary sources to articulate argument/thesis /claim.	Articulates a sophisticated, persuasive analytical claim rooted in primary sources.	Engages in effective level of analysis of evidence and consistent use of primary sources to support a clear argument.	Makes some effort made to analyze the evidence, but improvement needed in identification of key themes and/or articulation of argument.	Makes a weak analytical claim or no interpretative claim with little or no use of appropriate primary source evidence.
Present research (Malleable form using one or more of the following, e.g.: Paper Oral Presentation Video Essay Powerpoint	Presents skillful and sophisticated mastery of all aspects of research project in consistently excellent text (written &/oral), organization, and format. Particular style is appropriate for the chosen form	Effectively presents research project, although with some lapses in quality and/or consistency.	Demonstrates limited effectiveness in presentation of research due to one or more serious flaws	Presents little or no clear understanding of key aspects of research project and/or multiple shortcomings in text, organization, format and appropriateness for form and audience.

	and intended audience.			
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2. Citations: Students will learn to use Chicago Manual Style citation accurately and learn to apply principles of documentation systematically as appropriate for evidence- based writing. Students will use footnotes effectively

	Mastery (Exceeds standards)	Competency (Meets standards)	Needs improvement to achieve competency	Falls well short of competency
Employs Chicago Manual Style formatting accurately in footnotes/endnotes and bibliography for a variety of types of material.	Capably uses CMS formatting to cite a variety of primary and secondary sources in notes and bibliography. Some minor errors may be evident.	Demonstrates a clear grasp of CMS formats to cite a variety of sources. However, work shows some mistakes in formatting.	Attempts to use CMS formatting are evident, but formatting errors are numerous. May attempt to format citations but use MLA/APA style instead	Demonstrates little to no awareness of specifics of CMS formatting.
Appropriate use of footnotes/endnotes to document primary sources and existing scholarship for quotations and paraphrasing.	Very accurate use of notes to document both primary sources and existing scholarship for quotations & paraphrasing.	Generally uses notes where necessary to document evidence and existing scholarship, but some clear misses.	Employs notes but does not effectively document evidence from primary sources and/or existing scholarship.	Deploys notes ineffectively or inadequately with little/no understanding of the principle of documenting evidence.

## Topics for Research Proposal

Possible places where to find questions and sources on New World slaveries:

- ✓ [Shadows at Dawn: borderland massacre of 1871](#)
- ✓ Data base of 1,400 newspaper advertisements of [Texas ran-away slaves](#)
- ✓ Jeremy Popkin. Ed. *Facing Racial Revolution* [electronic resource] : Eyewitness Accounts of the Haitian Insurrection
- ✓ Robert Edgar Conrad. *Children of God's Fire: A Documentary History of Black Slavery in Brazil*
- ✓ Ursula de Jesus, *The Souls of Purgatory. The spiritual Diary of a Seventeenth Century Afro-Peruvian Mystic*
- ✓ Alfonso de Sandoval, *Treatise on Slavery* (selections from the *Istauranda Aethiopiū Salute*)
- ✓ *The Slave Trade Debate. Contemporary writings for and against*. Introduction by John Pinfolds.
- ✓ Sue Peabody and Keila Grinberg. *Slavery, Freedom and the Law in the Atlantic World: A Brief History with Documents*
- ✓ Laurent Dubois and John D. Garrigus. *Slave Revolution in the Caribbean 1789-1804> A Brief History with Documents*
- ✓ <http://www2.vcdh.virginia.edu/AHR//> (comparison of two antebellum counties, in Philadelphia and Virginia, to determine causes of the Civil War)
- ✓ <http://revolt.axismaps.com/sources.html> (spatial and chronological map of slave uprising in Jamaica)
- ✓ <http://docsouth.unc.edu/browse/collections.html> (collection of documents on the American South)
- ✓ <http://utc.iath.virginia.edu/sitemap.html> (documents associated with the publication of Uncle Tom's Cabin)
- ✓ <http://chnm.gmu.edu/lostmuseum/lm/117/> (documents on Afro American community in NY in the 1850s)
- ✓ <http://hitchcock.itc.virginia.edu/Slavery/search.html> (data base of images)
- ✓ <http://www.virtualjamestown.org/> (documents Jamestown)
- ✓ <http://unknownnolonger.vahistorical.org/> (documents history of slavery in Virginia)
- ✓ <http://www.slavevoyages.org/tast/index.faces> (database on 35, 000 slave voyages)
- ✓ <http://www.inmotionaame.org/home.cfm;jsessionid=f8303134201376602360523?bhcp=1> (documents on African-American migrations)
- ✓ [http://www.brown.edu/Facilities/John\\_Carter\\_Brown\\_Library/remember\\_haiti/](http://www.brown.edu/Facilities/John_Carter_Brown_Library/remember_haiti/) (primary sources on Haiti)
- ✓ <http://www.yorku.ca/nhp/shadd/shadd.htm> (documents on African side of the African diaspora)
- ✓ <http://www.vanderbilt.edu/esss/index.php> (documents on marriages, baptisms, and wills of slaves and free colored in Colombia, Brazil, and Cuba)
- ✓ <http://memory.loc.gov/ammem/aapchtml/aapchome.html> (pamphlets by 19<sup>th</sup>-c African-American authors)

