

Race and Gender in the Atlantic World 1500-1900

Advanced Seminar in History (600)
Tuesdays 11-1
3304 Sterling Hall
Fall 2010

Professor: Pernille Ipsen
pipson@wisc.edu - (608) 770-9843
Office: 3307 Sterling Hall

Office hours Tuesdays 1-3 or by appointment

DESCRIPTION

This course broaches the negotiation and definition of social categories of race and gender in encounters between Europeans and Africans during the trans-Atlantic slave trade. We will focus on different social worlds of the Atlantic system (West African slave trading societies, European plantation colonies in America and the Caribbean, and European societies) and investigate how Africans and Europeans understood, defined, and negotiated slavery, race, and gender over the course of the slave trade.

During this 15-week "senior capstone" course we will focus a lot on writing. The goal of the course is to practice the art and craft of historical writing, while engaging with a specific historical topic. The final product is a 20-page research paper based on primary sources and secondary works. We will work towards this paper from early in the semester.

REQUIRED TEXTS

All the readings for the course are in a course packet, which is for sale at the Social Science Copy center, 6120 Social Science Building, Observatory Dr., ph. (608) 262-5396.

The course packet is also available on hold at College Library in Helen C. White.

COURSE SCHEDULE

Week 1 (Tues 9/7): Introduction to the course.

Week 2 (Tues 9/14): The Atlantic World

Reading: John Thornton: *Africa and Africans in the Making of the Atlantic World, 1400-1800*, 13-125. Cambridge: Cambridge University Press, 1998.

Week 3 (Tues 9/21): **The trans-Atlantic Slave Trade**

Reading: Marcus Rediker: *The Slave Ship. A Human History*, intro + chaps, 1, 4, 8. New York: Viking, 2007.

Week 4 (Tues 9/28): **Gender, Race & Slave Trade**

Readings:

- Jennifer L. Morgan: *Laboring Women. Reproduction and Gender in New World Slavery*, chaps 1-2. Philadelphia: University of Pennsylvania Press, 2004.
- G. Ugo Nwokeji: "African Conceptions of Gender and the Slave Traffic" in *William and Mary Quarterly* 58(1), 2001, 47-69.

Week 5 (Tues 10/5): **Gender, Race & Colonialism**

Readings:

- Yvette Abrahams: "Images of Sara Bartman. Sexuality, Race, and Gender in Early-Nineteenth-Century Britain" in *Nation, Empire, Colony: Historicizing Gender and Race*, edited by Ruth Roach Pierson and Nupur Chaudhuri, 220-36. Bloomington: Indiana University Press, 1998.
- Anne McClintock: "The Lay of the Land: Genealogies of Imperialism" in *Imperial Leather. Race, Gender and Sexuality in the Colonial Context*, 21-61. New York: Routledge, 1995.

Week 6 (Tues 10/12): **Race & Racism in the Atlantic World**

Readings:

- David Brion Davis: "The Origins of Antiracist Thought in the New World" in *Inhuman Bondage. The Rise and Fall of Slavery in the New World*, 48-76. Oxford: Oxford University Press 2006.
- James H. Sweet: "The Iberian Roots of American Racist Thought" in *William and Mary Quarterly* vol 54(1), 1997, 143-166.

Week 7 (Tues 10/19): **Difference, Power, and Travel Writing**

Potential research topics due on learn@UW Monday 9PM!

- *Reading:* Mary Louise Pratt: *Imperial Eyes. Travel Writing and Transculturation*, chaps 1+3. London: Routledge 1992.

Week 8 (Tues 10/26): **Writing Workshop I**

Descriptions of topics due on learn@UW Monday 9PM!

- *Reading:* Booth, Colomb & Williams: *The Craft of Research*, 40-74 (Chicago 1995).

Week 9 (Tues 11/2):

- *Reading:* TBA (depending on research interests in the class).

Week 10 (Tues 11/9):

- *Reading*: TBA (depending on research interests in the class).

Week 11 (Tues 11/16): **Writing Workshop II**

- *Reading*: Chapters from Booth, Colomb & Williams: *The Craft of Research*, 114-148 (Chicago 1995).

Week 12 (Tues 11/23):

Drafts due on learn@UW Monday 9PM!

