



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

**HISTORY PROGRAMME
2008 TRIMESTER 2**

HIST331: SLAVERY AND THE SLAVE TRADE CRN 8624

LECTURER: Steve Behrendt
EDUCATION: BA Kenyon College (1984); MA University of Wisconsin-Madison (1988); PhD University of Wisconsin-Madison (1993)
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LECTURE TIMES: Wednesday 3:10-5:00
VENUE: New Kirk (KK) Lecture Theatre 301
OFFICE HOURS: Tuesday 2:10-3:00; Wednesday 5:10-6:00; or by appointment

Seminar times and location

SEMINARS: (1) Monday 3:10-5:00 OK501;
(2) Tuesday 3:10-5:00 KK104;
(3) Wednesday 3:10-5:00 KK301

PLEASE NOTE: SEMINARS WILL COMMENCE IN THE THIRD WEEK OF TERM

ADDITIONAL INFORMATION

Information about any changes to the timetable or programme will be announced in lectures, on Blackboard, via email and posted on the History notice board.

BLACKBOARD

There will be a HIST331 Blackboard site, used only to house an extra copy of the course outline and essay cover sheet, prepare students for seminars, and to contact the class via email. The Blackboard class-email function uses your student email (@student.vuw.ac.nz). Set up your student email account to redirect messages to your preferred email address.

COURSE CONTENT

HIST331 discusses the development of the transatlantic slave trade and slavery in the Atlantic world, ca.1450-1850. We discuss: medieval slavery and the slave trade; the shift to enslaved African labour; slaving voyages; life experiences of slaves on different plantations; and strategies employed by abolitionists. Lectures present background information on the transatlantic slave trade in the context of African, New World and European history. Seminars introduce upper-level history students to important debates in slave trade/slavery studies. HIST331, as a third-year paper, is seminar-intensive.

Students should be prepared to participate fully in seminars, and it is expected that you will research weekly topics on the internet to help understand the seminar readings. There will be two “thinking seminars” (no readings) in HIST331 to help students think about the meaning and historic context of primary source passages (gobbets) and to make connections between seemingly unrelated terms.

Lecture schedule, Wednesday 3:10-5:00 KK301

Week

- | | | |
|---|--------------|--|
| 1 | Wed, 9 July | Course introduction; the voyage of the <i>King Pepple</i> ; Slave trade and African history (interactive lecture) |
| 2 | Wed, 16 July | Slave trade & New World history (interactive lecture); Slave trade and European history (interactive lecture) |

Seminar schedule

| <u>Week</u> | <u>Dates</u> | <u>Seminar topic</u> | <u>Readings</u> |
|-------------|------------------|---|------------------------|
| 3 | 21, 22 or 23 Jul | Slave trades in history | Patterson |
| 4 | 28, 29 or 30 Jul | <i>Thinking seminar</i> | Gobbets |
| 5 | 4, 5 or 6 Aug | <i>Writing seminar</i> (hour 1); Early Portuguese trade (hour 2) | Behrendt Saunders |
| 6 | 11,12 or 13 Aug | Why enslaved African labour? | Menard and Schwartz |

Break

| <u>Week</u> | <u>Dates</u> | <u>Seminar topic</u> | <u>Readings</u> |
|-------------|-----------------------|---------------------------------------|-----------------------------|
| 7 | 1, 2 or 3 Sept | Slaving voyages | Primary sources |
| 8 | 8, 9 or 10 Sept | Comparative slavery in Americas | Dunn |
| 9 | 15,16 or 17 Sep | Africa in the Americas | Thornton |
| 10 | 22,23 or 24 Sep | Abolition | Falconbridge; Hochschild |
| 11 | 29, 30 Sept or 1 Oct | <i>Thinking seminar (test review)</i> | |
| 12 | Test week (8 October) | | |

COURSE OBJECTIVES

Students passing the paper should have:

- understood major themes in slave trade/slavery studies
- understood historiographical developments in slave-trade studies
- have improved skills in writing fully-developed introductions and transitional paragraphs
- have strengthened skills in evaluating history-content websites
- learned benefits of group-work in reviewing for the terms test

EXPECTED WORKLOAD

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 16 hours per week to HIST331, a total that includes 2 hours of lectures/seminars per week. There are no attendance requirements in HIST331. Note, though, that by 300-level you are expected to attend seminars and to participate. If you cannot allocate two hours a week to attend a 300-level seminar, you should not enroll in the course or indeed be working on your BA degree. At 300-level, you are an advanced BA student and hence understand the responsibilities that go along with your advanced undergraduate status.

