

Gender, Slavery, and Freedom

This course will look at the way gender shaped the experience of slavery in the Americas, and the notions of freedom that were developed in response to it. How did the experiences of enslaved men and women differ? Did the experiences of enslaved women result in specific practices that formed the basis for resistance to slavery and dehumanization? How did gendered experiences of slavery in turn affect the notions of freedom that were developed in post-emancipation societies? We will also consider how practices or ideas developed during slavery (such as notions of black hyper-sexuality or criminality) have contributed to the “afterlife” of slavery after official emancipation. The aim of the course is to analyze slavery as a concrete set of practices that were experienced and negotiated differently by enslaved men and women across the Americas.

Course Requirements: The course will combine a mix of lecture and class discussion. Students are expected to have completed the readings prior to class and to actively participate in class discussion. The emphasis of the course is on critical thinking and analytical writing. Students are expected to read thoroughly and carefully, as the quality of discussion depends on the extent of their preparation and participation. Attendance is required, as is completion of all assignments. Students who fail to complete ANY of the following assignments will fail the course.

Writing Assignments:

- Essay #1 (book report): a short paper in which you summarize one of the readings (2 pages). Due Sept. 16 by 5pm.
- Essay #2 (critical thinking): a short paper in which you take one of the readings and assess the persuasiveness of the author’s claims (2 pages). Due Oct. 14 by 5pm.
- Essay #3 (generating knowledge): a medium-length paper in which you develop your own thesis and supporting arguments about a topic using the skills learned in the previous assignments. You will write an essay on one of the central topics analyzed in the course from a list provided by the instructor (4 pages). Due Nov. 18 by 5pm.
- Essay #4 (final paper): a medium-length expanded version of essay # 3, revised based on instructor feedback (5 pages). Due Dec. 9 by 5pm.

Papers should be submitted electronically via canvas. Late papers will NOT be accepted.

Signature Course Essentials: signature courses are designed to enable students to develop college-level skills in research, writing, speaking, and discussion through an approach that is interdisciplinary, collaborative, experiential and contemporary. This course will address the Signature Course essentials in the following ways:

- Information Literacy: we will have a class presentation on primary documents related to slavery in Texas held at the Briscoe Center that will explain how to do archival research.
- University Gems: students will attend a dance performance of *Grupo Corpo* at the Bass Concert Hall on Oct. 6, 2016 at 8pm. They will write a brief (1-page) report on the performance due Oct. 10 by 5pm.
- Writing: in addition to the formal writing assignments listed above, students will also engage in informal writing exercises in class, including a historical document analysis exercise.

- Oral Communication: students will make one in-class group oral presentation. Working in groups of five, they will prepare an in-class presentation on pre-determined topics.
- Attendance at a Public Lecture: students will attend the keynote address by Prof. Angela Davis, on Sept. 30 at 7-9pm in the Lady Bird Johnson Auditorium, and write a brief (1-page) report, due Oct 3 by 5pm.

Grading Policy: Final grades (using a plus/minus scale) will be assessed based on attendance (10%), class participation (10%), group presentations (10%), attendance at required events and reports (10%), short essay #1 (10%), short essay #2 (15%), 3rd essay (15%), and final essay (20%). There will be no grading curve.

Use of E-mail for Official Correspondence: All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with course-related communications, recognizing that certain communications may be time-critical.

Writing Assistance: I strongly encourage you to use the Undergraduate Writing Center, PCL 2.330, 471-6222, <<http://www.uwc.utexas.edu/>>. The Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis.

Policy on Academic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Plagiarism occurs if you represent as your own work any material that was obtained from another source, regardless of how or where you acquired it. For examples of plagiarism, see http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php

Students with disabilities: You will need to provide official documentation at the beginning of the semester to receive appropriate accommodations. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement: 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious holy days: You must notify me of an expected absence at least fourteen days in advance, so that arrangements can be made for completion of any missed assignments.

Required Texts:

- 1) At the Co-op bookstore: Appiah, K. Anthony, ed., *Narrative of the Life of Frederick Douglass, an American Slave & Incidents in the Life of a Slave Girl* (Modern Library, 2000).
- 2) Course Reader (Paradigm Books, at 2401A Rio Grande, corner of Rio Grande & 24th St, inside Melissa's Boutique). Includes all readings marked with an asterisk (*).

Course Schedule and Reading Assignments

Weeks 1-2: Slavery in the Americas and the Transatlantic Slave Trade

Aug. 24: Introduction

Aug. 29: Michael A. Gomez, "Time and Space," *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (Univ. of North Carolina Press, 1998), p. 17-37.*

Aug. 31: In-class screening of TV series: *The Book of Negroes*, episode 1.

