



# SLAVERY AND ANTISLAVERY

**HIST 4990 SPRING 2007**  
**Mondays, 4:30-7:00 p.m.**

**PROF. DANIEL J. McINERNEY**

**Main 323 Office hours: M W F, 2:30-3:30 pm (and by appointment)**

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**(state a specific "SUBJ" in all e-mail)**

This course is designed for *senior History majors* as the capstone course for their undergraduate work. HIST 4990 offers students the opportunity to apply knowledge from survey classes and upper-division courses to a well-defined research project. The course emphasizes historiographical literacy, research, and writing skills in relation to a specific historical topic: slavery and antislavery.

The class has three objectives:

- First, students review the basic methods, skills, and tools of historical research.
- Second, class members examine the historiography of a particular issue, slavery and antislavery.
- Third, and most important, students write a major research paper based on a critical examination of varied primary sources. Students will first create a statement of their research topic, then construct a bibliography, then outline the project, and then compose the complete paper.

Your first task is to familiarize yourself with the requirements of the course. Read this syllabus carefully in order to understand the *assignments* you must complete, the *due dates* for your work, and the *penalties* for late submissions.

## **BASIC REMINDERS**

► Research papers for this course will:

- (a) focus on questions dealing with slavery and antislavery in the U.S. during the years 1800-1860; and  
 (b) rely principally on *primary source* materials.

Under *certain* circumstances, I may allow a student to expand the area of research to the broader Atlantic world. Under *certain* circumstances, I may also allow a student to expand the research to the broader community of reform in the early nineteenth century. But there *will* be limits on how far a student's work may depart from the stated topic.

► There is a waiting list of students trying to get in to this course so they can graduate in May. Priority admission to the course goes to History majors who will complete their undergraduate work at the end of the Spring 2007 semester.

► Attendance is **mandatory** during weeks 1 through 5. No exceptions. If you have schedule conflicts, drop the course now.

During weeks 6-9, I will be in the seminar room to field questions you may have about your work. I STRONGLY recommend that you attend. You will receive answers to questions about your research, learn from the work of your colleagues, and pick up useful tips along the way.

► Understand the meaning of a "deadline." All deadlines are **firm**. I impose stiff penalties for any written work submitted late. I do not make exceptions, regardless of the reason.

► That includes the equivalent of "My dog ate my hard drive." All through the composition of your paper, make back-up copies of your files. In April, on the day your paper is due, a system crash or lost disk will *NOT* be an acceptable excuse for late submissions.

► Understand the meaning of "plagiarism." ANY evidence of plagiarism--even a single sentence--will be grounds for automatic failure.

See: <http://www.northwestern.edu/uacc/plagiar.html>

## **REQUIRED BOOKS:**

Kirszner, Laurie G., and Stephen R. Mandell, *The Pocket Handbook for History*. 2<sup>nd</sup> ed. Boston: Thomson Wadsworth, 2004.

Kolchin, Peter. *American Slavery: 1619-1877*. New York: Hill & Wang, 1993, 2003 (10<sup>th</sup> anniversary edition with new preface).

Walters, Ronald. *American Reformers, 1815-1860*. Revised ed. New York: Hill & Wang, 1978, 1997.

## **TENTATIVE CLASS SCHEDULE**

Week 1: January 8

Introduction to the discipline and to historical research.

Initial discussion of possible topics.

Start reading both Kolchin, *American Slavery & Walters, American Reformers*

Week 2: January 15

Dr. Martin Luther King Day – no classes

Week 3: January 22

Library tour: meet in the ground floor lounge of the Merrill-Cazier Library.

After the library tour: a discussion of topic interests; be prepared to speak about the problem you wish to examine

Continue reading Kolchin, *American Slavery & Walters, American Reformers*

Week 4: January 29

Seminar: Kolchin, *American Slavery*; prepare for class discussion of the book

► TOPIC & THESIS DUE: 1-2 paragraph statement of subject and thesis;  
list general types of primary sources and key secondary sources

Week 5: February 5

Seminar: Walters, *American Reformers*; prepare for class discussion of the book

► BIBLIOGRAPHY DUE: list of primary and secondary sources;  
all citations must follow the Chicago documentation style

Week 6: February 12

Updates on progress of papers

► OUTLINE DUE: 2-3 page explanation of the paper's informing thesis, its methods, and the components of its argument

