

LAH 3931/5934: Special Topics - Comparative Slavery

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Class Meetings: Tuesdays 10:40-11:30am MAT 0007 & Thursdays 10:40am-12:35pm MAT 0005

Student Hours: Wednesdays 1-3pm & Thursdays 1-2pm

Course Description

Comparative Slavery is an upper-level, reading-intensive, seminar-style course that examines the history of slavery as it developed in different regions and social contexts. While a significant portion of the course will be dedicated to African slavery in the Atlantic world and, more specifically, in Latin America, we will consider slavery in Ancient Rome, in Renaissance Europe, and native slavery. The course is thus design to challenge the idea that slavery was a “peculiar institution” exclusively present in the US South. We will also discuss the methodology of comparative history as it pertains to slavery and consider its advantages as well as its shortcomings.

Please note, this syllabus is subject to change at any point in the semester. If changes are made, the instructor will notify students in advance, in class and via the course Canvas page.

Course Goals

By the end of the semester, students in this course will have mastered the main historiographical debates around comparative studies of slavery. They will engage with canonical as well as new and cutting-edge scholarship on comparative slavery, and will improve their note-taking abilities and work on their presentation skills.

Required Texts

Please obtain a copy of the following required texts:

- Frank Tannenbaum, *Slave and Citizen* (Boston, Beacon Press, 1946)
- David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (New York: Oxford University Press, 2006)
- Joseph Miller, *The Problem of Slavery as History: A Global Approach* (New Haven: Yale University Press, 2012)

There will be additional readings on Canvas.

The following books are on Course Reserve for this class at Library West:

- William D. Phillips, *Slavery in medieval and early modern Iberia*
- *The Oxford Handbook of Slavery in the Americas*, edited by Robert L. Paquette and Mark M. Smith.
- Paul E. Lovejoy, *Transformations in Slavery: A History of Slavery in Africa* (New York: Cambridge University Press, 2011)

Assessment & Grade Breakdown*

Given the seminar-style nature of this course, active and engaged participation is of the utmost importance, and participation will count for 20% of the final grade. Students are expected to come to class ready to engage with the material, the professor, and with other students. The more engaged you are, the better the conversation will be. Students are required to bring a copy of the assigned readings to class on relevant days. Failure to do so may impact participation grades. Additionally, in pairs, each student will lead class twice in the semester. Also twice in the semester you will be required to turn in notes of a particular reading. Finally, students will write a paper reflecting on the classic work of Frank Tannenbaum in light of the other readings of the semester. More information on note-taking, seminar leadership, and the writing assignment will be given in class.

Participation	20%
Leading Class	20% (x2 = 40%)
Annotated readings	10% (x2 = 20%)
Writing Assignment	20%

Information on current UF grading policies for assigning grade points can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

**This applies to LAH 3931 only.* Students enrolled for graduate credit, please refer to the additional handout for specific assignments, grade breakdown, and additional information.

Accommodations

Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which *must* be presented to the instructor when requesting accommodation. You can deliver a hard copy in class, bring one to me during office hours, or send me an email with the letter attached. In any case, please act on this as soon as possible in the semester so I can plan accordingly. **Audio/video recording is not permitted without the instructor's consent**, even if you have a letter from the DRC. If audio or video recording is part of your accommodation, make sure to see me in my office, with your DRC letter in hand, to discuss how to proceed.