Weeks 3-5: Gender and Slavery

Sept. 5: LABOR DAY HOLIDAY – NO CLASS

Sept. 7: John Stuart Mill, "The Subjection of Women," *On Liberty and Other Essays* (Oxford, 1998), p. 502-508.*

Sept. 12: Angela Davis, "The Legacy of Slavery: Standards for a New Womanhood," in *Women Race and Class* (Vintage, 1983), p. 3-29.*

Sept. 14: Daina Berry, "I had to Work Hard, Plow, and Go and Split Wood Jus' Like a Man: Skill, Gender, and Productivity in Agricultural Settings," *'Swing the Sickle for the Harvest is Ripe': Gender and Slavery in Antebellum Georgia* (Univ. of IL Press, 2007), p. 13-34.*

- Guest lecture by Nakia Parker/Ron Davis (PhD students, Dept. of History)

Sept. 19: Deborah Gray White, "The Female Slave Network," in *Ar'n't I a Woman? Female Slaves in the Plantation South* (W.W. Norton & Co., 1985), p. 120-141.*

Sept. 21: Guest lecture by Margaret Schlankey, Head of Reference Services, Dolph Briscoe Center for American History.

Weeks 6-8: Gendered Narratives of Enslavement of Freedom

Sept. 26: Frederick Douglass, *Narrative of the Life of Frederick Douglass*, ch. 1-5, p. 17-43.

Sept. 28: Douglass, *Narrative*, ch. 6-9 p. 44-66.

- In-class screening of film: *12 Years A Slave* [to be concluded in discussion section].

Oct. 3: Douglass, *Narrative*, ch. 10-11, p. 67-112.

Oct. 5: Harriet Jacobs, *Incidents in the Life of a Slave Girl*, ch. 1-11, p. 125-126, 131-201.

Oct. 10: Jacobs, *Incidents*, ch. 12-23, p. 202-274.

- Guest lecture by Phillip Townsend (PhD student, Dept. of Art & Art History).

Oct. 12: Jacobs, *Incidents*, ch. 24-51, p. 275-371.

Weeks 9-10: Slavery in Latin America and the Caribbean

Oct. 17: In-class screening of PBS documentary, *Black in Latin America* (2011), episode 4.

Oct. 19: Sherwin K. Bryant, "Enslaved Rebels, Fugitives, and Litigants: The Resistance Continuum in Colonial Quito," *Colonial Latin American Review* 13, no. 1 (2004): p. 7-46.*

Oct. 24: Ana Lucia Araujo, "Gender, Sex, and Power: Images of Enslaved Women's Bodies," in *Sex, Power, and Slavery*, ed. by Gwyn Campbell and Elizabeth Elbourne (Ohio Univ. Press, 2014), p. 469-499.*

Oct. 26: In-class screening of Brazilian TV series, *A Escrava Isaura*, episode 1.

Weeks 11-12: Slave Resistance, Abolitionism, and Women's Activism

Oct. 31: Frederick Douglass, "What to The Slave is the Fourth of July," in *The Oxford Frederick Douglass Reader* (Oxford Univ. Press, 1996), p. 108-125.*

Nov. 2: Lois E. Horton, *Harriet Tubman and the Fight for Freedom: A Brief History with Documents* (Bedford/St. Martin's, 2013), p. 134-144.*

Nov. 7: Stephanie Camp, "The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861," *The Journal of Southern History* 68, no. 3 (2002): p. 533-572.*

Nov. 9: Angela Davis, "The Anti-Slavery Movement and the Birth of Women's Rights," in *Women, Race, and Class*, p. 30-45.*

Week 13: Sexuality as a Site of Exploitation and Resistance

Nov. 14: a) David Brion Davis, "Slavery, Sex, and Dehumanization," in *Sex, Power, and Slavery*, p. 43-60.*

b) Ulrike Schmieder, "Sexual Relations between the Enslaved and between Slaves and non-Slaves in Nineteenth-Century Cuba," in *Sex, Power, and Slavery*, p. 227-252.*

Nov. 16: Treva Lindsey and Jessica Johnson, "Searching for Climax: Black Erotic Lives in Slavery and Freedom," *Meridians* 12, no. 2 (2014): p. 169-195.*

Weeks 14-16: Slavery's Afterlife

Nov. 21: Simone Browne, "Everybody's Got A Little Light Under The Sun," *Cultural Studies*, 26, no. 4 (2012), p. 542-564.*

- Guest lecture by Prof. Simone Browne (Dept. of African Diaspora Studies).

Nov. 23: THANKSGIVING HOLIDAY – NO CLASS

Nov. 28: a) Edward Baptist, "Introduction: The Heart, 1937," in *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (Basic Books, 2014), p. xiii-xxvii.*

b) Ta-Nehisi Coates, "The Case-for Reparations," *The Atlantic* June 2014.*

Nov. 30: a) Francesca A. L. Mitchell, "The Realities and Rise of Female Sex Trafficking in Thailand and Cambodia, 1960-Present," in *Sex, Power, and Slavery*, p. 366-388.*

b) In-class screening of documentary: *Sex, Slavery, and Drugs in Bangladesh* (VICE News, 2015).

Dec. 5: Final Reflections

Ungraded assignment due in class: a 1-page essay on how the course has impacted you.