



# **HIST\*2340 Slavery and Migrations in the Atlantic World, 1500-1850**

Winter 2020

Section(s): C01

Department of History

Credit Weight: 0.50

Version 1.00 - December 19, 2019

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## **1 Course Details**

### **1.1 Calendar Description**

The course will deal with the forced migration of Africans resulting from the Atlantic slave trade and the indentured labor migration of Indians to the Caribbean Isles, the latter which was associated with the demise of the slave trade and slavery. Issues to examine will include a comparison of forces internal and external to Africa and India productive of the exodus, the nature of diaspora communities established by the both set of migrants, and the socio-political and economic dynamics involved in their establishment as citizens of their new societies during the period.

**Pre-Requisites:** 2.00 credits

### **1.2 Course Description**

Two streams of unfree transatlantic and transcontinental labor migrations are the primary focus of the course. The first is the forced migration of enslaved Africans to Europe's American colonies, specifically, the Caribbean Islands, up to the 19th-century abolition of the slave trade. The second is the indentured (contract) labor migration of Indians following the abolition of the slave trade, again, to the Caribbean Isles. The course will explore the nature of the migrations, the experiences of the migrants and the general character of the contacts between the sending and the receiving populations. We will also look at the causes and the cessation of these forms of transoceanic and transcontinental labor mobilization, movement and utilization.

### **1.3 Timetable**

T TH 11:30-12:50 pm in MINS 103.

Timetable is subject to change. Please see WebAdvisor for the latest information.

## 1.4 Final Exam

There will be no final examination for this course.

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## 2 Instructional Support

### 2.1 Instructional Support Team

<b>Instructor:</b>	Femi Kolapo
<b>Email:</b>	kolapof@uoguelph.ca
<b>Telephone:</b>	+1-519-824-4120 x53212
<b>Office:</b>	MCKNEXT 2019
<b>Office Hours:</b>	Tue 10.30 – 11.20 PM

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## 3 Learning Resources

Each topic is accompanied by assigned readings, all of which are available on Courselink under Content menu. Off-campus sign-on is required for access whenever you are outside the university network. Free Google e-books might require a Google password to allow use. These materials can also all be accessed using the library's PRIMO search tool, as well as the Google Search function.

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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. assess the local and global forces involved in the creation, distribution, maintenance and eradication of these labor types.
  2. apply the comparative historical method to elucidate concepts and explicate historical moments and forces relevant to the creation of the African and Indian diasporas in the Atlantic world.
  3. appreciate the different perspectives that inform the interpretation of historical texts and evidence regarding the use of indentured labor.
  4. practice critical reading, critical thinking, and critical analysis.
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## 5 Teaching and Learning Activities

### 5.1 Lecture

**Week 1**

**Topics: Jan 7, 9 - Course Introduction**

**Week 2**

**Topics: Jan 14, 16 -The Global context of 19th century Atlantic migrations**

- UNESCO, "Introduction" and Chapter 1, *Slave Voyages. The Transatlantic Trade in Enslaved Africans*
- Walton Look Lai, "They Came in Ships: Imperialism, Migration and Asian Diasporas in the 19th century", The Seventh Jagan Lecture Presented at York University on October 20, 2007 CERLAC Colloquia Paper November 2007

**Week 3**

**Topics: Jan 21, 23 - Pull factors**

- Philip R. P. Coelho and Robert A. McGuire , African and European Bound Labor in the British New World: *The Biological Consequences of Economic Choices*, *The Journal of Economic History*, Vol. 57, No. 1 (Mar., 1997), pp. 83-115.
- Henry A. Gemery & Jan S. Hogendorn, "The Atlantic Slave Trade: A Tentative Economic Model," *The Journal of African History*, Vol. 15, No. 2. (1974), pp. 223-246.
- Edgar L. Erickson, "The Introduction of East Indian Coolies into the British West Indies", *The Journal of Modern History*, Vol. 6, No. 2 (Jun 1934), pp. 127-146

**Week 4**

**Topics: Jan 28, 30 - Push factors**

- Luis Angeles, "On the causes of the African Slave Trade" Unpl Univ. of Glasgow. 2012.
- Henry A. Gemery & Jan S. Hogendorn, "The Atlantic Slave Trade: A Tentative Economic Model," *The Journal of African History*, Vol. 15, No. 2. (1974), pp. 223-246.
- Marina Carter and Crispin Bates, "Empire and locality: a global dimension to the 1857

- Indian Uprising," *Journal of Global History*, vol. 5. 1. 2010: 51 -73 [access using Primo]
- Brijv Lal. "Bound for the Colonies: A View of Indian Indentured Emigration in 1905." *The Journal of Pacific History* 34.3 (1999): 307.

