

Albertus Magnus College
New Haven, CT.

HI 150: Rights, Slavery, and Revolution
Winter/Spring 2022
3 Credits

Instructors Information

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Office: 124 Aquinas Hall

Office Hours: Tu-Th 3:30-4:30 or by appointment

Course Overview

What does it mean to have a political movement calling for human rights and freedom existing alongside an economic and social system of racial slavery? How does this tension 'express' itself in the world? This course will analyze this complex, perhaps contradictory period in world history. Beginning with an analysis of a European economy tied to slavery, the course then looks at the French Revolution as a moment when the discourse of 'human rights' first emerges as a political ideology in the West. The course then follows this growing tension between slavery and human rights until we see how it reaches its culmination in the Haitian Revolution, the first full-scale slave revolution for independence in the Western world. The course concludes by asking important questions about the 'place' of the Haitian revolution in contemporary historical narratives. Why is it that the Haitian revolution is talked about so infrequently as one of the major 'world revolutions'? How does minimizing the Haitian revolution impact our collective understandings of that time period, ideas of freedom and rights, as well as the very notion of 'revolution' itself? That is to say, how does this specific construction of history influence how we think about the contemporary world today?

Course Objectives

This class is designed to help students engage in, and improve upon, the following skills and abilities:

1. Reading closely – Throughout this course you will practice engaging in active, thoughtful reading of a diverse set of texts, ideas, and themes; bring these readings into dialogue with one another; and be able to utilize them to deepen your understanding of the major themes that emerge throughout the semester.
2. Thinking critically – You should be able to interrogate, evaluate, and form throughout responses to these readings and ideas, and use the course material to deepen your own ability to make and defend arguments and ideas.
3. Writing, discussing, and listening mindfully – Your work should not only be thoughtful, but should also stem from a process of careful and courteous listening and engagement. While we will no doubt be discussing contentious issues and themes, to do so in a way that fosters dialogue and mutual commitment to the process of learning, is paramount.

As a class in the history department, this course is designed to allow you the "opportunity to acquire the temporal perspective needed to understand and appreciate the varied activities and pursuits of human beings". Additionally, this course will help you:

1. Demonstrate awareness of the interaction of political, social, economic, cultural, and environmental factors in historical context.
2. Recognize and analyze historical arguments and interpretations
3. Be able to develop an historical argument using primary and secondary sources and present it in a cogent manner.

These objectives are important to this course because we will pay special attention to how certain groups behave politically based on circumstances, ideologies, and aspirations. Additionally, this course will help you understand

certain historical phenomena and processes in a multi-varied and international context, and we will see how the position of different groups WITHIN that context can create widely different ideas, beliefs, and courses of action.

This course is listed as a B-Level course within the college's General Education program, which means it will "introduce and model how different academic disciplines offer distinctive approaches for gaining insight into the world and which examine the role that culture plays in informing one's understanding of self, society, and the world". This course will accomplish this through close readings of historical documents and primary sources, scholarly writings that deal with these events and documents, and through close discussion of how certain ideas are presented within historical writings. The three papers that you write will be your sustained attempt to grasp what the discipline of history allows us to see and understand about the role of ideas in influencing human behavior, how ideas change over time, and how various historical events and processes interact, and how those interactions have been interpreted by various historians over time.

Course Expectations

Justice Felix Frankfurter wrote in his concurrence for *Wieman v Updegraff*, "It is the special task of teachers to foster those habits of open-mindedness and critical inquiry which along make for responsible citizens, who, in turn make possible an enlightened and effective public opinion"¹. In order to promote such a classroom environment, as the instructors, we will come to class having prepared for a discussion on the material for that day, uphold all aspects of the course as laid out in the syllabus, notify you about any changes to the syllabus in a timely manner, direct course discussion in a way that is respectful and professional, and lastly, return all work in a timely manner with clear and constructive notes.

It is our expectation, as the instructors, that each student in the course will read the syllabus carefully, noting all due dates and assignments, come to class regularly having carefully read the course material and prepared to engage in thoughtful discussion, and lastly, complete all work in a thorough, and contentious manner. You will bring all pertinent course material to class with you every day so that we can go over the work carefully and closely, and so you can engage with the issues we are discussing with a maximum of clarity and rigor.

