

**University of Wisconsin-Madison, Department of History
History 201, The Historian's Craft
Slavery and Religion**



Instructor: Dr. Justine Walden

Email: jwalden@wisc.edu

Fall 2022-2023

MW 2:30-3:45*

5245 Mosse Humanities

Office Hours: Friday afternoon and by appointment, via Zoom

Course Overview, Description, and Learning Goals

In this class we will examine the long and fraught relationship between religion and enslavement. For in both theory and in practice, the two have long been intimately interlinked—though not necessarily in ways you might expect. Our range will be roughly the fifteenth through the nineteenth century. You will learn about, and become conversant in the topics of:

- Justifications for, practices of, and attitudes toward enslavement in the Greco-Roman world (e.g., Aristotle)
- Diverse forms of servitude in Christian Europe during the middle ages
- The launching and development of the Transatlantic slave trade
- The persistence of enslavement on the Mediterranean littoral and religious justifications for enslavement in this space
- Muslim practices of and attitudes toward enslavement; the Trans-Saharan Trade
- The role of Christian scripture in justifying enslavement, promoting racial ideologies, and stirring ideals of freedom and liberty among the enslaved
- The role of Catholic missionaries in conversionary efforts and ameliorating conditions for enslaved people
- Distinctions and debates which occurred in Iberian countries over the enslavement of indigenous peoples in the Americas

- Beliefs and practices of African traditional religion and Catholicism in Kongo-Angola, Central West Africa
- Afro-Catholicism (i.e., Vodun, Santeria, etc.) in diaspora in South America and the Caribbean
- Protestants and the enslavement of people of African descent in North America
- Protestant Christianity as a spur to antislavery in the British Atlantic

We will read both primary and secondary documents to explore questions and problems in the use of evidence and the writing of historical narratives. In the course of our investigations, we will engage with a wide variety of topics, including history of the trans-Atlantic slave trade and the complexity and paradoxes of Christian thought about enslavement. Through reading various sources closely, you will learn to think like a historian, and throughout the semester, we will work on the core skills involved in researching and writing an academic history paper. You will learn how to conduct library research, build a bibliography, evaluate and contextualize evidence, adjudicate variances in historical interpretation, summarize rhetorical and historical positions, and construct cogent, persuasive, and evidentiary-based historical arguments both oral and written. All of these skills are central to the craft of history and will behoove you in all forms of communication (academic, professional, and personal) going forward.

Course Texts

All course readings will be made available to you in the form of .pdfs which you can download from Canvas. Print out your readings and bring your marked-up copies to class discussion each week. **You will not be allowed to consult online versions of course readings during discussion.**

Assignments and Grading Structure

40%—8-10 page Final Research Paper. Your core focus for this course is a 8-10 page research paper. The paper must engage with sources and topics addressed in this course, and it **must focus upon the interpretation or exposition of a piece (or pieces) of primary evidence for its main argument.** Your paper should begin by describing the source and evaluating your sources as evidence. **Much of your core work of this course will consist of drafting, commenting upon, and rewriting this paper** so as to strengthen its argument. The paper must have a **bibliography, footnotes**, etcetera. It is due on the last day of our course meeting. You will receive detailed instructions for this assignment in an additional handout.

20%—Two 5 Page Paper Drafts. 20% of your course grade will be based on drafts of your final paper. As with the final paper, your drafts must reckon with primary evidence and must advance a clear and cogent thesis that pertains to course themes. The two five-page papers must represent substantially revised drafts of the same paper (that is, they should include new and/or additional sources, revised interpretations, and/or wholly new arguments). The point of these drafts is to work out the kinks in your writing

and argument, to obtain feedback, and to learn how to give and receive constructive critique.

10%—Oral Presentation. You will deliver a 15 minute oral presentation in class. Some presentations will consist of a summary of that week's readings; others will summarize and discuss the argument contained in a selected chapter of Tannenbaum's tbd, or K. Gerbner's *Protestant Slavery*.

