

HIST 3260: SLAVERY IN THE AMERICAS

The University of North Texas

Spring 2026

CLASS MEETINGS: T/TH, 9:30 am to 10:50 am, Sage Hall, Room 355

Name: Christopher P. Todd

Office Location: 233 Wooten Hall

Phone Number: (940) 565-2288

Office Hours: T/TH, 8:30 am to 9:20 pm and by appointment or Zoom (see link below)

Zoom Meeting Room: <https://unt.zoom.us/my/cptodd>

Email: christopher.todd@unt.edu

Course Description:

The Atlantic World was forged out of the contact between Africans, Europeans, Native Americans and others in the era that began with Portuguese explorations down the West African littoral in the 15th century and culminated with the independence of most American colonies beginning in the late 18th through 19th centuries. Two-thirds of those who crossed the Atlantic during the formation of this “New World” were Africans. With the exception of the Spanish, all the European empires settled more Africans in the New World than Europeans during this period. From a European standpoint, the purpose of their captives’ existence was to labor. From an African standpoint, their purpose survival. Beyond this baseline purpose however, something greater was created in the crucible of the Atlantic experiment. From mines in South America to Caribbean sugar plantations to the farms, seaports and urban centers of North America, enslaved Africans became integral to nearly every facet of the Atlantic world. Their forced labor helped generate the economies of empires; their culture became an integral part of communities; and their struggles played critical roles in shaping the historical and political developments of the region. Drawing on historical scholarship and primary sources (documents, personal narratives, and eyewitness accounts written at the time), this course takes a comparative approach to the history of trans-Atlantic slavery as it developed in different regions and social contexts in the Americas and the Caribbean from the 15th through 19th centuries. Beginning with the Middle Passage, working through the Age of Revolutions and culminating in the emancipation movements of the 19th century, we will examine the ways in which the enslaved sought to create viable lives while struggling against localized systems of bondage. We will also consider the moral paradox of European, and later American, societies that espoused enlightened ideas of liberty and equality, while relying on slave labor to build their wealth and power.

Required Materials:

Bergad, Laird W. *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*. New Approaches to the Americas. New York: Cambridge University Press, 2007. 978-0521694100

Berlin, Ira. *Generations of Captivity: A History of African-American Slaves*. Cambridge: Belknap Press of Harvard University Press, 2003. 978-0674016248

Davis, David B. *Inhuman Bondage: The Rise and Fall of Slavery in the New World*. New York: Oxford University Press, 2006. 978-0195339444

Douglass, Frederick. *Narrative of the Life of Frederick Douglass: The Original 1845 Edition*. First Warbler Press edition. ed.: Amazon.com, 2021. [You may also read a version of this book via the Gutenberg Project. Click [HERE](#) to be taken to the page where you can choose from various formats (PDF, EPUB, etc)]. 978-0486284996

Objectives

Upon successful completion of this course, students will be able to:

- 1 Create arguments through the use of historical evidence.
- 2 Analyze and interpret primary and secondary sources.
- 3 Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Course Structure

The Fall 2025 iteration of HIST 2675 will be delivered as a face-to-face course. The course will last 14+ weeks. The course will meet in Wooten Hall, Room 321 every **Tuesday and Thursday from 11:00 am to 12:20 pm.**

Communication Expectations

I will hold office hours. You have a choice of coming to see me in my office or via ZOOM (<https://unt.zoom.us/my/cptodd>). You are also welcome to get in touch via email.

For this course, I will check my email at least once per day Monday-Friday during regular business hours, so please remember that you will not necessarily receive an instant reply from me, but I will try and answer your email in a timely manner. When emailing me, please identify yourself by giving me your name, the class you are in, and your specific question or request. **Also, if I don't get back to you don't be shy about sending another message until you reach me.**

Normally, your written assignments will be graded within two weeks. However, if I cannot complete the grades that quickly, I will post an announcement to let everyone know what the timeline is.

