

**AFROAM 691-X**  
**Comparative Slavery in the Americas**  
Fall 2009

**Dr. Kym Morrison**

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**Office Hours:**

Tuesdays 11:00am-12:00pm  
Thursdays 11:00am-12:00pm  
and by appointment

**Course Description:**

This course is a graduate reading seminar with requires a significant amount of historiographic research. It explores the centrality of slavery to the formation of the various societies of the Americas since the 1492, by considering the political, economic, and social outcomes of forced African labor in the region. The modern notion of race and the on-going self-liberation efforts of African-descendent women and men are some of these important outcomes.

**Required Books**

George Reid Andrews, *Afro-Latin America, 1800-2000* (2004) ISBN-10: 0195152336

Herman Bennett, *Africans in Colonial Mexico* (2005) ISBN-10: 025321775X

Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (2005)  
ISBN-10: 0674018265

Christine Hunefeldt, *Paying the Price of Freedom: Family and Labor Among Lima's Slaves*,  
(1995) ISBN-10: 0520082923

Joseph E. Inikori, *Africans and the Industrial Revolution in England* (2002)  
ISBN-10: 0521010799

Laura de Mello e Souza, *The Devil and the Land of the Holy Cross: Witchcraft, Slavery, and Popular Religion in Colonial Brazil* (2004) ISBN-10: 0292702361

John Thornton, *Africa and Africans in the Making of the Atlantic World* (1998)  
ISBN-10: 0521627249

**Requirements and Evaluation:**

50% Book Presentations and Historiographic reviews

30% Final Paper

20% Annotated Bibliography

10% Participation

**Book Presentations** - On two or three occasions during the semester you will be asked to explain the scholarly significance of the week's assigned text(s). Several points should be included in that discussion: the central argument; the theoretical underpinning; the evidence types; and the analytical methodology. You should also indicate the work's relationship to the existing historical literature and describe the work's impact on your thinking about slavery in the Americas. You should create your presentation in a way that opens conversation about that week's theme. An outline summarizing your points should be give to the class participants. Allow 30-40 minutes of class time for your presentation.

Historiographic review - On two or three occasions during the semester you will be asked to provide an annotated bibliography of the most relevant historical scholarship on a specific slavery related theme. Your bibliography should include at least ten items and cover the U.S. and at least one other Latin American or Caribbean country. You should make copies of these bibliographies available to the other participants of the course and give a 20-30 minute summary of the highlights of your bibliography.

Your final paper for the course will be a fifteen-page historiography work that compares one aspect of slavery in the U.S. against a similar experience in one Latin American or Caribbean country or region.

Annotated bibliography - In week 10 of the semester, you should submit a 12-item annotated bibliography of the theme you are researching for your final project. The annotations should cover the central argument, the theoretical underpinning, the evidence types, and the analytical methodology of each work. You should also comment on your own perceptions of the text and mention any additional valuable comments from significant reviewers.

**Paper Submission Formats and Late Policy** - All submissions should be typewritten in English, with one-inch margins on all sides. The bibliographies should be single-spaced. All other submissions should be double spaced. The font should be between 11 and 12 points. For the homework assignments, your name, course number, assignment number, and submission date should be typed in the upper left corner of the first page. After this header, one blank line should appear before the assignment title, which should be centered between the left and right margins. This title should be followed by one blank line before beginning the assignment. The final paper should have a title sheet that includes the title, your name, course name, and date. The text should begin on the first line of the next sheet. A hard copy of all submissions is required and electronic versions will be accepted only with my prior approval.

**No late paper will be accepted.**

Participation and Absences - A positive experience in any seminar requires generous student input. Your mere attendance counts for very little of this grade. You are expected to arrive to class on time and prepared to speak about the course materials. This grade also is based on the quality and quantity of your provocative debate, insight, and questioning, and your ability to respectfully allow others to do the same. **Attendance is mandatory, and with a second unexcused absence your final grade will be lowered by one letter grade.**

Course Schedule:

Week 1 - September 9 -Introduction

Week 2 - September 16

Readings - Forum in *American Historical Review* 105, (2000) 451-484; and James H. Sweet, "Mistaken Identities? Olaudah Equiano, Domingos Álvares, and the Methodological Challenges of Studying the African Diaspora." *American Historical Review* 114, 2 (April 2009): 279-306;

and Morrison article excerpt handout. (Group A)  
Bibliographic and Historiographic Research - Slave Trade (Timing, National Participants, Government Control) (Group B)

Week 3 - September 23 Class will not meet (but you should complete the readings)  
Readings - James H. Sweet, "The Iberian Roots of American Racist Thought" *William and Mary Quarterly* 54 (1997): 143-166; and Robin Blackburn "The Old World Background to European Colonial Slavery." *The William and Mary Quarterly* Ser. 3, 54, 1 (1997); Meiklejohn, Norman A, "The implementation of slave legislation in eighteenth century New Granada", in Toplin, Robert (ed.), *Slavery and Race Relations in Latin America*, Westport, Greenwood Press, 1974. pp. 194-195; Alejandro de la Fuente, "Slave Law and Claims-Making in Cuba: The Tannenbaum Debate Revisited,"

Week 4 - September 30  
Readings Thornton (Group C)  
Bibliographic and Historiographic Research - African Ethnic Variation in the Americas (Group D)

Week 5 - October 7  
Reading - Bennett and Breen, T. H., "A Changing Labor Force and Race Relations in Virginia, 1660-1710", *Journal of Social History*, 7 (1973), 3-25. (Group B)  
Research - 16<sup>th</sup> and 17<sup>th</sup> century initiating practices (Group A)

Week 6 - October 14  
Reading - Inikori, through chapter 4 (Group D)  
Research - Slavery and Western Capitalist development (Group C)

Week 7 - October 21  
Reading - Inikori, through end (Group A)  
Research - The economic possibilities of enslaved people (Group B)

Week 8 - October 28  
Reading - Mello e Souza (Group C)  
Research - Cultural expression, especially religion (Group D)

Week 9- November 4  
Women - articles TBA (Group B)  
Research - Gender differences within slavery (Group A)

November 11 - No class - Veteran's Day

Week 10 - November 18  
Family - Hunefeldt  
Annotated Bibliography due

Week 11 - November 25

Laurent Dubois (Group D)

Research - Rebellion and lack thereof (Group C)

Week 12 - December 2

Engerman, Stanley, "Comparative Approaches to the Ending of Slavery," in *After Slavery: Emancipation and its Discontents* (200), 281-300. Klein, Martin A., "Slavery, the International Labour Market and the Emancipation of Slaves in the Nineteenth Century," *Slavery and Abolition* 15:2 (August 1994), pp. 197-200. Murilo de Carvalho, José, "Luso-Brazilian Thought on Slavery and Abolition," *Itinerario* 14(1) (1993) pp79-91; Whitney, Robert, "The Political Economy of Abolition: The Hispano-Cuban Elite and Cuban Slavery," *Slavery and Abolition* (1992) pp 20-36. (Group A)

Research - The Abolition Process (Group B)

Week 13 - December 9

Andrews (Group C)

Research Immediate post emancipation (Group D)

I reserve the right modify this syllabus and give in-class notification.