Course Material

You should purchase (or rent) one text for this class:

Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents

Ed. By Laurent DuBois and John D. Garrigus

Everything else you must read will be available to you on the course e-learning page.

Course Requirements

Your grade in this course will be based six separate criterion: pre-class questions, in-class writing assignments, on-line quizzes, a semester project, a final paper, and classroom attendance/participation.

Final Paper: At the end of the semester you will submit a paper that is an in-depth examination of a major theme we have discussed in class. The paper will be 6-8 pages in length and will make extensive use of the course material. In preparation for the paper, you will complete several preliminary worksheets, meet one-on-one with me, and submit a rough draft of the paper.

Semester Project: This project can be completed at any time during the semester, but must be submitted no later than January 22nd. You have two options for this assignment. The first is to produce a 'creative expression' inspired by an issue or theme in the course (along with a one page description of the project). The second option is to curate a collection of three "contemporary examples" of the course content as well as a brief description (150 words) of each one.

¹ 344 U.S. 183 [1952], at 195-197

Pre-Class Question/Passage: Before each class session, you will submit, on e-learning, either a clear, and detailed question that you have regarding the pre-class reading for that class session, or an important/interesting passage from that you would like to discuss (with a brief explanation of why it is important/interesting). This assignment needs to be submitted no later than NOON the day of class. Although you are supposed to submit questions for all 12 class sessions, only 10 will count toward your final grade.

In-Class Writings: In every class session, you will have to submit an in class writing assignment where you will be asked to write a brief response to a question or prompt. You may have to offer an interpretation of a passage from the reading, or define a specific term, or make a connection between two or more ideas. These will be short responses (150-200 words) and will be used to direct our classroom discussion. In addition to the class sessions, you also have a pre-semester self evaluation, post-semester self-evaluation and MLK day assignment. Of the 16 written assignments you will submit, 15 will count toward your grade.

On-Line quizzes: For every class session, there will be a quiz that you will need to take. The quiz will be based ONLY on the pre-class writing and you will take it at two different times. The first attempt must be completed by NOON the day of class. The second attempt can be taken as soon as class ends that day but MUST be completed by 6:00 that evening. The average score of your two attempts will count toward your final grade. If you do not take the first (morning) attempt, you will NOT be allowed to take the second attempt. There will be 12 quizzes throughout the semester, ten of which will count toward your semester grade.

Attendance and Participation: A portion of your grade will be based on your regular attendance in the class as well as your sustained participation as a member of this course. Regarding attendance, you are given two excused absences and frequent and consistent absences will negatively affect your grade. Also, please note that showing up to class regularly means that you have fulfilled only the most basic requirement for the course. In order for you to receive an 'A' or 'B' for the 'attendance and participation' section of the course, more is required than simply attending class sessions

Participation means more than simply showing up and talking a lot. In this course, participation means that you come to class having read (closely and carefully) the text assigned for that day, and that what you add to the discussion comes directly from your bringing the text into conversation with other materials or ideas from the course. To that end, I cannot stress highly enough that you give yourself time to complete the required readings; not skimming them the night before, or searching for a summary on line. It is my hope that, while you are reading, you take time to engage with the ideas that are presented within, thinking through the material as you read, taking notes if necessary and truly preparing yourself for a discussion.

Grade Breakdown:

Pre-class questions	10 points each x 10	100 points
In-class writings	20 points each x 15	300 points
Quizzes	20 points each x 10	200 points
Final Paper		200 points
Semester Project		100 points
Attendance/participation		100 points
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Total		1000 points

Classroom and College Policies

Course Conduct: It is my firm belief that the classroom experience is enhanced, and everyone's learning is positively impacted, by regular and robust conversation. One of the most enriching aspects of a college environment is the opportunity to learn in such a diverse setting; among students with a wide range of backgrounds, experiences and perspectives. To this end, I encourage everyone to engage in course discussions regularly, but please do so in a respectful and mature way. Due to the nature of the issues that we will be discussing this semester, disagreements

can and may in fact arise, and while I am not interested in quelling debate or silencing contrary viewpoints, I do expect that you will treat everyone in the course with the highest level of respect and courtesy. If this becomes a problem, I may ask students to leave who are being disruptive of the classroom environment and/or disrespectful to her/his fellow students

Please arrive for class on time and do not leave class early. If you have some type of emergency situation arise in which you may have to leave early, please alert the instructor before class begins and leave as unobtrusively as possible.