Please see some valuable online communication tips here: [Online Communication Tips](#), which provide guidance on how to best communicate via email or on discussion boards.

Course Structure

This is an in-person course. Please come prepared to each meeting.

Course Credit Hours

3 Lecture Hours

Course Prerequisites or Other Restrictions

There are no prerequisites for this course.

Student Learning Outcomes:

Upon successful completion of this course, students will:

1. Develop their own historical narrative on the emergence of slavery in the Americas
2. Deepen their understanding of the effects of New World Slavery on the political, social, economic and cultural systems of the region
3. Create an argument through the use of historical evidence
4. Analyze and interpret primary and secondary sources
5. Improve analytical and composition skills by formulating written responses to readings
6. Learn the mechanics of how to construct an argument and support it with textual evidence
7. Improve oral communication skills by engaging in respectful virtual classroom discussion
8. Build critical inquiry skills through learning to identify primary sources and situate them in historical context

Attendance Policy

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals.

Grading for attendance is as follows: anything above 90.00% = the full 200 points. Anything between 85.00% and 89.99% = 100 points. Anything below 85.00% = 0.00 points. Excused absences will not count against your average.

If you are experiencing symptoms of illness please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus.

Withdrawal Policy

If you are unable to complete the course, you must withdraw by the 12th University class day for a refund. A student wishing to withdraw from a course before the end of the semester must initiate the process by filling out the official withdrawal form, which can be found on the University's website or at the Registrar's office.

Materials

Bergad, Laird W. *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*. New Approaches to the Americas. New York: Cambridge University Press, 2007. 978-0521694100

Berlin, Ira. *Generations of Captivity: A History of African-American Slaves*. Cambridge: Belknap Press of Harvard University Press, 2003. 978-0674016248

Davis, David B. *Inhuman Bondage: The Rise and Fall of Slavery in the New World*. New York: Oxford University Press, 2006. 978-0195339444

Douglass, Frederick. *Narrative of the Life of Frederick Douglass: The Original 1845 Edition*. First Warbler Press edition. ed.: Amazon.com, 2021. [You may also read a version of this book via the Gutenberg Project. Click [HERE](#) to be taken to the page where you can choose from various formats (PDF, EPUB, etc)]. 978-0486284996

Links to other reading or viewing materials will be provided in each module.

Technical Requirements & Skills

Minimum Technology Requirements:

- Computer
- Reliable internet access
- Word processing application

Canvas Technical Requirements

(<https://clear.unt.edu/supported-technologies/canvas/requirements>)

Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments

Rules of Engagement

- Treat your instructor, your TA, and classmates with respect in email or any other communication.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 12 point font
- Be cautious when using humor or sarcasm in emails or discussions least it be taken seriously or misconstrued as offensive.
- Be careful with personal information (both yours and other’s).

See these Engagement Guidelines (<https://clear.unt.edu/online-communication-tips>) for more information.

Technical Assistance

UNT has a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: UIT Student Help Desk (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center
(<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- Counseling and Testing Services
(<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- UNT Care Team
(<https://studentaffairs.unt.edu/care>)
- UNT Psychiatric Services
(<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- Individual Counseling
(<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other student support services offered by UNT include

- Registrar
(<https://registrar.unt.edu/registration>)
- Financial Aid
(<https://financialaid.unt.edu/>)
- Student Legal Services
(<https://studentaffairs.unt.edu/student-legal-services>)

- Career Center
(<https://studentaffairs.unt.edu/career-center>)
- Multicultural Center
(<https://edo.unt.edu/multicultural-center>)
- Counseling and Testing Services
(<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- Pride Alliance
(<https://edo.unt.edu/pridealliance>)
- UNT Food Pantry
(<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- Academic Resource Center
(<https://clear.unt.edu/canvas/student-resources>)
- Academic Success Center
(<https://success.unt.edu/asc>)
- UNT Libraries
(<https://library.unt.edu/>)
- Writing Lab
(<http://writingcenter.unt.edu/>)
- MathLab
(<https://math.unt.edu/mathlab>)