Attendance

Attendance is mandatory, however, to accommodate unexpected life events, each student gets two unexcused absences during the semester, no questions asked. Additionally, per the [University of Florida Attendance Policies](#), students are excused when class schedule conflicts with religious holidays, military obligations, jury duty, or university-sponsored athletic or scholarly activities. **In these cases, the student (or student's advisor) must notify the instructor as early as possible prior to the anticipated absence to allow ample time for accommodations.** Students should also contact the professor as soon as possible if they are absent from classes or examination because of illness. In these cases, proper documentation may be required at the professor's discretion. Unexcused absences beyond the three outlined above will earn you an "F" for that day, which will affect your participation grade. Poor attendance is grounds for failing the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Weekly schedule	TUESDAYS, 10:40 - 11:30 AM Location: MAT 0007	THURSDAYS, 10:40 AM - 12:35 PM Location: MAT 0005
Week 1 – Jan 7, 9 Introduction: What is Comparative Slavery?	Introductory meeting	Readings: 1) Herbert s. Klein, “The African American Experience in Comparative Perspective: The Current Question of the Debate,” in: Bryant, S. K., O’Toole, R. S., & Vinson, B. (Eds.). <i>Africans to Spanish America: Expanding the Diaspora</i> (2012) [Canvas]
2 – Jan 14, 16 What is Slavery? Part I, Concepts	Readings: 1) David Brion Davis, <i>Inhuman Bondage: The Rise and Fall of Slavery in the New World</i> (New York: Oxford University Press, 2006), Chapter 2 “The Ancient Foundations of Modern Slavery” pp.27-47. 2) Paul Lovejoy, <i>Transformations in Slavery: A History of Slavery in Africa</i> (New York: Cambridge University Press, 2011), Chapter 1 “Africa and Slavery” 1-23.	
3 – Jan 21, 23 What is Slavery? Part II, Historical Legacies	Readings: 1) Robin Blackburn, <i>The Making of New World Slavery</i> (New York: Verso, 1997), Chapter 1 “The Old World Background to New World Slavery,” pp. 31-93 (eBook available @ UF Smathers) 2) William Phillips, <i>Slavery from Roman Times to the Early Transatlantic Trade</i> (Minneapolis: University of Minnesota Press, 1985), Chapter 2 “The Rise and Decline of the Roman Slave System,” pp. 16-39. 3) William Phillips, <i>Slavery in Medieval and Early Modern Iberia</i> (Philadelphia: University of Pennsylvania Press, 2014), Chapter 4 “To Live as a Slave,” pp. 79-102 (Canvas)	
4 – Jan 28, 30 Case Studies I: Renaissance Europe	Readings: 1) Aurelia Martín Casares, “Free and Freed Black Africans in Granada in the Time of the Spanish Renaissance” In <i>Black Africans in Renaissance Europe</i> , ed. T. F. Earle and K. J. P. Lowe (Cambridge, 2005), pp. 247–60 2) Ruth Pike, “Sevillian Society in the Sixteenth Century: Slaves and Freedmen,” <i>The Hispanic American Historical Review</i> Vol. 47, No. 3 (Aug., 1967), pp. 344-359. 3) Sally McKee, “Domestic Slavery in Renaissance Italy” <i>Slavery and Abolition</i> 29, 3 (2008): 305–326.	
5- Feb 4, 6 Case Studies II: Indigenous Slavery	Readings: 1) Erin Stone, “Slave Raiders vs. Friars in Tierra Firme 1513-1522,” <i>The Americas</i> (2017) 2) Brett Rushforth, <i>Bonds of Alliance: Indigenous and Atlantic Slavery in New France</i> (Chapel Hill: The University of North Carolina Press, 2012), Chapter 1, pp.15-71	
6 – Feb 11, 13 Slavery and Slave Routes in Africa	Readings: 1) Lovejoy, <i>Transformations in Slavery</i> , Chapter 2 “On the Frontiers of Islam, 1400-1600,” pp.24-44. 2) Michael LaRue, “Frontiers of enslavement: Bagirmi and the Trans-Saharan slave routes” in Paul Lovejoy (Ed.) <i>Slavery on the Frontiers of Islam</i>	
7 – Feb 18, 20 Race and Slavery	Readings: 1) Davis, <i>Inhuman Bondage</i> , Chapters 3 and 4, pp.48-102 2) James H. Sweet, “The Iberian Roots of American Racist Thought,” <i>William and Mary Quarterly</i> 3rd series 54 (1997): 143-166	
8 – Feb 25-27 The Slave Societies of the New World	Readings: 1) Davis, <i>Inhuman Bondage</i> , Chapters 5-6. pp.103-140	

	*Exceptionally this Thursday 2/20, class will begin at 11:15am. Students are encouraged to attend the Academic Panel happening 9:30-11am as part of the Symposium "Looking Back and Moving Forward: African American Studies at the University of Florida Turns 50," at Smathers 100. Class will end at the regular time. A full program for the symposium is available on Canvas, and students who attend a full session are eligible to submit a report for extra credit.			
Week 9	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
10 – Mar 10, 12 The Classic Comparative Slavery Narrative	Readings: 1) Frank Tannenbaum, <i>Slave and Citizen</i> (Boston, Beacon Press, 1946) (*notes required)			
11 – Mar 17, 19 Slavery and Freedom in Comparative Perspectives	Readings: 1) Sue Peabody and Keila Grinberg (Eds.), <i>Slavery, Freedom, and the Law in the Atlantic World: A Brief history with Documents</i> (Boston: Bedford/St. Martins, 2007) 2) Laird Bergard, <i>The Comparative Histories of Slavery in Brazil, Cuba, and the United States</i> (selected excerpts) [chap. 2 + 1]			
12 – Mar 24, 26	Readings: 1) Alejandro de la Fuente, "Slave Law and Claims-Making in Cuba: The Tannenbaum Debate Revisited" <i>Law and History Review</i> , Vol. 22, No. 2 (Summer, 2004), pp. 339-369. 2) Michelle McKinley, "Fractional Freedoms: Legal Activism & Ecclesiastical Courts in Colonial Lima, 1593-1700." <i>Law and History Review</i> , 28:3 (2010): 749-90.			
13 – Mar 32, Apr 2	Readings: 1) Marcia Berbel, Rafael Marquese, Tamis Parron, <i>Slavery and Politics: Brazil and Cuba, 1790-1850</i> (selected excerpts)			
14 – Apr 7,9	Readings: 1) Ada Ferrer's <i>Freedom's Mirror</i> (selected excerpts)			
15 – Apr 14, 16 New Developments in the Historiography: The Global Turn	Readings: 1) Joseph Miller, <i>The Problem of Slavery as History: A Global Approach</i> (New Haven: Yale University Press, 2012) (*notes required) 2) Kostas Vlassopoulos, "Does Slavery Have a History? The Consequences of a Global Approach." <i>Journal of Global Slavery</i> 1 (2016): 5-27. 3) Serge Gruzinski, "How to be a global historian" Public Books, May 15, 2016. Available at: http://www.publicbooks.org/how-to-be-a-global-historian/			
16 – Apr 21 (last day)	Wrap-up discussion			

Class Policy Regarding Electronic Devices

Given the nature of this class, the use of electronic devices for the exclusive purposes of note-taking and text-referencing purposes is allowed. Improper use of the device will result in penalized participation grade. Please silence cellphones and all other devices not being used for note-taking.