- ✓ <http://www.ibiblio.org/laslave/inventory.php> (documents on 18<sup>th</sup>-c Afro Louisiana)
- ✓ <http://www.yale.edu/glc/info/links.html> (listing of data bases on Afro-American history)
- ✓ <http://www.yale.edu/glc/archive/subject.htm> (documents by subjects )
- ✓ <http://www2.vcdh.virginia.edu/gos/documents.html> (documents on slavery in the Chesapeake)
- ✓ <http://www2.vcdh.virginia.edu/bib/> (bibliographic data base on 25,000 publications on history of slavery)

#### Grading Scale:

A: 100-90 points

B: 89-80 points

C: 79-65 points

D: 64-45 points

F: 44 and below.

#### Plagiarism

Paraphrasing or copying verbatim a source without attribution is considered plagiarism. Students who commit plagiarism (intellectual theft) will be referred to the corresponding university authorities and will fail (F) the assignment.

#### Guns

A new law, SB 11, allows licensed concealed carriers in most university buildings and classrooms. According to the law, concealed guns should remain in holsters “on” or “about” the individual at all times. Licensed carriers, therefore, cannot separate themselves from their belongings. Since students will be required to give presentations in front of the class and separate themselves of their belongings, licensed carriers might be breaking the law if they bring guns in backpacks and purses (guns in backpacks also increase the risk of losses and negligent misfire). The law prohibits any open display of guns. Anyone in the class should feel free to leave the room and call immediately 911 as soon as a gun is spotted. Students who openly display a gun or verbally threaten to carry them into classroom will be referred to the competent authorities. The law gives me the right not to allow concealed guns into my office. *Concealed handguns in my office is illegal*. The law also gives students the choice of arranging alternative ways of contacting instructors (via Skype, for example).

For emergency procedures, please consult UT’s guidelines: <https://preparedness.utexas.edu/>

## Disability

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259

## Schedule

### September 4

Intro and assignments. How to read. How to find sources. How to pose historical questions.

### September 11

Writing exercise: parts of essays (from logic to outline to structure)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/logic\\_in\\_argumentative\\_writing/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/index.html)

[https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/thesis\\_statement\\_tips.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/establishing\\_arguments/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html)

[https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/developing\\_an\\_outline/index.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/index.html)

Robert Harms, *The Diligent: A Voyage Through the Worlds of the Slave Trade*

<http://catalog.lib.utexas.edu/search~S29?/Xthe+diligent&searchscope=29&SORT=D/Xthe+diligent&searchscope=29&SORT=D&SUBKEY=the+diligent/1%2C228%2C228%2CB/frameset&FF=Xthe+diligent&searchscope=29&SORT=D&2%2C2%2C> (the document upon which this book is based can be accessed at [http://brbl-dl.library.yale.edu/vufind/Record/3522140?image\\_id=1039675](http://brbl-dl.library.yale.edu/vufind/Record/3522140?image_id=1039675))

### September 18

Writing exercise: the paragraph (logic, topic sentences, transitions)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/paragraphs\\_and\\_paragraphing/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/logic\\_in\\_argumentative\\_writing/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/index.html)



[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/paragraphs\\_and\\_paragraphing/paragraphing.html](https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/paragraphing.html)

Ira Berlin *Many Thousands Gone: The First Two Centuries of Slavery in North America* (canvas)

