



**Faculty of Arts  
Department of History  
Course Outline  
Fall 2022**

**HTST 535.03 S01: US and Canadian Slavery**

**Instructor:** Professor Harvey Amani Whitfield

**Email:** Harvey.whitfield@ucalgary.ca

**Office Hours and Location/Method:** Monday 12:30-1:30 and Friday 12:30-1:30.

**Class Room Location, Days and Times:** SA 123, 2-4:45, Wednesday

**Course Delivery:** In person

**Description**

Description The point of this class is to explore the meaning and contours of Black Slavery in the United States and Canada. The reading is designed to encourage students to think critically and broadly about the meaning of slavery in the Atlantic world with a focus on Canada and the United States. Why did slavery exist? Why did it end? Why is slavery important to study? Slavery has been one of the most normative forms of human relations in history, only recently (in the last two hundred years as compared to the thousands of years of recorded human history) has it become generally unacceptable and mostly illegal.

**Learning Outcomes**

Understand American and Canadian Slavery

Understand how slavery contributed to the economy of both countries

Explore the lives of individual slaves

Understand that enslaved people had various experiences and life stories

Improve your writing and researching skills

Improve your oral communication skills

Eventually use your improved writing and researching skills to apply for law or graduate schools

Ask ourselves if the history of slavery matters today

**Reading Material: These books are required and are available at the bookstore or you can purchase them online. Our library has online access to some of the books..**

Davis, Inhuman Bondage

Foner, The Fiery Trial: Abraham Lincoln and Slavery

Breen and Innes, Myne Owne Ground

Whitfield, Biographical Dictionary of Enslaved Black People in the Maritimes

Jones-Rogers, They Were Her Property: White Women as Slave-Owners in the American South

Mackey, Done with Slavery: The Black Fact in Montreal

Hunter, It was Dark there all the time

### **Assessment, Grading Policies, and Details on Method of Assessment**

Paper proposal: 10%, due the week of Oct 10

First Draft: 25%, due the week of Nov 15

Second Draft: 25%, due Dec. 10

Attendance and Participation: 40%, throughout the term

All students should use the drop box in D2L to submit their first and second drafts on the due date by midnight. I am willing to consider extensions on a case-by-case basis, but late papers are penalized 1 letter grade per day including weekends. If you get an extension on one assignment during the semester, do not ask for another one because I am unlikely to grant it unless in the most extenuating circumstances. Everyone in this class can do well. I am not here to weed students out of this university. I am willing to help you in any way possible. For example, if you are not comfortable writing papers, please feel free to show me a rough draft of the first page of your work. I will not read rough drafts the day before the assignment is due. All grades in this class are given as percentages and will also be converted into letter grades following the standard History Department grading scale found below.

PARTICIPATION is worth 40% of your final grade: class discussion is the lifeblood of a seminar class. Students are expected to do the reading and **MUST SEND ME BY EMAIL TWO QUESTIONS/COMMENTS ABOUT THE WEEK'S READING BY 9 AM ON WEDNESDAY MORNINGS, SO I CAN READ THEM BEFORE OUR SEMINAR. THESE QUESTIONS ALONG WITH YOUR COMMENTS IN CLASS WILL DETERMINE YOUR PARTICIPATION GRADE. THERE IS NO EXCUSE FOR NOT TURNING IN THE WEEKLY QUESTIONS UNLESS YOU ARE VERY SICK. IF YOU MISS THE QUESTIONS TWICE (without permission), YOU WILL FAIL THE PARTICIPATION COMPONENT OF THE CLASS.**

I will update you on your participation grade when I hand back your proposal, so you will know going into your first draft how you are doing in the class. I am willing and available to help any student with the paper. You must be willing to do the assigned work and attend class. I take class attendance seriously. If at any time you are dealing with personal issues that will negatively affect your ability to do the work, you must come tell me. It is not acceptable to miss classes in October and then not tell me about the reasons until the last week of class. If you miss two

classes (always feel free to ask to be excused if you have a legitimate reason and this will not be counted against you), then you will fail the participation component of the class. Remember participation is a very large percentage of your grade.