GROUP WORK REQUIREMENTS

In Seminar 9, HIST331 students will review for the terms test in groups.

COURSE READING

Essential texts: HIST331 Book of Readings. There are no assigned or recommended textbooks, and no other materials or equipment students should obtain.

Textbooks can be purchased from Vicbooks located on the top floor of the Student Union Building, Kelburn Campus. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online.

Opening hours are 8.00–6.00, Monday–Friday during term time (closing at 5.00 pm in the holidays), and 10.00– 1.00 Saturdays.

Phone: 463 5515

There are three important multi-volume sets of primary sources, pertinent to HIST331, held on 2-hour Closed Reserve:

1) Elizabeth Donnan (ed.), *Documents Illustrative of the History of the Slave Trade to America*, 4 volumes (Washington, D.C., 1931-1935)

Available also online:

www.inmotionaame.org/texts/index.cfm?migration=1&topic=99&type=text

2) Kenneth Morgan (gen. ed.), *The British Transatlantic Slave Trade*, 4 volumes (London, 2003)

3) Peter J. Kitson and Debbie Lee (gen. eds.), *Slavery, Abolition, and Emancipation: Writings in the British Romantic Period*, 8 volumes (London, 1999)

There are numerous academic journals VUW subscribes to (in print and/or on JSTOR), of value to HIST331. The most important: *Slavery and Abolition* and the *Journal of African History*.

ASSESSMENT REQUIREMENTS

HIST331 is assessed internally. Students are required to write a 1,500 word (excluding footnotes/endnotes) essay on Old Calabar (Nigeria), based mostly on primary sources contained in the Course Reader; a 3,000-3,500 word (excluding footnotes/endnotes) research essay, based on Library and internet resources; and sit a terms test during the usual lecture period, on Wednesday 8 October, 3:10-5:00pm. The relative weighting of the assessment is as follows:

- Old Calabar essay, 1,500 words, due Friday 8 August (20%)
- Research essay, 3,000-3,500 words, due Friday 12 September (45%)
- In-class terms test, Wednesday 8 October (35%)

As a safeguard, students should retain electronic and hard copies of all essays

ASSESSMENT INSTRUCTIONS

The three pieces of assessment in HIST331 have been designed to enable successful students to meet the course objectives.

1. Old Calabar essay, 1,500 words, due Friday 8 August (20%)

Write a 1,500-word essay using primary and secondary source material on 18th Century Old Calabar, a port community in modern-day southeast Nigeria. All relevant materials, including maps, are contained in the HIST331 Course Reader.

Your principal task is to wade through all the Calabar material and determine the most historically important information to include in your essay. Think that you are writing a mini history of Old Calabar.

For Assessment 1, you should aim to write your essay in 1,500 words +/- 5%, or thus within the word count range 1,425-1,575. Given that fully developed paragraphs total about 150 words, aim to write your essay in 10 paragraphs—including your introduction and conclusion. Centre your “evidence paragraphs” on single topics. The best essays will include one sentence per paragraph that states the most-important paragraph point. Often the best position for this key sentence is sentence one – the **topic sentence**, the first paragraph sentence seen by your reader.

Given the range of primary and secondary source material, your essay should contain at least 15 footnotes/endnotes. The best essays will draw upon a range of primary and secondary source material. You may quote material—but only from primary sources. It is best to avoid extensive quotes, which

tend towards “padding.” In seminars we will discuss quoting strategies, including “quote splitting.”

In Assessment 1 you must footnote/reference your text. Format your references as if you had found the materials yourself – you do not need to add “HIST331 Book of Readings.”