Course Requirements:

Assignment	Possible Points	Due Date
Short Paper 1: Racial Slavery	100	02/09/24
Short Paper 2: Revolutionary Ideology	100	03/01/24
Short Paper 3: Slave Resistance and Abolition	100	04/05/24
Final Essay: (TBA)	300	05/08/24
In-class Participation	200	
Weekly Class Lead (x2)* [click HERE for access to signup sheet]	200	
Total	1000	

Grading

A = 901-1000 points

B = 801-900 points

C = 701-800 points

D = 601-700 points

F = Below 600 points

Course Policies

Assignment Policy

The due dates for each assignment is listed on the syllabus and appears in each module. Each module includes a link to the assignment and you can see the due dates there also.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Late Work

* Weekly Class Leading: Each week several class members will lead a discussion of the materials. You must come prepared having digested all the readings. You must summarize the important turning points related to that week's topic under study. For instance, if your week is the American Revolution, your group must give/summarize the important turning points of the War (including the events that lead up to the war) and perhaps what makes the period/event under study cohere as one unit. For instance, why do historians study a period called "the market revolution"? What gives the market revolution coherence as a period? Why is the market revolution important for understanding American History? Your group will then go on to lead discussion on that week's readings and primary sources. One important aspect of leading class is coming up with a set of questions for your classmates that will help focus the discussion. It can't be underestimated how important good questions are for a discussion.

Late work will not be accepted unless the student has an acceptable excuse and prior arrangements have been made. Please contact the TA or the professor to ask for an extension *before* a deadline is missed.

UNT Policies:

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Course Schedule and Reading Assignments:

Assignments are subject to change.

SECTION I: Pre 1600

WEEK 1

Course Introduction & Introduction to “Racial Slavery”

January 13, 15

- Course Introduction
- Orlando Patterson, *Slavery and Social Death*, (Cambridge, MA: Harvard University Press, 1982) Introduction, pp. 1-16.
- David Brion Davis, *Inhuman Bondage*, Prologue and Chapters 1-3, pp. 1-76
- Ira Berlin, *Generations of Captivity*, Prologue, pp. 1-20.

Week 2

The South Atlantic System and the Origins of Racial Slavery

January 20, 22

- Davis, Chapter 4, pp.77-102.
- Bergad, Chapter 1, pp. 1-32
- David Eltis, *The Rise of African Slavery in the Americas*, (Cambridge: Cambridge University Press, 2000) ch. 3: “European and African Slavery in the Americas,” pp. 57-84.
- Curtin, Philip D. “Epidemiology and the Slave Trade.” *Political Science*

Quarterly 83, no. 2 (1968): 190-216. <https://doi.org/10.2307/2147089>.

- **DOCUMENTS:** A Portuguese Trader Describes Kidnapping, c. 1440s”
- William Snelgrave, “An English Trader, Describes the Business of Slave Trading and Two Slave Mutinies, 1734”
- “Olaudah Equiano describes the horrors of the Middle Passage (1789),” in Mintz, pp.53-56.

1st Paper Assignment

Racial Slavery:

Length:

750 to 1,000 words

Maximum Points:

175

DUE:

February 7, 2026 @
11:59PM

Question: How would you characterize the slavery that took root in the New World?

Please feel free to use the readings and the documents from the first two weeks to answer this question. In addition, this question is very broad. You would be wise to find some narrower point in the readings that would allow you to write a more focused paper (for instance the importance of the extreme asymmetry of power or the signal importance of the need for labor in the plantations of the New World, etc.). Please make sure that in your introduction you present a thesis that you will then write about/prove in the balance of your paper. **The paper MUST contain a title, a claim (you MUST underline the claim), and you MUST cite your work.**

Finally, while there is an important moral dimension to the question of slavery and its operations in the New World, I am more interested in getting you to grapple with how the “hows” and “whys” of its emergence and operation as a social, economic and political force.