- *Reading*: TBA (depending on research interests in the class).

Week 13 (Tues 11/30): **Group work on paper drafts in class**

Comments on classmates' papers are due no later than Sunday 11/28 @ 7PM via email (cc to me)!

Week 14 (Tues 12/7): Oral presentations and discussion.

Week 15 (Tues 12/14): Oral presentations, discussion, and evaluation.

The final research papers are due no later than 12/15 @ 10 AM in hard copy to me in my office or in my box in GWS.

COURSE REQUIREMENTS & POLICIES

Attendance and active participation in seminar is required!

Religious holidays: Absences from seminar meetings due to religious holidays will not be penalized. However, you must inform me at least two weeks in advance if you are missing a seminar meeting for religious reasons, and you are responsible for finding out what happened and for turning in all assignments.

Weekly written responses to readings

From week 2 to week 6 I will give you a short writing assignment responding to the readings to get you writing and digesting the readings. The weekly writing assignments are always due Monday evening @ 9pm on learn@UW in the "dropbox" under the appropriate week number.

The research paper

Writing of any kind always involves editing and re-writing, and since this is a writing intensive class, re-writing is integrated in the work we do in class. I will assign you to writing groups – according to your topics – and your work on the research paper is an integral part of the class.

In week 7, each of you will submit a potential research topic. You may choose to submit more than one potential topic. Please post these descriptions in the "dropbox" on learn@UW in the appropriate folder by Monday 10/18 @ 9PM.

In week 8, each of you will submit a two-paragraph description of the research topic you have chosen, a list of 2-3 primary sources and 4-5 secondary sources that are directly relevant to your topic. Please post this in the "dropbox" on learn@UW in the appropriate folder by Monday 10/25 @ 9PM and bring two hard copies to class.

In week 12, each of you will submit a partial draft of your research papers, including at least the following: an introduction paragraph, 8 double spaced pages from anywhere in the paper, and an outline of the whole paper. Please post these drafts in the "dropbox" on learn@UW in the appropriate folder by Monday 11/22 @ 9PM and bring two hard copies to class.

We will devote week 13 to a working on your partial drafts. Each of you will provide written comments to two of your classmates. Please return these comments to your classmates via email before class – no later than Sunday 11/28 @ 7PM - (cc me) and come to seminar prepared to discuss: what you learned from reading your classmates' draft, what you learned from the comments your received, and any writing problems you may be experiencing.

The meetings in week 14 & 15 are devoted to oral presentations of the findings of your research. Each of you will be responsible for a short in-class presentation (max 10 min) and for asking questions to presentations by classmates.

Policy on late responses

Any late assignments will be penalized by 5% - and an additional 5% for each 24 hours that they are late after that. No responses or papers will be accepted more than one week after the due date.

Grade breakdown

Attendance, engagement in class and weekly writing exercises	50%
Work on and final product of research paper	50%

Grading scale

A	93-100
AB	88-92
B	83-87
BC	78-82
C	70-77
D	60-69
F	59>

Classroom conduct

Please respect your fellow students' right to a quiet non-distracting learning environment. Laptops are allowed in class, since we are going to be writing and taking notes, but you may NOT be connected to Wi-Fi during class. That way you do not have to wonder if you should buy shoes, play solitaire, read the paper, send an email to your student counselor, or pay attention to what goes on in the room around you.

Cell phones are to be turned off during class – neither texting nor phoning is allowed!

Academic misconduct (plagiarism and cheating)

This class will strictly follow and enforce the rules defined in UWS 14 through our own "Student Academic Misconduct Campus Procedures." UWS 14.03 defines academic misconduct as follows:

Academic misconduct is an act in which a student:

- * seeks to claim credit for the work or efforts of another without authorization or citation;
- * uses unauthorized materials or fabricated data in any academic exercise;
- * forges or falsifies academic documents or records;
- * intentionally impedes or damages the academic work of others;
- * engages in conduct aimed at making false representation of a student's academic performance;
- * assists other students in any of these acts.

Examples include but are not limited to: cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment.

Plagiarism and other misconduct is NOT WORTH IT. It will create a lot of unnecessary work for both you and me and may cause you to be expelled from this class or college in general!