30%—Participation and Discussion. Participation comprises 30% of your grade in this course. To participate effectively, you must read and thoroughly consider the assigned material each week **before** arriving in class. To ensure that you are adequately prepared for these discussions, you will submit a **300-word discussion post** on that week's readings the night before class (due every week by 11pm). This discussion post should contain your observations and reflections, and should discuss and summarize the arguments made in the readings. It can also raise questions about the readings. Discussion posts will not receive letter grades but will be assessed on a check/check +/check – scale.

Your participation grade will also require you to complete a few short research exercises designed to familiarize you with library and online resources. Most of this work will be directed toward helping you to construct an **annotated bibliography** for your final research paper, which you should use to guide and inform your research for that paper.

Note on oral presentations and discussions: If you are shy or not used to speaking in group meetings, fear not: you are not alone. Speaking with and before your peers is a skill that one develops over time and through practice. Our course meetings and discussions are meant to provide a safe space where you can try out your speaking skills—discussing, explaining, critiquing, etcetera—in a welcoming and intellectually stimulating environment. If you find speaking in course sessions difficult, please let me know so that we can work to find ways that will make it easier for you.

Weekly Themes, Readings, and Due Dates

* = primary texts	
Week 1 (Th, Sep 8): Introduction: Theoretical Frameworks and Expectations	
	Review structure, assignments, themes, expectations, sign up for oral presentations
Week 2 (Sep 13/15): Greco-Roman Slavery; Aristotle	
	Tues Aristotle, <i>The Politics</i>* (Excerpts) Discussion Post Thurs Lecture Discuss Library Assignments and Final Project Recommended/Additional Pagden, A. "From Nature's Slaves to Nature's Children", in <i>The Fall of Natural Man. The American Indian and the Origins of Comparative Ethnology</i>, Cambridge University Press, 1982, pp. 57-108
Week 3 (Sep 20/22): Early Christian Slavery; Biblical Slavery; Augustine	
	Tues Pauline Epistles on Slavery (Excerpts)* Mosaic Law on Slavery (Excerpts, pp. 1-9)* Killingray, M., "The Bible, Slavery and Onesimus", <i>Anvil</i>, V. 24 No. 2, 2007, pp. 85-95. St. Augustine, <i>City of God</i>. in <i>Nicene and Post-Nicene Fathers</i>, Vol. 2. Ed. P. Schaff (Buffalo, NY: Christian Literature Publishing Co., 1887). (Excerpts)* Discussion post If there's time: 18th and 19th-century uses of Onesimus (in class)* Thurs Lecture Due: Exercise 1: Navigating libraries
Week 4 (Sep 27/29): Medieval and Mediterranean Enslavement	
	Tues

	Verlinden, C. "Medieval 'Slavers'", <i>Explorations in Economic History</i>, Vol. 7, No. 1–2, 1969, pp 1-14 Salzmann, A. "Migrants in Chains: On the Enslavement of Muslims in Renaissance and Enlightenment Europe", <i>Religions</i> 2013, 4, 391–411. Burns, R., Ed. "Las Siete Partidas" in <i>The Medieval Church: the World of Clerics and Laymen (Partida I)</i>, Vol 1. University of Pennsylvania Press, 2000. (Excerpt), pp. 1-10.* Watson, A, Ed. <i>The Digest of Justinian</i>. University of Pennsylvania Press, 1998, Vols. I-IV (Excerpts), pp. 1-16* Discussion post Thurs Lecture
Week 5 (Oct 4/6): Slavery and Islam	
	Tues Hunwick, J., "Aḥmad Bābā on Slavery." <i>Sudanic Africa</i>, Vol. 11 (2000), pp. 131-139. Ludlow, J. "The Tribute of Children, 1493", in E.M. Tappan, Ed., <i>The World's Story</i>, Vol. VI, Boston: Houghton Mifflin, 1914, pp. 491-494.* Discussion Post Thurs Oral presentation 1/2 Discuss Annotated Bibliography Assignment Lecture Recommended/Additional Seng, Y. "Fugitives and Factotums: Slaves in Early Sixteenth-Century Istanbul," <i>Journal of the Economic and Social History of the Orient</i>, 1996, Vol. 39, No. 2, 1996, pp. 136-169. Cohen, M. "The Legal Position of Jews in Islam," <i>Under Crescent and Cross: the Jews In the Middle Ages</i>. Princeton University Press, 2008, pp. 52-74.

