

**HIST/LACS 3210: Race and Slavery in the Americas  
Fall 2023**

**Section:** (3 hours) 57391, 56677

**Dr. Cassia Roth**, Associate Professor, [cassia.roth@uga.edu](mailto:cassia.roth@uga.edu)

*I answer student emails M-F from 9am to 5pm.*

**MWF – 12:40–1:30pm**

[Leconte 323 \(Building 53\)](#)

**Office:** LeConte 222-B

**Office Hours:** Tue (Zoom) 2–3pm; Fri (in-person) 2–3pm; or by appointment

Schedule [here](#)

**Zoom:** [Permanent link](#) (Passcode: 899167)

**Writing Intensive Program (WIP) TA:** Elyse Elyaman, [leelyaman@uga.edu](mailto:leelyaman@uga.edu)

**Office hours and location:**

LeConte 109 Wed/Fri 9–10am or by appointment



Jean-Baptiste Debret, [“O jantar. Passatempos depois do jantar.”](#) c. 1830

“The Dinner, a white couple being served and fanned by black slaves,” c. 1830



Gê Vianna, [“Sentem para jantar,”](#) 2021, série atualização traumática de Debret

“Sit down for dinner,” 2021, traumatic update of Debret series

**[Bulletin Description](#)**

Examination of the history of race and slavery in the Americas from the sixteenth to nineteenth centuries. We analyze the enslaved experience, with an emphasis on outlining similarities and differences among slavery in North American, Caribbean, and Latin American societies, and how slavery influenced post-abolition racial inequalities.

**[Course Description](#)**

This course examines the history and historiography of race and slavery in the Atlantic world from the sixteenth century to the present day. We pay particular attention to the enslaved

experience in various New World slave societies, with an emphasis on the outlining similarities and differences among legal status, treatment, and enslaved cultures of North American, Caribbean, and Latin American slaveholding regimes. The course also examines the economics of slavery, the Middle Passage, the creation of new cultural and ethnic societies based on African roots, resistance and rebellion, and emancipation. How did African slavery change over time? How did it differ from region to region in the Americas? What are the lasting effects of the slave trade and the institution of slavery? Most importantly, how can we ethically study and understand individual enslaved people? We engage with a variety of secondary texts, and students will become familiar with primary sources in person and online. We will discuss how new sources have fundamentally changed our understanding of slavery and the slave trade and the existing historiography on the subject.

### Course Objectives

This course has two sets of learning objectives. You will:

1. Develop a broad knowledge of the main issues, themes, and debates surrounding the history of race and slavery in the Americas, understanding how the patterns of slaveholding regimes influenced the experience of enslaved peoples in various geographic regions and time periods;
2. Learn to critically read and interpret a variety of primary and secondary sources from the perspective of a historian. For primary sources, you will learn to ask what perspectives the sources highlight or marginalize, to pinpoint authors' implicit understandings, and to acknowledge historical uncertainties. The class will work with various primary sources available at Special Collections and online. You will then integrate your knowledge of primary sources into an original historical analysis about a class-related theme with a clear research question. You will use both primary sources and reliable secondary literature to create an original research presentation with a convincing argument that relies on evidence to defend your claims.

### Assignments

**Map Quiz (5%):** You must learn the map of the major slave-holding countries, sites, and/or colonies of Africa and the Americas. Several maps are posted on the class website for your reference. I will clearly note on which map you will be tested.

**Participation (5%):** Active participation is crucial to succeed in this class. Reading the required texts and/or audio/video before class and participating in class discussions comprise the participation grade.

**Assignment Calendar (5%):** You will have to complete an assignment calendar on ELC. This calendar is to help you map out your coursework for all your courses over the entire semester. This is *due August 25 via ELC before class*. This assignment is a *completion grade only*.

**Honor Code Module (5%):** The Office of Academic Honesty at UGA has created a new, self-guided ELC module for undergraduate students "to understand learners' attitudes towards academic integrity, educate them about the four main types of academic dishonesty (*Plagiarism, Unauthorized Assistance, Lying & Tampering, Theft*), quiz them on their

understanding of UGA's Academic Honesty Policy, and help them reflect about their own actions regarding academic honesty." The module will take you around one hour. You can complete it at any time *before class on September 27*. This is a *completion grade only*.

