

**ETHN 170: Slavery in the Atlantic World (#321397)
Wednesday, 5- 7:50 pm HSS 1106B (Winter 2024)**

Professor: Tsekani Browne (Email: etbrowne@ucsd.edu)

Class Location: HSS 1106B (or Virtual-Canvas/Zoom)

Office Hours: Mon/Wed 4:00 – 5:00, Location: SSB 242 or Virtual-Canvas/Zoom

Overview:

This course will examine the history of racial slavery in North America and other regions of the Atlantic World from the seventeenth through nineteenth centuries. During this period the institution of slavery flourished in different regions and for different productive purposes throughout the Caribbean, Mexico, South America and North America. The course will explore the diversity of slave labor including the production of sugar and cotton in the Americas, the development of slave cultures, and will highlight African resistance to their bondage. The course seeks to discuss African slavery in light of its current day implications, including its relationship to capitalist expansion, and the development of the modern colonial Atlantic world.

Main Texts>(Includes excerpts from)

- Hannah-Jones, [The 1619 Project](#)
- Finley, [Ancient Slavery and Modern Ideology](#)
- Rediker, [The Slave Ship: A Human History](#)
- Foster, [Rethinking Rufus: Sexual Violations of Enslaved Black Men](#)
- Dadzie, [A Kick in the Belly, Women, Slavery & Resistance](#)
- Scott, [Common Wind: Afro-American Currents in the Age of the Haitian Revolution](#)
- Horne, [The Counter Revolution of 1776](#)
- Landers, [Atlantic Creoles in the Age of Revolutions](#)

*** Selected Readings available on Canvas: (canvas.ucsd.edu)**

Majoring or Minor in Ethnic Studies at UCSD

Many students take an Ethnic Studies course because the topic is of interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken multiple classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government & politics, journalism, education, public health, social work, international relations and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Mónica Rodríguez de Cabaza, Ethnic Studies Dept Coordinator @ EthnicStudies@ucsd.edu.

Grading:

Grades are based on the successful completion of class requirements as weighted below. Students must complete all assignments to pass the course. No late work or make up exams will be acceptable without documentation of a serious emergency. Exam format: Short answer/essay questions. Class Participation: is based on student's contributions & engagement with the class which may include short in-class assignments. Readings/ Response Papers are to be completed prior to class to aid discussion. Response paper requirements (details to be provided): There will be 2-3 analytical response papers due (approx. 2 typed pages) on class readings. Papers must include at least 1 academic source to aid your analysis. Papers must also include a bibliography and proper citation of sources.

Coursework/Assignments (Approx.)

-Class Participation/Coursework:	30%
-Response Papers:	20%
-Midterm:	20%
-Final/Paper:	30%
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	100%

Cheating and Plagiarism:

Cheating and Plagiarism will result in a failing grade for the assignment. Plagiarism includes copying or paraphrasing any work (such as information from the internet, your own written work from other classes, papers written by other students, and information from books, magazines, articles, etc.) without full attribution. Sources must be indicated with footnotes or other citation formats. Use quote marks around any text directly copied from another source.

UCSD Rule of Community and Code of Conduct:

This course is designed to promote intellectual engagement & discussion of sensitive & sometimes controversial topics. Rude, disrespectful conduct or speech directed towards the Instructor or other students will not be tolerated. Varying viewpoints are encouraged, therefore we may not always agree. UCSD Principles of Community will guide our discussions, especially: "We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality & respect."

