

**HISTORY 350L:**  
**Gender and Slavery in the United States**  
*AFR 374D and WGS 340*  
Spring 2011  
**The University of Texas at Austin**

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Dr. Daina Ramey Berry

Office: Garrison Hall Room 3.224

Office Hours: Mondays 1:30pm-3:00pm or by appointment

Office Phone: 512-471-4310 (direct) or 512.471.3261 (dept.)

Class: Monday 3:00-6:00pm

Location: CBA 4.342

Unique: 39715 (HIS) 30497(AFR) and 47660 (WGS)

**Course Description:**

How did enslavement affect African American men, women and children? Did their experiences differ based on gender, age, location, or time period? From the 1970s to the present, historians have been in conversation about the ways gender informs the experience of captivity. Some approach the subject by identifying the roles enslaved people played in agricultural, nonagricultural, or industrial work settings. While others, focus on collective and individual forms of resistance to the institution. Enslavement also affected interpersonal relationships despite the fact that African American captives spent most of their time at work. This upper division seminar will examine the gendered experience of chattel slavery in the United States. Through critical analysis, students will engage classic and contemporary texts, films, and songs that focus on slave labor, family, community, sexuality, and the economy. Students will also have the opportunity to analyze primary documents such as slave narratives, plantation records, court documents, and legislation that shaped the lives of bondmen and bondwomen in the United States.

**Course Objectives:**

The primary objective for this course is to help students learn about the gendered nature of enslavement in the United States. In addition, students will participate in the practice of history by reviewing a book, analyzing primary documents, providing an oral presentation, and producing a research paper based on primary and secondary sources. Using this combination of objectives, another goal of the class is to facilitate students' *LEARNING* of Gender and US Slavery rather than the memorization of relevant names, dates, and events. The professor recognizes the importance of knowing key figures and events; but would rather help students develop a solid understanding of the political, social, economic fabric that informed enslaved male and females' personal lives from their arrival through Emancipation.

**Class Etiquette:**

Each student is expected to attend class, participate in discussions, and complete all reading and writing assignments by the deadlines indicated in this syllabus or any written addenda. Class discussions are an important component and students will be graded on their participation, contributions to discussions and engagement with their peers. It is the student's responsibility to come to class prepared to discuss the reading for this course; therefore, each student must arrive with two discussion questions based upon the weekly readings. Students are not allowed to record class interactions unless they have written permission from the professor. Please arrive to class on time and turn off cell phones and all other electronic devices including laptop computers. There will be a break during class in which students can check voicemails, emails, texts, etc.

**Grading Policy:**

Please note that this class, like other undergraduate courses at UT, will now utilize plus and minus options for final grades. However, class assignments are based on a point system with an overall course total of 100 points (see below). Class attendance is mandatory and late assignments are not accepted. The professor will consider medical or other emergencies with written documentation and/or prior notification on a case-by-case basis.

**Grading Scale & Deadlines:**

Attendance and Participation	20%	(response papers due on 1/31, 2/14, and 2/28)
Primary Document Analysis	20%	Due 2/21
Book Review	15%	Due 3/21
Presentation	15%	Held on 4/18 or 4/25
Final Paper	30%	Due 5/11 by 5:00pm (HIS Dept. GAR 1.104)
		Proposal & Bib due 3/7
		Rough Draft due 4/11

**Final Grades:**

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60 points

### **Written & Oral Assignments:**

As a writing intensive course, students will be responsible for a variety of short assignments in addition to a 15-minute oral presentation and a 10-page research paper due at the end of the semester on 5/11.

**1) Reading/Film Response:** The short assignments include responses to readings and films. Each paper should be no more than 500 words and they are due in class or posted on blackboard as indicated on 1/31, 2/14, and 2/28. Because these papers are YOUR reactions to various course materials, you are encouraged to share your thoughts, ideas, and interpretations of the readings and films in an informal or formal manner. In other words, some of you will feel comfortable with a “free-write” exercise in 1<sup>st</sup> person, while others will think through their responses and craft a formal response. On this assignment, you should write in the format that you are moved to use. Please note, however, that this is the only exercise in which you are free to use informal writing for this class. These exercises will count as part of the attendance and participation grade.

