

HIST 19780 Enslaved!

Indians and Africans in an Unfree Atlantic World

Brown University
Department of History

*The Historian makes histories.
Histories do not exist as performed narratives awaiting discovery.*
—Raymond D. Fogelson

Spring 2014
Time: Th 4-6:20 PM
Location: J Walter Wilson 502

Professor Linford Fisher
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Office hours: M 1-3
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Course Description

This course examines the varieties of Indian and African enslavement in the New England and the Atlantic world through 1800. Reading widely in the recent literature in the field as well as in primary sources from the colonial period, we will ponder the origins, practices, meanings, and varieties of enslavement, along with critiques and points of resistance by enslaved peoples and Europeans. Special emphasis will be given to the lived nature of enslavement, and the activity of Indians and Africans to navigate and resist these harsh realities. A final project or paper is required, but there are no prerequisites.

Course Format

This course is designed as an upper-level seminar, with most of the classroom time given to the discussion of the assigned texts. Prior familiarity with Native, African, or American history is not required, although it will be helpful.

Course Objectives

Over the course of this class, students will be encouraged to:

1. Analyze the origins and differing contexts of Indian and African slavery in the Atlantic world;
2. Compare and contrast the different forms of servitude and slavery that existed during this period of human history;



3. Explain the shifts regarding enslavement practices over time and give reasons for these changes;
4. Recognize and critique the different approaches to writing about the past;
5. Identify and interpret primary sources from early modern period regarding slavery.

Assignments

1. Participation (20%): Active and respectful participation is an essential part of this seminar. Please come to class having digested the readings and ready to contribute to the general discussion.
2. Presentation (20%): Each student (or pair of students) will sign up for one class session and prepare a brief (5-7 minute) oral presentation that introduces the major themes for the week and examines the primary sources used for the book or articles under consideration. The presenters should also track down at least one primary source to compare the source itself with the way it is used in the article or book. A written report needs to be submitted to the professor.
3. Project Proposal (20%): A two-page description of your proposed final project, with clearly identified general topic and listing of relevant primary and secondary source materials you have identified so far. **Due: March 6.**
4. Final Project (40%): The final project can take several different forms. For most students, this will be in the form of a 15-20 pp research paper. A few other students may wish to pursue something more non-traditional (fictional writing, a play, a website, or a mapping project), but these alternate projects will need to demonstrate the same level of academic and research rigor as a traditional research paper. **Due: May 15, by 11:59 pm.**

Required Materials

All required books are available at the Brown bookstore and on reserve at the Rock. Please note that some of these texts may be available as e-books for free through the Rock website.

- David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (2008 [2006])
- Thomas DeWolf, *Inheriting the Trade: A Northern Family Confronts Its Legacy as the Largest Slave-Trading Dynasty in U.S. History* (2008)
- Allegra Di Bonaventura, *For Adam's Sake: A Family Saga in Colonial New England* (2013)
- Michael Guasco, *Human Bondage in the Early Modern Atlantic World* (2014)
- Edgar J. McManus, *Black Bondage in the North* (2001 [1973])
- Joanne Pope Melish, *Disowning Slavery: Gradual Emancipation and "Race" in New England, 1780-1860* (1998)
- Brett Rushforth, *Bonds of Alliance: Indigenous and Atlantic Slavery in New France* (2012)
- Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American*

Diaspora (2007)

All other readings are available online (with links below), on [OCRA](#) (password: slavery), or will be made available in photocopy form ahead of time. For linked articles, it is best to use the syllabus on the course web site ([Canvas](#)) to use the hyperlinks. Please print out these additional materials and bring them to class.

Research assistance

The Brown libraries research staff is always available to help with research. In addition to coming to my office hours for help, please also try the following options:

1. Consult the [Library Resource Guide](#) for this class.
2. Contact the American history research librarian: Holly Snyder:
Holly_Snyder@brown.edu
3. Consult a Brown librarian using the [Ask a Librarian](#) feature (note that you can make an appointment for an individual research consultation).

A note on papers and written work

1. For all written work, please make sure that papers are properly formatted as follows: double-spaced, Times 12 pt font, with 1" margins, page numbers on each page, and footnotes for citations. Footnotes and bibliographies should follow *The Chicago Manual of Style* (a summary is available on the course web site).
2. Please read the "Guide for Beginners Writing History Papers" (on the course web site) before writing your papers to make sure that you have a firm sense of what I expect in your written assignments.
3. Please make sure that your papers make an argument and are analytical (that is, discuss several important themes using specific examples from the readings); purely descriptive papers will receive lower grades.
4. All written work is due by the beginning of class on the day it is due. All papers should be emailed ONLY; no hard copies of any written work are needed. Unless you have made arrangements with me or the TA beforehand, **late assignments will be penalized one letter grade per day they are late**, particularly when papers are related to the discussion that will take place in class that day.
5. **Please note:** *Plagiarism or cheating of any kind will not be tolerated. If you borrow ideas, writings, etc., from other people and do not give them credit, the assignment will be given an automatic zero, and you will most likely be given a NC in the class. A good guide to avoiding plagiarism can be found at:*
<http://dl.lib.brown.edu/libweb/plagiarism.php>
6. Students with special learning needs should inform the professor in the first week of class. Every attempt will be made to adequately accommodate each student.