**Special Collections Homework Assignments (15%):** You will receive three assignments during our visits to the Special Collections Library at UGA to complete as homework and to upload to ELC. These assignments are *completion grades only* and are worth 5% each.

**Reverse outlines (5%):** You will have to complete two reverse outline assignments, each worth 2.5%. Please see the Reverse Outline Assignment for further instructions.

**Primary source analysis papers (30%):** You will complete two primary source analysis papers (each worth 15%). Each paper is 1000 words (approximately 4-pages double-spaced). In consultation with the professor, you will write on the primary source of your choosing that *is not* an assigned reading. We will have multiple meetings with the librarians about how to find and analyze sources. You must complete the following requirements:

- Outline source's core argument;
- Explain the perspective of the source's author;
- Locate the source within all of the following: geographical/regional/national context; time period; relationship to class themes;
- Include at least one example from another primary source and two secondary sources to support thesis (these can be assigned readings);
- Clearly integrate source into essay.

Although each essay is worth 15% of your overall grade, the initial essay is only the first step in the writing process. I will read and provide feedback on the essay, which you will receive no later than one week after first turning it in. By the following week, you will have to resubmit your revised essay, *and* submit a 300-word response detailing how you revised your essay. Thus, each essay is broken down into the following percentages: initial essay, 5%; revised essay, 5%, and written response, 5%. The revised essay grade depends on you effectively incorporating my feedback. Please see the Primary Source Analysis Assignment for further instructions.

**Annotated Bibliography (5%):** An annotated bibliography is a description of a set of related sources that address a common topic. It is a very useful tool in helping you analyze sources and organize your research. An annotated bibliography allows you to critically read and analyze secondary sources in relation to your poster presentation. It must include five secondary sources, two of which cannot be assigned readings. It must also consist of a simple bibliography of five primary sources, three of which cannot be assigned readings. Please see the Annotated Bibliography Assignment for further instructions.

**Final digital poster project (25%):** A poster session is a common form of scholarly communication at professional conferences. You will present your research results in a visual presentation at Special Collections at the end of the semester. For this assignment, you will:

- Create a poster session based on a set of at least three *interrelated* primary sources of your choice, in addition to an annotated bibliography of at least five secondary sources used to contextualize the primary sources, and a 10-minute oral presentation of the poster;
- You can work alone or in groups of up to three total students. However, each student has to turn in an original annotated bibliography and all students have to equally share in all work and take part in the oral presentation. Please see the Final Project Assignment for further instructions.

**Remember:** All readings and assignments must be completed *before* the start of class. More detailed descriptions of all assignments will be discussed in class and available online.

### Grading Scale

A–F (traditional) (I round up grades.)

|           |          |
|-----------|----------|
| <b>A</b>  | 93–100   |
| <b>A-</b> | 90–92    |
| <b>B</b>  | 85–89    |
| <b>B-</b> | 80–84    |
| <b>C</b>  | 75–79    |
| <b>C-</b> | 70–74    |
| <b>D</b>  | 60–69    |
| <b>F</b>  | below 59 |

### Course policies

I am here to help you succeed in this course. Please make use of my office hours, as I like to develop personal relationships with you all.

**Attendance:** Because our classroom time is discussion-based, **attendance is required** for this course. To succeed in my class, you will need to attend all classes. Students are allowed 3 total absences (excused or unexcused, including for health reasons). After that, your entire grade will drop *by 5 points per absence*. You should not come to class if you are sick, whether with COVID-19 or any other infectious disease. I advise banking your sick days in case you really need to use them. The course schedule below includes several regular instruction days for which there is no in-person class.

**Late Policy:** Late policies are dependent on both the reason and the assignment. For all assignments *except* the first submission of both primary source analysis essays *and* the final project presentations, I allow you to turn in *one* assignment *no later than one week after the original due date*. However, for the policy to go into effect, you must notify me of your intentions before the assignment is due. For the first submissions of both primary source analysis essays and the final project presentation, there are no standard late policies. I will decide on a case-by-case basis.