**2) Research Proposal/Bibliography:** Each student is required to submit a 2-page research proposal and tentative bibliography for their final paper topics on 3/7. This assignment is worth 5% of the course grade. Submitting a formal proposal encourages students to think about their final project, conduct preliminary research, and begin developing a bibliography for the end-of-semester paper. This exercise also provides the professor an opportunity to review and advise students on their respective topics. As in all History courses, the bibliography should use *The Chicago Manual of Style*, 16<sup>th</sup> Edition or Kate Turabian, *A Manual for Writers*. Additional instructions for bibliographies and footnote formatting will be posted on Blackboard.

**3) Book Review:** In order to facilitate work on the final paper, each student will write a formal 2-3 page book review selected from **one** of the secondary books listed on their bibliography. This assignment is due on 3/21 and is worth 15% of the course grade. For sample book reviews, see the following journals: *The Journal of American History*, *American Historical Review*, and *Reviews in American History* all available on JSTOR.

**4) Primary Document Analysis:** At the beginning of the course, the professor will give students a small packet of primary documents of which they should analyze and write a 3-4 page paper worth 20% of the course grade due on 2/21. These documents will relate to the understanding of gender and enslaved labor and each student may interpret them differently. The goal of this assignment is to help students to develop their analytical and interpretative skills through document analysis and review.

**5) Final Research Paper:** The major assignment for this course is a 10-page research paper on a topic of choice related to the course material. This paper should rely on primary and secondary sources. Students will have the opportunity to submit a rough draft on 4/11 and receive written feedback from the professor. The final paper is due on 5/11 by 5:00pm and is worth 30% of the course grade divided as follows: 5% proposal & bibliography, 5% rough draft, 20% final.

**6) Oral Presentation:** During the last three meetings, students will give formal presentations of their research project to the class. Feel free to use various forms of audio or visual media such as PowerPoint, Keynote, film clips, sound recordings, photographs, etc. Keep in mind, however, that this is an oral presentation and you may not use the entire 15 minutes for this material, rather it should supplement your thoughts, ideas, and thesis. This assignment is worth 15% of the final course grade and will occur on one of the following dates: 4/18 or 4/25.

**LATE ASSIGNMENTS ARE NOT ACCEPTED.**

**Required Readings:**

Appiah, Kwame Anthony. *Narrative of Frederick Douglass, an American Slave & Incidents in the Life of a Slave Girl*. New York: The Modern Library, 2000.

Blassingame, John W. *The Slave Community: Plantation Life in the Antebellum South*. New York: Oxford University Press, 1972, 1979.

Morgan, Jennifer. *Laboring Women: Reproduction and Gender in New World Slavery*. Philadelphia: University of Pennsylvania Press, 2004.

Rose, Willie Lee, ed. *A Documentary History of Slavery in North America*. Athens: The University of Georgia Press, 1999.

White, Deborah Gray. *Ar'n't I a Woman? Female Slaves in the Plantation South*. New York: W. W. Norton and Company, 1985, 1999.

Electronic readings will be distributed, placed on Blackboard, or available via JSTOR

## Policies and Procedures:

### University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### Plagiarism

The University's *Institutional Rules* (Section 11-802(d)) define plagiarism as including, "but not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any other means material that is attributable in whole or in part to another source . . . and presenting that material as one's own academic work offered for credit." In other words, "**handing in someone else's work and taking credit for it as if it were your own.**" Source: History Department statement on Academic Integrity:

<http://www.utexas.edu/cola/depts/history/about/academic-integrity.php>

For examples of plagiarism see the site above or the Student Judicial Services Website.

### Documented Disability Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>

### Use of E-Mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—the university recommends daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at: <http://www.utexas.edu/its/policies/emailnotify.php>

Email in recent years has often mistakenly become a substitute for office hours and students sometimes abuse email by the nature of their comments, requests, demands, and questions. This practice will not be tolerated. The professor is an advocate of contact with students through office hours and prefers to meet in person. Therefore, this course will utilize email to post discussion questions for upcoming class meetings, notification of schedule changes, announcements for lectures on campus, or any other miscellaneous issues that relate to the course.

