

**Transatlantic and Comparative Slavery**  
**HIST 4389-110**  
**Spring 2021**  
**Online**

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**Office Hours: Remote by appointment**

**Course Description and Objectives:**

This is a topics course in the history of transatlantic slavery from age of European exploration through the nineteenth century abolition movements. Students will be able to recognize and engage issues emanating from the research and historiography of slavery, analyze and critically review works of scholarship in the history of slavery, and further develop their reading and writing skills. Topics and themes under consideration will include, but are not limited to: the moral and economic foundations of slavery, regional comparisons, slave culture and community, the “middle passage,” resistance and rebellion, and abolition.

**Mode of Instruction and Course Access**

This is a fully online course with no scheduled face-to-face meetings.

This course uses the A&M-Central Texas Canvas Learning Management System  
<https://tamuct.instructure.com>.

**Contacting the Professor**

All communications in this course between students and the professor should take place using the Canvas message system. You can expect to receive a reply to any message in about 24 hours, except on weekends (Fri. evening through Sunday evening) when the turnaround time may be a bit longer. In most cases, however, replies will be made much sooner than that. If for some reason you are unable to access Canvas, you may contact me via email. If you desire a face-to-face meeting, Webex, Telephone, or Skype meetings can be arranged. Please message me if you would like to schedule a meeting and we will work out a time on a case-by-case basis.

**Learning Outcomes:**

1. Demonstrate factual knowledge and an understanding of fundamental theories: Students will examine and evaluate the major issues related to transatlantic slavery up through decades of abolition
2. Analyze and critically evaluate ideas, arguments, and points of view: Students will analyze and critically evaluate the conclusions of different historians concerning transatlantic slavery.

3. Apply course material to improve thinking, problem solving, and decision making: Students will apply course material to improve thinking and decision making by constructing and analyzing historical arguments, and drawing conclusions from studied work
4. Demonstrate specific skills, competencies, and points of view needed by professionals in the field most closely related to this course: As future professional historians and teachers, students will evaluate and write formal critical reviews of the work of other scholars as well as acquire factual and theoretical knowledge necessary to the field.
5. Demonstrate skill in expressing themselves orally and in writing: Students will develop skills in written and/or oral communication including book and article reviews, and in-class presentations.
6. Use required resources and find additional scholarly resources for answering questions or solving problems: Students will utilize the learning management system Canvas, online library databases, books, journal articles, and other materials in the completion of their course work.

Students will demonstrate their ability, skills, and understanding through critical book and article reviews, written examinations, classroom discussions, and a presentation.

### **Required Readings:**

Hunt, Peter. Ancient Greek and Roman Slavery. Hoboken, NJ: Wiley/Blackwell, 2018.

Stilwell, Sean. Slavery and Slaving in African History. Cambridge UK: Cambridge University Press, 2014.

Eltis, David. The Rise of African Slavery in the Americas. Cambridge UK: Cambridge University Press, 2000.

Davis, David Brion. The Problem of Slavery in the Age of Emancipation. New York: Penguin/Random House, 2015.

### **Grading**

The final average will be calculated based on the number of points received out of a total of 600. The following point ranges correspond to the final grade for the course: 450 and above = A; 400-449 = B; 350-499 = C; 400-699 = D; below 600 = F. (On the percentage scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59 %.). Students will be graded and earn points for:

**REACTION PAPERS:** Students will turn in eight reaction papers (one for each of the assigned texts) over the course of the semester. Each reaction paper is worth 31.25 points for a total of 250 points, or 25% of the course grade. Instructions on preparing the reaction papers are located on Canvas in the “Assignment Instructions” page. Reaction papers must be submitted as a file uploads on Canvas by the due date indicated in the course schedule at the end of the syllabus. They will be graded on a pass/fail basis.