	Ben-Naeh, Y. "Blond, tall, with honey-colored eyes: Jewish ownership of slaves in the Ottoman Empire", <i>Jewish History</i> (2006) 20, Nov 2006, pp. 315–332. Kane, O.O., "The Growth and Political Economy of Islamic Scholarship in the Bilad al-Sudan," in <i>Beyond Timbuktu An Intellectual History of Muslim West Africa</i>, Harvard University Press 2016, pp. 41-59. Nast, H. "Islam, Gender, and Slavery in West Africa Circa 1500: A Spatial Archaeology of the Kano Palace, Northern Nigeria," <i>Annals of the Association of American Geographers</i> , Mar 1996, Vol. 86, No. 1., pp. 44-77. Klein, M. "Sexuality and Slavery in the Western Sudan," in <i>Sex, Power, and Slavery</i>, Ed. G. Campbell, and E. Elbourne, Ohio University Press, 2014, pp. 61-82. Wilkins, C. "Slavery and Household Formation in Ottoman Aleppo, 1640-1700," <i>Journal of the Economic and Social History of the Orient</i>, Vol. 56, No. 3, 2013, pp. 345-391. Lydon, G. "Slavery, exchange and Islamic law : a glimpse from the archives of Mali and Mauritania", <i>African Economic History</i>, 2005, No. 33, pp. 117-148. Cleaveland, T. "Ahmad Baba al-Timbukti and his Islamic critique of racial slavery in the Maghrib", <i>Journal of North African Studies</i>, Vol. 20, No. 1, 315–332, pp. 42–64. Veinstein, G., "On The Ottoman Janissaries (Fourteenth-Nineteenth Centuries)", in Zürcher, E.J, Ed. <i>Fighting for a living : a comparative history of military labour 1500-2000</i> Amsterdam University Press, 2013, pp. 116-135.
Week 6 (Oct 11/13): Iberian Expansion and the TransAtlantic Slave Trade	
	Tues Russell-Wood, A.J.R. "Iberian Expansion and the Issue of Black Slavery: Changing Portuguese Attitudes, 1440-1770", <i>American Historical Review</i> , Vol. 83, No. 1, Feb., 1978, pp. 16-42. Manning, P. "Why Africans? The Rise of the Slave Trade to 1700", in <i>Slavery and African life: Occidental, Oriental, and African Slave Trades</i>, Cambridge University Press, 1990, pp. 27-37. Landers, J. "Africans in the Spanish Colonies," <i>Historical Archaeology</i> 1997, Vol. 31, No. 1, 1997) pp. 84-103.

	Papal Bulls on Slavery, pp. 1-6* Discussion post Thurs Annotated Bibliography Workshopping
Week 7 (Oct 18/20): Iberian Debates on Indigenous Enslavement	
	Tues <i>Las Casas, Sepulveda, and The Debates at Valladolid (1550-1551) (Excerpts)*</i> <i>Vitoria on the Evangelization of Unbelievers, (1534-35) (Excerpt)*</i> Urbano, F.C., "The Debate of Valladolid (1550–1551): Background, Discussions, and Results of the Debate between Juan Ginés de Sepúlveda and Bartolomé de las Casas," in Tellkamp, J.A., Ed. In <i>A companion to early modern Spanish imperial political and social thought</i>, Leiden, Boston: Brill, 2020, pp. 222-251. Discussion post Thurs Lecture Oral presentations (if appl.) Recommended/Additional Capizzi, J.. "The Children of God: Natural Slavery in the Thought of Aquinas and Vitoria", <i>Theological Studies</i> 63 2002, pp. 31-52. de Souza, J.B.A. "Las Casas, Alonso de Sandoval and the defence of black slavery", <i>Topoi</i>, Vol.2, 2006
Week 8 (Oct 25/27): Traditional African Religion; Catholicism in Precolonial Africa	
	Tue Thompson, R.F., <i>Flash of the Spirit: African & Afro-American Art & Philosophy</i>, Random House, 2010.pp. 3-31, 84-93 103-115, 117-135. Fromont, C. "Under the sign of the cross in the Kingdom of Kongo : religious conversion and visual correlation," in <i>Art of conversion : Christian visual culture in the Kingdom of Kongo</i>. Ch 2, pp. 65-108. Discussion post Thurs