Please be courteous over email and try to save questions for class discussions so that all students can benefit from the response.

### **Religious Holy Days**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

### **Behavior Concerns Advice Line (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD).

Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

### **Emergency Evacuation Policy:**

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

### **COURSE SCHEDULE:**

The professor reserves the right to deviate or modify parts of this schedule. All changes will include advanced written notice.

**Week 1—1/17/11**      **No Class, MLK Holiday**

**Week 2 – 1/24/11**      **Course Introduction –Defining Slavery**  
Presentation dates selected  
**Video:** Nightline “Slavery Story”

**Week 3 – 1/31/11**      **Early American Slavery – Origins of an Institution**  
Readings: Rose, Chapter 1, “Slavery in the English Colonies of North America,” 15-58.

Morgan, E. "Slavery and Freedom: The American Paradox." *The Journal of American History*, Vol. 59, No. 1 (Jun., 1972), pp. 5-29.

Readings Response --posted on Blackboard by noon on 1/31 BEFORE class (250-500 words)

**Week 4 – 2/7/11 Understanding Gender – In Theory and Practice**

Readings: Morgan, Chapter 3, pp. 69-106.

White, Chapters 2-3, pp. 62-118.

**Film**: Slavery and the Making of America, Part III (60 min.)

Film Response paper posted on Blackboard by noon on 2/14 (500 words)

**Week 5 – 2/14/11 Labor – Non-Agricultural Work in Outbuildings & Industries**

Rose, Chapter 7, "The Slaves' Work," pp. 289-333.

**Week 6 – 2/21/11 Labor – Agricultural Work in the Fields**

**Primary Document Paper #1 Due\*** (3-4 pp.)

Readings: Berry, " 'She do a Heap of Work:' Female Slave Labor on Glynn County Rice and Cotton Plantations," *Georgia Historical Quarterly* 82, no. 4 (Winter 1998): 707-734.

**Week 7 – 2/28/11 Film: Sankofa** (125 min.)

Response Paper written in class

Discussion

**Week 8 – 3/7/11 Legislation – Slave Patrols and Other Restrictions**

**Proposal and Bibliography Due\***

Readings: Rose, Chapter. 5, "The Slave and The Law," pp. 175-245.

**Activity**: Petitions, Bills of Sale, & Hiring Contracts

**Week 9 – 3/14/11 NO CLASS SPRING BREAK**

**Week 10 – 3/21/11 Family Life in Slavery – Historians' Views**

**\*Book Review Due\*** (2pp.)

Readings: Blassingame, Chapter 4, pp. 149-191.

White, Chapter 5, pp. 142-160.

Begin reading Narratives of Frederick Douglass and Harriet Jacobs

**Week 11 – 3/28/11 Gender & Family – The Enslaved Perspective**

Readings: Douglass (finish reading) & Jacobs (finish reading)

Discussion of Douglass and Jacobs  
**Film:** Biography of Frederick Douglass (50 min.)

*Suggested Reading:* Rose Chapter 9, “Men, Women, and Children,” pp. 395-454.

**Week 12 – 4/4/11      The Auction Block – Commodification & Trading**

Readings: Rose Chapter 4, “Slaves on the Block . . . Slaves on the Road,” pp. 137-172.  
Berry, “ ‘We’ m Fus’ Rate Bargain:’ Value, Labor, and Price in a Georgia Slave Community,” in Walter Johnson, ed., *The Chattel Principle: Internal Slave Trades in the Americas, 1808-1888* (New Haven: Yale University Press, 2004): 55-71.

**Activity:** Public History and Slavery

**Week 13 – 4/11/11      Resistance**

**\*Rough Draft of research paper due at the beginning of class\***

Readings: Rose, Chapter 3, “Revolts, Plots, and Rumors of Plots,” pp. 99-134.  
Blassingame, Chapter 5, pp. 192-222.

**Activity:** Runaway Slave Advertisements

**Week 14 – 4/18/11      Presentations**

**Week 15 – 4/25/11      Presentations**

**Final Papers Due:      Wednesday, May 11<sup>th</sup> no later than 5:00pm**  
History Department GAR 1.104