



UNIVERSITY OF
CALGARY

Department of History

HTST 305: Slavery in the Americas
Winter 2021

Instructors:

Dr. Jewel Spangler

Email: spangler@ucalgary.ca

Office Hours: WF 1:00-2:00 pm

(Zoom link on D2L) and by appointment

Course Delivery: Online, synchronous and asynchronous

Synchronous Class Times: Fridays, 9:00-9:50 (15, 22, 29 January; 5, 12, 26 February; 5, 12, 19, 26 March; 9 April)

Originally Scheduled Class Times: MWF 9:00-9:50

Dr. Hendrik Kraay

Email: kraay@ucalgary.ca

Office Hours: MW 2:00-3:00 pm

(Zoom link on D2L) and by appointment

Teaching Assistants:

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Mr. John Morden, john.morden@ucalgary.ca

Description:

History 305 surveys enslavement in the “New World” from 1492 to 1888. Key themes in this course include the slave trade from Africa, slavery’s expansion throughout the Americas, labor, culture and religion, resistance and rebellion, the so-called “second slavery” of the nineteenth century, abolition, and slavery’s legacy.

The history of slavery in the Americas is a troubling chapter in human history and some of the primary sources contain language that is today considered offensive, while some of the primary and secondary sources contain accounts of the violence and brutality that were characteristic of slavery. The inclusion of these materials is not intended to offend or upset students. Rather, our goal in this course is to gain a better understanding of the nature of these societies and to learn how the men and women caught up in slavery resisted their exploitation, struggled to survive it, and ultimately contributed to slavery’s abolition. While slavery may seem to be an institution of the distant past, its legacies are still with us, as the Black Lives Matter movement reminds us.

Learning Outcomes:

Through the discussion and analysis of primary sources, students in HTST 305 will learn how historians construct arguments based on the written records left to us by past societies. The

written work is designed to assist students in developing their own arguments based on the analysis of primary and secondary sources. The examinations are designed to encourage students to think about the historical significance of concepts, events, and historical processes. Students who successfully complete this course will be able to do the following.

1. Identify the main centers of the slave trade to the Americas and slavery in the Americas, as well as the institution's development in these areas.
2. Identify and explain the significance of some of the main historiographical debates in the history of slavery and abolition, and how the study of slavery and abolition have changed over time.
3. Analyze primary sources and use them to construct historical arguments.
4. Write an essay with an argument about a historical aspect of slavery based on secondary sources.

Reading Material:

Required Textbooks Available for Purchase in Hard Copy and E-book Format:

Herbert S. Klein and Ben Vinson III, *African Slavery in Latin America and the Caribbean*, 2nd ed. Oxford: Oxford University Press, 2007.

Heather Andrea Williams, *American Slavery: A Very Short Introduction*. Oxford: Oxford University Press, 2014.

Required Readings Available on D2L and Perusall:

Additional Articles and Primary Sources (see schedule below)

Reference Material:

The History Student's Handbook

Chronology of the History of Abolition

Glossary of Foreign Terms in the Readings

Assessment:

Method	Due Date	Weight	Learning Outcome(s)
Contribution to Document Discussions on Perusall	Noon on Thursdays, 21, 28 January; 4, 11, 25 February; 4, 11, 18 March	10%	3
Paragraph on Primary Source	One of: 1, 8, 22 February; 1, 8, 15 March	10%	3
Mid-Term Examination	1 March	20%	1, 2
Essay	26 March	30%	4
Take-Home Final Examination	21 April	30%	1, 2, 4

Grading Policies:

All grades will be assigned as numerical grades (percentages); the official department conversion

to letter grades is included in the attachment to this syllabus. See the grading policies specific to each assignment below. If you have any questions about your graded work, please first consult the instructor or teaching assistant who graded the assignment in their scheduled office hours or book an appointment for a Zoom meeting at another time. All written work must be submitted in Word format to the respective D2L dropbox.

Details on Methods of Assessment:

You will be assessed in several different ways in this course. Some of the assignments in this course have specific instructions. Please read the following sections of this syllabus carefully, along with the supplementary instructions that may be posted on D2L.

Contribution to Document Discussions on Perusall:

HTST 305 will be randomly divided into groups of 10 students who will collectively analyze and comment on the eight primary sources using the Perusall add-on to D2L. Perusall is a software package that allows multiple users to annotate and comment on a text or image. Each document will have study questions for your group discussion, but the discussion may go beyond the assigned questions. In your comments on the documents, you should also engage with your fellow group members' comments. Asking questions about passages in the document that you do not understand is another valuable way to contribute to your group's discussion. Access Perusall through the content tab in D2L. Further instructions on how to use Perusall will be provided in class and on D2L.