	Oral presentations (if appl.) Lecture Recommended and Additional Primary Documents on African Religion*, pp. 1-6. MacGaffey, W. "Complexity, astonishment and power: the visual vocabulary of Kongo Minkisi", <i>Journal of Southern African Studies</i>, V14, N.2, 1988, pp. 188-203. Janzen, J. and MacGaffey, W., <i>An anthology of Kongo religion : primary texts from Lower Zaïre</i>, University of Kansas, 1974, pp. 6...86 [30]*
Week 9 (Nov 1/3): AfroCatholicism in Diaspora: Confraternities and Community in the Americas	
	Tue A Black <i>Irmandade</i>, 1699* Kiddy, E. <i>Blacks of the Rosary: Memory and History in Minas Gerais, Brazil</i>. Penn State University Press, 2005, Ch. 1. Mulvey, P, "Black Brothers and Sisters: Membership in the Black Lay Brotherhoods of Colonial Brazil", <i>Luso-Brazilian Review</i>, Vol 17, No. 2 (1980): 253-279. Discussion Post First 5-page Essay Draft Thurs Oral presentations (if appl.) Lecture Recommended and Additional Vanhee, H. "Central African popular Christianity and the making of Haitian Vodou religion," in <i>Central Africans and cultural transformations in the American diaspora</i>, Ed. Heywood, L., pp. 243-264. DeWulf, J. "Black Brotherhoods in North America: Afro-Iberian and West-Central African Influences". <i>African Studies Quarterly</i>, Vol 15, No. 3, pp. 19-38.

	Rowe, E.K. <i>Black Saints in early modern global Catholicism</i> , Cambridge University Press, 2019.
Week 10 (Nov 8/10): The British Atlantic: Protestants and The Curse of Ham	
	Tue Gerbner, K. <i>Christian Slavery : Conversion and Race in the Protestant Atlantic World</i>, U. Pennsylvania Press, 2018, Chapters tbd. Due: Discussion post Thurs Oral presentations (if appl.) Lecture (Curse of Ham) Recommended and Additional Bashir, H. "Black Excellence and the Curse of Ham: Debating Race and Slavery in the Islamic Tradition," <i>ReOrient</i>, Vol. 5, No. 1 (Autumn 2019), pp. 92-116.
Week 11 (Nov 15/17): Women and Enslavement	
	Tues Davis, D.B. "Slavery, Sex, and Dehumanization" in Campbell, G., & Elbourne, E. (Eds). <i>Sex, Power, and Slavery</i> (Ohio University Press, 2014). Morgan, J.L. "<i>Partus sequitur ventrem</i>: Law, Race, and Reproduction in Colonial Slavery". <i>Small Axe</i>, V22/1 (2018): 1-17 Discussion Post Final Annotated Bibliography on Paper Topic Thurs Oral presentations (if appl.) Lecture
Week 12 (Nov 22/25) — Thanksgiving Break! Happy Thanksgiving! —	
Week 13 (Nov 29/Dec 1): Antislavery and Abolition	
	Tues Thurs

	Oral presentations (if appl.) Lecture
Week 14 (Dec 6/8): African Christianity in Antebellum America	
	Tues Frey, S and B. Wood, "The Americas: The Survival of African Religions," in Frey and Wood, <i>Come Shouting to Zion</i> (U. North Carolina Press, 1998), pp. 35-62. Due: Discussion Post Second 5-page paper draft; workshopping Thurs Oral presentations (if appl.) Lecture Recommended/Additional Raboteau, A. <i>His Slave Religion</i>, 1978. Raboteau, A. <i>A fire in the bones: reflections on African-American religious history</i>. Boston: Beacon Press, 2001.
Week 15 (Dec 13): Course Wrap Up and Review	
	Final Course Meeting: Summary and Review of Course Themes Due: Final paper

Course Policies

Attendance. Course attendance is mandatory. You may miss class up to two times without an excuse and without it directly affecting your grade. Beyond these two absences, you must provide documentation for missed class, whether for illness, emergency, or religious holidays. If you will miss a course meeting for religious reasons, you must clear this with myself or your TA two weeks in advance.