Week 7: February 20 (Tuesday)

Updates on progress of papers

Week 8: February 26

Updates on progress of papers

Week 9: March 5

Updates on progress of papers

Week 10: March 12

Spring break; no classes

Week 11: March 19  
Updates on progress of papers

Week 12: March 26  
Updates on progress of papers

Week 13: April 2  
No scheduled class meeting

Week 14: April 9  
No scheduled class meeting

Week 15: April 16  
No scheduled class meeting

Week 16: April 23  
► Paper due, no later than 4:30 pm (BOTH electronic & hard copy versions)

Two versions of your paper due:

1. Electronic version: e-mail the file to me at [danielj@hass.usu.edu](mailto:danielj@hass.usu.edu)  
(time stamp on e-mail must be no later than 4:30 pm, April 23)
2. Hard copy version: drop this off in our classroom, Main 323L.  
Deadline, again, is no later than 4:30 pm on April 23.

Penalties imposed for papers submitted after 4:30 pm on Monday, April 23:  
 -submitted 4:31 - 5:00 pm on Monday: . . . . . one full letter grade penalty  
 -submitted 5:01 pm Monday-4:00 pm Tuesday: . two full letter grades  
 -submitted 4:01 Tuesday-4:00 pm Wednesday: . three full letter grades  
 -submitted 4:01 Wednesday-4:00 pm Thursday: . four full letter grades  
 -submitted 4:01 Thursday-4:00 pm Friday: . . . . . five full letter grades

Evaluation of the final paper:

The following factors “count” in the evaluation of your paper:

- Opening paragraphs (strong, precise statement of nature of the question and thesis; clear preview of the argument the paper will follow)
- Main argument (well-organized; coherent; logical sequence of points; plausible interpretation of sources; reasonable claims; significance and persuasiveness of arguments)
- Primary sources (their range and relevance to the topic)
- Secondary sources (range; interpretive choices; relation to your thesis)
- Citations (proper use and form)
- Mechanics (spelling, punctuation, grammar, sentence and paragraph structure)

You will receive an evaluation form in advance in order to understand the components of your grade.

## THE RESEARCH PAPER:

Bear in mind from the start that your central goal in this course is to demonstrate your skills as researcher who will:

- (1) tirelessly track down appropriate sources;
- (2) reflect on sources with a sophisticated, disciplined, and critical eye;
- (3) compose a paper that displays your mastery of expression and construction.

Since you will first tackle goal #1, understand what you are facing:

▶ Do NOT expect that the primary sources you need will be comfortably and conveniently identified with a few clicks on Google. If that is how you anticipate the work, you are in the wrong class.

▶ HIST 4990 requires extensive and time-consuming research legwork:

- You will spend much of your Spring semester in the library tracking, hunting, and exploring materials.
- You will be in contact with reference librarians.
- You may need to explore USU's Special Collections.
- You will have to use interlibrary loan to acquire necessary sources.
- You will work with those dreaded microfilm machines.
- You will probably have to arrange trips to the Marriott Library at the University of Utah.

▶ Success (i.e., a passing grade) will require:

- an understanding of the difference between a "topic" and a "thesis";
- a knowledgeable grounding in the key secondary sources;
- an appreciation of the interpretive questions scholars pose on the subject;
- an appreciation of the interpretive *debates* that have divided scholars;
- an ability to locate *your* interpretive question within this larger framework;
- an extensive effort to uncover all of the available resources that provide evidence for you interpretive questions;
- a subtle, skillful, sophisticated ability to read, interpret, and analyze sources within a historical context;
- an ability to express your arguments in a clear, well-organized, logical, and persuasive fashion;
- AND a recognition that you will do nearly all of these jobs on your own, on a schedule that YOU will have to construct and maintain.

That is what you are up against:

- Only those students who feel up to the task should stay in the class.
- Only those students mature enough to maintain a steady and productive rate of progress **on their own** (without the "stick" of conventional, upper-division class assignments) should remain.

As stated on page 2, research papers for this course will focus on questions dealing with slavery and antislavery in the U.S. during the years 1800-1860. Under certain circumstances, I may allow a student to expand the area of research to the broader Atlantic world. Under certain circumstances, I may also allow a student to expand the research to the broader community of reform in the early nineteenth century. But there *will* be limits on how far a student's work may depart from the stated topic.

