

# HIST 132 CARILLON

## Fighting Slavery

### Fall 2019

Class Meetings:

Prof. Bell Office Hours:

Carillon Section:

**Prof. Richard Bell**

ESJ 0224 MW 11am-11.50am

KEY2136, M 12.45pm-2.45pm

Thursday 9.30-10.20am, TLF2103

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### Carillon Mission:

*Carillon Communities creates an inspiring and supportive living and learning environment for first-year students. Carillon promotes an environment where students develop a sense of belonging and trust to support their academic success and innovative thought. In Carillon, students consider their own interests and knowledge, and become active agents in their own education.*

### Course Description:

How do you slay a many-headed monster? How do you defeat an economic system deaf to the cries of conscience and morality? How do you destroy an entrenched special interest that profits from treating people like property?

For three centuries men and women committed to resisting the spread of slavery in British North America and the newly United States grappled with these questions, searching for ways to save themselves and their fellows from the deracinating consequences of commodification.

This course, which forms the academic centerpiece of your Carillon Community experience and which fulfills the General Education requirements of I-Series and Humanities, is focused on a simple, powerful question: How did ordinary people destroy slavery?

As you examine the different tools and tactics, means and methods that Americans have used to escape slavery or try to exterminate it, you will confront a large and often unfamiliar cast of characters that may prompt you to rethink the commonly-held view that the scratch of Lincoln's pen on the Emancipation Proclamation was the signal event in this nation's struggle with slavery. Indeed, this course offers a dramatic conceptual alternative to this triumphal view of presidential courage, an alternative that places the acts of black field-workers and fugitives, of preachers and vigilantes, of white soldiers and activists alongside the familiar figure of our sixteenth president. One of the goals of this course, then, is to remind students that the rapacious diversity of slavery in America between 1619 and 1865 has been matched only by the unceasing variety of attempts to overthrow it.

## Expectations & Grading:

You can expect to learn how to:

- Study and debate the varieties of resistance to American slavery—who fought slavery, how, and with what success?
- Develop your critical reading, writing, thinking, and speaking skills to make persuasive evidence-based arguments.
- Interrogate (and discriminate between) primary and secondary sources by putting them in critical conversation with one another.
- Work in teams to conduct a community research project on modern human trafficking problems in our region.

In return, you are expected to attend all class meetings and to participate actively in all weekly discussion section meetings which includes posting weekly discussion questions online. Some in-class quizzes and three writing assignments (at least 5, 6 and 7 pages, respectively) accompany a final exam and team project designed especially for Carillon students. Project teams will be assigned at the beginning of the semester. With your team, you will complete a contract that indicates how you will work to achieve the project and team goals. Some of the work for the project will be assessed for a team grade and some will be assessed for an individual grade.

The grading breakdown is as follows:

Section Participation	25%	Assignment #2	15%
Quizzes in Discussion	5%	Assignment #3	20%
Assignment #1	10%	Carillon Project	10%
		Final Exam	15%

## Important Class Policies:

- \* Assignments submitted late must be supported by verifiable documentation or will face stringent penalties
- \* No outside research beyond that described in assignment or exam instructions is expected or permitted
- \* For all other course policies, see: [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)

## Grading Scale:

A	100-94	B	<87-84	C	<77-74	D	<67-64
A-	<94-90	B-	<84-80	C-	<74-70	D-	<64-61
B+	<90-87	C+	<80-77	D+	<70-67	F	Below 61

## **Required Readings:**

All readings assigned for our discussions are published in a two-volume source pack (\$20 cash/check, available from Prof. Bell in KEY2136 on Monday 26 August 12.45pm-2.45pm). All readings are primary sources, a circumstance that allows students to encounter many of our subjects in their own words, and with as few intermediaries as possible.

## **Format of Class Meetings:**

An introductory class meeting sets out the big questions posed by this course: Why is chattel bondage so difficult to destroy? What does it mean to fight slavery? How do we measure effective opposition?

It is followed by a sequence of lectures and discussions that are thematic though also broadly chronological, beginning at the dawn of European overseas expansion in the late Fifteenth Century and ending with Reconstruction after the Civil War. The course divides this long durée into five generational periods using categories popularized by Prof. Ira Berlin in *Generations of Captivity* (2003). Within each generational period, we will devote at least one lecture and discussion to understanding why slavery continues to spread, thus providing a useful counterpoint to the species of opposition examined in the other class meetings in each cluster.

A short concluding set of class meetings asks students to consider connections between the story of American opposition to race slavery and the ongoing struggle to eradicate trafficking and slavery in the 21<sup>st</sup> century United States.

