

HISTORY201: The Historian's Craft (012) SP23

[Jump to Today.](#) [Edit](#)

The Syllabus tool is no longer supported at UW-Madison. The [Course Summary](#) (<https://kb.wisc.edu/luwmad/page.php?id=91844>) retains much of the functionality of the Syllabus, but was newly labelled to better align with its capabilities and to distinguish it from the course syllabus. If you had used the Syllabus as a course home page, consider [setting a new home page](#) (<https://kb.wisc.edu/page.php?id=91940>).

History 201: Religion and Slavery

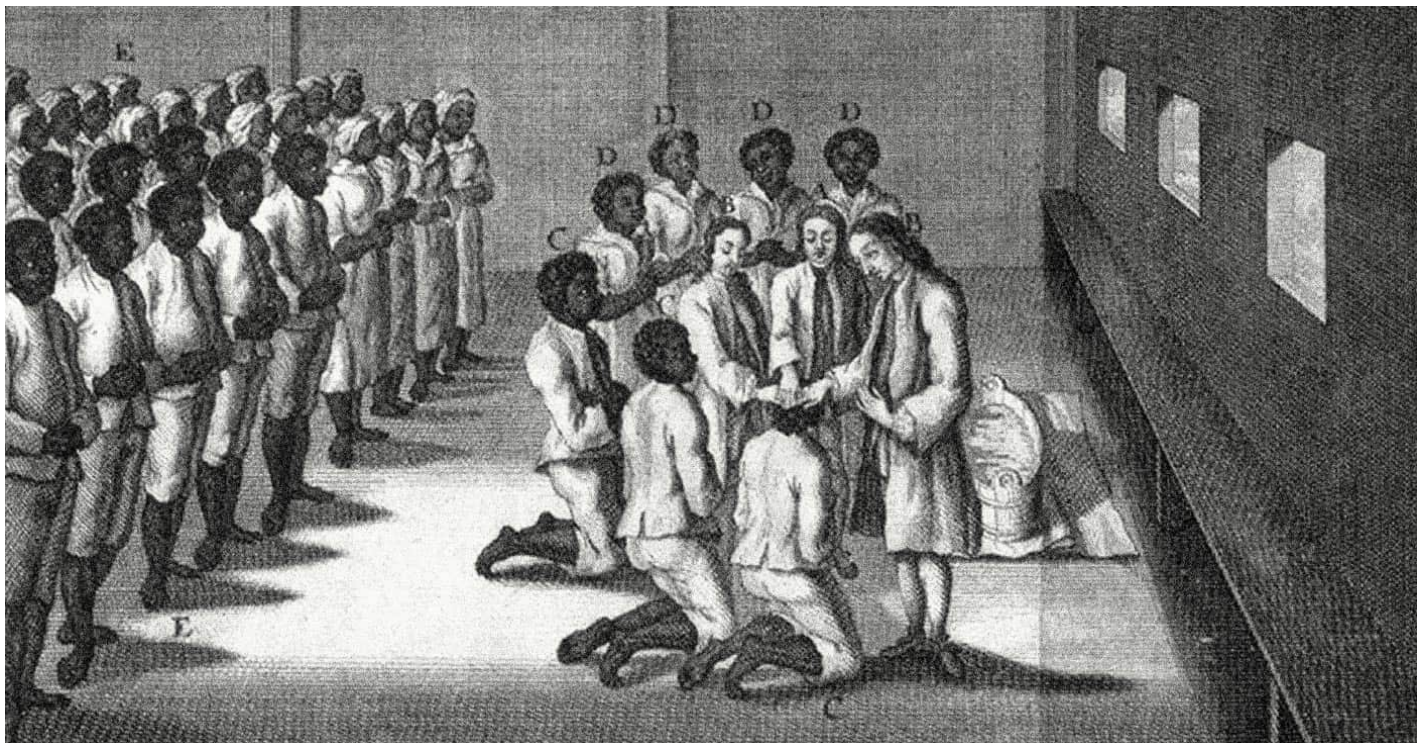
University of Wisconsin-Madison, Department of History

