

LAH5934 (14515)/ WOH5932 (20228): Comparative Slavery

Spring 2022 | T 03:00-06:00 PM | K-F 013

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Office Hours: Wed. 10-11am (Zoom only—link provided upon scheduling <https://calendly.com/bretones/office-hours>) & Thur. 2-4pm (in person, Grinter 333)

Course Description

This graduate seminar engages with classic works as well as the recent historiography on slavery studies in the Atlantic world to examine the various iterations of the institution between the fifteenth and the nineteenth centuries. Though slavery has been a part of human experience for millennia, it is not a static institution. How has it changed over time? How did different societies conceive of, and practiced, slavery? What distinguishes Ancient and Early Modern modes of slavery from colonial practices in the Americas? How did slavery function in different European empires? What explains the endurance of the institution in Brazil, Cuba, and the US South in the nineteenth century? In addition to these questions, we will also interrogate the values and limitations of comparative work, considering methodologies that rely on juxtaposition as well as new integrated comparisons that highlight the ways in which historical actors themselves understood different systems of slavery.

Course Objectives

- Introduce students to main historiographical debates and methodologies in comparative studies of slavery (weekly readings)
- Introduce students to important online repositories relating to the history of slavery in the Atlantic world (weekly presentations of databases)
- Students will build foundational knowledge on Atlantic slavery (weekly reaction papers)
- Students will use foundational knowledge to accomplish one of three projects: either design an undergraduate syllabus, produce a historiography paper that serves as preparation for a Qualifying Exam field, or write a research paper intended as part of a thesis or dissertation

Required Texts

All required texts are listed in the weekly schedule. Book orders have been placed with the UF Bookstore, and monographs are also available from online vendors. Journal articles will be posted to Canvas. A list of suggested further readings is provided after the weekly schedule.

Assignment & Grading

Seminar Leadership 5% (x3 = 15%)

Each student is responsible for leading discussions of the main text(s) in question three times over the course of the semester. We will organize seminar leadership on the first class meeting. Students in charge of leading seminar discussions are expected to A) introduce the author(s) of the work(s); B) summarize the main argument, sources, and methodology of the reading(s); C)

provide three broad questions for discussion, to be circulated by 10am on the day of the meeting; D) prepare additional questions to ensure discussion moves forward.

Reaction Papers 30% (2.5%/week X 12)

A one or two-page, single spaced response to each week’s main text (monograph) that records your main insights from engaging with the work.

Participation 15%

Evidence of completing all assigned readings by engaging actively during each weekly meeting, including: responding to the questions posed by the week’s presenter; engaging other classmates in analysis; and posing questions of your own for others to consider. Attendance in graduate seminars is traditionally required for all class meetings. However, in light of the ongoing COVID-19 pandemic, students who contract the virus (whether they become ill or are asymptomatic) must isolate and cannot be present on campus. In those circumstances, you will not be penalized for missing a seminar meeting, provided I am notified in advance (via email, as soon as possible and by no later than 10am on the day of the meeting). If you test positive for COVID but feel well enough to follow a class discussion, you may join the class via Zoom, provided you notify me in advance. Zoom links will only be provided for students who meet the above requirements.

Database Presentation 5%

Each student will conduct a brief presentation of an online repository once in the semester, to be selected in consultation with the instructor. You should become familiar with the database and be ready to explain its scope, the types of sources it contains (with examples), and its search engines.

Individual Project 35%

In consultation with the instructor and their adviser, each student will develop one of the following:

- a syllabus for an undergraduate course whose topic relates to the seminar (Ex.: Slavery in Latin America/the USA/the Atlantic world)
- a historiography paper that serves as preparation for a Qualifying Exam field relating to the seminar’s topic
- a research paper intended as part of a thesis or dissertation, provided it relates to slavery in one of the contexts under scope in the seminar

Grading scale

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%

B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

WEEKLY SCHEDULE

I. Jan. 11: Introductions: the field of comparative slavery

- Frank Tannenbaum, *Slave & Citizen: The Negro in the Americas* (Boston: Beacon Press, 1992 [1946])
- Enrico dal Lago, “Comparative Slavery,” in Mark Smith and Robert Paquette (Eds.), *The Oxford Handbook of Slavery in the Americas* (2010)

*no reaction paper this week

II. Jan. 18: Captivity in the Mediterranean

*Dr. Giulia Bonazza will join us via Zoom for the first hour of the class meeting to discuss her article

- Robin Blackburn, *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800* (New York: Verso, 1997) Chapter I
- Daniel Hershenzon, *The Captive Sea: Slavery, Communication, and Commerce in Early Modern Spain and the Mediterranean* (University of Pennsylvania Press, 2018)
- Giulia Bonazza, “Connecting the Mediterranean and the Atlantic: Forms of Slavery in Naples and Rome (1750-1850),” *Journal of Global Slavery* 3:1-2 (2018): 152-175

