COURSE DESCRIPTION

Slavery and Freedom are often thought of as historical processes that took place in chronological fashion in the Western World. In many general narratives of the development of the Americas, Spanish and Portuguese explorers led the way in the European colonization of the western hemisphere. In their attempts to reap material and financial rewards from these new colonial possessions, European merchants, traders, and rulers turned to the use of enslaved African labor. Over 12 million Africans were displaced as a result, and the massive importation of enslaved Africans only ceased with the rise of Abolitionism and Humanitarianism associated with the European Enlightenment of the nineteenth century.

Recent research efforts, however, have demonstrated that enslaved and free people of African descent have attempted to define and shape the meaning of freedom long before the advent of the Enlightenment. The earliest ideas of freedom thus developed alongside and within the system of slavery, not outside of it. Furthermore, recent research has resituated the experience of indigenous slavery in Latin America alongside that of African slavery.

In this course we will explore this particular relationship between slavery and freedom in the lives and experiences of Africans and African descended people, as well as the experience of slavery and freedom for Indigenous populations in Latin America. What drove transitions from Indian to African slavery in American societies? What did freedom look like in the Americas during the 17th and 18th centuries? How did Indians and Africans relate to each other in captivity and in freedom? What are we to make of the fact that slavery seemed to expand in places like Brazil, Cuba, and the US South after the Haitian Revolution, the abolition of the slave trade, and widespread emancipation in other parts of the Americas? These are some of the questions that we will explore in this course.

COURSE REQUIREMENTS AND GRADE BREAKDOWN

Your grade will be based on the following requirements and performance
1) Discussion and Participation: 15%
2) One Critical Review Essay: 25%
3) One Midterm Essay: 30%
4) One Final Essay: 30%

Critical Essay: This writing assignment will be focused on a critical reading and of one short story (“Pae Contra Mae (Father Against Mother)” that we will read during the
second half of the semester. I will provide more details about the paper after the midterm (after week 7 of the course), but you will essentially be asked to read the story and critically and imaginatively address the question of how this fictional story would have likely occurred if it had happened in real life. The essay is thus an exercise that asks you to engage in some informed and imaginative speculation. The paper should be 3-4 pages, typed, and double-spaced. **Any missed exam or paper will be counted as a zero towards your final grade. No late papers will be accepted without prior submission of notification (death, sickness, family emergency) as well as subsequent authorized medical excuse.**

Papers must be written using standard Chicago Manual of Style (also known as Turabian) citation form. This form uses footnotes for references, not parenthesis. **Any paper that doesn’t follow standard citation guidelines will be returned to you without a grade.** It must be corrected and resubmitted by the beginning of the following class meeting. Citation format is quite specific—even if you believe that you know how to construct your citations use this website <http://www.lib.duke.edu/libguide/citing.htm> as a starting point—go to “Turabian Footnotes” on the “citing sources within your paper” link.

**Discussion and Participation:** In class question and discussion will form the core of your “class participation.” This is where we will discuss particular themes of interest raised or not raised in the readings. Students are thus required to not only do the course readings but must also actively participate in the class discussions. You are encouraged to submit questions and observations about the readings that you find interesting, noteworthy, or that reflect and connect with other themes/readings that we will be covering this semester.

Students will also be expected to come to class prepared to discuss the readings (this means not only doing the reading before class, but coming to class with the reading material in hand). **Excessive absences may result in a failing grade for the course.**

**Midterm and Final Exams:** I will provide further instructions on both the midterm and the final several weeks in advance of both exams, however both will be take home essays. The midterm will be an essay question that focuses on Sarah Rachel O’Toole’s Bound Lives: Africans, Indians, and the Making of Race in Colonial Peru, which we will read during the first part of the course. The final exam will be an essay question that focuses on Herman Melville’s *Benito Cereno* and Greg Grandin’s *Empire of Necessity*, both of which we will read towards the end of the course.

**REQUIRED TEXTS**
The books are available at the campus bookstore.

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<thead>
<tr>
<th>Author</th>
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<tbody>
<tr>
<td>Herman Melville</td>
<td>Benito Cereno</td>
<td>9781480255319</td>
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<tr>
<td>Greg Grandin</td>
<td>Empire of Necessity: Slavery, Freedom, and Deception in the New World</td>
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FURTHER ACCOMMODATIONS
Students who have special needs have a right to have them accommodated. If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

ACADEMIC HONESTY
Plagiarism in any form will not be tolerated. Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement. Violations of University policies on academic integrity (see http://www.brandeis.edu/studentlife/sdc/ai) may result in failure in the course or on the assignment, and could end in suspension from the University. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

COURSE SCHEDULE AND WEEKLY READINGS: Note- the following is subject to change

WK 1: Introduction to Course
Mon. (08/29)
• From Conquest to Colonization: The Necessity of Slavery for Imperial Culture

Wed. (08/31)
• Camilla Townsend, Malintzin’s Choices: An Indian Woman in the Conquest of Mexico, 11-29 [LATTE]
• PRIMARY DOCUMENT: Selection from Bernal Diaz, The True History of the Conquest of New Spain, 63-69 [LATTE]