Instructor: Dr. Justine Walden

Email: jwalden@wisc.edu (<mailto:jwalden@wisc.edu>)

Spring 2023 | Wed, 11-12:55

5255 Mosse Humanities | Office Hours: Via Zoom by appointment



Course Overview 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 chronological 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 the Christian bible 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
- Beliefs and practices in African traditional religion and Catholicism in Kongo-Angola, Central West Africa
- Catholicism in traditional African religion in Diaspora (South America; 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 original historical, or primary documents along with secondary ones to explore questions and problems in the use of evidence and writing 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 paradoxes of Christianity. Through reading various sources closely, you will learn to “think like a historian”. Throughout the semester, we will work on 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 arguments, and construct cogent, persuasive, and evidence-based historical arguments both oral and written. All of these skills are central to the craft of history as well as to communication in general.

Course Texts

All course readings will be made available to you in the form of .pdfs which are downloadable from Canvas. You should print out the shorter readings and bring your marked-up copies to class discussion each week. Since your job in this class will be to write a paper that engages closely with a primary source of evidence, annotating your printouts may serve as a useful basis for fashioning a paper.

Orals Presentation Book Chapters

Orals presentation book chapters will be drawn from selected primary sources and from the following two monographs, both of which are available online at Memorial Library:

- Gerbner, K. *Christian Slavery: Conversion and Race in the Protestant Atlantic World*, Philadelphia: University of Pennsylvania Press, 2018.
- Morgan, Jennifer L. *Laboring Women: Reproduction and Gender in New World Slavery*. Philadelphia: University of Pennsylvania Press, 2011.

Assignments and Grading Structure

40%—9-page Final Research Paper. Your core focus for this course is and should continue to be a 9 page research paper that engages with sources and topics addressed in this course. This paper **MUST** focus **CLOSELY** upon the interpretation or exposition of **primary evidence** in its main argument. The paper can and should evaluate your sources as evidence, and much of your core work of this course will consist of drafting, commenting upon, and rewriting this paper multiple times so as to strengthen its argument. This paper must have a bibliography, footnotes, etcetera. It is due on the last day of our course meeting. You will receive more detailed instructions about this assignment in an additional handout.

20%—One 7-page Draft of Final Paper. 20% of your course grade will consist of submitting and workshopping a draft of your final paper. As with the final paper, this draft must reckon carefully and closely with primary evidence and must advance a clear and cogent thesis. Your final paper can represent a substantial revision of your same paper (meaning, it can include new or additional sources, interpretations, and arguments, or can even take on a whole new topic if it seems feasible..

10%—Oral Presentation. You will deliver a 15-minute oral presentation which will consist of summarizing and presenting the arguments of a specific text.

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 weekly 500-word reflection piece. The post should express your observations, discuss and summarize arguments made in the readings, and/or raise questions about the readings. These submissions will not be graded, but will be assessed on a check/check +/check – scale.

Your participation grade will also include the completion of 2-3 short research exercises in which you will familiarize yourself with library and online resources and construct an annotated bibliography for your final research paper.

Note: 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 developed over time and through practice, and 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 front of other people. If you find speaking in our course sessions extremely difficult, please let me know so that we can work together on ways that will make it easier for you.

Additional 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 seminar for religious reasons, please clear this with me in advance.

Late Assignments

It is possible to request an extension *a week before* a particular assignment is due. However you cannot request extensions three, two, or a single day before a project is due. For each day an assignment is late, it will lose third of a letter grade. This means that you **must** structure your time to successfully complete assignments by the date they are due. No responses will be accepted more than one week after the date on which they are due.

Paper Instructions/Formatting

All paper topics must be cleared in advance with me. Successful final paper for this course will engage **CLOSELY with a PRIMARY source or sources**. You will receive more specific instructions for this paper as we move forward. In addition to engaging with sources, successful papers will possess a cogent argument which is advanced persuasively in a series of structured paragraphs. All papers must have an introduction and conclusion, both of which outline the paper's structure. As to

format, all papers must possess footnotes and a bibliography. They should be double-spaced and have a title, numbered pages, and should use a standard 12-point font. Your name should appear on all pages as well.