Class Schedule (Subject to Modification)

ETHN 170-Slavery in the Atlantic World

Class Schedule (Subject to Modification-revised 1.10)

Weeks #1> Introduction: The African Diaspora (1.10)

- Anderson, Imagined Communities, "Introduction," pp. 1-7
- Gladwell, Tipping Point, "Introduction," pp. 3-14 & ch. 1, pp. 15-29
- Finley, Ancient Slavery & Modern Ideology, "Part 1: Introduction," 3-52

*[Optional/Recommended]-White, Freedom on My Mind, ch. 1: "From Africa to America," & Ch. 2: African Slavery in North America, 1619-1776"

Week #2>Africa & The Middle Passage (1.17)

- Rodney, How Europe Underdeveloped Africa, Chs. 2 & 3
- Hannah-Jones, The 1619 Project, "Preface: Origins," xvii-xxxii & "Ch. 1: Democracy," 7-36
- Rediker, The Slave Ship: A Human History, Introduction, pp. 1-13 & ch. 1: "Life, Death and Terror on the Slave Ship," pp. 14-40.
- Equiano, Interesting Narrative, ch. 2, pp. 65-80

Week #3> Comparative Slave systems in the Americas (1.24)

- Landers, Landers, Atlantic Creoles in the Age of Revolution, "Intro."
- Horne, The Counter-Revolution of 1776:
- *"Introduction," pp. 1-22 & either:
- *Ch 4: Building a 'White' Pro-Slavery Wall: The Construction of Georgia," pp. 88-109
[or]
- *Ch. 5: Stono Uprising: "Will the Africans Become the Masters & the Europeans Slaves?," pp. 110-135

Reading Response #1-(Due 1.31)

Week #4> Slave narrative and the slave as "subject" (1.31)

- James. C, Scott, Domination & the Arts of Resistance (excerpts)
- Rediker, The Slave Ship: A Human History, ch. 4: "Equiano: Astonishment & Terror," pp. 108-141, ch. 6: "John Newton and the Peaceful Kingdom", pp. 157-186
- *[Optional] White, Freedom, Ch. 1 Document Project: "First-Hand Accounts of the Slave Trade"

Week #5> Women's perspective in slavery (2.7)

- Hine, "Female Slave Resistance" (pdf)
- Dadzie, A Kick in the Belly: Woman, Slavery & Resistance (excerpts)

Week #6>Slavery and Freedom in the Age of Revolution (2.14)

- Landers, Atlantic Creoles, Ch. 1: "African Choices in the Revolutionary South"
- Horne, The Counter-Revolution of 1776:
- *Ch 7: "The Biggest Losers: Africans and the Seven Years War," pp. 161-183
- *Ch. 9: "Abolition in London: Somerset's Case & N. American Aftermath," 209-233
- *Ch. 10: "The Counter Revolution of 1776," 234-252
- *[Optional]-White, Freedom, ch. 3 (pdf)-[Recommended]

Midterm-(Due Friday, 2.16)

Week #7>Revolt against Empire: The case of Haiti> (2.21)

- 1-Julius Scott, A Common Wind, ch. 1-4
- *[Optional]--*White, Freedom, ch. 4: "Slavery & Freedom in the New Republic" (pdf)

Reading Response #2-(Due 2.21)

Week #8> The Culture of Commodification: 19th Century New Orleans & Beyond (2.28)

- Johnson, Soul By Soul, "Introduction: A Person With a Price", pp. 1-18, ch. 1: "The Chattel Principle," pp. 19-44, "Epilogue: Southern History & the Slave Trade," pp. 214-221
- Foster, Rethinking Rufus, "Introduction," pp. 1-10, ch. 2-3, pp. 31-67
- Primary Documents: "Antebellum Slavery" (pdf)
- *[Optional]-White, Freedom, ch. 5: "Black Life in the Slave South" (pdf)-[Recommended]

Week #9>Slave emancipation in the United States (3.6)

- Harriet Jacobs, Incidents in the Life of a Slave Girl, excerpts
- Scott, A Common Wind, ch. 5
- *[Optional]: White, et al, Freedom: Chapter 7: "The Civil War"

Reading Response #3-(Due 3.6)

Week #10>Searching for Justice: Into the 20th century US: Beyond Reconstruction (3.13)

- Booker T. Washington, Up From Slavery, excerpts
- Ta Nehisi Coates, "The Case for Reparations"
- *[Optional]: White, et al. Freedom, Chapter 8: "Reconstruction"

Finals, March, 16-23