WEEK 3

Colonial Brazil, New Spain, and the Caribbean

January 27, 29

- Davis, Chapter 5, pp. 103-123
- Bergad, Chapter 2, pp. 33-63
- *You might want to start the readings for next week*
- **DOCUMENTS:**
 - Robert Edgar Conrad, *Children of God's Fire: A Documentary History of Black Slavery in Brazil* (University Park: Pennsylvania State University Press, 1984):
 - 2.1 An Italian Jesuit advises sugar planters on the treatment of their slaves (1711), pp.55-60.
 - 4.2 “Children of God’s fire”: A seventeenth century Jesuit finds benefits in slavery but chastises masters for their brutality in a sermon to black brotherhood of Our Lady of the Rosary, pp.163-174.
 - 5.1 “The fact remains that they are black”: Racial attitudes in eighteenth century Portugal and Brazil, pp.203-210.
- **Video:**
 - Phil, Grabsky. *Brazil: An Inconvenient History*. Filmmakers Library. Documentary. Time: 46 minutes

WEEK 4

Slavery in Colonial North America

February 3, 5

- Davis, Chapter 6, pp. 124-140.

- Berlin, *Generations of Captivity*, Chapters 1, 2, pp. 21-96
- **DOCUMENTS:**
 - Arthur Lee, “Address on Slavery,” Rind’s Virginia Gazette, March 19, 1767. Pp. 91- 96.
 - Anthony Benezet, “A Caution and Warning to Great Britain and Her Colonies, in a Short Representation of the Calamitous State of the Enslaved Negroes in the British Dominions...” (Philadelphia, 1767), pp. 97- 99.

WEEK 5

Revolutionary Turning Points: North America

February 17, 19

- Berlin, *Generations of Captivity*, Chapter 3, pp. 97-158
- Davis, Chapter 7, pp. 141-156.
- Okoye, F. Nwabueze. “Chattel Slavery as the Nightmare of the American Revolutionaries.” *The William and Mary Quarterly*, 3d ser., 37, no. 1 (January 1980): 3–28. <https://doi.org/10.2307/1920967>.
- **DOCUMENTS:**
 - Nash, *Race and Revolution* “Petitions of New England Slaves for Freedom (1773-1779),” pp. 171-176.
 - “A Letter from Benjamin Banneker to the Secretary of State (Philadelphia, 1792),” pp. 177-181.
 - Absalom Jones and Richard Allen, “A Narrative of Proceedings of the Black People, During the Late Awful Calamity in Philadelphia, in the year 1793 (Philadelphia, 1794), pp. 182- 184.
 - Slavery in the U.S. constitution (posted document)
- **Video:**
 - Selection for Burns’ *American Revolution: “Dunmore's Proclamation & Black Americans in the American Revolution”* | PBS on YouTube
 - “The Black Atlantic, (1500-1800),” Episode 1 of *The African Americans: Many Rivers to Cross*. Streaming video.

WEEK 6

Revolutionary Turning Points: Saint Domingue and the Broader Caribbean

February 24, 26

- Popkin, Jeremy D. *A Concise History of the Haitian Revolution*. Maldin: Wiley-Blackwell, 2012, 1-89.
- Davis, David Brion. “Impact of the French and Haitian Revolutions.” In *The Impact of the Haitian Revolution in the Atlantic World*, edited by David Patrick Geggus, 3–9. Columbia: University of South Carolina, 2001.
- Davis, Chapter 8, pp. 157-174. [OPTIONAL]
- **DOCUMENTS:**
 - Saint-Domingue Constitution of 1801 (aka “Toussaint Louverture's Constitution”)

2nd Paper Assignment

The Meaning of Liberty in a Slave Society:

Length:

750 to 1,000 words

Maximum Points:

175

Question: How did the ideas that circulated during the Age of Revolutions transform slave life?