Classroom Etiquette

Respectful and courteous behavior is expected from each and every one of us in this class. Argument is an important part of intellectual discussion, so I expect and encourage lively debates that will give us opportunities to work through problems, ask questions, and evaluate answers and

interpretations together in a respectful way. When discussing ideas/concepts/interpretations, we may disagree, but we may never insult/dismiss/diminish others and their ideas just because they may be different from our own. Uncourteous behavior will not be tolerated and may result in removal from a class period, or worse.

Everyone is expected to arrive to class on time. If you arrive late, please be as unobtrusive as possible. If you must leave early for a medical appointment or other university-sanctioned business, please notify me in advance and also try not to be too disruptive as you exit. You are welcome to bring a water bottle/coffee/smoothie to class, but be careful with spillage. Light snacks are also allowed. On days when we meet for two class periods, I will offer a short break halfway through the class to allow for bathroom usage, water refills, and stretching.

Communicating with the Instructor

1) Student Hours

The best way to reach me is during Student Hours (also known as “Office Hours.”). I hold regular Student Hours according to the schedule noted on the top of this document (also available on the course Canvas site). Student Hours function on a first-come, first-serve basis—no appointment necessary. If those hours conflict with your schedule, contact me to make an appointment at a time that works for both of us. Please note, conflicts in schedule involving University-related business, academic obligations, health issues, or medical appointments may occasionally result in cancellation of Student Hours in a particular week. If that happens, I will notify you in advance, and will arrange for alternative times to be available.

2) Electronic Communication

If you have questions/concerns that have not been addressed in class and cannot be answered by consulting the syllabus, come see me during Student Hours. If you are unable to attend Student Hours and you have pressing concerns/questions, send me an email. Note, however, that emailing your professors is not the same as emailing (or texting) your friends. Some useful tips (not only for this class, but also for all professional communication that happens online), see “How to Email Your Professor (Without Being Annoying AF)” at <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.oe41y9s16>. I generally check emails once daily, so please allow up to 24 hours for a response (I will try to answer as soon as possible). Weekends will likely disrupt this schedule.

I also send students group messages via Canvas (such as reminders, clarifications, notices, etc) as well as the occasional individual email if I deem relevant. It is the students’ responsibility to check messages for important information relating to the course, and to respond in a timely fashion when necessary. All electronic communication must happen via our respective University of Florida email addresses (no personal email accounts) or through Canvas.

Academic Integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have

neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism is not tolerated. Unintentional plagiarism results in an “F” for the assignment. Intentional plagiarism results in an “F” for the course, or worse.

Campus Resources

UF is a big school, but there are many resources available to help students navigate campus life. Here is a sample of some useful resources:

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/> or call 392-1575

Hitchcock Field And Fork Food Pantry: For anyone experiencing food insecurity, with no requirement to verify income or need. <https://pantry.fieldandfork.ufl.edu/>

The Molm Family Gator Career Closet: An on-campus, lending closet for students to borrow professional clothing and accessories free of charge. Valid with UF ID <https://career.ufl.edu/closet/>

Police Department: 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.

<https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

Course Evaluations

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E_HUO3wQ&e=. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu><<https://evaluations.ufl.edu>>.

LAH 5934: Special Topics - Comparative Slavery

Specifications for students enrolled for Graduate credit:

Graduate students will meet separately with the professor four times in the semester to discuss particular readings/topics more in depth. The schedule for these meetings shall be defined on the second week of the semester.

Additionally, graduate students have a different set of assignments to complete in order to qualify for graduate credit.

Participation: Expectation are the same as for the rest of the class.

Leading Class: Expectations are the same as for the rest of the class.

Historiography Paper: A short (12-15 pages) historiography paper surveying Comparative Slavery from the perspective that best suits your own research interests. You should schedule a meeting with me after Spring Break to discuss your approach to this assignment. **Due April 28.**

Syllabus Design: You will need to design a syllabus (with all of its components) of a class you would like to teach somewhat related to the topic of this course. While you are welcome to think of your own syllabus for a Comparative Slavery course, you can also choose to focus on a thematic or regional approach that best matches your own profile as a researcher and teacher. For example, you have the option of creating a course on Slavery in Latin America/the Atlantic World/ the United States, or Gender and Slavery. In any case, you will need to define your focus by week 8. **A draft syllabus is due by week 11**, to be circulated among all graduate students. We will discuss all syllabi in one of our additional meetings. **A final syllabus is due April 23.**

Participation	20%
Leading Class	20% (x2 = 40%)
Historiography	20%
Syllabus	20%