Include the “word count” (excluding footnote text) on your title page, and write a bibliography that lists your primary and secondary sources separately.

You want to include as much detailed historical information on Old Calabar as possible in your essay. Thus, it is strongly advised to limit the use of vague words. Try to avoid excessive reliance on: this, is, was, been, being, deal, involve, affect, effect, element, itself, themselves, exist, mean, do, use, especially, nature. It is recommended to write a first draft of 1,750 words, and then streamline your text to 1,500 words.

The Old Calabar essay will also enable students to improve their skills in

- understanding major themes in slave trade/slavery studies
- evaluating primary and secondary sources
- incorporating primary source evidence into paragraphs
- referencing primary and secondary sources

2. Research essay, 3,000-3,500 words, due Friday 12 September (45%)

Write a 3,000-3,500 word research essay using primary and secondary source material. You may use primary source material contained in your Course Reader, but you cannot write your essay on Old Calabar (Assessment 1). Given that your research essay contains 3,000-3,500 words, it also will contain 20-25 paragraphs. As word counts increase, readers benefit from essays that contain discernable sections. Optimal sections contain, in general, 6-12 paragraphs, related to a major essay theme or sub-theme. Try to structure your essay:

(1)

Introductory paragraph with thesis statement/argument
Section 1 (6-8 paragraphs)
Section 2 (6-8 paragraphs)
Section 3 (6-8 paragraphs)
Concluding paragraph

OR (2)

Introductory paragraph with thesis statement/argument
Section 1 (9-12 paragraphs)
Section 2 (9-12 paragraphs)
Concluding paragraph

By 300-level, History students should have acquired sufficient skills to develop their own research essay question/topic. You should begin thinking about potential topics early. Completing significant background essay research during the mid-term break will place you in a good position to complete the essay by the **Friday 12 September** due date. Your essay topic can cover any time period, but it must pertain to slave trade/slavery. You may pursue a non-History focus—eighteenth century poems on slavery, for example. Discuss all essay topics/questions with your lecturer—the earlier the better. We want to avoid multiple students writing on identical topics.

By 300-level, History students should begin to incorporate substantive primary source material into their research essays. VUW subscribes to five key online databases pertinent to HIST331:

EBBO Early English Books on Line VUW Library > Databases > E
ECCO Eighteenth Century Collections on Line VUW Library > Databases > E
Eighteenth Century Journals I and II VUW Library > Databases > E
House of Commons Parliamentary Papers VUW Library > Databases > H
(19th & 20th Century)
Making of the Modern World VUW Library > Databases > M

The History subject librarian, Justin Cargill (justin.cargill@vuw.ac.nz; 463-6176), also has created a Library page dedicated to HIST331 (Library > Subject Guides > History > Useful Websites).

There are therefore numerous, accessible primary sources available on the transatlantic slave trade and slavery. Given the breadth of primary and secondary source material, your essay should contain at least 30 footnotes/endnotes.

Building upon the course objectives in Assessment 1, the research essay will also enable students to

- improve their skills in writing transitional paragraphs
- improve their independent research skills
- improve their skills in determining whether to place material in main text or footnotes

3. In-class terms test, Wednesday 8 October (35%)

The terms test will contain 50 multiple-choice questions (choices a, b, c, d) and several mini-essay questions, covering the range of HIST331 readings/topics. The test is designed to reward students who have attended and participated in all lectures and seminars and digested key points in the readings. It is a general knowledge test including names, places, and dates. Students should think “quantitatively” (the “most,” “greatest,” “major,” etc) and master the geography of transatlantic slaving.

The terms test is designed to meet the course objective of learning major themes in slave trade/slavery studies.

PENALTIES

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary. You must complete an extension form, available in the History Office (OK405), and agree to a new due date with your lecturer.

Victoria University of Wellington, History, HIST331: Slavery and the Slave Trade, 2008/331/2

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work). You must complete the two essays and sit the terms test. Combined, your three marks together must total 50% to earn a passing mark.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/study/plagiarism.aspx

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support