**Technology:** Students are welcome to use laptops, tablets, e-readers, and other technology in the classroom to assist with learning. Please refrain from using your cell phone in class.

**Academic Honesty:** Plagiarism – taking credit for work that is not your own – will not be tolerated. Anyone who plagiarizes will receive an F in the class

and will be referred to the Dean for disciplinary action. Students who take this course must abide by the UGA Student Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” Please see the University’s [policy](#) for the procedures on handling cases of suspected dishonesty. For more information on academic honesty in general, please visit [UGA’s Academic Honesty page](#).

**Generative Artificial Intelligence (GenAI) Policy:** A full GenAI policy is available on ELC. It is your responsibility to read it in its entirety. Here is a summary of my guidelines for using GenAI in your work in this class. Please note, these can change at any time during the semester.

*The bottom line is that all work you submit must be your own.* You should never include anything that was not written directly by you without proper citation (including quotation marks and CMS footnotes) in your assignment. Doing so will be treated as academic misconduct.

The use of GenAI is *permitted* for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning research questions;
- Drafting an outline to organize your thoughts;
- Checking grammar and style.

The use of GenAI is *forbidden* for the following activities:

- Producing any part of an assignment in its entirety including thesis statements;
- Finding and citing both primary and secondary sources;
- Copying and pasting directly from a GenAI program.

I have based these policies on ones created by [Dr. Noël Ingram](#) and [Dr. David Joyner](#).

If you use GenAI in an assignment, I require you to submit a short paragraph detailing how you used it, including but not limited to: what questions you asked of it and pinpointing specific sentences you edited in the program.

**Writing Intensive Program (WIP):** This course is a Writing Intensive course. This means we have the opportunity to have a writing TA, Elyse Elyaman, with whom you all will get to know as the semester progresses. A writing-intensive course means that more time and attention are afforded to a content-embedded writing process through increased low-stakes writing, staging writing assignments, individual writing conferences, and review of paper drafts, with the goal of increasing skills and understanding in writing within history. Taken from [Dr. Rebecca Gose](#).

**Accessible Education:** If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice), or by visiting [their website](#). Once registered, please set up an appointment with me outside of class, so I can fully understand and accommodate your needs. If you are not officially registered, but would like to discuss specific concerns, please feel free to see me during my office hours.

**Email Policy:** *I answer student emails M-F from 9am to 5pm.* Please ONLY email logistical questions/comments that I can respond to quickly. Come see me during office hours to discuss substantive questions/comments (about course material, your progress in the course, etc.). Remember, emails to your professors are a formal mode of communication. Write in complete sentences, use proper addresses (Professor or Dr. Roth), and check spelling. I do not respond to emails that do not address me respectfully or at all.

**Content Notice:** This class studies issues like race, class, gender, sexuality, and violence. You are required to attend all films and read all required texts. Our class aims to foster an atmosphere in which we all feel free to express our ideas without fear of judgment. Please feel free to see me in my office hours if you need to discuss class content.

**Required Texts:** There are no required texts in this class. All readings are available via ELC.

### **Other Policies and Resources**

**FERPA Notice:** The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation on [their website](#). FERPA allows disclosure of directory information (name, address, telephone, email, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar.

**Title IX Notice:** Violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on [UGA's website](#). The Title IX Coordinator is [Qiana Wilson](#).

**Mental Health and Wellness Resources:** If you or someone you know needs assistance, you are encouraged to contact [Student Care and Outreach](#) in the Division of Student Affairs at 706-542-7774. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking [mental health services](#) at the University Health Center (UHC). Counseling and Psychiatric Services (CAPS) also provides crisis services 24 hours a day, 365 days a year for urgent situations. If you or someone you know is thinking about harming yourself or another person, cannot keep themselves safe, or is in so much distress you are unable to function in daily activities, these services may be appropriate for you. 24/7 support is available by calling CAPS directly at 706-542-2273. Crisis services do not require a scheduled appointment and students do not need to be an established client to access this service.

