THE BLACK ATLANTIC:
LITERATURE, HISTORY, THEORY

Slavery shaped the ecology, economy, and culture of the Atlantic Rim, including parts of Europe, Africa, and the Americas. In the long eighteenth century (1660-1838), British slavery on the Caribbean sugar islands reached its peak, was fought by the abolitionist movement and ended by Parliament. Meanwhile, a rather different slave society matured in the United States. We will study the literary production of early Black writers and the representation of slavery in the Anglophone literature of the Atlantic Rim, including historical contexts and influential critical approaches. Primary materials include travel narratives, slave narratives, planter histories, political tracts, diaries and ships’ logs, as well as two novels and assorted poetry.

REQUIRED TEXTS: Please get specified editions.
Fred D’Aguiar, Feeding the Ghosts (1997, Harper Collins)
William Earle, Obi, or the History of Three-Fingered Jack, ed. Aravamudan (Broadview)
Olaudah Equiano, The Interesting Narrative and Other Writings, ed. V. Carretta (Penguin)
Harriet Jacobs, Incidents in the Life of a Slave Girl (Oxford)
Mungo Park, Travels in the Interior Districts of Africa, ed. K. Marsters (Duke)
Mary Prince, The History of Mary Prince, ed. S. Salih (Penguin)
Robert Wedderburn, The Horrors of Slavery and Other Writings, ed. I. McCalman
Additional readings posted on Canvas. See attached Bibliography for full citations.

COURSE REQUIREMENTS AND POLICIES:

Books on the schedule below are available at the UO Bookstore. All items except the required texts listed above are posted on Canvas. Please bring the assigned readings to class with you, either in hard copy or on a screen. Recommended readings are intended for those interested in developing a paper topic related to a discussion area; for participation in class discussion, you just need to do the required readings.

This course requires regular and vigorous participation in discussion.

We will discuss each assignment in detail as it approaches. Please also consult the assignment sheet posted on Canvas. Assignments must be submitted on the due dates listed below, at the beginning of class unless specified otherwise, in hard copy and formatted according to current MLA guidelines (1 inch margins, single-side printed, stapled, correct citation and quotation, and a works cited page). Consult the MLA Handbook if you are uncertain of correct format. I will mark late assignments down by 1/3 of a letter grade (B becomes a B-) for each day they are late. I will not accept late assignments more than one week after the due date.

Missing class more than once in the term will result in reduction of your final grade by 1/3 of a letter grade for each absence beyond the one permitted.
If you have a documented disability and anticipate needing accommodations in this course, please meet with me soon. Please request that the Accessible Education Center (http://aec.uoregon.edu/) send me a letter outlining your approved accommodations.

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Students should acknowledge and document all sources of information. If there is any question about whether an act constitutes academic misconduct, see me.

Please be advised that any UO faculty member who becomes aware of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence, or gender-based stalking is required to report that information to her supervisor or the Office of Affirmative Action and Equal Opportunity (http://aaeo.uoregon.edu/). For confidential help, contact University Health Services (http://healthcenter.uoregon.edu/) or Sexual Assault Support Services (http://sass-lane.org/).

ASSIGMENTS AND GRADE BREAKDOWN:
Attendance and participation = 10%
Response papers (1 page) = 5% each= 20%
Open discussion = 5%
Annotated bibliography (8 items) = 15%
Final paper (10 pages minimum) = 50%

SCHEDULE

Week 1/April 6
THE ATLANTIC SYSTEM
Joyce Chaplin, Ch. 13, "The British Atlantic," in Canny and Morgan
William O'Reilly, Ch. 18, "Movements of People in the Atlantic World" in Canny and Morgan
Paul Gilroy, The Black Atlantic, Ch. 1, 2
Recommended: Roach, Evans

Week 2/April 13
AFRICA AND THE FIRST PASSAGE
Mungo Park, Travels in the Interior Districts of Africa (1799), selections
E. Bohls, "Mungo Park's Coffle"
Recommended: Gikandi, Ch. 2; Johnson; Rediker, Ch. 3; Byrd, Ch. 1; Eltis; Law; Thornton; Kriz

