

HISTORY 100
THE RISE AND FALL OF NEW WORLD SLAVERY

P. Albert Lacson
Department of History
Grinnell College

Virtual Office: <https://grinnellcollege.webex.com/meet/lacson>

Phone: 641-854-0701

E-mail: lacson@grinnell.edu

I am here to help you!!! If ANYTHING arises that presents a challenge to you, please contact me. I want to help you! If you email me, I will be sure to respond to your email within 24 hours. If you need more immediate assistance with the course, feel free to call me ANYTIME between 9 a.m. and 5 p.m. (CST) between Monday and Friday, during F1. If I am not able to answer, leave a message and I will return your call ASAP.

ALL TIMES ON THE SYLLABUS ARE CENTRAL STANDARD TIME (CST)

COURSE DESCRIPTION

This course serves as an introduction to the study of history by examining slavery in the United States. Rather than a “blip” in an otherwise happy story of progress, slavery informed key aspects of the history of the United States: its rise as a nation rooted in an economic system of capitalism, notions of freedom and equality, and the making of a continental nation from the east to the west coast of North America. The course emphasizes the experiences of the enslaved. Slave traders, slaveholders, and the various laws and institutions that supported slavery will be examined, but only to the extent that they illuminate the lives of enslaved peoples.

As with other iterations of History 100, this course introduces you to the academic discipline of history. It seeks to bring to life the creative processes of consuming and producing history. One of the main goals of the course is to provide you with an opportunity to experience the kind of curiosity about the past that compels people to write history books. Our method in helping you understand history will be in providing you with many opportunities to do the work of an historian. You will learn by doing.

Throughout the course, you will be challenged to discover how historians pose and answer historical questions. By the end of the course, you will have a much better sense of what it means to study the past. And, you will better understand connections between the past and the present.

Most of you will not go on to become historians, but all of you will benefit by gaining a better understanding of how historians go about their work. How will you benefit? You will be introduced to systematic methods of synthesizing a lot of material through reading, listening, and watching. You will improve your ability to determine the main points of written documents and the thoughts shared by fellow classmates. Finally, you will gain practice at determining what you think of the vast amount of material in the course, and then presenting your thoughts orally and in writing based on evidence. These are skills that will serve you well throughout your college years and beyond.

STUDENT RESPONSIBILITIES:

- 1) Read, watch, and/or listen to assigned material each week and *think about the material* before each live discussion.
- 2) Communicate with Prof. Al frequently.
- 3) Read your email daily, and be sure to respond to any requests (such as requests to fill in surveys) from Prof. Purcell and your peers.
- 4) Turn in your assignments by the deadlines, but if you need extensions or other flexible arrangements, do NOT be afraid to ask for them. Prof. Purcell expects you to ask for help, and she will give it.
- 5) Consult and follow the rules for Academic Honesty in the Grinnell College Student Handbook and the college catalog. You can see the academic catalog policies on academic honesty here: http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work
- 6) Follow University of Chicago (17th Edition) style citations in footnotes or endnotes for all assignments in this course, unless the assignment directs you explicitly to do something else. You may consult the *Chicago Manual of Style* online through the Grinnell College Library catalog here (you will need to log into the Library through its proxy server): <https://www-chicagomanualofstyle-org.grinnell.idm.oclc.org/book/ed17/frontmatter/toc.html>

ACCOMMODATIONS:

If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to John Hirschman, Coordinator of Student Disabilities Resources: hirschma@grinnell.edu or 641-269-3089.

COURSE MATERIAL:

I have assigned one entire book for the course: Daina Ramey Berry's *The Price for Their Pound of Flesh* (Boston: Beacon Press, 2017). You will find the rest of the material for the course in the course hub (also referred to as the course website) on PioneerWeb.

Most of the material will take the form of reading assignments in PDFs. You will also find links to videos and webpages on the course website on PioneerWeb.

GRADING:

Class Prep Assignments	30%
50 Word Assignments	30%
Document Project	40%

MODULE 1 (Aug. 31-Sept. 4): What role did Africa and Africans play in the development of the trans-Atlantic slave trade?

Mon., Aug. 31 (no class prep necessary)

3 p.m.: Watch introductory video lecture on Collaborate in PioneerWeb.

4 p.m.: LIVE question and answer session with Prof. Al on Collaborate.

Assignments for the week. Be sure to complete the following assignments by your live discussion section meeting on either Thursday or Friday.