If you need help managing stress, anxiety, relationships, etc., please visit [BeWellUGA](#) for a list of free workshops, classes, mentoring, and health coaching. UGA also has help for students facing [financial hardship](#) and [food insecurity](#).

**Academic Resources:** UGA has a variety of academic resources available to all students. Access to these services are part of your tuition fees and thus are free to use. These include [peer tutoring](#), [academic coaching](#), [student success workshops](#), and [presentation help](#).

## Course Schedule

### Week 1

#### August 16 – Introduction

#### August 18 – Syllabus

- Read: Syllabus

### Week 2

#### August 21 – Why study slavery and its legacy? How to do so ethically?

- Read: Ta-Nehisi Coates, [“In Defense of a Loaded Word.”](#) *NY Times*, November 23, 2013.
- Read: Leslie M. Harris, [“I Helped Fact-Check the 1619 Project. The Times Ignored Me.”](#) *Politico*, March 6, 2020.
- Read: P. Gabrielle Foreman, et al. [“Writing about Slavery/Teaching About Slavery: This Might Help”](#) community-sourced document, accessed August 10, 2023.

**\*\*ADD/Drop ends August 22\*\***

#### August 23 – Library Research

**\*\*Meet at Main Library Instruction Lab, first floor near the elevators\*\***

**\*\*Bring your laptops\*\***

- Review: UGA Library’s [“Research Basics,”](#) including [Strategy](#), [Books](#), [Journal Articles](#), [Popular Articles](#), [Evaluation](#), [Citation](#).
- Review: Herbert S. Klein, “Using Google Scholar,” June 24, 2016.

#### August 25 – In-class Project Brainstorming

**\*\*Bring your laptops\*\***

**\*\*Assignment calendar due via ELC\*\***

- Read: Ned Benton, [“Artificial Intelligence and Slavery Research,”](#) *Northeast Slavery Records Index*, June 2023.
- Read: Ted Chiang, [“ChatGPT is a Blurry JPEG of the Web.”](#) *The New Yorker*, February 9, 2023.

### Week 3

#### August 28 – Sources

**\*\*Meet at Special Collections 329\*\***

**\*\*Bring your laptops\*\***

- Read: [“An Introduction to the WPA Slave Narratives,”](#) (all sections Introduction–Appendix II).

## August 30 – Sources

**\*\*Meet at Special Collections 277\*\***

**\*\*Bring your laptops\*\***

- Browse: Images at "[Slavery Images](#)." Pick one you want to use for your own research.

## September 1 – The Transatlantic Slave Trade in Numbers

**\*\*SCL Homework 1 due via ELC before class\*\***

- Read: [Methodology](#), "Slave Voyages Database," (all sections Introduction–Notes).

## Week 4

September 4 – **\*\*Labor Day – no class\*\***

## September 6 – The Middle Passage

**\*\*Map quiz\*\***

- Read: Stephanie E. Smallwood, "African Guardians, European Slave Ships, and the Changing Dynamics of Power in the Early Modern Atlantic," *The William and Mary Quarterly* 64, no. 4 (2007): 679–98 (middle of page).
- Read (primary source): Excerpt from Olaudah Equiano, *The Interesting Narrative*, pp. 46–63.

## September 8 – Discussion: Smallwood

**\*\*Reverse outline Smallwood due – end of class\*\***

- Read: Stephanie E. Smallwood, "African Guardians, European Slave Ships, and the Changing Dynamics of Power in the Early Modern Atlantic," *The William and Mary Quarterly* 64, no. 4 (2007): 698–716.
- Read (primary source): Excerpt from Mahommah Gardo Baquaqua, *An Interesting Narrative*, pp. 56–60.

## Week 5

## September 11 – The Economics of Slavery

- Read: Eric Williams, "Economics, Not Racism, as the Root of Slavery," pp. 2–7; Eric Williams, "Slavery, Industrialization, and Abolition," pp. 132–38; David Brion Davis, "Morality, Economics, and Abolition," pp. 139–46.