Plagiarism

If you draw on someone else's ideas, you must identify that source in footnotes. If you repeat the words of another source, you must enclose those ideas in quotation marks and identify the source in endnotes or footnotes.

University policies on academic integrity are outlined here <https://conduct.students.wisc.edu/academic-integrity/>. You will complete an exercise that outlines the basics on academic integrity, and in discussing how to write a paper, will discuss how to paraphrase an argument. Still, you must still inform yourself as to what constitutes plagiarism and when and how to cite sources. However the overall rule of thumb for citations is straightforward: when in doubt, cite. Again: it is your job to cite not just specific language, but the ideas you draw on. And when you paraphrase another person's ideas, you must change the language.

Citing Sources

The first time you refer to a source in a footnote, the note should include full bibliographical data. That means name of the author, the journal or book title, the place of publication, date of publication. All cites must include relevant page numbers where the information was obtained

After the first cite, any references to the same source can consist of a shortened reference.

Here is UW's guide to MLA-style citations: [UW MLA Citation Guide \(https://writing.wisc.edu/wp-content/uploads/sites/535/2018/07/MLA_2017.pdf\)](https://writing.wisc.edu/wp-content/uploads/sites/535/2018/07/MLA_2017.pdf)

Note: With few exceptions, websites do not consist of valid scholarly sources. You may use scholarly monographs which happen to be online. But most of your secondary research sources should be printed books. Whether or not a source is online or physical, all citations should be given as if the work is printed. That is, **no citations should contain any URLs**.

Whatever form of citation you use, you must append a bibliography to your paper listing the full bibliographical data for all sources upon which you relied in writing your paper, arranged alphabetically by authors' last names and divided into separate sections for primary and secondary sources.

Help with Writing

Academic paper writing is not easy. Its style and requirements take getting used to, and even the best writers slog through many drafts, revisions, and stages of editing. In addition to using course readings

as models for standards of writing, there are many resources available to help you learn how to write more clearly and persuasively and how to construct an argument and support it with evidence. For example, you are always welcome to make an appointment to speak with me about your paper argument and the sources you use to support it.

The History Lab is a resource center specific to the History Department in which trained experts (current Ph.D. students) help you write research papers. Regardless of what stage your work is in—whether you are deciding on a topic, formulating a thesis, outlining or sharpening your argument, or revising a draft—the staff at the History Lab can work with you to improve as a writer. To schedule an individual consultation, visit <http://go.wisc.edu/hlab>. (<http://go.wisc.edu/hlab>.)

You can also find assistance with drafting your paper at the the UW campus Writing Center at <https://writing.wisc.edu/> (<https://writing.wisc.edu/>)

Credit hours and Work Expectations

This is a 3-credit course, meaning that you are expected to engage in the course's primary learning activities for a minimum of 135 hours. This translates to about 9 hours per week. Thus in addition to the 115-minutes (or almost 2 hours) of weekly meeting, you can expect to devote an additional 7 hours to other course activities such as reading, writing, completing the short assignments and researching, writing, and designing the presentation of your longer assignment.

Course Materials and Study Groups

All course materials, including the slides that accompany lectures, will be uploaded to Canvas. However lectures are not recorded. For this reason, if you need to miss class, you should rely on the 'buddy system'. That is, find people in the course upon who you can rely in case you cannot attend class. If you are unsure of something, you can turn to this group of fellow students to reconstitute what you missed. Along these lines, you should develop strategies to ensure that all or at the very least some of you are taking good notes (and at bare minimum, rotate this responsibility between yourselves weekly) so that there is always a safety net of assistance should one or more of you be indisposed.