Paper Instructions and Formatting. All paper topics must be cleared in advance with myself and/or your TA (if applicable). Final papers must be uploaded via Canvas. Please use Chicago Style to format your sources. Final papers should be eight to ten pages long, double-spaced, and formatted using a standard 12-point font. All papers should include footnotes and bibliography. In notes, use the convention full cite and short cite thereafter. In the bibliography section, reslist your sources in full. Give your paper a descriptive title and number all pages.

Late Papers and Assignments. Papers are due at 7 pm on the date they are due. For each day that an assignment is late, your grade will go down by one-third of a grade, starting with the first due date and continuing until I receive the paper. Thus an A-level paper will receive an A- if received on the day the paper is due but after 7 pm. If you submit that same paper the following day, it will receive a B+. The day after that, it will receive a B, and so on. No papers can be submitted more than one week after the date on which they are due.

Plagiarism and the Rules of Academic Paper Writing. If you draw on someone else's ideas, you must cite them in your footnotes with the page number where you obtained that information. If you repeat the words of another source, enclose them in quotation marks and identify the source as above. The first time you cite a source, the note should include full bibliographical data (e.g., author name, journal or book title, place and date of publication, date of publication, relevant page numbers). Subsequent references to that same source can consist of an abbreviated reference. You may not cite **Web-born or nonscholarly sources**. All papers should include a bibliography at the end listing out full bibliographical data arranged alphabetically by authors' last names. If using both primary and secondary sources, divide your bibliography into those respective sections.

Help with Writing Academic Papers. An 'A' academic paper is persuasive and well-structured. It will forward a thesis or argument and it will construct its argument logically, supported by primary and possibly secondary evidence. It will present its argument in an evenhanded and formal tone and contain minimal grammar and spelling errors.

Academic paper writing is a learned skill that takes considerable planning, repetition, and effort. It is also an iterative process, meaning that it happens in stages. Behind all

good papers stands lots of reading and library research, notetaking, brainstorming and synthesis, elimination of irrelevant information and sometimes dead ends, multiple drafts and redrafts, and repeated phases of editing, tweaking, and streamlining. It may behoove you to write your paper early, put it away to get some distance from it, and then revisit it. Alternately, it can help to read your paper aloud or have other people read and comment upon it.

In addition to using course readings as models for standards of academic writing, there are many available resources to assist you in learning how to write an academic paper.

UW Campus Writing Center at <https://writing.wisc.edu/> and the
UW History Lab at <https://history.wisc.edu/undergraduate-program/the-history-lab/>

Both of these organizations offer assistance on all aspects of writing academic papers (e.g., how to develop a thesis and build a cogent argument). They tend to be busier at semester's end, so make your appointment early and plan to meet with them more than once. You are also always welcome to make an appointment to speak with me via Zoom about the primary sources your paper will analyze, your paper argument, and the secondary sources you will use to explicate and support your claims.

Covid Policies

Please be sensitive to the continuing threat of Covid. Please wash your hands and limit sharing papers, books, writing utensils, etc. with your classmates. If you feel unwell, please do not attend class. Instead, exchange contact information with your classmates early on in the semester so that if you must miss class, you can ask a fellow student to record the class so that you can both participate and absorb the material remotely. If you become ill or must isolate or quarantine, I will make every effort to accommodate your academic progress. We can utilize Canvas and other workarounds to communicate and keep you up to date in your work. In cases where Covid is spiking, you may be required to wear masks in class. Please continue to be aware of and sensitive to others around you, especially those who may be struggling or having difficulties.