## Week 5

**Topics: Feb 4, 6 - The Middle Passage I**

- Herbert S. Klein, Stanley L. Engerman, Robin Haines, Ralph Shlomowitz. "Transoceanic Mortality: The Slave Trade in Comparative Perspective", *The William and Mary Quarterly, Third Series*, Vol. 58, No. 1, New Perspectives on the Transatlantic Slave Trade (Jan., 2001), pp. 93-118
- Leitch Ritchie, *Travelling Sketches on the Sea-coasts of France: With Beautifully Finished Engravings, from Drawings by Clarkson Stanfield, Esq* Longman, Rees, Orme, Brown, Green, and Longman, 1834, pp. 72-82.

## Week 6

**Topics: Feb 11, 13 - The Middle Passage II**

- James Carlile, *Journal of a Voyage with Coolie Emigrants. Extracts from the Diary of Captain Swinton on His Passage from Calcutta to Trinidad, 1857.*
- *Committee on Emigration from India, Coolie Labor. The Indian Recruiting Ground. Report of the committee on emigration from India for the crown colonies and protectorates 1910*

## Week 7

**Topics: Feb 18, 20 - WINTER BREAK**

## Week 8

**Topics: Feb 25 27 - The labor regimes**

- UNESCO, *Slave Voyages* Chap.4 "Slavery in the Americas
- Meleisa Ono-George, "Coolies", Containment, and Resistance: The Indentured System in British Guiana" University of Victoria Student Essay.

## Week 9

**Topics: Mar 3, 5 - Resistance**

- UNESCO, *Slave Voyages* Chap 9. "Resistance and Rebellion"
- Rosemarijn Hoefte. A Passage to Suriname? The Migration of Modes of Resistance by Asian Contract Laborers. *International Labor and Working-Class History*, No. 54, Migration, Labor Movements, and the Working Class (Fall, 1998), pp. 19-39
- Radica Mahase, "Plenty a dem run away'- resistance by Indian indentured labourers in Trinidad, 1870-1920', *Labor History*, 49: 4, (2008) 465 – 480

**Week 10**

**Topics: Mar 10, 12 - Building Diasporan Communities**

- Higman, B.W. "African and Creole Slave Family Patterns in Trinidad." *Journal of Family History* 3, no. 2 (June 1978): 163–78.
- Karen Fog Olwig, "Women, 'Matrifocality' and Systems of Exchange: An Ethnohistorical Study of the Afro-American Family on St. John, Danish West Indies", *Ethnohistory*, Vol. 28, No. 1 (Winter, 1981), 59-78.
- Parbattie Ramsarran, "The Indentured contract and its Impact on Labor Relationship and community reconstruction in British Guyana", *International Journal of Criminology and Sociological Theory*, Vol. 1, No. 2, December 2008, 177-188

**Week 11**

**Topics: Mar 17, 19 - Abolition**

- UNESCO, *Slave Voyages* Chap 12. "Abolition Struggles and Opposition Movements"
- BasdeoMagru, *Indenture and Abolition: Sacrifice and Survival on the Guyanese Sugar Plantations*, (Toronto: TSAR, 1993) Chapter 6.

