



Department of History

HTST 535
US and Canadian Slavery
Winter 2022

Instructor: Harvey Amani Whitfield

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Office Hours and Location/Method: Tuesday: 1:00 to 2:45 and Thursday: 12:30 to 1:30; 608 Social Sciences; in person (or by zoom if needed)

Class Room Location, Days and Times: EDC 289, Thursday, 2:00-4:45 PM

Course Delivery: In person

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 available for purchase in the university bookstore. The links below will take you to the readings for Winks, Mackey, Whitfield, and Stevenson.

David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World*

Erica Armstrong Dunbar, *Never Caught*

Harvey Amani Whitfield, *North to Bondage: Loyalist Slavery in the Maritimes*

John Craig Hammond and Matthew Mason, *Contesting Slavery*

Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*

Robin Winks, *The Blacks in Canada*, Chapters 1 and 2, available at https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_ebookcentral_EBC3245346

Frank Mackey, *Done with Slavery*, Chapters 1, 2, and 4, Appendix I A, https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_cel_books_435909

Harvey Amani Whitfield, "White Archives, Black Fragments: Problems and Possibilities in Telling the Lives of Enslaved Black People in the Maritimes," *Canadian Historical Review* 2020 <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/764485>

Brenda Stevenson, "What's Love got to do with it?" *Journal of African American History*, 2013 <https://www-journals-uchicago-edu.ezproxy.lib.ucalgary.ca/doi/abs/10.5323/jafriamerhist.98.1.0099>

Assessment

Paper proposal: 10%, Due February 10

First Draft: 25%, Due March 24

Second Draft: 25%, Due April 20

Attendance and Participation: 40%, throughout the semester

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.

Grading Policies and Details on Methods of Assessment

PARTICIPATION 40%: class discussion is the lifeblood of a seminar class. Students are expected to do the reading and **MUST SEND ME BY EMAIL THREE QUESTIONS/COMMENTS ABOUT THE WEEK'S READING BY 9 AM ON THURSDAY 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 and again in late March, so you will know going into your second 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 February 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 February 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 require all students to meet with me briefly before submitting your proposal, so I can help you pick a good topic.

First Draft, 25%, Due March 24: 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, April 20: 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.

Potential Paper Topics (these are merely suggestions)

1. Slavery and Servitude in Early Virginia
2. Blacks in Dutch New Amsterdam
3. Slave Law in 17th Century Virginia and New York
4. Comparing Slavery in Boston and Halifax, 1749-1776
5. Slavery in Ile Royale and PEI, 1713-1758 (Cape Breton)
6. The West India Trade between the Maritimes and the Caribbean
7. Rhode Island Slave Traders
8. Slavery and Free Blacks in Vermont
9. Connections between slavery in Canada and the Maritimes
10. Maritime Slaveowners
11. Slavery in Nova Scotia
12. Slavery in New Brunswick
13. The End of Slavery in New Brunswick
14. The End of Slavery in Nova Scotia
15. Loyalist Slavery in NB or NS
16. A biography of an individual enslaved person in the Maritimes or Upper/Lower Canada
17. The End of Slavery in New York
18. The End of Slavery in New Jersey
19. Slavery in New York or New Jersey
20. The Founding Fathers and Slavery
21. Thomas Jefferson and Slavery
22. African American Soldiers during the Revolutionary War
23. Re-enslavement in Nova Scotia or New Brunswick
24. Comparison of Thomas Jefferson and George Washington's ideas and race and slavery
25. Thomas Jefferson and Sally Hemings
26. The Relationship between Plantation Mistresses and Slave Women
27. Black Female Slaves in Canada (you can pick a specific province)
28. The life of Sarah Pooley
29. Joseph Brant-an Indigenous slaveholder
30. White Female Slave-owners in Canada
31. William Lloyd Garrison
32. Mary Ann Shadd Cary
33. Harriet Tubman-History and Memory
34. The Domestic Slave Trade
35. The Cherokee and Slavery
36. Black Loyalists
37. Black Refugees of War of 1812
38. Jamaican Maroons
39. Gabriel's Rebellion
40. Denmark Vesey

41. American Attitudes toward the Haitian Revolution
42. Slave Women and their experiences through narratives
43. Pro-Slavery Ideology---From Thomas Jefferson to John C. Calhoun and beyond and some Canadian authors as well
44. Canadians and British Compensation for Slavery (Using the Legacies of British Slavery website---this could be a great project)
45. Christianity and Abolitionism
46. Christianity and Pro-Slavery Ideology
47. The Grimke Sisters
48. The Domestic Slave Trade
49. Sojourner Truth
50. Frederick Douglass
51. Nat Turner
52. The American Colonization Society
53. Radical Abolitionism in Vermont
54. 1741 New York Slave Rebellion
55. 1739 Stono Rebellion
56. Scientific Racism
57. Anthony Burns
58. The Fugitive Slave Law
59. African American Soldiers during Civil War
60. 1847 Halifax Race Riot
61. 1784 Shelburne Race Riot
62. 1863 New York Draft Riot

Learning Technologies Requirements

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 and do library research.

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 disability or illness whether temporary or permanent, visible or invisible.

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.

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

Date	Topic & Reading	Important Dates
Jan 10 -14	Course Introduction: What is Slavery? Who cares?	
Jan 17 - 21	Foundations of Slavery: Davis, <i>Inhuman Bondage</i> , Chapters 2, 3, 4, 6	
Jan 24 - 28	Early Slavery in Canada: Winks, <i>The Blacks in Canada</i> , Chapters 1 and 2; Mackey, <i>Done with Slavery</i> , Chapters 1 and 2, 4, see appendix for sale ads and runaway notices	
Jan 31 - Feb 4	An Age of Loyalism or Revolution: Davis, <i>Inhumane Bondage</i> , Chapter 7; Whitfield, <i>North to Bondage</i> , Introduction, Chapters 1 to 3	
Feb 7 - 11	Loyalism Continued: Finish <i>North to Bondage</i> , including slave profiles, Whitfield, CHR article	Proposal due Feb. 10
Feb 14 - 18	The Importance of Enslaved Woman: Read Brenda Stevenson article and Dunbar, <i>Never Caught</i> , Chapters 1 to 8	
Feb 21 - 25	Term Break, no lectures	
Feb 28 – Mar 4	Finish Dunbar, <i>Never Caught</i>	
Mar 7 - 11	Slavery and Politics: Read Hammond and Mason, <i>Contesting Slavery</i> , chapters by Parkinson, Ericson, and Ratcliffe, Davis, <i>Inhuman Bondage</i> , 13	
Mar 14 - 18	Read Foner, <i>Fiery Trial</i> , Chapters 1-3	
Mar 21 - 25	Davis, <i>Inhuman Bondage</i> , Chapters 9 and 10	First Draft Due March 24/
March 28 – Apr 1	Foner, <i>Fiery Trial</i> , Chapters 4-6	
Apr 4 – 8	Foner, <i>Fiery Trial</i> , 7-9, Davis, <i>Inhuman Bondage</i> , Chapter 15	
Apr 11 & 12	No Class	

April 20 Term Paper due.

University Closed April 15-18. **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.

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.

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 schedule. 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 this course 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](#).

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

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

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

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. 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.

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

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)