You will work toward your final paper in stages:

- stage one: approval of a topic & thesis (due January 29)
- stage two: approval of a bibliography (due February 5)
- stage three: approval of an outline (due February 12)
- stage four: completion of the research paper (due April 23)

First drafts (OPTIONAL—completely voluntary):

- I will review first drafts of your papers—*if you choose to submit one*.
- The draft copy does not receive any credit, but you may find the commentary helpful.
- My review will focus on substantive issues: thesis, evidence, interpretation, analysis, organization.
- I will *not* make “editorial” corrections (spelling/grammar/sentences/paragraphs). YOU assume responsibility for following standard rules of composition, grammar, and spelling. If you assume such rules are “suggested” (not required), you are in the wrong class.
- DEADLINE for submitting first drafts: Monday, April 9, 4pm.  
(The reason for this early deadline? I will be at an American Studies conference in Canada from April 11-15. There will be little time after my return to make revisions in your paper.)

You will submit the final version of your paper in TWO forms:

- an electronic file (in Word format; if necessary, WordPerfect is acceptable)
- a hard copy (printed in 12 pt. font; 1” margins all around; double-spaced; pages numbered; no plastic or paper holders/covers; paper clip to hold pages together; 20-22 pages of text + 1-5 pages of endnotes + 1-2 page bibliography).

**Back-ups:** *All through the composition of your paper, make back-up copies of your files. At the end, a system crash or lost disk will NOT be an acceptable excuse for late submissions.*

## **COMPONENTS OF FINAL GRADE:**

Your final grade for the course will be based on evaluations of:

10%: attendance and class participation

5%: TOPIC

5%: BIBLIOGRAPHY

10%: OUTLINE

70%: final paper

## **HELPFUL GUIDES:**

- General writing guides:

<http://owl.english.purdue.edu/>

<http://www.writing.northwestern.edu/links.html>

- Historical writing:

[http://www.digitalhistory.uh.edu/writing\\_guides/writing\\_guides.cfm](http://www.digitalhistory.uh.edu/writing_guides/writing_guides.cfm)

[http://www.brown.edu/StudenCServices/Writing\\_Center/lodewick.htm](http://www.brown.edu/StudenCServices/Writing_Center/lodewick.htm)

- "Primary" and "secondary" sources:

[http://www.lib.berkeley.edu/TeachingLib/Guides/new\\_primarysources.html](http://www.lib.berkeley.edu/TeachingLib/Guides/new_primarysources.html)

- The thesis:

<http://www.iupui.edu/~writectr/pdf/Revising%20Thesis%20Statements%20Feb%2003.pdf>

- Picking a topic:

<http://www.hist.umn.edu/hist4961w/faq.html>

<http://www.hist.umn.edu/hist4961w/picking.html>

<http://owl.english.purdue.edu/workshops/hypertextlResearchW/pick.htm>

## **HELPFUL WEBSITES:**

[http://www.digitalhistory.uh.edu/writing\\_guides/writing\\_guides.cfm](http://www.digitalhistory.uh.edu/writing_guides/writing_guides.cfm)

(go to this website and scroll down to "slavery" and "reform")

[http://lii.org/search?query=Abolitionists+or+"Underground+railroad"+or+\("United+States"+\(slave+or+slavery\)\);searchtype=subject](http://lii.org/search?query=Abolitionists+or+)

(web resources on slavery and abolition)

USU Libraries: "electronic journal," "research," and other searches

<http://library.usu.edu/Reassist/howto.php?faqnum=1>

<http://www.h-net.org/~slavery/>

(scholarly discussion of topics on slavery)

<http://www.h-net.org/~shear/>

(scholarly discussion of topics in the early American republic)

<http://www.hfac.uh.edu/gl/links.htm>

(U.S. history resources)

<http://www.hti.umich.edu/m/moagrp/>  
 (“Making of America” digital library)  
<http://library.usu.edu/Reassist/howto.php?faqnum=1>  
 USU Libraries: “electronic journal,” “research,” and other searches