**Paper Proposal, 10%, Due Week of October 10:** You must pick a topic that will be the sole focus of your entire semester's work. The proposal should be about two or three pages. It should include the research questions you plan to pursue, what you hope to discover through your research, and why you picked the topic. You must also identify seven secondary sources and three primary sources (these can be published primary sources) and tell me why each source will help you research your topic. It is important to define a workable topic. One tip to thinking about a topic is to be as specific as possible—you can't write a paper about slavery in the nineteenth century South, but you could research and write a paper about the end of slavery in Upper Canada or Nova Scotia. I encourage all students to meet with me briefly before submitting your proposal, so I can help you pick a good topic.

**First Draft, 25%, Due Week of November 15:** This assignment should be at least 15 pages and it will need 12 to 15 sources (including 4 or more primary sources). You should take this very seriously as it will provide the basis for your final paper. It should include full footnotes/endnotes and develop a clear and cogent argument. You will be required to turn in your first draft along with your second draft at the end of the term.

**Second Draft, 25% Due during Final Exam period on December 10:** It should be at least 20 pages. This assignment should be clearly better than your first draft and clearly incorporate the corrections I made to your first draft.

### **Learning Technologies Requirements**

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

### **Inclusiveness, Accommodation, Privacy, and Conduct**

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include: If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun, please contact the instructor by email or during office hours as soon as possible. To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

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 share 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. We will discuss slavery and race and how the meaning of racial issues has changed over the centuries. We can disagree without being disagreeable. We can have an honest discussion without being offensive.

## Schedule

Week of September 5: Introduction to Slavery

Reading: Take it easy. What is slavery?

Week of September 12: Foundations of Slavery

Reading: Davis, Inhuman Bondage, Chapters, 2-6

Week of September 19: Race and Slavery-The American Paradox

Reading: Breen, Myne Owne Ground, first half

Week of September 26: Race and Slavery-The American Paradox

Reading: Breen, Myne Owne Ground, second half

Week of October 3: Slavery in Colonial Canada

Reading: Whitfield, Biographical Dictionary of Enslaved Black People, Introduction and pick 40 entries to read

Week of October 10: Slavery in Lower Canada

Reading Mackey, Done with Slavery, chapters 1 and 3; also skim appendix on slave advertisements  
**\*\*\*Proposal Due in Class this week.**

Week of October 17: Finding Slavery

Reading: Hunter, It was Dark There All the Time, Select Chapters (I'll give you these once we start the semester. I think it is helpful to see how the first few weeks go)

Female Slave-Owners and Enslaved Women I

Reading: Jones-Rogers, They Were Her Property, Select Chapters

Week of October 17: Female Slave-Owners and Enslaved Women II

Reading: Jones-Rogers, They Were Her Property, Select Chapters

Week of October 24: Finding Slavery

Reading: Reading: Hunter, It was Dark There All the Time, Select Chapters

Week of October 31: Female Slave-Owners and Enslaved Women I

Reading: Jones-Rogers, They Were Her Property, Select Chapters

Week of November 7: Term Break

Reading: Work on your paper and Jones-Rogers, They Were Her Property, Select Chapters

Week of November 14: Abolitionism and Racism

Reading: Work on your paper

**\*\*\*\*\*First Paper draft Due this week**

Week of November 21: Road to the Civil War, Mudsill/Cotton is King

Reading: Foner, Fiery Trial, first half

Week of November 28: Road to the Civil War/Civil War

Reading: Foner, Fiery Trial, second half

Week of December 5: Nothing, but Freedom

Classes End on December 7

**\*\*\*\*\*Second Paper draft Due on December 10**

**There is no registrar-scheduled final exam.**

**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. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>. In this class, I will give you a percentage for your grade on assignments ( for example 85 or 75).

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.

***Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.*

**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\*](#).

**Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct](#)

[Policy](#) documents, and visit the [Academic Integrity Website](#).

### **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 calendar](#).

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

### **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other

students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

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](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

## **MEDIA RECORDING IN LEARNING ENVIRONMENTS**

### **Media Recording for Study Purposes (Students)**

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

### **Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

### **Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and



will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

### **Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

### **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 and gender-based 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

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