Please feel free to use the readings and the documents from the first two weeks to answer this question. In addition, this question is very broad. You would be wise to find some narrower point in the readings that would allow you to write a more

DUE:
March 14, 2024 @
11:59PM

focused paper (for instance the importance of the extreme asymmetry of power or the signal importance of the need for labor in the plantations of the New World, etc.). Please make sure that in your introduction you present a thesis that you will then write about/prove in the balance of your paper. **The paper MUST contain a title, a claim (you MUST underline the claim), and you MUST cite your work.**

WEEK 7

Nineteenth Century Slavery: The Cotton Kingdom

March 3, 5

- Berlin, *Generations of Captivity*, Chapter 4, pp. 159-244.
- **DOCUMENTS:**
 - “Solomon Northrup describes the working conditions of Slaves on a Louisiana cotton plantation (1853)” in Mintz, pp 71-72.
 - “Josiah Henson describes slave housing, diet, and clothing (1877), Mintz, pp.76-77.
 - Video: “The Age of Slavery, (1800-1860),” Episode 2 of *The African Americans: Many Rivers to Cross*. Streaming video.

Week 8

Nineteenth Century Comparisons

March 10, 12

- Davis, Chapter 9, 10, pp. 175-205
- Bergad, Chapters 4, 5, pp. 96-164.
- **DOCUMENTS:**
 - Conrad, Children of God’s Fire: A Documentary History of Black Slavery in Brazil:
7.3 Advice on plantation punishment from an agricultural handbook (1839), pp. 297-301.
 - 7.6 “This, then, is not a crime”: the trial of a coffee planter accused of brutal punishment (1878), pp. 305-314.

Week 9

Slave Cultures, Communities, and Resistance

March 17, 19

- Bergad, Chapters 6, 7, pp. 165-250.
- Davis, Chapter 11, pp. 205-230.
- **DOCUMENTS:**
 - “Lunsford Lane describes the moment when he first recognized the meaning of slavery.” In Mintz, pp. 93-94
 - “Laura Spicer learns that her husband, who had been sold away, has taken another wife (1869),” in Mintz, pp. 95-98.
 - “Lewis Clarke discusses the impact of slavery on family life (1846),” in Mintz, pp. 103-104.
 - “Charles Ball remembers a slave funeral, which incorporated traditional African customs (1837),” in Mintz, p. 110.
 - “Peter Randolph describes the religious gatherings slaves held outside of their master’s supervision (1849),” in Mintz, pp. 111-113.
 - “Henry Bibb discusses ‘conjugation (1849),” in Mintz, pp 114-116
 - “Nat Turner describes his revolt against slavery (1831)” in Mintz, pp. 135-140.

- “Margaret Ward follows the North Star to freedom (1879)” in Mintz, pp. 141-145.
- “Harriet Tubman sneaks into the south to free slaves (1863, 1865)” in Mintz, pp. 149- 151.
- “Rumba,” in The Cuba Reader, pp. 75-78.
- Cirilo Villaverde, “Cecilia Valdés,” The Cuba Reader, pp. 97-102.
- José Antonia Saco, “The Color Line,” The Cuba Reader, pp. 91-93.

Week 10

Abolitionism and the Debate over Slavery

March 24, 26

- Bergad, Chapter 8, pp. 251-272.
- Davis, Chapter 12, 13, 14, pp. 231-296.
- **DOCUMENTS:**
 - William Lloyd Garrison, Inaugural editorial of The Liberator, 1831 <https://www.pbs.org/wgbh/aia/part4/4h2928t.html>
 - John C. Calhoun, “Slavery a Positive Good,” 1837 <https://teachingamericanhistory.org/library/document/slavery-a-positive-good/>
 - James Henry Hammond, Senator from South Carolina, “The ‘Mudsill’ Theory,” speech March 4, 1858.” <http://www.pbs.org/wgbh/aia/part4/4h3439t.html>
 - Frederick Douglass, “The Meaning of the Fourth of July for the Negro,” Speech delivered July 5, 1852 in Rochester, N.Y. <https://www.pbs.org/wgbh/aia/part4/4h2927t.html>

3rd Paper Assignment

Slave Resistance and Abolition:

Question: What role did slaves play in the struggle for freedom?

