

HISTORY 100, FALL 2022
THE RISE AND FALL OF NEW WORLD SLAVERY

P. Albert Lacson

1. Read, watch, and/or listen to assigned material each week and before each live discussion.
2. Communicate with Prof. Al about any concerns immediately.
3. Read your email daily to keep up with the latest news about the course, including last minute instructions or class session details.
4. Turn in your assignments by the deadlines, but if you need extensions or other flexible arrangements, do NOT be afraid to ask for them. Prof. Lacson expects you to ask for help, and he is happy to provide it.
5. Consult and follow the rules for Academic Honesty in the Grinnell College Student Handbook and the college catalog. You can see the academic catalog policies on

Weekly Short Assignments: Every Monday, you will submit a one paragraph assignment connected to the week’s assigned material. This must be submitted via PioneerWeb by 10 a.m. You must also submit a cover letter for the same assignment by 11:59 p.m. that same Monday.

Class Participation: The success of our class sessions depends heavily on your ability to read the class material before each class session. I know that it can be difficult to speak up in class, but I encourage you to try—even if you are only sharing half-baked thoughts. In fact, I welcome quarter-baked thoughts. The goal of our class discussions is not to demonstrate how smart and insightful we are. The goal is to gain a better understanding of the questions at hand. This means that we are exploring together. Our exploration is enhanced when we are willing to respond honestly to one another. **VERY IMPORTANT:** while I encourage quarter-baked thoughts, I want us to root our comments in the assigned reading. It is very difficult for the rest of the class to respond to your thoughts if they are not based on shared texts.

Annotated Bibliography: Your final assignment for this class will be to write an 8-10 page annotated bibliography on a topic related to our course materials. An annotated bibliography is a focused list of sources, with descriptive or evaluative notes about each source. In this case, you will be putting together a coherent set of primary and secondary sources on the topic that interests you and writing evaluative notes. This is a way to do research on a topic, to pick out the most important, notable, and helpful sources, and to present them to an audience with your evaluation. Your bibliography will essentially serve as a research guide to someone interested in your topic.

GRADING:

Weekly Short Assignments	30%
Class Participation	10%
Cover letters	20%
Annotated Bibliography	40%

Monday, August 29:

Read:

1. John Arnold, _____, Ch. 1
2. Excerpts from the William Byrd diary (Documents)

Submit one paragraph response on PWeb:

In one paragraph, explain what you find most “strange” about the world of slavery that Byrd inhabited. Review John Arnold’s discussion of history as a “foreign country” on pages 6-8 of _____ for ideas on how to frame your paragraph.

Wednesday, Aug. 31:

Read:

1. Arnold, _____, Ch. 2

2. Andrés Reséndez, _____, Introduction

Be prepared to discuss the following questions in class:

1. What does the purpose of _____ say about our present. (Arnold’s chapter will help you understand what this means.)
2. According to Arnold, “history is to society what memory is to the individual” (p. 33). According to Reséndez, what are the consequences of forgetting about the “other slavery”? To answer this, you must have a clear sense of what Reséndez means by the “other slavery.” Also, you must know what Arnold means when he says that “history is to society what memory is to the individual.” What does memory do for us, as individuals?

Friday, Sept. 2:

Read:

1. Arnold, _____ Ch. 3
2. Nikole Hannah-Jones, “Origins” (Documents & hard copy handed out on first day)

Be prepared to discuss the following question in class: According to Arnold, religious conflict was the driving motivation for writing history in previous centuries. Based on your analysis of Hannah-Jones’ essay, “Origins,” what do you think animated her interest in writing about the history of slavery in the United States? How is her motivation different from and similar to the motivation for writing history in the past?

How do historians make visible the experiences of the invisible?

Mon., Sept. 5

Read: Arnold, _____, Ch. 4

Watch: “A Midwifery School” (https://www.youtube.com/watch?v=49o-00v-4) (https://www.youtube.com/watch?v=49o-00v-4)

W

https://www.youtube.com/watch?v=49o-00v-4

Fri., Sept. 9

Read:

1. Arnold, , Ch. 5
2. Walter Rodney, "African Societies Were Transformed by the Slave Trade" (Documents)

Mon., Sept. 12

Read:

1. John Thornton, "African Societies Voluntarily Participated" (Documents)

Wed., Sept. 14

Read: Job Ben Solomon documents. (Documents)

Class prep: Read and analyze the Job Ben Solomon documents. How do his documents either confirm or challenge the arguments put forth by Rodney and Thornton about African participation in the trans-Atlantic slave trade?

Fri., Sept. 16

1. Henry Louis Gates, Jr., "Ending the Slavery Blame Game," April 20, 2010, (Documents)
2. Letters in Response to Gates (Documents)

Written Assignment #3: Choose what you see as the most important issue brought up by Gates in his opinion piece and write a one paragraph response letter to the editor of the New York Times based on your analysis of the Rodney and Thornton articles.

Wed., Sept. 21

Reading:

1. Michael Gomez, , Ch. 3, Talking Half African: Middle Passage, Seasoning, and Language (Documents)
2. North Carolina Runaway Slave Advertisements, 1750-1865. Click on "browse ads" and read at least a dozen. <https://dlas.uncg.edu/notices/>

Mon., Sept. 26

Watch: "Ethnic Notions"

You can find it by doing a title search on the Burling Library digital catalog. You should also be able to get to the video by clicking on this

link: https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_INST/1g018f9/alma991011237405804641

Wed., Sept. 28

Read: Andrés Reséndez, The Other Slavery, Ch. 1

Fri., Sept. 30

Read Andrés Reséndez, The Other Slavery, Ch. 2

Mon., Oct. 3

Read: Ira Berlin, Time, Space, and the Evolution of Afro-American Society (Documents)

Wed., Oct. 5

Read: Berlin, Time, Space, and the Evolution of Afro-American Society (II)

Fri., Oct. 7
No class.
Mon., Oct. 10