Digital Devices

You are free to use a laptop or tablet to take notes upon lectures. However if I observe that too many of you are dreamily scrolling during class, I may ask all of you to shelve your digital devices. In relation to the readings and our discussions, it will behoove you to arrive in class each week **with a printed out and marked- up a hard copy of that week's text**. Referring to texts forms the bulk of both classroom discussion and of the method of writing insightful papers, so it is a good idea to engage as fully as you can with these texts. And in general, people seem to engage more fully with texts when they exist in hard copy and they mark them up as against engaging with texts which are in

digital format(s).

Disability Accommodations

UW supports the right of all enrolled students to a full and equal educational opportunity in accord with The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Document 1071), which require students with disabilities to be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Therefore, If you need accommodations in this course, please register with the McBurney Disability Resource Center as soon as possible and inform me of any needs for instructional accommodations as soon as possible so that we can collaborate with McBurney to meet these needs. All disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Covid Policies

As of the writing of this syllabus, it is not required that you wear masks. However please arrive in class with your hands washed, and if you feel any symptoms of illness, please stay home and immediately get tested. If you become ill or must isolate or quarantine, I will make every effort to accommodate your academic progress, and your progress and grade will not be put at risk by staying out of class because of experiencing possible-COVID19-related symptoms. Should you be unable to attend class, we will utilize Canvas and other workarounds to communicate and keep you up to date in your work. Please also be aware of and sensitive to others around you, particularly those who may be struggling or having difficulties.

***This syllabus is subject to alteration and amendment, so please check both it and the modules section often.**

Weekly Themes and Readings

- = primary sources

See above for the two secondary sources on which your oral presentations will draw. Some students will also present on primary sources.

Week 1 (Jan 25): Introduction

Review structure, assignments, themes, expectations, sign up for oral presentations

Week 2 (Feb 1): Greco-Roman Slavery; Aristotle (4BC)

Aristotle, *The Politics** (Excerpts)

Recommended

Pagden, A. "From Nature's Slaves to Nature's Children", in *The Fall of Natural Man. The American Indian and the Origins of Comparative Ethnology*, Cambridge University Press, 1982, pp. 57-108

Library Assignment Due midnight before next class meeting

Week 3 (Feb 8): Biblical Slavery; Augustine (1st-4th c)

Pauline Epistles on Slavery (Excerpts)*

Mosaic Law on Slavery (Excerpts, pp. 1-9)*

St. Augustine, *City of God*. in *Nicene and Post-Nicene Fathers*, Vol. 2. Ed. P. Schaff (Buffalo, NY: Christian Literature Publishing Co., 1887). (Excerpts)*

Killingray, M., "The Bible, Slavery and Onesimus", *Anvil*, V. 24 No. 2, 2007, pp. 85-95.

Week 4 (Feb 15): Medieval and Mediterranean Slavery (500-1500)

Burns, R., Ed. "Las Siete Partidas" in *The Medieval Church: the World of Clerics and Laymen (Partida I)*, Vol 1. University of Pennsylvania Press, 2000. (Excerpts), pp. 1-10.*

Verlinden, C. "Medieval 'Slavers'", *Explorations in Economic History*, Vol. 7, No. 1-2, 1969, pp 1-14

Salzmann, A. "Migrants in Chains: On the Enslavement of Muslims in Renaissance and Enlightenment Europe", *Religions* 2013, 4, 391–411.

Discuss reading primary sources and gathering evidence

Week 5 (Feb 22): The TransAtlantic Slave Trade (1450-1850)

Russell-Wood, A.J.R. "Iberian Expansion and the Issue of Black Slavery: Changing Portuguese Attitudes, 1440-1770", *American Historical Review*, Vol. 83, No. 1, Feb., 1978, pp. 16-42.

Manning, P. "Why Africans? The Rise of the Slave Trade to 1700", in *Slavery and African life: Occidental, Oriental, and African Slave Trades*, Cambridge University Press, 1990, pp. 27-37.