### September 13 – Forms of Enslaved Labor

- Read (primary source): “The Business of the Slave Trade, 10, 11, 16,” from *Africa and the West*, pp. 33–36, 52.
- Read (primary source): “Tell it Like it Was,” from *Black Women in White America*, pp. 14–25.
- Read (primary source): “Wet Nursing Advertisements in Brazil, 3.6–3.8,” from *Children of God’s Fire*, pp. 133–39.

### September 15 – Enslaved Religion and Culture Part I: “Africanisms” and Cultural Retention

**\*\*In-class film\*\*** [Herskovits at the Heart of Blackness](#) (2009, runtime: 57min)

- Read: Melville J. Herskovits, “The Myth of the Negro Past, 1958 (fragments),” *Revista del CESLA*, no. 7 (2005): 339–50.

### Week 6

#### September 18 – Enslaved Religion and Culture Part I: Understanding Herskovits

- Read (primary source): Excerpt from Esteban Montejo, *A Cuban Slave’s Testimony*, pp. 30–35.

#### September 20 – Enslaved Religion and Culture Part I: Africanisms or Syncretism

- Read: Sidney W. Mintz and Richard Price, *The Birth of African-American Culture*, pp. 7–22, 42–60.

#### September 22 – Enslaved Religion and Culture Part I: Africanisms or Syncretism

**\*\*In-class film\*\*** [They Are We](#) (2014, runtime: 76min)

- Read: Emma Christopher, “Josefa Diago and the Origins of Cuba’s Gangá Traditions,” *Transition* 111 (2013): 133–44.

### Week 7

#### September 25 – Film Discussion

**\*\*In-class film\*\*** [They Are We](#) (2014, runtime: 76min)

#### September 27 – Archival Research

**\*\*Meet at Special Collections 277\*\***

**\*\*Bring your laptops\*\***

**\*\*ELC Honor Module Due\*\***

## September 29 – Archival Research

**\*\*Meet at Special Collections 277\*\***

**\*\*Bring your laptops\*\***

**\*\*SCL Homework 2 due via ELC before class\*\***

## Week 8

### October 2 – Comparing the US and Latin America: The Tannenbaum Debate

**\*\*Primary Source Analysis 1 Due\*\***

- Read: Frank Tannenbaum, *Slave and Citizen*, pp. 39–82.

### October 4 – The Tannenbaum Debate: Revisited

- Read: Frank Tannenbaum, *Slave and Citizen*, pp. 82–128.

### October 6 – The Enslaved Family

- Read: Herbert Gutman, “Persistent Myths About the African American Family,” *The Journal of Interdisciplinary History* 6, no. 2 (1975): 181–210.

## Week 9

### October 9 – Learning How to Revise & Resubmit

**\*\*Bring your laptops\*\***

### October 11 – Gendering the Enslaved Family

- Read (primary source): Excerpt from “Purchase and Sale,” and “A Woman’s Fate,” from *Black Women in White America*, pp. 6–14, 47–50.
- Read (primary source): “2.11, 2.12,” from *Children of God’s Fire*, pp. 99–107.
- Read (primary source): Harriet Jacobs, Excerpt from *Incidents in the Life of a Slave Girl*, pp. 480–87.
- Read (primary source): “Brazilian Slaves Who Marry (1811),” from *Colonial Latin America*, pp. 372–74.

### October 13 – Enslaved Reproduction

- Read: Sasha Turner, “Home-Grown Slaves: Women, Reproduction, and the Abolition of the Slave Trade, Jamaica, 1788–1807,” *Journal of Women’s History* 23, no. 3 (2011): 39–62.
- Listen: Lulu Garcia-Navarro and Maria Helena Machado, [“Brazil Enslaved”](#) NPR, September 12, 2015 (6min).

## Week 10

### October 16 – Special Collections

**\*\*Primary Source Analysis 1 R&R Due\*\***

**\*\*Meet at Special Collections 277\*\***

**\*\*Bring your laptops\*\***

### October 18 – Special Collections

**\*\*Meet at Special Collections 277\*\***

**\*\*Bring your laptops\*\***

**\*\*SCL Homework 3 due via ELC before class\*\***

### October 20 – The Haitian Revolution Part I

- *Read*: Ada Ferrer, “Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic,” *American Historical Review* 117, no. 1 (2012): 40–55 (middle of page).
- *Read (primary source)*: Thomas Jefferson on the French and Haitian Revolutions, 1792, *Gilder Lehrman Institute*.