III. Jan. 25: Indigenous African slavery

- Paul Lovejoy, *Transformations in Slavery: A History of Slavery in Africa* (Cambridge University Press, 2012)

IV. Feb. 1: Slavery & empire building, I: enslaving the natives

- John Monteiro, *Blacks of the Land: Indian Slavery, Settler Society, and the Portuguese Colonial Enterprise in South America*, trans. James Woodward and Barbara Weinstein (Cambridge University Press, 2018) [required]

V. Feb. 8: Slavery & empire building, II: African slaves in the Americas

- Robin Blackburn, *The Making of New World Slavery*, Chapters III-VIII, pp.127-368
- Emily Berquist Soule, “From Africa to the Ocean Sea: Atlantic Slavery in the Origins of the Spanish Empire,” *Atlantic Studies* 15:1 (2017): 16-39

VI. Feb. 15: Slavery & empire building, III: Asian slaves in the global Spanish Empire

- Tatiana Seijas, *Asian Slaves in Colonial Mexico: From Chinos to Indians* (Cambridge University Press, 2015)

VII. Feb. 22: Slavery and law in the Iberian tradition: slaves’ legal activism in Spanish America

- Michelle McKinley, *Fractional Freedoms: Slavery, Intimacy, and Legal Mobilization in Colonial Lima, 1600–1700* (Cambridge University Press, 2016)

VIII. March 1: To be a slave in Brazil

- Júnia Ferreira Furtado, *Chica da Silva: A Brazilian Slave of the Eighteenth Century*

UF SPRING BREAK MARCH 5-12 – no class 3/8

IX. March 15: Slavery & law in the USA: uncovering Black litigants

- Kimberly Welch, *Black Litigants in the Antebellum American South* (The University of North Carolina Press, 2020)

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X. March 22: New directions in comparative slavery, I: legal history beyond Tannenbaum

- Alejandro de la Fuente and Ariela Gross, *Becoming Free, Becoming Black: Race, Freedom, and Law in Cuba, Virginia, and Louisiana* (Cambridge University Press, 2020)
- Alejandro de la Fuente, “Slave Law and Claims-Making in Cuba: The Tannenbaum Debate Revisited” *Law and History Review*, 22: 2 (2004): 339-369.

XI. March 29: New directions in comparative slavery, II: slavery and freedom in synchronic comparison

- Ada Ferrer, *Freedom’s Mirror: Cuba and Haiti in the Age of Revolution* (Cambridge University Press, 2014)

XII. April 5: Methods for thinking and writing comparatively: from source to publication

- Fernanda Bretones Lane, “Free to Bury Their Dead: Baptism and the Meanings of Freedom in the Eighteenth-Century Caribbean,” *Slavery & Abolition*, 42:3 (2021): 449-465

- Vincent Brown, *The Reapers' Garden: Death and Power in the World of Atlantic Slavery* [selected chapters]
- Selected documents from The National Archives (Kew) and the Archivo General de Indias (Seville)

* *no reaction paper this week*

XIII. April 12: Africa on the Eve of Second Slavery

- Mariana Candido, *An African Slaving Port and the Atlantic World: Benguela and its Hinterland*

XIV. April 19: The Second Slavery

- Dale Tomich, "The Second Slavery and World Capitalism: A Perspective for Historical Inquiry," *International Review of Social History* 63:3 (2018): 477–501
- Rafael Marquese and Tâmis Parron, "International Proslavery: The Politics of the Second Slavery," in Dale Tomich (Ed.), *The Politics of the Second Slavery* (SUNY, Fernand Braudel Center Studies in Historical Social Science, 2016)

Suggested further reading

Reference collections:

The Oxford Handbook of Slavery in the Americas, Edited by Mark Smith and Robert Paquette (2010).

The Cambridge World History of Slavery, 4 volumes.

Monographs:

Beckles, Hilary, and Verene Shepherd, eds. *Caribbean Slave Society and Economy: A Student Reader*. New York: New Press, 1991.

Beckles, Hilary. *White Servitude, Black Slavery in Barbados, 1627–1715*. Knoxville: University of Tennessee Press, 1989.

Berbel, Márcia, Rafael Marquese, and Tâmis Parron. *Slavery and Politics: Brazil and Cuba, 1790–1850*. Trans. Leonardo Marques. Albuquerque: University of New Mexico Press, 2016.

Bergard, Laird. *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*.

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. Harvard University Press, 1998.

Bonazza, Giulia. *Abolitionism and the Persistence of Slavery in Italian States, 1750–1850*. Palgrave MacMillan, 2019.

Borucki, Alex, David Eltis, and David Wheat (Eds.). *From the Galleons to the Highlands: Slave Trade Routes in the Spanish Americas*. University of New Mexico Press, 2020.