The use of cellphones during class-time is not allowed, according to the Albertus Magnus student handbook. It is rude, inappropriate, tells me you're not participating, and shows disrespect to me and your classmates. If I see a cellphone out (on the desk, etc...) during class time, you will lose 1/3 of a grade from your final grade (i.e. your final semester grade will go from a B+ to a B). If you cannot get through a full class session with texting, I would rather you not take the course at all. If an emergency arises where you need to make (or receive) a call during class, notify the instructor before class starts and handle the phone call with a minimum of disruption.

Withdrawing for a Course: It is the responsibility of the student to officially drop or withdraw from a course. However, failure to attend a course for 14 calendar days may result in an administrative withdrawal from the course. The policies on course withdrawals and administrative withdrawals may be found online at: <http://www.albertus.edu/policy-reports/academic-policies-regulations-ug#apgr>

Credit Hour: The Commission defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time;
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Academic Integrity: It is expected that you turn in all work by the assigned due-date. All late work will be penalized with a 20% deduction in grade. The last day to turn in work from the semester is the last day of classes (this does NOT include the week of final exams).

It is also expected that the work that you turn in for this class be your own. I am usually quite easygoing and not in favor of the death penalty, except in cases of plagiarism. If you are caught plagiarizing any work, you will automatically fail the assignment in question, and you may be subject to further disciplinary action as laid out in the student handbook. I will discuss exactly what constitutes plagiarism but if you require further clarification, please do not hesitate to meet with me.

Honor Code: The idea of honor is an integral and important part of college life at Albertus Magnus College. It enables each student to develop personal integrity by placing full responsibility on one for her/his actions. Its spirit and practice should extend to every aspect of college life. As student is expected to be honorable in all academic work and in one's dealing with the college and members of its community. Demanding the highest type of personal integrity, the spirit and practice of honor:

- A. Encourages a strong sense of mutual responsibility, respect, trust and fairness among all members of the campus community - students, faculty/staff, and administration.
- B. Strengthens student self-government.
- C. Promoted better scholarship.
- D. Forms the basis for good living not only in the College community, but also in one's future life.

(from the AMC Student Handbook)

Tradition of Honor: As a member of the Albertus Magnus College Community, each student taking this course agrees to uphold the principles of honor set forth by this community, to defend these principles against abuse or

misuse and to abide by the regulations of the college. To this end, every student must write and sign the following statement at the end of each examination: "I declare the Honor Pledge."

Special Needs and Accommodations: Please advise the instructor of any special problems of needs at the beginning of the semester or mod. Those students seeking accommodation based on disabilities should provide a Faculty Contact Sheet obtained through Alana Sejdic, 114 Aquinas Hall. asejdic@albertus.edu

Statement on Interpersonal Violence: Because I know that interpersonal violence can impact the lives of my students, I am committed to violence prevention and campus safety. If you or someone you know experiences stalking, relationship violence, or sexual assault, please know you are not alone. There are resources that can help: Jessica Wheeler, Deputy Title IX Coordinator (jwheeler2@albertus.edu), Kelsey Alexander, Coordinator for Prevention of Gender-Based Violence (kalexander@albertus.edu), the Counseling Center (counseling@albertus.edu), or the Health Clinic (healthclinic@albertus.edu). My classroom and office are safe places. Please know you will be supported and heard if you have experienced any form of violence.

Course Schedule

Jan 3: Introduction to the course. Review syllabus.