## **Credit Opportunities:**

**Film Screenings:** We have scheduled screenings of 4 feature films relevant to this course. Each screening will be introduced by a member of the teaching staff. Students who attend a screening and write a brief 2-page response paper can receive up to 2 points of extra credit per screening on the final exam. A similar deal is available for students who go to see the new movie about Harriet Tubman in theatres and write a brief 2-page response paper afterwards. Max: 6 pts.

**Event Attendance:** Prof. Bell and a colleague from Rice University are giving a presentation about new books on pre-Civil War African American history on Tuesday 19 November 4pm-5.30pm, in KEY0106. You can receive four points of extra credit on the final exam for attending the whole event.

**Error-Spotting:** You can receive extra credit if you can find evidence of errors of any kind in Prof. Bell's lectures – and come to his weekly office hours (Mon 12.45pm-2.45pm, KEY2136) to explain the error. Don't send emails; they won't count. Two points on the final exam each time. Max: 4 pts.

## Reading & Meeting Schedule:

### I. Introduction

Mon 26 Aug: Fighting Slavery

### II. The Charter Generations (1492-1699)

Wed 28 Aug: Why Slavery Spreads: Origins of Slavery in the British Empire

Thu 29 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. "The Second Voyage of John Hawkins, 1564-1565" in Elizabeth Donnan, ed., *Documents Illustrative of the History of the Slave Trade to America* (1930), I: 47-57
2. "Guzman De Silva to Philip II" (7 letters) in *Documents Illustrative*, I: 57-66
3. Charles Davenant, *Reflections upon the Constitution and Management of the Trade to Africa...* (1709), 36-41

**Mon 2 Sep: Labor Day - no class!**

Wed 4 Sep: WATCH ONLINE: Opposing the Slave Trade in Africa (quiz due by 11am)

Wed 4 Sep: Saltwater Slaves

Thu 5 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. "Voyage of the Hannibal, 1693-1694" in *Documents Illustrative*, I: 392-410
2. "William Snelgrave, an English Trader, Describes the Business of Slave Trading and Two Slave Mutinies, 1734," in Thomas C. Holt and Elsa Barkley Brown, eds., *Major Problems in African-American History* (1999), I: 47-49
3. Olaudah Equiano, *The Interesting Narrative and Other Writings* (1995), 55-61

Mon 9 Sep: Anthony Johnson

Wed 11 Sep: Quakers & Puritans

Thu 12 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. "Interracial Sexual Relations and their Consequences: The Case of Elizabeth Key, 1655-1656," in *Major Problems in African-American History* I: 86-89
2. "Francis Payne, a Free Negro Property Owner in Colonial Virginia, Bequeaths his Property, 1673," in *Major Problems in African-American History* I: 90-91
3. Sidney Kaplan, ed, *The Selling of Joseph* (1969), 7-17
4. John Saffin, "A Brief and Candid Answer..." in George H. Moore, ed., *Notes on the History of Slavery in Massachusetts* (1969), 251-256

### III. The Plantation Generations (1700-1775)

Mon 16 Sep: Why Slavery Spreads: Thomas Thistlewood and the Plantation Revolution

Wed 18 Sep: Phibbah Thistlewood

Thu 19 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. "Landon Carter Complains about his Female Slaves, 1771-1772," in Mary Beth Norton and Ruth M. Alexander, eds., *Major Problems in American Women's History*, 4<sup>th</sup> ed. (2007), 82-83
2. "George Washington Lists His Slaves, 1786," in *Major Problems in American Women's History*, 4<sup>th</sup> ed., 84-87
3. "George Washington Assigns Work to His Slaves, 1786-1788," in *Major Problems in American Women's History*, 4<sup>th</sup> ed., 87-88
4. "Testimony of Phillis" in Sharon Block, Ruth M. Alexander and Mary Beth Norton, eds. *Major Problems in American Women's History*, 5<sup>th</sup> ed. (2014), 86
5. "Appendix B: James Callender's Reports" in Jan Ellen Lewis and Peter S. Onuf, eds., *Sally Hemings & Thomas Jefferson: History, Memory, and Civic Culture* (1999), 259-261

Sun 22 Sep: Assignment #1 due via elms by midnight

Mon 23 Sep: The Negro Insurrections

Wed 25 Sep: Maroons

Thu 26 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. "New York Governor Robert Hunter to the Lords of Trade, June 23, 1712," in E.B. Callaghan, ed., *Documents Relative to the Colonial History of the State of New York* Vol. 5 (1855), 341-342
2. "Spanish Designs and Slave Resistance," "Account of the Negroe Insurrection in South Carolina," "Rewarding Indians, Catching Rebels" and "Act of Better Ordering Slaves" in Mark M. Smith, *Stono: Documenting and Interpreting a Southern Slave Revolt* (2005), 3-6, 13-15, 18, 20-27

