Abolition and Emancipation: How global slavery was defeated
Winter 2011

Trina Leah Hogg

This class explores the global process and fight for abolition from 1780-1900. Taking a transAtlantic approach, we will explore how abolitionist ideas criss-crossed the ocean and were exchanged between European, African and American people. Using both historical scholarship and primary sources, we will be examining both “history from above” and “history from below,” identifying and comparing all forms of anti-slavery discourse and action from European intellectual movements to anonymous slave revolts. In doing so, this class is committed to thinking beyond the dichotomy of “slavery” and “freedom” or “white” and “black” by exploring the real conditions of labourers and the global economy both before and after abolition. Throughout the class, we will also thoughtfully consider the legacy of slavery and abolition today - both how it is remembered and its effects on the global economy and national cultures.

Grade Breakdown

Attendance: 30%
Response Questions: 10%
Paper One: 10%
Paper Two: 20%
Paper Three: 30%

Required Course Text:
Davis, David Brion. Inhuman Bondage: The Rise and Fall of Slavery in the New World (2000)
All other readings on Blackboard or online journals.

WEEK ONE

Tuesday, January 4th
What is Slavery? What is Freedom?


Chapter 1 and 2.


**Wednesday, January 5th**
**Day Two: The TransAtlantic Slave Trade**

Chapter 3 and 4 (pp. 48-103)


In Class: Eltis, David. TransAtlantic Slave Trade Database. Online.

**Thurs, January 6th**
**Day Three: Slavery on the Plantation**


*Recommended:* Davis, David Brion. *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (2000) Chapter 6, 9-11. (to be done by the end of semester for final paper)

In Class: Film Clip “The Colour Purple” Discussion of slavery in film. How do popular films shape our contemporary ideas of slavery?

**Friday, January 7th**
**Day Four: Liberty and Equality: A Challenge to Slavery in the French, American and Haitian Revolution**

Chapter 7 and 8.


**WEEK TWO**

**Monday, January 10**
**Day Five: British Abolition ideas and African voices**


In Class: John Newton “A Reformed Slave Trader's Regrets c. 1745-1754”
Olaudah Equiano “Kidnapped, Enslaved and Sold Away” c. 1756

***Paper One***: Compare and Contrast notions of abolition and liberty in France and Britain, including their African subjects. Due: *Thursday January 13, in class.*

**Tuesday, January 11**
**Day Six: Granville Sharp and the Sommerset Case: Legal Reverberations throughout Europe and Beyond**


In Class: Clips Amazing Grace (2006) and newspaper clips:
*William Wilberforce 'condoned slavery', Colonial Office papers reveal*
• Author claims abolitionist compromised to save act
• Rescued slaves forced into unpaid 'apprenticeships'


*William Wilberforce was complicit in slavery*
Wilberforce and his supporters permitted slave labour in Sierra Leone. But is it a fatal blow to his reputation?

*William Wilberforce and the apprenticeship system, Letters, The Guardian, Thursday 5 August 2010*

Wednesday, January 12
Day Seven: Free Black Communities: Back to Africa

Walker, James St G. The Black Loyalists: The Search for a Promised Land in Nova Scotia and Sierra Leone. Introduction.

Hogg, Trina Leah. Altered Communities: Marriage, Respectability and Gender in Early Freetown, Sierra Leone 1789-1920. Selections.

In Class: various writings by free people of colour from Fyfe, Christopher. Our Children Free and Happy: Letters from Black Settlers in Africa in the 1790s (1992)

Thursday, January 13
Day Eight: Cuba and slavery in 19th c.


Friday, January 14
Day Nine: Legitimate Commerce and Domestic Slavery in Africa
Paper Two: This week we have read a lot of primary documents. Write a short paper, making an original argument that uses these sources as the main form of evidence. **Due Wednesday, January 19th, in class**

**WEEK THREE**

**Monday January 17**  
Day Ten: The United States: Slavery and Abolition Movements


In Class: Watch PBS “Africans in America: Part 3 – Brotherly Love”

**Tuesday, January 18**  
Day Eleven: The Civil War and the Effect of Abolition on America


In Class: Watch PBS “Africans in America: Part 4 – Judgement Day”

**Wednesday, January 19**  
Day Twelve: Beyond Slavery: The Reality of Freedom and Labour in Post Emancipation Societies

Thursday, January 20
Day Thirteen: The 20th Century, Reparations and Contemporary Slavery


Miller, Russel. “Much Ado, but Nothing...The Increasingly Futile Effort to Obtain Compensation from American Courts Whittier Law Review 23 (1) (2001), 121-136

In Class: Contemporary Forms of Slavery: UNESCO Convention on Slavery.

Paper Three: Due TBA
Review of “Slavery in New York” At the New York Historical Society or
Review of “The Book of Negroes” (novel) by Lawrence Hill

Using class readings and discussion write a thoughtful review of either the exhibition or novel, assessing the way they tell the story of slavery to freedom. How well do they tell the story of the transition of slavery at freedom? How do they balance the story of the global with the story of individuals? What do they include and what is left out?

You should also assess: In what ways is this done effectively to the “average” museum goer/reader? What is effective? What is left out? How do these mediums differ from works by historians we have read in class?