**UNIT EXAMS:** Students will complete four exams during this course. Each exam is worth 100 points and exams total 40% of the course grade. Exams will be a mixture of some objective questions (multiple choice, short answer etc) based on the course lectures, and detailed essay questions related to the course readings, films, and lecture material which will form the majority of the exam grade.

**HISTORIOGRAPHICAL ESSAY:** Students will write an 8-10 page historiographical essay covering the scholarship of a topic of their choice in African-American history. The essay is worth 350 points, for 35% of the course grade. Additional assignments throughout the semester will be a part of the completing the historiographical essay.

**LATE WORK:** Late work will be accepted at a penalty of 10% of the assignment grade for each day past the due date. Make-up assignments will be given on a case-by-case basis and only for documented reasons such as hospitalization/illness, incarceration, military service etc. Students are responsible for securing all necessary documentation for consideration when asking for a makeup.

**INCOMPLETES:** Incomplete grades are reserved for extraordinary circumstances such as Hospitalization, Incarceration, Deployment etc. that arise after the university drop date and which prevent the student from completing any outstanding course work. Inability to complete assigned work for whatever reason before the drop date should be handled via dropping the course. Decisions to allow an incomplete are made at the sole discretion of the professor.

**FEEDBACK:** As all written assignments will be submitted electronically, feedback on papers will also be delivered electronically and will generally be available within 7-10 days of the due date. Often, grades will be posted much more quickly, and occasionally they will take a bit longer.

**PLEASE NOTE:** All written electronic assignments must be submitted in one of the either Microsoft, Open Office, or Libre Office formats. All other formats, such as Apple .pages or .wps will not be accepted.

### **Withdrawals/Drop Date**

It is the sole responsibility of the student to initiate a drop request. If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

The last day to drop this course with a “Q” or withdraw with a “W” is Friday, April 30.

## **Technology**

As students registered for a course that utilizes online components, you and you alone are responsible for ensuring that you have reliable and regular internet access as well as a reliable computer or comparable device. It is not my responsibility to accommodate online students who lack access to computers or the internet. No exceptions to course policies will be made for students who lose their ability to access the internet or complete the required coursework on a computer during the semester. Also, while it is possible to access the course materials using a dial-up internet connection, you should be aware that Canvas (as with most other programs and platforms) functions best with high speed internet access. Course policies apply equally to all students regardless of the quality of their internet access.

## **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

## **Technology Support**

For log-in and other TAMUCT system support needs, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

For Canvas help, use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

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## **The University Writing Center**

The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The University Writing Center is located in 416 Warrior Hall. The center is open 10 am-4pm Monday through Thursday and also at the Library from 6 pm-9 pm Monday through Thursday. Online appointments are available on Saturdays from noon till three pm . Students may work independently in the University Writing Center by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the University Writing Center. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies. The Writing Center also offers synchronous online tutoring for distance education students!

### **Academic Integrity**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to adhere to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

NOTE: At the very minimum, students who violate the academic integrity policy will receive an "F" for this course, and the professor reserves the right to initiate further sanctions.

See here for more [information regarding the Student Conduct process](#)

See also [submit a report](#) If you know of potential honor violations by other students and wish to report it.

### **Access & Inclusion**

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy

equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5831 in Warrior Hall, Suite 212. For more information, please visit their website at: <https://www.tamuct.edu/departments/access-inclusion/>

Any information you provide is private and confidential and will be treated as such.

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Library Services**

INFORMATION LITERACY focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at: <http://www.tamuct.edu/departments/library/deservices.php>

### **Classroom Decorum and Other Policies**

Students in an online course are expected to behave professionally and courteously with the professor and their peers. Although personal interactions in this course are limited, in the event that online discussion or meeting formats are utilized, please be respectful in your posting and comments.

**OFFICIAL COMMUNICATIONS POLICY:** Official communication is via your official Texas A&M University–Central Texas e-mail address, online via Canvas, and in-person in-class. Please check these places frequently for updates and information. It is the policy of the instructor to communicate sensitive information with students via e-mail only through an official TAMUCT e-mail address.

