

HISTORY 541

Toward A Continental History of Slavery: North America, 1600-1800

Dr. Chris Magra
Office Hours: R 9-11 and Zoom by appointment
Office: Dunford Hall, 6th floor, Room 2622

Class Time: R 11:30-2:25
Classroom: Dunford 2604
E-mail: cmagra@utk.edu

COURSE DESCRIPTION

Continental history is a cutting-edge approach to the study of early America. One way to explore a continent's past is to focus on a powerful theme that connected the lives of people living in different places. This seminar will use trendsetting and traditional scholarship on slavery to examine the history of North America between 1600 and 1800.



COURSE GOALS

- To introduce graduate students to recent and important scholarship in the field of early American history to aid in preparation for comprehensive exams
- To introduce graduate students to innovative theories and methods for writing historical analyses

BOOKS TO BUY

1. Andrés Reséndez, *The Other Slavery: The Uncovered Story of Indian Enslavement in America* (New York: Mariner Books, 2017). ISBN: 978-0544947108.
2. Jennifer L. Morgan, *Reckoning with Slavery: Gender, Kinship, and Capitalism in the Early Black Atlantic* (Duke University Press, 2021). ISBN: 978-1478014140.
3. Andrea Mosterman, *Spaces of Enslavement: A History of Slavery and Resistance in Dutch New York* (Cornell University Press, 2021). ISBN: 978-1501715624.
4. Sophie White, *Voices of the Enslaved: Love, Labor, and Longing in French Louisiana* (University of North Carolina Press, 2021). ISBN: 978-1469666266.
5. James F. Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (University of North Carolina Press, 2002). ISBN: 978-0807853825.
6. Harvey Amani Whitfield, *North to Bondage: Loyalist Slavery in the Maritimes* (University of British Columbia Press, 2016). ISBN: 978-0774832298.
7. Wendy Warren, *New England Bound: Slavery and Colonization in Early America* (New York: Liveright, 2017). ISBN: 978-1631493249.
8. Christina Snyder, *Slavery in Indian Country: The Changing Face of Captivity in Early America* (Harvard University Press, 2012). ISBN: 978-0674064232.
9. Leslie M. Harris, *In the Shadow of Slavery: African Americans in New York City, 1626-1863*, New Edition (University of Chicago Press, 2004). ISBN: 978-0226317731.
10. Kimberly S. Hanger, *Bounded Lives, Bounded Places: Free Black Society in Colonial New Orleans, 1769–1803* (Duke University Press, 1997). ISBN: 978-0822318989.
11. Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*, 2nd Edition (Harvard University Press, 2000). ISBN: 978-0674002111.
12. Philip D. Morgan, *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Lowcountry* (University of North Carolina Press, 1998). ISBN: 978-0807847176.

Most of the readings will focus on particular topics. If you would like some background material on these topics, or you need a broad overview, then see Alan Taylor, *American Colonies* (2001); and Daniel Vickers, ed., *A Companion to Colonial America* (2003).

CLASS SCHEDULE

Core Concept: Continental History

- 1-27: What Is Continental History? How Do You Do It?
- <https://www.oxfordbibliographies.com/view/document/obo-9780199730414/obo-9780199730414-0015.xml>
 - *Journal of the Early Republic* Vol. 24, Issue 2 (Summer 2004): 159–188. You can access this online through our Library.

Putting the Pieces Together

2-3: Jennifer Morgan, *Reckoning with Slavery*

2-10: Andrés Reséndez, *The Other Slavery*

Southern Pieces

2-17: Ira Berlin, *Many Thousands Gone*

2-24: Philip D. Morgan, *Slave Counterpoint*

3-3: Christina Snyder, *Slavery in Indian Country*

Northern Pieces

3-10: Wendy Warren, *New England Bound*

3-17: **SPRING BREAK**

3-24: Andrea Mosterman, *Spaces of Enslavement*

3-31: Leslie M. Harris, *In the Shadow of Slavery*

Western Pieces

4-7: Sophie White, *Voices of the Enslaved*

4-14: **No Class Day**

4-21: Kimberly S. Hanger, *Bounded Lives, Bounded Places*

4-28: James F. Brooks, *Captives and Cousins*

Extra Pieces

5-5: Harvey Amani Whitfield, *North to Bondage*

COURSE REQUIREMENTS

Students are expected to have read assigned materials before each class, and should be prepared to ask questions and engage in discussion. Our discussions should be lively, but always respectful. Personal attacks and/or disrespectful remarks will not be tolerated at any time. Please do not walk out in the middle of class or go home at the break without speaking to me ahead of time. I consider this to be disrespectful classroom conduct. Also, please set cell phones to vibrate while you are in class.

Students are expected to attend each class and to arrive on time. More than two absences (for any reason), or repeated lateness, will result in a failing grade for the course. If you miss any class, then you must submit a 3-page summary and analysis of the readings for that week before the next class begins.

Especially note that the due-dates for all assignments are printed above. Late assignments will not be accepted without a University-approved excuse. All assignments must be completed in order to receive credit for the course. Bring your reading materials with you to each class.

Do not use other people's work without proper citation in this course. Presenting material other than your own as your own is plagiarism. Instances of plagiarism or cheating (as laid out in the policy printed in the student guide, *Hilltopics*) on any of the class assignments or examinations will lead to an immediate failing grade for the course as a whole and referral to university authorities. If you have any doubt whether you have cited sources properly, then please contact me.

Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087 in 2227 Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

** The instructor reserves the right to modify the course schedule or assignments. Students will be given adequate notice of any changes. **

THE FINAL COURSE GRADE

30% Final Paper: Each of you will submit a 20-page essay that addresses this prompt: What would a continental history of slavery in North America look like? The paper should be typed (double-spaced) with footnotes and a bibliography. The bibliography is not included in the page count.

20% Leading Discussion: You will be asked to lead discussion in 2 seminars. Leading discussion will involve presenting key points from the readings, posing questions for discussion, and moderating the discussion. Discussion leaders are expected to prepare by reading additional relevant scholarship and to use knowledge gained from this scholarship to help the class consider the topic of the day.

30% Participation: Class participation is an essential part of this course. I expect you to come to each seminar having completed all the reading and prepared to engage constructively in discussions. I will evaluate the quantity and the quality of your active participation in weekly discussions.

20% Service: You learn and grow as a person through service. You can volunteer to lead a discussion one week in seminar. You can live tweet a seminar meeting. You can bring food for everyone one week. You can organize one social gathering for the students in the seminar. You can volunteer one day in the East TN Historical Society or the McClung Museum. Or, you can suggest your own unique form of service.