Read:

- 1) Walter Rodney, “African Societies Were Transformed by the Slave Trade”
- 2) John Thornton, “African Societies Voluntarily Participated in the Slave Trade”

Listen:

- 1) Ben Franklin’s World podcast, “Why Historians Study History”:
<https://doinghistorypodcast.com/why-historians-study-history/>

Writing Assignments:

- 1) Class Prep Assignment by live discussion section on Thursday or Friday.
- 2) 50 Word Writing Assignment due on Fri., Sept. 4, 11:59 p.m. your time.

MODULE 2 (Sept. 7-11): The Middle Passage

Reading:

- 1) Stanley Elkins, *Slavery: A Problem in American Institutional and Intellectual Life* (excerpts).
- 2) Michael Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Antebellum South*, Ch. 2, Talking Half African: Middle Passage, Seasoning, and Language
- 3) North Carolina Runaway Slave Advertisements, 1750-1865, click on the link that says “Show me everything!” Analyze at least the first two pages of the digital collection. <http://libcdm1.uncg.edu/cdm/landingpage/collection/RAS>

Writing Assignments:

- 1) Class Prep Assignment by live discussion section on Thursday or Friday.
- 2) 50 Word Writing Assignment due on Fri., Sept. 11, 11:59 p.m. your time.

MODULE 3 (Sept. 14-18): SLAVERY AND REVOLUTION

Reading:

- 1) Gary Nash, *Race and Revolution*, Ch. 3
- 2) Nash, *Race and Revolution*, Primary Documents for Ch. 3

Writing Assignments:

- 1) Class Prep Assignment due by live discussion section on Thursday or Friday.
- 2) 50 Word Writing Assignment due on Fri., Sept. 18, 11:59 p.m. your time.

MODULE 4 (Sept. 21-25): THE CHATTEL PRINCIPLE

Reading:

- 1) Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*, Chapters 1 and 3

Writing Assignments:

- 1) Class Prep Assignment due by live discussion section on Thursday or Friday.
- 2) 50 Word Writing Assignment due on Fri., Sept. 25, 11:59 p.m. your time.

MODULE 5 (Sept. 28-Oct. 2): HISTORICIZING #METOO

- 1) Wendy Anne Warren, “‘The Cause of Her Grief’: The Rape of a Slave in Early New England,” *Journal of American History*, Vol. 19, No. 4 (Mar., 2007), 1031-1049.
- 2) Harriet Jacobs, *Incidents in the Life of a Slave Girl* (excerpts)

Writing Assignments:

- 1) Class Prep Assignment due by live discussion section on Thursday or Friday.
- 2) 50 Word Writing Assignment due on Fri., Oct. 2, 11:59 p.m. your time.

MODULE 6 (Oct. 5-9): BLACK LIVES HAVE ALWAYS MATTERED (I)

Reading:

- 1) Daina Ramey Berry, *The Price for Their Pound of Flesh*, Introduction-Ch. 3

Writing Assignments:

- 1) Class Prep Assignment due by live discussion section on Thursday or Friday.
- 2) Draft of Introduction for Document Collection Assignment, Due Fri., Oct. 9

MODULE 7 (Oct. 12-16): BLACK LIVES HAVE ALWAYS MATTERED (II)

Reading:

- 1) Diana Ramey Berry, *The Price for Their Pound of Flesh*, Ch. 4-Epilogue

Writing Assignments (both due on Fri., Oct. 16):

- 1) Draft of Introduction to one secondary source
- 2) Draft of Introduction to one primary source

Major Project: Enslaved People Document Collection Assignment

Throughout the semester, we have thought about what historians have been able to say about the experiences of enslaved peoples. This assignment provides you with an opportunity to conduct research on some aspect of the lives of enslaved people in the United States. The product of your research will be a contribution to an imagined book devoted to the compilation of primary and secondary sources that offer students of history insights into some aspect the lives of enslaved people. I will provide you with more detailed instructions by the second week of the semester. For the time being, all you need to do for this project is think about a potential topic.

List of potential topics (not exhaustive):

1. Family life
2. Childhood
3. Music
4. Resistance
5. Material culture
6. Food
7. Sexuality
8. Spiritual life
9. Clothing
10. Gender relations

The above are general suggestions for you to begin to think about as you begin the journey towards a topic for this project.

You will create the following products for this assignment:

- 1) A general introduction to your topic (2-3 pages)
- 2) An introduction to two scholarly articles or books of your choice that will of use to anyone interested in your topic. (one paragraph per source).
- 3) An introduction to 5 primary sources related to your topic (one paragraph per source).

The final product will be due by 11:59 on Oct. 21, 2020, via PioneerWeb.