Mon 30 Sep: The Hermit, The Shopkeeper, The Schoolteacher

#### **IV. The Revolutionary Generations (1776-1807)**

Wed 2 Oct: Declaring Independence

Thu 3 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. Phillips P. Moulton, ed., *The Journal and Major Essays of John Woolman* (1971), 58-69
2. Petitions of Jehu Grant and Jacob Francis in John C. Dann, ed., *The Revolution Remembered: Eyewitnesses Accounts of the War for Independence* (1980), 26-8, 390-9
3. "A Black Loyalist's Escape" in Wayne Franklin, ed., *American Voices, American Lives: A Documentary Reader* (1997), 279-287

Mon 7 Oct: Claiming Legal Freedom

Complete Mid-Semester Reflection Exercise: I like... I wish... What If?...

Wed 9 Oct: Why Slavery Spreads: Charles Pinckney's Counter-Revolution

Thu 10 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. "Belinda's Petition, 1783" in Roy E. Finkenbine, "Belinda's Petition: Reparations for Slavery in Revolutionary Massachusetts," *William and Mary Quarterly*, 64:1 (2007), 1-2
2. "A Letter on Slavery, or Perpetual Servitude," *Pennsylvania Journal*, 21 February, 1781
3. Fredrika Teute Schmidt and Barbara Ripel Wilhelm, "Early Proslavery Petitions in Virginia," *William and Mary Quarterly*, 30:1 (1973), 133-143
4. Thomas Jefferson, *Notes on the State of Virginia* (1787, repr. 1989), 144-147, 168-169

Thu 10 Oct: Film Screening and Discussion: *Amazing Grace* (2007)

Mon 14 Oct: Black Avengers

Wed 16 Oct: Richard Allen and the Black Founders

Thu 17 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. "Toussaint Louverture, A Refutation of Some Assertions..." in Laurent Dubois and John D. Garrigues, *Slave Revolution in the Caribbean, 1789-1804* (2006), 147-153
2. "Charles Brockden Brown, St. Domingo, December 1804," *Slave Revolution*, 164-166
3. Benjamin Banneker, *Copy of a Letter from Benjamin Banneker to the Secretary of State, With His Answer* (1792), 3-15
4. Richard Allen and Absalom Jones, *A Narrative of the Proceedings of the Black People, during the late awful calamity in Philadelphia...* (1794), 2-20

## **V. The Migration Generations (1808-1839)**

Mon 21 Oct: Why Slavery Spreads: The Second Middle Passage

Wed 22 Oct: Our Native Country

Thu 23 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. John Saillant, ed., "Circular Addressed to the Colored Brethren and Friends in America: An Unpublished Essay by Lott Cary, Sent from Liberia to Virginia, 1827," *Virginia Magazine of History and Biography* 104:4 (1996), 491-492, 494-503
2. Thomas Brown et al., *Examination of Mr. Thomas C. Brown, A Free Colored Citizen of S. Carolina at to the Actual State of Things in Liberia* (1834), i-ii, 5, 7-19, 22, 24-31

Sun 27 Oct: Assignment #2 due via elms by midnight

Mon 28 Oct: Walker, Turner and Black Immediatism

Wed 30 Oct: Garrison's Thousand Witnesses

Thu 31 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. Thomas R. Dew, "Review of the Debate in the Virginia Legislature" in Eric L. McKittrick, *Slavery Defended: The Views of the Old South* (1963), 20-33
2. William Lloyd Garrison, "To the Public," *Liberator*, 1 January 1831
3. Theodore Dwight Weld, *American Slavery As It Is: Testimony of a Thousand Witnesses* (1839) iii, 7-10
4. Lydia Maria Child, "Slavery's Pleasant Homes, a Faithful Sketch" in Maria Weston Chapman, ed, *Liberty Bell* 4 (1843), 147-160
5. "Essay by 'A Colored Woman' (1839)" in C. Peter Ripley, ed. *The Black Abolitionist Papers*, (1991), 3:326-327

Mon 4 Nov: Surviving King Cotton

## VI. The Freedom Generations (1840-1865)

Wed 6 Nov: Why Slavery Spreads: Roger Taney and the Nationalization of Slavery

Thu 7 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. *The Boston Slave Riot, and Trial of Anthony Burns* (1854), 5-19, 29, 80-86
2. Vincent Y. Bowditch, *Life and Correspondence of Henry Ingersoll Bowditch* (1902), I: 271-80.