**Week 12**

**Topics: Mar 24, 26 - Repatriation**

- Lomarsh Roopnarine, "The Repatriation, Readjustment, and second term migration of Ex-Indentured Indian Laborers from British Guiana and Trinidad to India, 1838-1955", *New West Indian Guide*, Vol. 83, no. 1&2 (2009), pp. 71–97

**Week 13**

Topics:

**Mar 31, Apr 2 - Review**

**Submit your essay on April 2.**

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## 6 Assessments

### 6.1 Marking Schemes & Distributions

40% Summary Analyses (best 4 of 5)

30% Reflection/Online Group Discussion (best four - two each before and after the Winter Break)

30% Essay

### 6.2 Assessment Details

**Summary Analyses (best 4 of 5 - either 2 or 3 before and after the Winter Break, respectively) (40%)**

**Date:** Weekly

- You are required to post a summary analysis of the assigned weekly readings to your Course Link Discussion Group.
- An **effective summary** analysis should include **i.)** the author's thesis or central argument, **ii.)** sub-arguments or sub-theses, if there are any, **iii.)** evidence (examples, data, logical arguments) that support the central argument and the sub arguments, **iv.)** how arguments (and sub-arguments) in the entire set of weekly readings relate to one another; and **v.)** your evaluation of the relative effectiveness of these arguments, [i.e. why each is more or less convincing on its own or compared to the other; or whether their perspectives are skewed or biased along a particular line etc...]
- Analysis involves more than summarizing what somebody else has written/said. It includes engaging with questions such as: how do the readings compare with each other? Do they complement each other or are opposed to each other? Does one have a broader or narrower (geographical; historical; thematic) scope than the other? How do they enable you to appreciate the topic of the week? What concepts or terms were used and how & what are the implications of the line of arguments
- Hence, you need to make sure that you do not merely give isolated summaries of each article. Use the grading template to guide your reflections to maximize the

chances of scoring high marks. Endeavor to identify and discuss the points of comparisons between the weekly readings for each migration stream

**Reflection/Online Group Discussion (best 4- i.e., 2 each before and after the Winter Break) (30%)**

**Due:** Weekly

- The summary analyses that you and your colleagues post are themselves the subject to be discussed in this assignment. You need to evaluate - comment on - the analyses of the readings and lectures that your group members have done.
- Do not repeat or rephrase what they have said, rather you can should provide reasons why you (i) agree or (ii) disagree with their opinions or explanations, or (iii) identify other possible answers or other possible perspectives on the topic or issue. You might find a colleague's analysis interesting or illuminating or confusing and want to share why you think so with them and with other colleagues. (iv.) The last section of your comments should include a paragraph reflecting on what you have gained from the reading; what remains unclear to you; how it relates to some previous ideas you hold or views you have heard; your reflection on contradictions (if any) that you notice etc.
- Group members can respond to or raise any pertinent questions – directing them to any or all group members. Discussion also involves clarifying your position, i.e., responding to questions or observations on your posts. You will have TWO WEEKS before a topic is locked for discussion and you are unable to make any more post.
- This group portion of the online task implies that you bear a responsibility to yourself as well as to the other group members to get discussion going. You must do this within two weeks. It is hard work, that requires that you reflect on your reading, try to contribute to illuminating the discussion around the issues and topics raised. You must challenge yourself to contribute to the discussions, at the very least, because it is a requirement for getting the marks; but hopefully, even more, because it affords you an opportunity to engage in self-directed learning and genuine intellectual engagement with the material and with other colleagues. While the enabling context is your group, grades are individual to each member.

**Final Essay (30%)**

**Date:** Submit April 3 (i.e., the Last day of classes)

Your essay should be about 10 pages long, inclusive of notes and bibliography. Use the Chicago Manual of Style for your references. You can use as many secondary sources as are necessary, but no less than 5. You should endeavor to incorporate quantitative

evidence, including tables of figures where available, to enhance your analysis. You can use any of the assigned reading materials as your evidentiary source. Double space your essay, write in 12-point font, and submit with an elegant cover page on which is written the title, date of submission, and your identifying information. I will be providing you with 4 essay topics to choose from during the first week of classes.

Submit a hardcopy and an electronic version (to Course Link) on the last day of class.

## 7 Course Statements

### 7.1 TURNITIN

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## 8 University Statements

### 8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

### 8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>



Associate Diploma Calendar - Academic Consideration, Appeals and Petitions  
<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### 8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses  
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes  
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses  
<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

### 8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### 8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website  
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website  
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

## 8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## 8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

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