Papal Bulls on Slavery, pp. 1-6*

Paper Topic Workshop and Discussion

Week 6 (Mar 1): Enslaving Amerindians (1500-1700)

*Las Casas, Sepulveda, and The Debates at Valladolid (1550-1551) (Excerpts)**

*Vitoria on the Evangelization of Unbelievers, (1534-35) (Excerpts)**

Seed, Patricia, "'Are These Not Also Men?': The Indians' Humanity and Capacity for Spanish Civilisation," *Journal of Latin American Studies* 25/3 (1993), pp. 629-52.

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 *A companion to early modern Spanish imperial political and social thought*, Leiden Boston: Brill, 2020, pp. 222-251.

Due: a one-page paper proposal and outline which discusses the source(s) you will analyze and how you will approach them.

Week 7 (Mar 8): African Religions (17th-18th c)

Thompson, R.F., *Flash of the Spirit: African & Afro-American Art & Philosophy*, 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 *Art of conversion : Christian visual culture in the Kingdom of Kongo*. Ch 2, pp. 65-108.

In class: How to Write a Paper, Embedding Quotes

Week 8 (Mar 15): SPRING BREAK-NO CLASS

Week 9 (Mar 22): Enslavement and Women (1450-1800)

Prince, Mary. *The History of Mary Prince, a West Indian Slave. Related by Herself. With a Supplement by the Editor. To Which Is Added, the Narrative of Asa-Asa, a Captured African*. London: Westly and Davis and Edinburgh, Waugh & Innes, *And supplied at trade price to Anti-Slavery Associations* by Joseph Phillips, Aldermanbury. 1831.

Due: 5 sources on your annotated bibliography

Week 10 (Mar 29): The Protestant Atlantic; Curse of Ham (18th c)

Excerpts from the Christian Bible (Genesis and Others)

Goldenberg, David M. *The Curse of Ham: Race and Slavery in Early Judaism, Christianity, and Islam: Race and Slavery in Early Judaism, Christianity, and Islam*. 2004, Ch. 1

In class: Work on thesis statements, introductions

(If time, using newspapers as evidence)

Week 11 (Apr 5): Slavery and Islam

Fatawa-i Alamgiri, *Rules Regarding the Manumission and Sale of Slaves* (17th c Sharia, or Islamic Law)

Ludlow, James, Ed. "The Tribute of Children" (1493). From *Islamic History Sourcebook*. Ed. Eva March Tappan, *The World's Story*. Boston: Houghton Mifflin, Vol. VI, 1914, pp. 491-494.

Due: 7-page Draft of Research Paper

Week 12 (Apr 12): African Religion in Diaspora (17th-18th c)

A Black *Irmandade*, 1699*

Mulvey, P, "Black Brothers and Sisters: Membership in the Black Lay Brotherhoods of Colonial Brazil", *Luso-Brazilian Review*, Vol 17, No. 2 (1980): 253-279.

DeWulf, J. "Black Brotherhoods in North America: Afro-Iberian and West-Central African Influences". *African Studies Quarterly*, Vol 15, No. 3, pp. 19-38.

Paper Workshopping and Critiquing

Week 13 (Apr 19):

Slave Religion in N. America (18th-19th c)

Primary source packet on evangelical Christianity among enslaved people in North America. Includes multiple sources such as

- Lane, Lunsford, *The Narrative of Lunsford Lane,...Embracing an Account of His Early Life, the Redemption by Purchase of Himself and Family from Slavery...* Boston: Lane, 1842.
- Allen, W. F, et al., Ed. *Slave Songs of the United States* (1867), Chapel Hill: University of North Carolina Press, 2011.
- Frey, S and B. Wood, "The Americas: The Survival of African Religions," in Frey and Wood, *Come Shouting to Zion*. Chapel Hill: University of North Carolina Press, 1998, pp. 35-62.

Paper Workshopping

Week 14 (Apr 26):

Antislavery and Abolition (18th-19th c)

Sewall, Samuel. "The Selling of Joseph" (1700), in Edmund Clarence Stedman and Ellen Mackay Hutchinson, *A Library of American Literature*, Vol. 2. New York: Webster & Co, 1889, p. 189.