September 25

Writing exercise: economy

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/conciseness/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/index.html)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/conciseness/eliminating\\_words.html](https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/eliminating_words.html)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/conciseness/changing\\_phrases.html](https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/changing_phrases.html)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/conciseness/avoid\\_common\\_pitfalls.html](https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/avoid_common_pitfalls.html)

Randy Sparks *The Two Princes of Calabar: An Eighteenth Century Atlantic Odyssey* (Canvas)

October 2

Writing exercise: grammar and syntax and the logic of sentences

[https://owl.purdue.edu/owl/general\\_writing/mechanics/sentence\\_clarity.html](https://owl.purdue.edu/owl/general_writing/mechanics/sentence_clarity.html)

[https://owl.purdue.edu/owl/general\\_writing/mechanics/sentence\\_clarity\\_presentation.html](https://owl.purdue.edu/owl/general_writing/mechanics/sentence_clarity_presentation.html)

[https://owl.purdue.edu/owl/general\\_writing/mechanics/sentence\\_fragments.html](https://owl.purdue.edu/owl/general_writing/mechanics/sentence_fragments.html)

(\*) Linda Thornton. *Njinga of Angola: Africa's Warrior Queen*

October 9

Writing exercise: the rhythm of sentences (lengths and structures)

[https://owl.purdue.edu/owl/general\\_writing/mechanics/parallel\\_structure.html](https://owl.purdue.edu/owl/general_writing/mechanics/parallel_structure.html)

[https://owl.purdue.edu/owl/general\\_writing/mechanics/two\\_part\\_phrasal\\_verbs\\_idioms/intransitive\\_phrasal\\_verbs.html](https://owl.purdue.edu/owl/general_writing/mechanics/two_part_phrasal_verbs_idioms/intransitive_phrasal_verbs.html)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/sentence\\_variety/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/sentence_variety/index.html)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/sentence\\_variety/sentence\\_types.html](https://owl.purdue.edu/owl/general_writing/academic_writing/sentence_variety/sentence_types.html)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/sentence\\_variety/for\\_short\\_choppy\\_sentences.html](https://owl.purdue.edu/owl/general_writing/academic_writing/sentence_variety/for_short choppy_sentences.html)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/sentence\\_variety/for\\_repeated\\_subjects\\_or\\_topics.html](https://owl.purdue.edu/owl/general_writing/academic_writing/sentence_variety/for_repeated_subjects_or_topics.html)

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/sentence\\_variety/for\\_repeated\\_subjects\\_or\\_topics.html](https://owl.purdue.edu/owl/general_writing/academic_writing/sentence_variety/for_repeated_subjects_or_topics.html)

James H. Sweet, *Domingos Alvares, African Healing, and the Intellectual History of the Atlantic World*

<http://catalog.lib.utexas.edu/search~S29?/XDomingos+Alvares&searchscope=29&SORT=DZ/XDomingos+Alvares&searchscope=29&SORT=DZ&extended=0&SUBKEY=Domingos+Alvares/1%2C5%2C5%2CB/frameset&FF=XDomingos+Alvares&searchscope=29&SORT=DZ&1%2C1%2C>

October 16

Writings exercises: words (functions and vocabulary)

[https://owl.purdue.edu/owl/general\\_writing/grammar/index.html](https://owl.purdue.edu/owl/general_writing/grammar/index.html) (all)

Jon F. Sensbach. *Rebecca's Revival: Creating Black Christianity in the Atlantic World* (Canvas)

October 23

Research exercise: finding questions

(\*)Philippe Girard, *Toussaint Louverture: A Revolutionary Life*

October 30

Research exercise: finding sources

Greg Grandin *The Empire of Necessity: Slavery, Freedom, and Deception in the New World* (canvas)

November 6

Research exercise: assembling proposals I

Rebecca J. Scott and Jean M. Hébrard *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation* (canvas)

Nov 13

Research exercise: assembling proposals II

Andrew Troget, *Seeds of Empire: Cotton, Slavery and the Transformation of the Texas Borderland 1800-1850*

[http://www.jstor.org/stable/10.5149/9781469624259\\_torget](http://www.jstor.org/stable/10.5149/9781469624259_torget)

Nov 20

Karl Jacoby *The Strange Career of William Ellis: The Texas Slave Who Became a Mexican Millionaire* (Canvas)

November 27

Presentation research papers

December 64

Presentation of Individual Research Papers