Mon 11 Nov: Frederick Douglass and Militant Abolitionism

Wed 13 Nov: Two Harriets

Thu 14 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. Harriet Beecher Stowe, *Uncle Tom's Cabin; or, Life among the Lowly* (1852, repr. 1998), chapters XII, XX, XLV
2. William Wells Brown, *Clotel; or, The President's Daughter* (1853, repr. 2003), 127-131
3. Frederick Douglass, "Letter to his Old Master" in Douglass, *My Bondage and My Freedom* (1855), 421-28

Mon 18 Nov: The Black Heart of John Brown

Mon 18 Nov: Film Screening and Discussion: *Twelve Years a Slave* (2013)

Tues 19 Nov: Extra Credit: Prof. Bell's Book Talk, 4pm-5.30pm. KEY0106

Wed 20 Nov: The Slaves' War

Thu 21 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. "Brown's Interview with Mason, Vallandigham, and Others," in F.B. Sanborn, ed., *The Life and Letters of John Brown* (1917), 562-569
2. "To Mary Brown" and "To John Brown," in Frances Smith Foster, ed., *A Brighter Coming Day: A Frances Ellen Watkins Harper Reader* (1990), 48-50
3. 'Illinois State Register, "The Irrepressible Conflict," October 20, 1859; 'Henry Clarke Wright, *The Natick Resolution*, December 1859; 'Arkansas Gazette, "The Harper's

Ferry Insurrection," November 12, 1859, 'Susan Bradford Eppes, "Diary," October-December 1859,' and 'Amanda Virginia Edmonds, "Diary," November and December 1859,' in John Stauffer and Zoe Trodd, eds., *The Tribunal: Responses to John Brown and the Harpers Ferry Raid* (2012), 82-83, 138-146, 254-256, 270-272, 273-276

Mon 25 Nov: The Black Phalanx

Wed 27 Nov: Carillon Discussion – Online Discussion

1. "John Boston to Elizabeth Boston, 12 January 1862" in Ira Berlin et al., eds., *Free at Last: A Documentary History of Slavery, Freedom, and the Civil War* (1992): 29-30
2. "Maryland legislators to Secretary of War Edwin M. Stanton, 10 March 1864, enclosing affidavit of A. J. Smoot, 1 March 1862," in *Free at Last*, 31-34
3. "Testimony of Captain Charles B. Wilder, 9 May 1863" in *Free at Last*, 107-110
4. "Testimony of Nancy Johnson, 22 March 1873" in *Free at Last*, 123-129
5. Henry Halleck, "Letter to Ulysses S. Grant," in Ira Berlin, Joseph P. Reidy and Leslie S. Rowland, eds., *Freedom's Soldiers: The Black Military Experience in the Civil War* (1998), 88-91
6. James Henry Gooding, "Massachusetts Black Corporal to the President," in *Freedom's Soldiers*, 113-116
7. Spotswood Rice, "Missouri Black Soldier to His Daughters, and to the Owner of One of the Daughters," in *Freedom's Soldiers*, 131-133

Wed 27 Nov: Thanksgiving - no class!

## **VII. The Next Generations (1865 to the Present)**

Mon 2 Dec: Fighting Slavery After Emancipation

Wed 4 Dec: Fighting Slavery Now (visit from Students Ending Slavery)

Wed 4 Dec: Film Screening and Discussion: *Glory* (1989)

Thu 5 Carillon Discussion Section (post 2 questions online 90-mins prior)

1. Jourdon Anderson, "Letter from a Freedman to his Old Master," in Lydia Maria Child, ed., *The Freedman's Book* (1865), 265-267
2. "Christine," "Miguel," "Roseline," "Christina," "Maria," "Jill," "Inez," "Maria," "Rosa," "Joyce" and "Tina," in Kevin Bales and Zoe Todd, eds., *To Plead Our Own Cause: Personal Stories by Today's Slaves* (2008), 98-102, 140-158, 164-169, 175-187, 219-221, 240-243

Sun 8 Dec: Assignment #3 due via elms by midnight

Mon 9 Dec: Film Screening and Discussion: *I Am Slave* (2010)

Mon 9 Dec: Deadline to submit extra credit-eligible responses for *Harriet* (2019)

Wed 11 Dec: Carillon Final Project



Fri 13 Dec: Final Exam

This syllabus may be subject to change