## Week 11

### October 23 – The Haitian Revolution Part II

**\*\*Withdrawal Deadline\*\***

**\*\*Reverse outline Ferrer due – end of class\*\***

- *Read*: Ada Ferrer, “Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic,” *American Historical Review* 117, no. 1 (2012): 55–66.

### October 25 – Rebellions

- *Read*: Stuart B. Schwartz, “Rethinking Palmares: Slave Resistance in Colonial Brazil,” in *Critical Readings on Global Slavery*, eds. Damian Alan Pargas and Felicia Rosu (Leiden: Brill, 2017): 1294–1325.
- *Read (primary source)*: “The War against Palmares,” and “Combating Palmares,” from *Early Brazil*, pp. 264–67.

October 27 – **\*\*Fall Break – no class\*\***

## Week 12

### October 30 – Everyday Resistance Part I

- *Read*: Stephanie M.H. Camp, “‘I Could Not Stay There’: Enslaved Women, Truancy and the Geography of Everyday Forms of Resistance in the Antebellum Plantation South,” *Slavery & Abolition* 23, no. 3 (2002): 1–20.

### **November 1 – Everyday Resistance Part II**

- *Read (primary source):* “The Struggle for Survival – Day-to-Day Resistance,” in *Black Women in White America*, pp. 26–45.

### **November 3 – Abolition: The Hemispheric Aftermath of the US Civil War**

- *Read:* Terrence McCoy, [“They Lost the Civil War and Fled to Brazil. Their Descendants Refuse to Take Down the Confederate Flag.”](#) *The Washington Post*, July 11, 2020.
- *Read (primary source):* Villa Americana Oral History Program, “Interview with Jenny Davison.”

### **Week 13**

#### **November 6 – Gendering Abolition: The Law of the Free Womb in Theory**

##### **\*\*Primary Source Analysis 2 due\*\***

- *Read:* Jennifer Morgan, “Partus sequitur ventrem: Law, Race, and Reproduction in Colonial Slavery,” *Small Axe* 55 (March 2018): 1–17.

#### **November 8 – Gendering Abolition: The Law of the Free Womb in Practice**

- *Read:* Camillia Cowling, “Negotiating Freedom: Women of Colour and the Transition to Free Labour in Cuba, 1870-1886,” *Slavery & Abolition* 26, no. 3 (2005): 377–91.

#### **November 10 – Gendering Abolition: Enslaved Women’s Experiences**

- *Read (primary source):* “Proposals for Gradually Abolishing Slavery in Brazil, 10.3, 10.4, 10.5,” in *Children of God’s Fire*, pp. 432–51.
- *Read (primary source):* “Enslaved Petitions in Cuba, 4.6–4.14,” in *Voices of the Enslaved in Nineteenth-Century Cuba* (UNC, 2011), pp. 89–96.

### **Week 14**

#### **November 13 – In-class R&R**

##### **\*\*Annotated Bibliography due\*\***

##### **\*\*Bring your laptops\*\***

#### **November 15 – Is Brazil a Racial Democracy? Part I**

- *Read:* Edward E. Telles, “From White Supremacy to Racial Democracy,” in *Race in Another America*, pp. 24–46.
- *Watch (in-class):* [“Too Black for Brazil.”](#) *The Guardian* (2016) (9min).

## **November 17 – Is Brazil a Racial Democracy? Part II**

- *Read*: Edward E. Telles, “Rethinking Brazilian Race Relations,” in *Race in Another America*, pp. 215–38.
- *Read (primary source)*: Abdias Nascimento, “The Myth of Racial Democracy,” and “What Color Are You?” from *The Brazil Reader*, pp. 379–82; 386–90.