Moirans, Epiphanio *A Just Defense of the Natural Freedom of Slaves: All Slaves Should Be Free* (1682). Ed. and Trans. Edward Sunshine. Edwin Mellen Press, 2007.

Brown, Christopher. "Christianity and the campaign against slavery and the slave trade" in *Revolution and the Christian World*. Cambridge: Cambridge University Press, 2008.

Due: Peer Reviews and Annotated Bibliography

Week 15 (May 3): Course Wrap-Up and Review

(no readings)

Due: Final Research Paper (all corrections and critiques implemented)

Course Summary:

Date	Details	Due
Sun May 8, 2022	 Digitized Baptism Records (https://canvas.wisc.edu/courses/344571/assignments/1809098)	due by 8:55am
Wed Jan 25, 2023	 Oral Presentations Sign-Up Sheet	to do: 9am
	 Discussion Post - Aristotle	to do: 10am

Date	Details	Due
Fri Jan 27, 2023	 Discussion Post-The Curse of Ham (Due Nov 09)	to do: 10am
Sat Jan 28, 2023	 Free Write (https://canvas.wisc.edu/courses/344571/assignments/1809095)	due by 11:59pm
Tue Jan 31, 2023	 Basic Library Research Skills and Principles (https://canvas.wisc.edu/courses/344571/assignments/1809097)	due by 11:59pm
Wed Feb 1, 2023	 Discussion Post-Paul, Hebrew Scripture, Augustine, Onesimus	to do: 2pm
Wed Feb 8, 2023	 Discussion Post-Medieval and Mediterranean Enslavement (Due Sep 28)	to do: 10am
Wed Feb 15, 2023	 Discussion Post-Slavery in the Islamic World (Due Oct 5)	to do: 10am
Wed Feb 22, 2023	 Discussion Posts-Transatlantic Slave Trade (Due Oct 12)	to do: 10am
Wed Mar 1, 2023	 Discussion Posts-Debates Over Indigenous Enslavement (Due Oct 19)	to do: 10am
Wed Mar 8, 2023	 Discussion Post - Traditional Religion in Africa (Due Oct 26)	to do: 10am
Wed Mar 8, 2023	 In-Class: 'Reading' African Religious Objects (https://canvas.wisc.edu/courses/344571/assignments/1809102)	due by 5:40pm
Wed Mar 15, 2023	 Discussion Post - African Religion in Diaspora, Confraternities (Nov 2)	to do: 10am

Date	Details	Due
Wed Mar 22, 2023	 Outline of Final Research Paper (https://canvas.wisc.edu/courses/344571/assignments/1809104)	due by 3:30pm
Thu Mar 23, 2023	 In Class: How to Write a Paper (https://canvas.wisc.edu/courses/344571/assignments/1809101)	due by 11:59pm
Wed Mar 29, 2023	 Discussion Posts (Nov 16)	to do: 11:59pm
Mon Apr 10, 2023	 Draft of Final Research Paper (https://canvas.wisc.edu/courses/344571/assignments/1809099)	due by 3:30pm
Sat Apr 15, 2023	 Annotated Bibliography (Dec 10)) (https://canvas.wisc.edu/courses/344571/assignments/1809096)	due by 3:30pm
Wed Apr 19, 2023	 Oral Presentation (https://canvas.wisc.edu/courses/344571/assignments/1809103)	due by 11:59pm
Wed Apr 26, 2023	 Final Research Paper -9p-(Due May 4) (https://canvas.wisc.edu/courses/344571/assignments/1809100)	due by 3:30pm
	 Participation (https://canvas.wisc.edu/courses/344571/assignments/1809105)	
	 Primary Sources: Reading, Analyzing, Presenting (https://canvas.wisc.edu/courses/344571/assignments/1809106)	
	 Using and Embedding Quotes and Evidence (https://canvas.wisc.edu/courses/344571/assignments/1809107)	