Each document will be available on Perusall for your group's discussion from 10:00 am on the previous Friday to noon on the Thursday prior to the Friday synchronous class in which the document will be discussed.

Your grade on this component of the course will be based on the regularity and frequency of your comments on the primary sources, the quality of your comments and questions, and on the engagement with your fellow students' comments and questions.

Paragraph on Primary Source (Due on One of Six Mondays):

Based on one of the assigned primary sources that you will have discussed with your group in Perusall, you will write an analytical paragraph no longer than 250 words (excluding footnotes). The primary source paragraph is due by the end of the day on the Monday following the Friday class during which the document is discussed, in other words, on one of the following days: 1, 8, 22 February; and 1, 8, 15 March. Please note that the first and last of the assigned primary sources are not available for this assignment. Further instructions for this assignment will be provided in class and on D2L.

Your grade on this component of the course will be based on the quality of the argument that you construct using the primary source, the effectiveness of your paragraph's topic sentence and overall structure, and the quality of your writing.

Mid-Term Examination (1 March):

This examination will consist of multiple-choice and short-answer questions. You will have a 75-minute window during which to complete the mid-term examination at any time during the 24 hours of the day on 1 March. Because the mid-term examination seeks to test your individual

understanding of the course content, collaboration during the mid-term examination period is not permitted.

Essay (Due 26 March):

You will write a research essay of about 1250-1400 words on one of the topics described in the Essay Assignment document. In all matters of style and documentation, the essay should conform to [*The History Student's Handbook*](#). The essay should be submitted in Word format to the designated D2L dropbox by 11:59 p.m. on 26 March.

Take-Home Final Examination (Due 21 April)

A take-home final examination will be distributed on 14 April and will be due to the respective D2L dropbox by 11:59 p.m. on 21 April. It will consist of some short answer questions and a single integrative essay question that you will answer in essay form drawing on the relevant course lectures, the relevant textbook chapters, and the additional assigned readings. Because the final examination seeks to test your individual understanding of the course content, collaboration during the final examination period is not permitted.

Submission of Written Assignments:

The primary source paragraph, the essay, and the take-home final examination should be submitted in Word format via the respective dropbox on D2L. Dropbox folders for each assignment will only be available during the window that the assignment is due. Please do not submit assignments via e-mail. Paragraphs on Primary Sources, Essays, and the Take-Home Final Examination not submitted in Word format will not be graded and will be returned for resubmission in the correct format.

The mid-term examination will be completed through the “Quizzes” feature in D2L (located under the assessment tab).

Discussion of primary sources will be completed through Perusall (available through our D2L site).

Academic Integrity Statement:

See the attachment to this syllabus for a definition of plagiarism, a serious academic offence, and the procedures that the Faculty of Arts has instituted in cases of alleged plagiarism. Students are welcome to discuss course readings and assignments with each other; however, collaboration in any form on the mid-term and take-home final examinations is prohibited.

Learning Technologies Requirements:

The D2L site for this course contains links to the required readings for the Monday discussions and other relevant class resources and materials. In order to succeed in this course, students will need reliable access to the following technology: a computer with a supported operating system; a current web browser; a microphone and speaker (built-in or external, or a headset); current antivirus and/or firewall software enabled; and a broadband internet connection. A webcam (built-in or external) is also recommended.

On-Line Instruction Statement:

Eleven of our meetings will take place as synchronous (live, in real time) classes, on all the Fridays during the semester. The discussion portions of these synchronous classes will not be recorded. For the remaining class “meetings,” recorded lectures of approximately 50 minutes in length will be posted to D2L by 9:00 am on the days that the class would normally have met.

Guidelines for Synchronous Sessions:

The synchronous meetings of this class will take place on Fridays via Zoom. These sessions will be scheduled and accessed through the Zoom tab on D2L. Please prepare, as best as you can, to join these classes from a quiet space that will allow you to be fully engaged. Please keep your microphone turned off unless you are speaking or want to ask a question.

Only students registered in this course may attend the synchronous class meetings. Your display name in Zoom should indicate your legal or preferred name as registered with the University of Calgary. If your D2L and Zoom usernames do not reflect your preferred name or identity, you can contact the IT Support Centre to update it in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

To ensure that Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are restricted to students registered in this course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the University of Calgary’s **Code of Conduct**).

Non-compliance may be investigated under relevant University of Calgary conduct policies (**Student Non-Academic Misconduct Policy**). If you have difficulties complying with these requirements, contact me so that we can consider appropriate exceptions. For more information on how to get the most out of your Zoom sessions visit the University of Calgary’s Guidelines for Zoom.: **<https://elearn.ucalgary.ca/guidelines-for-zoom/>**.