## **Week 15**

**November 20 – \*\*Reading Day – no class\*\***

**\*\*Primary Source Analysis 2 R&R due\*\***

**November 22 – \*\*Thanksgiving Break – no class\*\***

**November 24 – \*\*Thanksgiving Break – no class\*\***

## **Week 16**

**November 27 – Presentations**

**\*\*Meet at Special Collections Auditorium 271\*\***

**November 29 – Presentations**

**\*\*Meet at Special Collections Auditorium 271\*\***

**December 1 – Presentations**

**\*\*Meet at Special Collections Auditorium 271\*\***

## **Week 17**

**December 4 – \*\*No Class\*\***

**Some examples of primary sources available online:**

- The Abolition Project <http://abolition.e2bn.org/index.php>
- The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record <http://www.slaveryimages.org>
- Digital History <http://www.digitalhistory.uh.edu/topic.cfm?topicID=20>
- Digital Library of American Slavery <http://libcdm1.uncg.edu/cdm/landingpage/collection/RAS>
- Digital Library of the Caribbean <http://dloc.com/>
- Digital Public Library of America, Transatlantic Slave Trade <https://dp.la/primary-source-sets/the-transatlantic-slave-trade>

- Digital Public Library of America, The Cotton Gin and Expansion of Slavery <https://dp.la/primary-source-sets/cotton-gin-and-the-expansion-of-slavery>
- Digital Public Library of America, *Incidents in the Life of a Slave Girl*, by Harriet Jacobs <https://dp.la/primary-source-sets/incidents-in-the-life-of-a-slave-girl-by-harriet-jacobs>
- Digital Public Library of America, The Underground Railroad and Fugitive Slave Act <https://dp.la/primary-source-sets/the-underground-railroad-and-the-fugitive-slave-act-of-1850>
- Duke University Collections on American Slavery <https://repository.duke.edu/dc/americanslaverydocs>
- Duke University Collections on Slave Letters <https://library.duke.edu/rubenstein/research/guides/slaveletters>
- The Free Womb Project <https://thefreewombproject.com>
- Freedom on the Move (fugitive slave ads) <https://freedomonthemove.org/>
- The Gilder Lehrman Institute of American History <https://www.gilderlehrman.org/>
- Library of Congress (fugitive slave ads) <https://guides.loc.gov/chronicling-america-fugitive-slave-ads>
- Northeast Slavery Records Index <https://nesri.commons.gc.cuny.edu/>
- The *NY Times* 1619 Project <https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>
- PBS, Slavery and the Making of America <http://www.pbs.org/wnet/slavery/index.html>
- Slave Advertisements from Colonial America <https://adverts250project.org>
- Slavery Stories <http://slaverystories.org/home>
- Trans-Atlantic Slave Trade Database <http://www.slavevoyages.org/>
- U. Penn, Documents Illustrative of the History of the Slave Trade to America <http://onlinebooks.library.upenn.edu/webbin/book/lookupid?key=olbp66186> Vanderbilt University, ESSS <http://www.vanderbilt.edu/esss/>
- WPA Slave Narratives <http://memory.loc.gov/ammem/snhtml/snintro00.html>

#### **Some examples of printed primary source collections:**

- Robert Edgar Conrad, *Children of God's Fire: A Documentary History of Black Slavery in Brazil*. Princeton, NJ: Princeton University Press, 1983.
- Gloria Garcia Rodriguez, ed. *Voices of the Enslaved in Nineteenth-Century Cuba: A Documentary History*. Chapel Hill: University of North Carolina Press, 2011.
- David Geggus, ed. *The Haitian Revolution: A Documentary History*. New York: Hackett Publishing Company, 2014.
- Rick Halpern and Enrico del Lago, eds. *Slavery and Emancipation*. Malden, MA: Blackwell Publishing, 2002.
- Gerda Lerner, ed. *Black Women in White America: A Documentary History*. New York: Vintage, 1972.

- William H. Worger, Nancy L. Clark, Edward A. Alpers, eds. *Africa and the West: A Documentary History. Volume I: From the Slave Trade to Conquest, 1441-1905*. 2<sup>nd</sup> ed. New York: Oxford University Press, 2010.

**After reading this syllabus, please send me your favorite dog photo/meme from the internet before class.**