**TECHNOLOGY POLICY:** This course will use the TAMUCT Canvas Learn learning management system for class communications, content distribution, and assignments. If you have not yet activated the Canvas system, please do so, as this is critical for completing this course. The Canvas homepage for TAMUCT is: <https://tamuct.instructure.com/login/ldap>. Technology issues are not an excuse for missing a course requirement, so please make sure your computer is configured correctly and address issues well in advance of deadlines.

**ELECTRONIC DEVICE AND COPYRIGHT POLICY:** You may download course recordings, but recordings may *only* be used for personal, private, research and study purposes only, and *must not be disseminated publicly in any way*.

**COPYRIGHT NOTICE;** The electronic content and materials in this course are for the sole purpose of instruction as part of this course offered by Texas A&M University–Central Texas, and are solely for university students registered in this course, and are subject to copyright protection law. Students who disregard United States copyright policy and institution policy do so at their own risk and assume all liability.

## **911 Cellular**

Emergency Warning System for Texas A&M University – Central Texas  
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## **Course Outline:**

**Please Note:** This outline is intended a general guide only. As the instructor, I reserve the right to adjust this syllabus or the class schedule in any way that serves the educational needs of the students enrolled in this course.

**Week 1 (Jan. 18) UNIT 1** Introduction to the Course; Slavery in World History; Race and Slavery; Slavery in Africa; Brief History of West and Central Africa; Slavery in Europe, “White” Slavery, European introduction to African Slavery. **UNIT 1 Reading: Hunt, Ancient Greek and Roman Slavery**

**Week 2 (Jan. 25) Film Review 1 Due Tues. 2/2 at 11:59 p.m.**

**Week 3 (Feb. 1) Film Review 2 Due Tues. 2/9 at 11:59 p.m.**

**Week 4 (Feb. 8) UNIT I Exam Due Tues. 2/16 at 11:59 p.m.**

**Week 5 (Feb. 15) UNIT II:** The Rise of New World Slavery; New World Labor Systems, Agriculture, and the Institutionalization of Slavery; **UNIT II Reading: Stilwell, Slavery and Slaving in African History**. **Historiographical Essay Topic Proposal Due Tues. 2/23 at 11:59 p.m.**

**Week 6 (Feb 22) Film Review 3 Due Tues. 3/2 at 11:59 p.m.**

**Week 7 (Mar. 1) Film Review 4 Due Tuesday 3/9 at 11:59 p.m.**

**Week 8 (Mar. 8) UNIT II Exam Due Tues. 3/23 at 11:59 p.m .**

**SPRING BREAK WEEK (Mar. 15)**

**Week 9 (Mar. 22) UNIT III** Comparative Slavery across the New World; Slave life and community in the Americas; Revolts and Rebellion **UNIT III Reading: Eltis, the Rise of African Slavery in the Americas**. **Preliminary Bibliographies Due Tues. 3/30 at 11:59 p.m**

**Week 10 (Mar. 29) Film Review 5 Due Tues. 4/6 at 11:59 p.m.**

**Week 11 (Apr. 5) Film Review 6 Due Tues. 4/13 at 11:59 p.m.**

**Week 12 (Apr. 12) UNIT III Exam Due Tues. 4/20 at 11:59 p.m.**

**Week 13 (Apr. 19); UNIT IV:** Abolition movements and the end of Slavery; Life after Slavery **UNIT IV Reading: Davis, The Problem of Slavery in the Age of Emancipation**; **Full Bibliographies Due Tues. 4/27 at 11:59 p.m.**

**Week 14 (Apr 26.) Film Review 7 Due Tues. 5/4 at 11:59 p.m.**

**Week 15 (May 3) Film Review 8 Due Tues. 5/11 at 11:59 p.m.**

**Week 16 (May 10) Unit IV Exam and Historiographical Essays Due Fri. 5/14 at 11:59 p.m.**