In-class reading(s): DuBois "Atlantic Freedoms", Miller "We've Never Forgiven Haiti for Being Black"

Jan 4: The History of Politics, The Politics of History

Pre-class reading(s): White "Interpretation in History"

In-class reading(s): Reinhardt "200 Years of Forgetting"

Jan 5: The World System, the World Economy

Pre-class reading(s): Wallerstein, *World Systems Theory*, Ch. 2 (pp 23-32)

In-class reading(s): TBA

Jan 6: Slavery and Modern Capitalism

Pre-class reading(s): Williams, Erik, *Capitalism and Slavery*, Chs. 1-3 (divided)

In-class reading(s): Inikori, "Atlantic Slavery and the rise of the Capitalist Economy"

Jan 7: Caribbean Slavery

Pre-class reading(s): "The Control and Treatment of Slaves", "The Code Noir"

In-class reading(s): Geggus, David, "The Lejeune Atrocity Case"

Paper Worksheet #1 is due today in class

Jan 10: The Enlightenment and the 'Ghost' of Slavery

Pre-class reading(s): Locke, John. "On Slavery", "On Property", "On the Dissolution of Government".

Rousseau, Jean-Jacques "On Slavery"

In-class reading(s): Beckett, Greg. "The Ontology of Freedom" (pp. 59-65)

Jan 11: Revolutionary France

Pre-class reading(s): Bossuet, "Divine Right of Kings"

In-class reading(s): "What is the Third Estate", "The Decree Abolishing Feudalism", "The Declaration of the Rights of Man and Citizen"

Jan 12: Revolutionary France and the Question of Slavery

Pre-class reading(s): DeGouges, Olympe "Reflections on Negroes", DuBois, Laurent. *Slave Revolution in the Caribbean*. Chs. 5-7, 10 Geggus, David "Slaves' Reaction to the French Revolution"

In-class reading(s): DuBois, Laurent. *Slave Revolution in the Caribbean*. Ch. 2, Geggus, David "Fear of Emancipation and Revolt", "The Rebellion of Oge and Chavanne" "The Sentencing of Oge and Chavanne"

Jan 13: Revolution Across the Atlantic

Pre-class reading(s): DuBois, *Slave Revolution in the Caribbean*. Chs. 13, 17, 20. Geggus, David. "Planning the Rebellion" "The Bois Caiman Ceremony" "The Uprising Begins"

In-class reading(s): DuBois, *Slave Revolution in the Caribbean*. Chs. 21, 25, 27, 28 Geggus, "The Slave Leaders Negotiate" "Spain's Offer to the Insurgent Slaves"

Jan 14: The Rise of Toussaint

Pre-class reading(s): Geggus, "Toussaint's Early Life" "Toussaint the Royalist" "Toussaint the Abolitionist" "Toussaint's Labor Decree" "Toussaint's Constitution"

In-class reading(s): DuBois, *Slave Revolution in the Caribbean*, Ch. 34 Geggus, "Moyse's Rebellion" "Proclamation, 4 Frimaire X"

Paper Worksheet #2 is due today in class

Jan 17 – No class (Martin Luther King Jr. teach in)

Jan 18: The Defeat of Toussaint, The Return of France

Pre-class reading(s): Geggus "Bonaparte of Slave Emancipation" "General LeClerc and the Restoration of Slavery" DuBois, *Slave Revolution in the Caribbean*. Ch. 42

In-class reading(s): Geggus, "Toussaint in Captivity" "Collaboration and Revolt" DeBois, *Slave Revolution in the Caribbean*. Ch. 45

Jan 19: "I have avenged America!"

Pre-class reading(s): DuBois, Laurent. *Slave Revolution In the Caribbean*. Chs. 46-7. Geggus, David "Atrocities" "Desalline's Proclamation"

In-class reading(s): DuBois, Laurent. "Avenging America: The Politics of Violence in the Haitian Revolution"

Rough draft of the final paper is due today

Jan 20: Haiti and the Aftershocks of History

Pre-class reading(s): Sepinwall, Alyssa. "The Spectre of Saint Domingue: American and French Reactions to the Haitian Revolution" DuBois *Slave Revolution in the Caribbean*. Chs. 36, 38

In-class reading(s): Potter, "Voodoo, Zombies, and Mermaids", Dayan, "A Few Stories about Haiti"

Jan 21 – No class (submit all final work by the end of the day today)