

Howard University  
HIST175 CRN 89733  
Fall 2011

## COMPARATIVE EMANCIPATION

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Douglass 310  
TR 11:10-12:30

**Description:** This undergraduate class compares various aspects of slave emancipation in the nineteenth century New World. It has two primary objectives: to expose students to a rich scholarly literature on slave emancipation studies published in the last decade; and, to encourage students to think comparatively across time and space.

**Requirements:** Students are expected to read carefully weekly assignments. THESE MUST BE DONE BEFORE OUR FIRST MEETING ON TUESDAYS. You are expected to contribute regularly to class discussion. You are encouraged to consult extra readings when a topic sparks your scholarly curiosity. There will be THREE take-home questions on these readings. These readings, class discussions, and questions account for 50 percent of your grade. Students are expected to write a maximum 20 page final paper on a topic of their choice. It must draw upon at least 5 major books and 5 articles and be comparative in subject and method. This is 50 percent of your grade. It is due December 7 at noon.

**Readings:** The books below are required readings. They should be at Howard Bookstore. They are listed in order of usage.

📖 Jeffrey R. Kerr-Ritchie, *Freedom's Seekers: Essays in Comparative Emancipation* (unpublished 2011) \*

📖 *Arming Slaves: From Classical Times to the Modern Age*, edited by Christopher L. Brown & Philip D. Morgan (Yale 2006)

📖 *Beyond Bondage: Free Women of Color in the America*, edited by David Barry Gaspar & Darlene Clark Hine (2004)

📖 *Gender and Slave Emancipation in the Atlantic World*, edited by Pamela Scully & Diana Paton (Duke 2005)

\* My book is available on electronic course reserve. A useful reference work is *Encyclopedia of Emancipation and Abolition in the Transatlantic World*, edited by Junius Rodriguez, 3 volumes (2007).

### Schedule:

Aug. 23, 25:            **Introduction** (syllabus, requirements, readings)

READ:                 Kerr-Ritchie, preface \*

EXTRA:                Theda Skocpol, *States and Social Revolutions: A Comparative Analysis of France, Russia, & China* (1979)  
Robert Gregg, *Inside Out, Outside In: Essays in Comparative History* (2000)

Aug. 30, Sep. 1:       **Was U.S. Emancipation Exceptional?**

READ:                 Kerr-Ritchie, chapter 1 \*

EXTRA:                Eric Foner, *Nothing But Freedom* (1983)  
Demetrius L. Eudell, *The Political Languages of Emancipation in the British Caribbean and the U.S.*

*South* (2002)

Stanley L. Engerman, *Slavery, Emancipation & Freedom: Comparative Perspectives* (2007)

Sep. 6, 8:

**Cross-Border Fugitives**

READ: Kerr-Ritchie, chapter 2 \*

EXTRA: Harvey Whitfield, *Blacks on the Border: The Black Refugees in British North America, 1815-1860* (2006)

Sep. 13, 15:

**Samuel R. Ward**

READ: Kerr-Ritchie, chapter 3 \*; <http://docsouth.unc.edu/wards/ward.html> (Ward's autobiography online)

EXTRA: Richard R. J. M. Blackett, *Building an Antislavery Wall: Black Americans in the Atlantic Abolitionist Movement, 1830-1860* (1983)  
Fionnghuala Sweeney, *Frederick Douglass and the Atlantic World* (2007)  
J. R. Kerr-Ritchie, *Rites of August First: Emancipation Day in the Black Atlantic World* (2007)

Sep. 20, 22:

**Slave Soldiers I**

READ: *Arming Slaves*, Introduction + 2 chapters

EXTRA: Madison Smartt Bell, *Toussaint Louverture: A Biography* (2007)  
Peter Blanchard, *Under the Flags of Freedom* (2007)  
Ira Berlin et al., *Freedoms Soldiers: The Black Military Experience in the Civil War* (1998)  
Ada Ferrer, *Insurgent Cuba: Race, Nation, and Revolution, 1868-1898* (1999)

Sep. 27, 29:

**Slave Soldiers II**

READ: Kerr-Ritchie, chapter 4 \*

Oct. 4, 6:

**Ghosts of Antilles**

READ: Kerr-Ritchie, chapter 5 \*

EXTRA: Julius Sherrard Scott, "The Common Wind: Currents of Afro-American Communication in the Era of the Haitian Revolution," Ph.D., Duke University, 1986  
W. Jeffrey Bolster, *Black Jacks: African American Seamen in the Age of Sail* (1997)  
Peter Linebaugh & Marcus Rediker, *Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* (2000).  
Matt D. Childs, *The 1812 Aponte Rebellion in Cuba and the Struggle Against Atlantic Slavery* (2006)

Oct. 11, 13:

**Gender & Emancipation I**

READ: Gaspar & Hine, introduction + 2 chapters

EXTRA: Gaspar & Hine, sources in notes.

Oct. 18, 20:

**Gender & Emancipation II**

READ: Scully & Paton, introduction + 2 chapters; Kerr-Ritchie, chapter 6 \*

EXTRA: Paton, "Bibliographic Essay,"

Oct. 25, 27: **Freedom's First Generations**

READ: Kerr-Ritchie, chapter 7 \*

EXTRA: Frank Moya Pons, *History of the Caribbean* (2007)

Steven Hahn, *A Nation under our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (2003)

Kim Butler, *Freedoms Given, Freedoms Won: Afro-Brazilians in Post-Abolition Sao Paulo and Salvador* (1998)

Nov. 1, 3: **Student topics**

Nov. 8, 10: **Student tutorials**

Nov. 15, 17: **Emancipation Today**

READ: Kerr-Ritchie, chapter 8 \*

Nov. 22: **Student research**

Nov. 29, Dec. 1: **Student presentations**

Dec. 7: **Research paper due.**

### **Regulations:**

**Class Policies:** Late papers will not be accepted. Papers sent via electronic mail will not be accepted without prior permission. Instructor reserves the right to fail a student after consistently poor work, and/or chronic absenteeism, and/or plagiarism.

**American Disability Act:** Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each semester.

**Code of Ethics:** The University is a community of scholars composed of faculty and students both of which must hold the pursuit of learning and search for truth to be in the highest regard. Academic cheating [any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements] and plagiarism [to take and pass off intentionally as one's own the ideas, writings, etc. of another without attribution or acknowledgment of the author] are serious violations of the University Code of Ethics which will result in disciplinary action(s) including suspension and dismissal from the University.