**ARCHIVES** (Source: <http://www.digitalhistory.uh.edu/resources.html#ejournals>)

Bancroft Library, University of California, Berkeley  
<http://library.berkeley.edu/BANC/>  
 Beinecke Library, Yale University  
<http://yaleinfo.yale.edu/YaleLibraries/Beinecke/manu/>  
 Houghton Library, Harvard University  
<http://hcl.harvard.edu/houghton/mss/>  
 Huntington Library  
<http://huntington.org>  
 Illinois History Resource Page  
<http://alexia.lis.uiuc.edu/~sorensen/hist.html>  
 Maryland State Archives  
<http://www.mdarchives.state.md.us/>  
 National Archives  
<http://www.nara.gov>  
 New-York Historical Society  
<http://www.nyhistory.org>  
 Notre Dame Archives  
<http://archives1.archives.nd.edu/>  
 Pierpont Morgan Library  
<http://www.morganlibrary.org>  
 Western Reserve Historical Society  
<http://www.wrhs.org>

**ONLINE RESOURCES**

(Source: [www.digitalhistory.uh.edu/resources.html#ejournals](http://www.digitalhistory.uh.edu/resources.html#ejournals))

Avalon Project, Yale Law School  
<http://www.yale.edu/lawweb/avalon/avalon.htm>  
 Archiving Early America  
<http://earlyamerica.com/>  
 Guide to Uncovering Women’s History in Archival Collections  
<http://www.lib.utsa.edu/Archives/links.htm>  
 Making of America digital library  
<http://www.hti.umich.edu/m/moagrp/>

DeBow’s Review:

<http://www.hti.umich.edu/m/moajrnl/browse.journals/debo.html>

North American Review:

<http://cdl.library.cornell.edu/moa/browse.journals/nora.html>  
 Southern Literary Messenger:  
<http://www.hti.umich.edu/m/moajrnl/browse.journals/sout.html>  
 Ladies Repository:  
<http://www.hti.umich.edu/m/moajrnl/browse.journals/ladi.html>  
 Freedom's Journal:  
<http://www.wisconsinhistory.org/libraryarchives/aanp/freedom/>

Internet Library of Early Journals: A digital library of 18th and 19th Century journals (An eLib (Electronic Libraries Programme) Project by the Universities of Birmingham, Leeds, Manchester and Oxford )

<http://www.bodley.ox.ac.uk/ilej/>

### **ADDITIONAL PRIMARY SOURCES AVAILABLE ONLINE:**

-Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938  
<http://memory.loc.gov/ammem/snhtml/mesnbibStates1.html>

-Alabama Department of Archives and History  
<http://www.archives.state.al.us/teacher/netres.html>  
 (scroll down to "Corn and Cotton Economy")

-Alabama Department of Archives and History: Using Primary Sources in the Classroom  
<http://www.archives.state.al.us/teacher/slavery.html>  
 (see, esp. Lesson 3)

-The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record  
<http://hitchcock.itc.virginia.edu/Slavery/>  
 (an interesting iconographic website)

### **WEBSITES DESCRIBING CONTENTS OF KEY MICROFORM COLLECTIONS:**

(consult with reference librarians about the availability of these collections to USU students):

Records of Ante-Bellum Southern Plantations from the Revolution through the Civil War  
<http://www.lexisnexis.com/academic/2upa/Ash/AnteBellumSouthernPlantations.asp>

Southern Women and Their Families in the 19th Century: Papers and Diaries Series A, Holdings of the Southern Historical Collections, University of North Carolina, Chapel Hill  
[http://www.lexisnexis.com/academic/guides/womens\\_studies/womens.asp](http://www.lexisnexis.com/academic/guides/womens_studies/womens.asp)

Pamphlets in American History: A Bibliographic Guide to the Microform Collection

<http://www.il.proquest.com/research/pd-product-American-History-372>

American Periodicals Series (APS I, II, and III), 1741-1900

<http://www.il.proquest.com/research/pd-product-American-Periodicals-Series-APS-I-22.shtml>

### **OTHER POTENTIALLY USEFUL RESOURCES:**

James O. Breeden , *Advice Among Masters : The Ideal in Slave Management in the Old South* (Westport, CT: Greenwood Press, 1980)

Journal: *Negro Educational Review*

Discussion thread on H-NET: look through entries on "Richard M. Johnson," from the earliest---2/22/05--- to the latest (discussion of Johnson and his mulatto daughters)

<http://h-net.msu.edu/cgi-bin/logbrowse.pl?trx=lx&list=H-SHEAR&user=&pw=&month=0502>