Other misc. classroom guidelines:

1. Please turn off all cell phones. Absolutely no text-messaging, emailing, or internet usage is allowed in class.

2. Coming late or leaving early without warning me in advance will negatively affect your grade.
3. Laptops are permitted on a probationary basis. Please refrain from using the internet during class. If internet usage becomes an obvious pattern or distraction, laptops will be prohibited for everyone.

Schedule

Week 1: January 23: Introduction

Week 2: January 30: Histories: Slavery in a historical framework

Reading:

- David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (intro, chs. 1-8)
- Alan Galloway, "Introduction: Indian Slavery in Historical Context," in *Indian Slavery in Colonial America*, edited by Alan Galloway (2009) (OCRA)

Week 3: February 6: Contexts: Understanding white unfreedom

Reading:

- Michael Guasco, *Human Bondage in the Early Modern Atlantic World* (2014) [selections]
- Hilary McD. Beckles, "[A 'Riotous and Unruly Lot': Irish Indentured Servants and Freeman in the English West Indies, 1644-1713](#)," *The William and Mary Quarterly* 47, no. 4 (October 1, 1990): 503–522.

Week 4: February 13: Middle Passages

Reading:

- Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (2007)
- Linford D. Fisher, "A Forced Diaspora: Tracking New England Native Enslavement in the Seventeenth-Century Atlantic" (unpublished paper) (OCRA)

Week 5: February 20: Indian Slavery

Reading

- Brett Rushforth, *Bonds of Alliance: Indigenous and Atlantic Slavery in New France* (2012) [selections]
- Alan Galloway, "South Carolina's Entrance into the Indian Slave Trade," ch. 3 in *Indian Slavery in Colonial America*, Alan Galloway, ed. (OCRA)

Week 6: February 27: NO CLASS (time for paper research)

Week 7: March 6: Varieties of Unfreedom

Reading:

- David Silverman, "The Impact of Indentured Servitude on the Society and Culture of Southern New England Indians, 1680-1810" *The New England Quarterly* 74, no. 4 (December 1, 2001): 622–666.
- Juliana Barr, "A Spectrum of Indian Bondage in Spanish Texas," in *Indian Slavery in Colonial America* (OCRA)
- Molly A. Warsh, "[Enslaved Pearl Divers in the Sixteenth Century Caribbean](#)," *Slavery & Abolition* 31, no. 3 (2010): 345–362.

Paper Proposal due**Week 8: March 13: Northern Slavery**Reading:

- Edgar J. McManus, *Black Bondage in the North* (2001 [1973])
- Margaret Newell, "Indian Slavery in Colonial New England," in *Indian Slavery in Colonial America*, edited by Alan Galloway (2009) (OCRA)

Week 9: March 20: Religion and RebellionReading:

- Jason R. Young, "Minkisi, Conjure Bags, and the African Atlantic Religious Complex," ch. 3 in *Rituals of Resistance* (OCRA)
- Linford D. Fisher, "'Dangerous Designs': The 1676 Barbados Act to Prohibit New England Indian Slave Importation," *William and Mary Quarterly* 71, no. 1. 3rd Ser. (January 2014): 99–124.
- Enrico Dal Lago, "Colonial Slave Societies Between Reforms and Revolutions," ch. 2 in *American Slavery, Atlantic Slavery, and Beyond* (2012) (OCRA)

March 27: SPRING BREAK**Week 10: April 3: Slavery and Families**Reading:

- Allegra Di Bonaventura, *For Adam's Sake: A Family Saga in Colonial New England* (2013) (selections)
- Ruth Wallis Herndon, and Ella Wilcox Sekatau, "Colonizing the Children: Indian Youngsters in Servitude in Early New England," in *Reinterpreting New England Indians and the Colonial Experience*, edited by Colin G. Calloway and Neal Salisbury (2003) (OCRA)

Week 11: April 10: Slave TradeReading:

- Thomas DeWolf, *Inheriting the Trade: A Northern Family Confronts Its Legacy as the Largest Slave-Trading Dynasty in U.S. History* (2008)
- Browse [The Trans-Atlantic Slave Trade Database](#)

Week 12: April 17: EmancipationsReading:

- Joanne Pope Melish, *Disowning Slavery: Gradual Emancipation and "Race" in New England, 1780-1860* (1998)
- Richard B. Sheridan, "From Chattel to Wage Slavery in Jamaica, 1740-1860," ch. 1 in Michael Twaddle, ed., *The Wages of Slavery* (OCRA)

Week 13: April 24: NO CLASS (time for paper research)**Final Project due May 15, by 11:59 pm**