UNIT I: THE IDEOLOGICAL & GEOGRAPHICAL TERRAIN OF BLACK SLAVERY IN THE AMERICAS

WK 2: European Expansion and The Making Of Modern Slavery
Mon. (09/05): NO CLASS (Labor Day)

Wed. (09/07): NO CLASS (Family Medical Priority)

Thurs. (09/08): Brandeis “Monday”
• Orlando Patterson, “The Constituent Elements of Slavery,” from *Slavery and Social Death*, 1-14 [LATTE]
• Stuart Schwartz, “First Slavery: From Indian to African,” in *Sugar Plantations in the Formation of Brazilian Society*, 51-75 [LATTE]

**WK 3: Slavery And Colonial Governance**
Mon. (09/12)
• PRIMARY DOCUMENT: Excerpts from Ursula de Jesus, *The Souls of Purgatory: The Spiritual Diary of a Seventeenth-Century Afro-Peruvian Mystic* [LATTE], 79-109

Wed. (09/14)

**WK 4: NO CLASS (In Brazil)**

**WK 5: Identity Formation: Ethnogenesis and Castas**
Mon. (09/26)

Wed. (09/28)

**UNIT II: SLAVERY AND FREEDOM IN LAW AND THEORY**

**WK 6: Slavery and The Concept of Justice**
Mon. (10/03): NO CLASS (Rosh Hashanah)

Wed. (10/05)
• PRIMARY DOCUMENT: “Confessing Sodomy, Accusing a Master…” [LATTE]

WK 7: Routes to Freedom
Mon. (10/10)
• Midterm Essay Due
Wed. (10/12): NO CLASS: Yom Kippur

UNIT III: THE REVOLUTIONARY ATLANTIC, 1750-1850

WK 8: Marronage and The Runaway Tradition
Mon. (10/17): NO CLASS: Sukkot

Wed. (10/19)
• João José Reis and Flavio dos Santos Gomes, “Introduction: A History of Freedom,” from Reis and Gomes, Freedom by a Thread: The History of Quilombos in Brazil, 3-18 [LATTE]
• Jane Landers, “Maroon Women in Colonial Spanish America,” in Darlene Clark Hine and David Barry Gaspar, eds., Beyond Bondage: Free Women of Color in the Americas, 3-18

WK 9: Maroonage and Political Warfare
Mon. (10/24): NO CLASS: Shmini Atzeret

Tues. (10/25) Brandeis “Monday”
• Neil Roberts, “Sovereign Marronage and Its Others” in Freedom as Marronage, 89-111 [LATTE]
Wed. (10/26)
- PRIMARY DOCUMENT: Excerpts from Stedman’s Suriname

WK 10: The Haitian Revolution and The Atlantic World
Mon. (10/31)
- Dubois and Garrigus, “Introduction,” Slave Revolution in the Caribbean, 1789-1804, 7-40 [LATTE]

Wed. (11/02)
- João José Reis and Flávio dos Santos Gomes, “Repercussions of the Haitian Revolution in Brazil, 1791-1850,” 284-314 [LATTE]
- 97 pg/wk

UNIT IV: WOMEN & WORK IN THE POST-EMANCIPATION ERA

WK 11: The Womb of Slavery: Policing Life & Producing Racial Paradigms
Mon. (11/07)
- Machado de Assis, “Pae Contra Mae (Father Against Mother),” 61-73 [LATTE]
- Watch “Quanto vale ou é por quilo” [LATTE]

Wed. (11/09)
- 37 pg/wk

WK 12: The Gendered World of Work Beyond Slavery: Asian Transport Labor
Mon. (11/14)
- Verene Shepherd, Maharani’s Misery: Narratives of a Passage from India to the Caribbean, 3-32, 45-73

Wed. (11/16)
- PRIMARY DOCUMENTS: Documents from Maharani’s Misery, (83-88),
- Critical Essay on “Pae Contra Mae (Father Against Mother)” and Quanto vale... due in Class
- 65 pg/wk
UNIT V: (RE)PRESENTING BONDAGE IN THE POST-EMANCIPATION ERA

WK 13: The Politics of Representing Slavery and Resistance in Fiction
  Mon. (11/21)
  • Herman Melville, Benito Cereno, 1-86
  • Sterling Stuckey, “The Hatchet Polishers, Benito Cereno, and Amasa Delano”, in Stuckey, African Culture and Melville’s Art, 63-80

  Wed. (11/23): NO CLASS (Thanksgiving Holiday) - 104pg/wk

WK 14: The Politics of Historicizing Slavery and Resistance, I
  Mon. (11/28)
  • Greg Grandin, Empire of Necessity, 1-96

  Wed. (11/30)
  • Greg Grandin, Empire of Necessity, 97-130 - 130pg/wk

WK 14: The Politics of Historicizing Slavery and Resistance, II
  Mon. (12/05)
  • Grandin, Empire of Necessity, 131-202

  Wed. (12/07)
  • Grandin, Empire of Necessity, 202-264 - 133pg/wk

Dec 15: FINAL EXAM DUE BY ELECTRONIC SUBMISSION
  [The Final Exam will be related to Benito Cereno and Empire of Necessity I will provide a date and location for the final exam once the final exam schedule has been completed and released.]