Length:

750 to 1,000 words

Maximum Points:

150

DUE:

April 11, 2026 @
11:59PM

Please feel free to use the readings and the documents from the first two weeks to answer this question. In addition, this question is very broad. You would be wise to find some narrower point in the readings that would allow you to write a more focused paper (for instance the importance of the extreme asymmetry of power or the signal importance of the need for labor in the plantations of the New World, etc.). Please make sure that in your introduction you present a thesis that you will then write about/prove in the balance of your paper. **The paper MUST contain a title, a claim (you MUST underline the claim), and you MUST cite your work.**

Week 11

Slave Voices: The United States

March 31, April 2

- Bergad, Chapter 3, pp 64-71.
- Frederick Douglass, *Narrative of the Life of Frederick Douglass*.

Week 12

Emancipation in the United States

April 7, 9

- Berlin, *Generations of Captivity*, Epilogue, pp. 245-271.
- Davis, Chapter 15, pp. 297-322.
- **DOCUMENTS:**
 - The Emancipation Proclamation
 - <https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html>

- Lincoln’s Second Inaugural Address, March 4, 1865.
- http://avalon.law.yale.edu/19th_century/lincoln2.asp
- **Video:**
 - “Into the Fire (1861-1896),” Episode 2 of *The African Americans: Many Rivers to Cross*. Streaming video.

Week 13

Abolition in Brazil and Cuba

April 14, 16

- Bergad, Chapter 8, pp. 272-290.
- Davis, Epilogue, pp. 323-332
- Drescher, *Abolition: A History of Slavery and Anti-Slavery*, Ch 12 “Abolishing New World Slavery-Latin America,” Cambridge: Cambridge University Press, 2009, 333-371.
- **DOCUMENTS:**
 - Edgar, *Children of God’s Fire* 10.4, “Slave property is as sacred as any other”: a chamber member opposed free-birth legislation (1871), pp. 436-446.
 - 10.11, “Hours of bitterness and terror”: A planter’s account of the ending of slavery in Sao Paulo (March 19, 1888), pp. 476-480.
 - 10.12, “Slavery is declared abolished” (May 13, 1888), pp.480-481.
 - *The Cuba Reader: Father Félix Varela, “Abolition!”*, pp. 94-96

4th Paper Assignment

TBA:

Question: To be announced...

Length:

1,500 to 2,000 words

Maximum Points:

300

DUE:

May 06, 2026 @

11:59PM

Please note, you must make a claim and support that claim in the body of the essay with evidence derived from the readings and lectures of this class. It will also help you to read all of the instructions provided on this page.

Please feel free to use the readings and the documents from the first two weeks to answer this question. In addition, this question is very broad. You would be wise to find some narrower point in the readings that would allow you to write a more focused paper (for instance the importance of the extreme asymmetry of power or the signal importance of the need for labor in the plantations of the New World, etc.). Please make sure that in your introduction you present a thesis that you will then write about/prove in the balance of your paper. **The paper MUST contain a title, a claim (you MUST underline the claim), and you MUST cite your work.**

Week 14

Legacies of Slavery

April 21, 23

- Ira Berlin, “Coming to Terms with Slavery in Twenty-First Century America,” in *Slavery and Public History: The Tough Stuff of American Memory* edited by James Oliver Horton and Lois E. Horton, (New York: New Press, 2006), 1-18.
- James Oliver Horton, “Slavery in American History: An Uncomfortable National Dialogue,” in Horton & Horton, 35- 55.
- Robert Fogel, *Without Contract or Consent: the Rise and Fall of American Slavery* (New York: W.W. Norton, 1989) “Afterword: The Moral Problem of Slavery,” pp. 388-417.

Week 15

Course Wrap up

April 28

Wrap up