Response paper #1 due April 13

Week 3/April 20
THE MIDDLE PASSAGE
John Newton, Journal of a Slave Trader, selections, and Thoughts upon the African Slave Trade
Elizabeth Donnan, ed., Documents Illustrative of the History of the Slave Trade, selections
Stephanie Smallwood, Saltwater Slavery, Ch. 2
Saidiya Hartman, Lose Your Mother, Ch. 7
Orlando Patterson, Slavery and Social Death, Introduction
Recommended: Spillers; Byrd, Ch. 2, "Igbo Society in the African Diaspora"; Brown; Rediker

Response paper #2 due April 20
Week 4/April 27
THE PLANTATION
Richard Ligon, *A True and Exact History of the Island of Barbadoes* (1657), selections
Samuel Martin, *An Essay on Plantership* (1750), selections
Thomas Thistlewood, diary (1750-86), selections
Trevor Burnard, *Mastery, Tyranny, and Desire*, Ch. 1
Sidney Mintz, *Sweetness and Power*, Ch. 2, "Production"
**Recommended:** Burnard; Allewaert; Iannini; McNeill

Week 5/May 4
SLAVE REVOLTS AND OBEAH
William Earle, *Obi, or the History of Three-Fingered Jack*, ed. Srinivas Aravamudan, and Appendix A
Bryan Edwards, *History of the West Indies* (1793), selection
**Recommended:** Paton; Salih; Szwydky; Rzepka, *Romantic Circles Praxis* online volume, *Obi* (2002); Paton; Parrish, Ch. 7, "African Magi, Slave Poisoners"; Craton; Rucker; Linebaugh & Rediker, Ch. 7

Response paper #2 due May 4

Week 6/May 11
THE SLAVE NARRATIVE
Olaudah Equiano, *The Interesting Narrative and other Writings*, ed. Vincent Carretta
James Albert Ukawsaw Gronniosaw, *Narrative*, selections in *Unchained Voices*
John Marrant, *Narrative*, selections in *Unchained Voices*
**Recommended:** Youngquist; Gould; Sinanan; Lovejoy; Byrd, "Eboe"; Boulukos 2007; Andrews; Davis and Gates, ed.; Carretta & Gould, ed.; Bohls 2015, Ch. 4, "Equiano's Politics of Place"

Week 7/May 18
THE ZONG MASACRE
Fred D’Aguiar, *Feeding the Ghosts*
James Walvin, *The Zong: A Massacre, the Law, and the End of Slavery*, selections
**Recommended:** Baucom

Response paper #4 due May 18

Week 8/May 25
THE ABOLITION DEBATE
Quobna Ottobah Cugoano, *Thoughts and Sentiments on the Evil and Wicked Traffic of the Slavery and Commerce of the Human Species*, selections in *Unchained Voices*
Robert Wedderburn, *The Horrors of Slavery* and *The Axe Laid to the Root*
Maria Edgeworth, "The Grateful Negro"
William Cowper, "The Negro's Complaint," "Pity for Poor Africans," "Sweet Meat has Sour Sauce"
Robert Southey, "Poems Concerning the Slave Trade"
Bryan Edwards, "A Speech . . . On the Subject of Mr. Wilberforce's Propositions . . ."
**Recommended:** Boulukos; Carey; Bohls 2013, Ch. 2, "Slavery and the Romantic Imagination"; Wheelock, Ch. 1 and 2; Linebaugh & Rediker, Ch. 9

Paper proposal due May 26, 5:00 p.m.
Week 9/June 1
SLAVERY AND GENDER I
Mary Prince, The History of Mary Prince, ed. Sarah Salih
Jenny Sharpe, Ghosts of Slavery, Introduction and Ch. 4, "A Very Troublesome Woman"
Recommended: Aljoe; Bush; Beckles; Bohls 2015, Ch. 6

Annotated bibliography due June 2, 5:00 p.m.

Week 10/June 8
SLAVERY AND GENDER II
Harriet Jacobs, Incidents in the Life of a Slave Girl

Final papers due Tuesday, June 13, 5:00 p.m.

BIBLIOGRAPHY


http://www.rc.umd.edu/praxis/obi/index.html