Inclusiveness, Accommodation, and Classroom Conduct:

We are committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In

such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, handouts, and weekly readings, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Schedule

Date	Topic & Reading	Important Dates
<p>Part I: The Slave Trade and Early American Slavery, 1400s-1500s</p> <p>Klein and Vinson, <i>African Slavery</i>, chaps. 1-2. Williams, <i>Very Short History</i>, chap. 1.</p>		
11-15 Jan.		9:00 am, 15 Jan.: Synchronous Class
18-22 Jan.	Document 1: “Two Accounts of the Slave Trade, 1606 and 1610.”	<u>Noon, 21 Jan.:</u> Document Comments Due on Perusall 9:00 am, 22 Jan.: Synchronous Class
<p>Part II: Caribbean Sugar and Slavery’s Expansion, 1600s-1700s</p> <p>Klein and Vinson, <i>African Slavery</i>, chaps. 3-4. Williams, <i>Very Short History</i>, chap. 2.</p>		
25-29 Jan.	Document 2: “Nineteenth-Century Sugar Plantation Labor on St. Vincent Described by Ashton Warner, a Former Slave.”	<u>Noon, 28 Jan.:</u> Document Comments Due on Perusall 9:00 am, 29 Jan.: Synchronous Class
1-5 Feb.	Document 3: “Selections from the Laws of Jamaica, 1684.”	<u>1 Feb.:</u> Document 2 Paragraph Due <u>Noon, 4 Feb.:</u> Document Comments Due on Perusall 9:00 am, 5 Feb.: Synchronous Class

Date	Topic & Reading	Important Dates
<p>Part III: A Second Slavery in the 1800s?</p> <p>Klein and Vinson, <i>African Slavery</i>, chaps. 5-7. Williams, <i>Very Short History</i>, chap. 3.</p>		
8-12 Feb.	Document 4: Brazilian Street Scenes, 1820s	<u>8 Feb.:</u> Document 3 Paragraph Due <u>Noon, 11 Feb.:</u> Document Comments Due on Perusall 9:00 am, 12 Feb.: Synchronous Class
15-19 Feb.	Reading Week	No Class Meetings
Feb 22 - 26	Document 5: “An African Man Remembers the Middle Passage That He Experienced as a Child.”	<u>22 Feb.:</u> Document 4 Paragraph Due <u>Noon, 25 Feb.:</u> Document Comments Due on Perusall 9:00 am, 26 Feb.: Synchronous Class
<p>Part IV: Family, Culture, and Resistance</p> <p>Klein and Vinson, <i>African Slavery</i>, chaps. 8-10. Williams, <i>Very Short History</i>, chaps. 4-5.</p>		
1-5 March	Document 6: “Five Runaway Slave Advertisements from across the Americas, 1771-1847.”	<u>1 March:</u> Mid-Term Examination <u>1 March:</u> Document 5 Paragraph Due <u>Noon, 4 March:</u> Document Comments Due on Perusall 9:00 am, 5 March: Synchronous Class
8-12 March	Document 7: “A Newsmagazine Report on the Stono Rebellion, 1739.”	<u>8 March:</u> Document 6 Paragraph Due <u>Noon, 11 March:</u> Document Comments Due on Perusall 9:00 am, 12 March: Synchronous Class
15-19 March	Document 8: “Will (1835) and Inventory (1843) or Roza Maria da Conceição.”	<u>15 March:</u> Document 7 Paragraph Due <u>Noon, 18 March:</u> Document Comments Due on Perusall 9:00 am, 19 March: Synchronous Class

Date	Topic & Reading	Important Dates
<p>Part V: The End of Slavery</p> <p>Klein and Vinson, <i>African Slavery</i>, chap. 11. Williams, <i>Very Short History</i>, chap. 6. Laird W. Bergad, <i>The Comparative Histories of Slavery in Brazil, Cuba, and the United States</i> (Cambridge: Cambridge University Press, 2007), 251-54, 272-90 (available on D2L). Aline Helg, <i>Slave No More: Self-Liberation before Abolitionism in the Americas</i>, trans. Lara Vergnaud (Chapel Hill: University of North Carolina Press, 2019), chap. 10 (“Revolts and Abolitionism”) (available on D2L). John Stauffer, “Abolition and Antislavery,” in <i>The Oxford Handbook of Slavery in the Americas</i> eds. Roert L. Paquette and Mark M. Smith (New York: Oxford University Press, 2010) 556-577 (available on D2L).</p>		
22-26 March		<u>26 March</u> : Essay Due 9:00 am, 26 March: Synchronous Class
29 March-2 April		2 April: No Class Meeting
5-9 April		5 April: No Class Meeting
12-15 April		
Apr 19-29	Final Examination Period	<u>21 April</u> : Take-Home Final Examination Due

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should

normally take it in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to

learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Campus Security (220-5333)

Department of History Twitter [@ucalgaryhist](#)

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