

# INTL 4780H: Slavery in the Atlantic World

University of Georgia

Spring 2021, T-Th: 9:35-10:50

---

---

Instructor:	Jeff Auerbach
Email:	auerb001@gmail.com
Office:	Holmes Hunter 320G
Office Hours:	By Appointment
Classroom:	Caldwell 102

---

## Welcome!

This course is designed to help better understand the role of slavery in the Atlantic World as a whole. Americans as a whole generally understand slavery as an American system and phenomenon, but in fact our peculiar institution was rather common. The goal of this class is to place American slavery and slavery in the rest of the Atlantic World within a single framework and to understand the institution in a comparative context that shows how all of these parts interacted, complemented, and changed each other.

We will do this by examining slavery in the United States, Latin America and the Caribbean, and the effects of slavery on the African Continent. In the first two sections we will focus not simply on African slavery, but also on the enslavement of native peoples throughout the New World. Additionally, during the section on Africa we will focus on slavery within Africa before the modern slave trade.

## How will you be graded?

Your grade will be based on three tests administered over the course of the semester as well as your participation in class and a paper on the role of one

Table 1: Componentets of final grade

Component	Prop. of grade
Archival Activity	15%
Presentation	15%
Country Paper	40%
Participation	30%

non-United States country in the Atlantic Slave System. You may notice that participation makes up a full 30% of your grade. This is likely higher than you have had in most other classes; and it is that way on purpose. What do I mean by participation? **SHOWING UP IS NOT ENOUGH! I NEED TO HEAR YOUR VOICE!** (That being said, you can't participate if you don't show up!) I am looking for you to show that you read the material, have thought about the material, and have an opinion about the material.

The other big part of the grade will be the research paper worth a another 40% of the grade and a presentation on your research material worth 15% of the grade. The paper will be a research design where you layout a review of the relevant literature, describe what kind of data you will be using, where you will be getting the data and what you expect to find. The presentation will serve as a chance for you to be able to get feedback on your paper and refine your idea.

Lastly, you will need to find some archival material - either in person or online - and tell me about it. Tell me what it is, where it comes from, who collected it, and what you think it could be used for (this should only be a couple of pages). In this activity I want you to pick the material and let that inform what question you could ask and not pick material based on the question.

**Zoom policy:** It is your responsibility to attend all scheduled class meetings, either in person or on Zoom. If you are attending on Zoom, you will be expected to have **YOUR CAMERA ON AND PARTICIPATE.**

## Ground rules

You are responsible for being self-motivated, self-directed, active learners. I expect you to comply with university policy and use common sense. In this class we will be discussing sensitive political and social issues that remain sources of tension today, so please keep an open mind. When discussing sensitive topics I would encourage you to avoid taking offense where none is intended. Being offended does not change minds or educate, but explaining why something is

offensive can make a change. With that being said, I use the reasonable person standard; if a reasonable person would know something was offensive you should too. This class has a ZERO TOLERANCE policy for offensive statements and offenders will be asked to leave.

## Goals and teaching philosophy

When this course is finished, you should:

- Develop and understanding of the role of slavery in the Atlantic World.
- Understand how the parts of the Atlantic Slave System fit together.
- To understand the lasting impact of slavery on both sides of the Atlantic

My goal in this class is to foster an environment where learning and discussion can be carried out You are strongly encouraged to ask questions that are tangential to the topic if they are question that you want to know the answer to. <sup>1</sup>

## Required Materials

- Many Thousands Gone - Ira Berlin
- Deep Roots - Acharya, Blackwell, and Sen
- Complicity - Anne Farrow
- The Other Slavery - Andres Resendez
- Readings on ELC

## Course Schedule

### Week 1: 1/14

- Thursday: NO CLASS

---

<sup>1</sup>A note about my name: Feel free to call me Jeff or Mr. Auerbach.

# **Slavery in American Political Development**

## **Week 2- 1/18: The Origins of Slavery in the Colonies**

Required reading:

- Tuesday: Class Introduction
- Thursday: Many Thousands Gone Chapter 1 & 2

## **Week 3 - 1/25: Slavery in the American South**

Required reading:

- Tuesday: Many Thousands Gone - Chapters 3 & 4
- Thursday: Many Thousands Gone - Chapters 5 & 6

## **Week 4 - 2/1: Slavery in the North**

Required reading:

- Tuesday: Many Thousands Gone - Chapters 7 & 9
- Thursday: Complicity - Chapters 1 & 2

## **Week 5 - 2/8: Slavery's Lasting Impact**

Required reading:

- Monday: Deep Roots Chapters 1 & 2
- Wednesday: Deep Roots Chapters 3 & 4

## **Week 6 - 2/15: Lasting Impact - Continued**

Required reading:

- Tuesday: Deep Roots Chapters 5 & 6
- Wednesday: Deep Roots Chapters 7 & 8

## **Week 7 - 2/22: Introduction to Archives**

Required reading:

- Tuesday: Archival Day
- Thursday: Archival Day Again

## **Slavery in Latin America and The Caribbean**

### **Week 8 - 3/1: Brazil**

Required reading:

- Tuesday: Slavery in The Age of Emancipation Brazil Domestic Trade - ELC
- Thursday: Empires against Emancipation: Spain, Brazil, and the Abolition of Slavery - ELC

### **Week 9 - 3/8: The Caribbean**

Required reading:

- Tuesday: The Other Slavery - Chapter 1
- Thursday: The Other Slavery - Chapter 2

### **Week 10 - 3/15: Research Presentations**

Required reading:

- Tuesday: Presentations Day 1
- Thursday: Presentations Day 2

## **Week 11 - 3/22: The Caribbean**

Required reading:

- Tuesday: Literacy and Democracy Despite Slavery - ELC
- Thursday: The Politics of Morality Caribbean Slavery - ELC

## **Week 12 - 3/29: Mexico and the American West**

Required reading:

- Tuesday: The Other Slavery - Chapters 8 & 9
- Thursday: The Other Slavery - Chapters 11 & 12

## **Week 13 - 4/5: Slavery and Unfreedom in Latin America**

Required reading:

- Tuesday: Conquered but not Vanquished - ELC
- Thursday: Encomienda or Slavery? - ELC

## **Week 14 - 4/12: Slavery and Unfreedom in Latin America**

Required reading:

- Tuesday: The Persistent Effects of Peru's Mining MITA- ELC
- Thursday: The Colonial Origins of the Divergence in the Americas: A Labor Market Approach - ELC

# **Africa in the Slave System**

## **Week 15 - 4/19: Slavery and Colonialism**

Required reading:

- Tuesday:
- Thursday:

## **Week 16 - 4/26: Lasting Impact in Africa**

Required reading:

- Tuesday: Slave Trade and the Origins of Mistrust - ELC
- Thursday: Long-Term Effects of Africa's Slave Trade - ELC