- Bryant, Sherwin, Sarah O'Toole, and Ben Vinson III (Eds.). *Africans to Spanish America: Expanding the Diaspora* (2012). Urbana: University of Illinois Press, 2012.
- Craton, Michael. *Empire, Enslavement, and Freedom in the Caribbean*. Princeton, NJ: Markus Wiener, 1997.
- Davis, David Brion. *Inhuman Bondage: The Rise and Fall of Slavery in the New World*. New York: Oxford University Press, 2006.
- Drescher, Seymour. *Econocide: British Slavery in the Era of Abolition*. Chapel Hill: The University of North Carolina Press, 2010.
- Dunn, Richard S. *Sugar and Slaves: The Rise of the Planter Class in the English West Indies, 1624–1713*. Chapel Hill: University of North Carolina Press, 2000.
- Johnson, Walter. *Soul by Soul: Life Inside the Antebellum Slave Market*. Harvard University Press, 2000.
- Johnson, Walter. *River of Dark Dreams: Slavery and Empire in the Cotton Kingdom*. Belknap Press, 2013.
- Klein, Herbert S. and Ben Vinson III. *African Slavery in Latin America and the Caribbean*. New York: Oxford University Press, 2007.
- Klein, Herbert and Francisco Vidal Luna. *Slavery in Brazil*. Cambridge University Press, 2010.
- Landers, Jane. *Black Society in Spanish Florida*. Urbana: University of Illinois Press, 1999.
- Landers, Jane G., and Barry Robinson. *Slaves, Subjects, and Subversives: Blacks in Colonial Latin America*. Albuquerque: University of New Mexico Press, 2006.
- Mattoso, Kátia M. de Queirós. *To Be a Slave in Brazil, 1550–1888*. Rutgers University Press, 1986 [1979].
- Miller, Joseph. *The Problem of Slavery as History: A Global Approach*. New Haven: Yale University Press, 2012.
- Morgan, Jennifer L. *Laboring Women: Reproduction and Gender in New World Slavery*. University Park: University of Pennsylvania Press, 2004.
- Morgan, Philip D. *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Low Country*. Chapel Hill: University of North Carolina Press, 1998.
- Phillips, William. *Slavery from Roman Times to the Early Transatlantic Trade*. Minneapolis: University of Minnesota Press, 1985.
- Phillips, William. *Slavery in Medieval and Early Modern Iberia*. Philadelphia: University of Pennsylvania Press, 2014.
- Restall, Matthew. *Beyond Black and Red: African-Native Relations in Colonial Latin America*. Albuquerque: University of New Mexico Press, 2005.

Rushforth, Brett. *Bonds of Alliance: Indigenous and Atlantic Slaveries in New France*. Chapel Hill: The University of North Carolina Press, 2012.

Schwartz, Stuart. *Sugar Plantations in the Formation of Brazilian Society: Bahia 1550–1835*. Cambridge University Press, 1985.

Stone, Erin Woodruff. *Captives of Conquest: Slavery in the Early Modern Spanish Caribbean*. University of Pennsylvania Press, 2021.

Tomich, Dale Paul Lovejoy (Eds), *The Atlantic and Africa: The Second Slavery and Beyond*

Turner, Sasha. *Contested Bodies: Pregnancy, Childrearing, and Slavery in Jamaica*. Philadelphia: University of Pennsylvania Press, 2017.

Williams, Eric. *Capitalism & Slavery*. Chapel Hill: The University of North Carolina Press, 2014 [1944].

Wheat, David. *Atlantic Africa and the Spanish Caribbean, 1570–1640*. Chapel Hill: University Of North Carolina Press, 2016.

Peer-Reviewed Journals:

Slavery & Abolition: A Journal of Slave and Post-Slave Studies is a well-established and main reference journal for slavery studies. The journal is “devoted in its entirety to a discussion of the demographic, socio-economic, historical and psychological aspects of human bondage from the ancient period to the present.” At the end of every calendar year, it publishes “Slavery: Annual Bibliographical Supplement.”

Journal of Global Slavery: a relatively new (est. 2016) Brill publication, JGS articles range in scope, methodology, and approaches. The journal’s board awards the Paul E. Lovejoy Prize “for excellence and originality in a major work (defined as a monograph or feature documentary) on any theme related to global slavery” on an annual basis.

Afro-Ásia: published in open-access by the Centro de Estudos Afro-Orientais (Center for Afro-Oriental Studies) at the Federal University of Bahia (Brazil) with research articles and book reviews dedicated to African, Asian, and Afro-diasporic content. Though not exclusively about slavery, the majority of articles do center on slavery, abolition, and post-emancipation topics, making this journal an important reference for Portuguese-language scholarship.

Required Policies

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

University Honesty Policy

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](#) 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.