

**HISTORY 294-05 Captivity and Slavery in the Making of Early American Society**  
**T, R 9:40 – 11:10 HUMANITIES 227**  
**Macalester College, Fall 2009**  
**Professor ADR Cremer (cremer@macalester.edu)**  
**Office Hours: T, R 3:00 – 4:00 or by appointment**

**Required Texts:**

Barr, Juliana *Peace Came in the Form of a Woman*  
James Brooks, *Captives and Cousins: Slavery, Kinship and Community in Southwest Borderlands*  
John Demos, *The Unredeemed Captive*  
Kathryn Derounian-Stodola, *Women's Indian Captivity Narratives*  
Alan Gallay, *The Indian Slave Trade*  
Tiya Miles, *Ties That Bind: The Story of an Afro-Creek Family in Slavery and Freedom*  
Jennifer Morgan, *Laboring Women: Reproduction and Gender in New World Slavery*  
Saunt, Claudio *Black, White, and Indian*

**Overview:**

This course explores the complex histories of captivity and slavery in early America. Rather than focusing solely on chattel-based African-American slave institution, the history of slavery is taken back to the point of contact between European explorers and indigenous Americans. European colonists from the fifteenth century onward encountered Native American systems of captivity and slavery; the Euro-American settlers both incorporated and changed Indian captivity within their new colonial communities. Captivity and enslavement became a dynamic site of cultural conflict and exchange in colonial America. With the arrival of African slaves in North America in the seventeenth century, the history of slavery in American society transformed into a complex web of relations between Native Americans, Africans, and European colonists. Systems of slavery and captivity effectively acted as borderlands for European, Native American and African societies. This course requires students to engage in a critical analysis of slavery and captivity and the ways in which they shaped diverse cultures in North America. Specific attention will be given to the intersection of gender and sexuality in captivity and slave systems, and to the emergence of racial ideologies and political power in early America.

**Grading and Attendance:**

The quality of your grade in this course will be a direct reflection of the effort you have put forward throughout the semester. This course will not be graded on a curve and each grade is a reflection of the student's own performance on individual assignments and participation in the discussion section. Grades based on quality of work relative to the level necessary to meet course requirements may be understood as follows:

A – outstanding

B - significantly above requirements

C – meets requirements

D – does not meet requirements, but is worthy of credit

F – signifies that work was either 1) completed but not at a level of achievement that is worthy of credit or 2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete

Your final grade derives from your performance in five areas: four written assignments and participation in our class meetings. The percentage of your grade allotted to each assignment is as follows:

Essay #1 Historical Definitions – Captive or Slave	25%
Essay #2 Romancing the Captivity	25%
Essay #3 Family Matters, Genealogy and the Politics of History	25%
Attendance and participation	25%

**Essays:**

*I'm all in favor of keeping dangerous weapons out of the hands of fools. Let's start with typewriters - Frank Lloyd Wright (1868-1959)*

Writing is a powerful tool of communication and persuasion. It is the means by which historians share ideas with each other and with the public. Learning to write well is a challenging but imperative part of your liberal arts education. In this class we will discuss paths to becoming a good writer. In light of this goal, you will complete three essays over the course of the semester. Details of each assignment will be handed out in class two weeks prior to the due date. The first essay will be a brief discussion, 3 – 5 pages, of the ways we might distinguish captivity from slavery. The next two essays will be 5-7 pages (double-spaced) and based on reading assignments from class. All written assignments must be turned in at the beginning of section on the due date. Papers turned in late are automatically docked one-half grade and a further half grade for each additional day late. All written assignments must be turned in in hard-copy format – I will not accept e-mailed papers, however I will offer comment on e-mailed drafts. In-class writing assignments, which will appear periodically through the semester, cannot be made up if you are absent on the class day they occur.

**Class preparation and timely work:**

The success of our class meetings revolves around the cooperation of all participants. Attendance is mandatory and will be taken at each meeting. To receive full credit for course attendance you must participate actively in class, and for this to occur everyone must come to class having read the assigned course materials. Please bring any notes you

take while reading, the assigned course readings for the day's discussion, and talking points and/or questions that you have regarding lecture topics. Inability to participate in class due to lack of preparation will be reflected in your course grade. Out of courtesy to your classmates, please arrive on time and do not pack up before the class period ends. Cell phones, pagers, iPods, etc. should be off and stowed for the duration of discussion section. Discussions require a courteous and respectful atmosphere at all times. While a history course may and should generate lively debates, any interruptions, personal attacks, inappropriate remarks, or disruptive behavior will not be tolerated. Every person's voice is of value in this class.

**Contacting me:**

I am delighted to be teaching your course this semester and I look forward to getting to know each of you better. Please visit me during office hours with questions or concerns about the course. If your schedule conflicts with my posted office hours, please e-mail me or speak to me following class to set up an alternate meeting time. I am happy to discuss your assignments or review papers with you; out of fairness to the class I can provide comments on only one draft per essay assignment. However, I will not review any assignment within 24 hours of the due date. Plan ahead. If you have a question about your grade you must set an appointment with me at least one day after receiving your graded paper. At the appointment I expect you to have read all the comments on your paper and to have specific questions that you wish to discuss. If you are seeking additional assistance with writing, I encourage you to visit the The MAX Center, which is open for tutoring M-F, 9 a.m.-4:30 p.m., Sun-Th, 7 -10 p.m. at Kagin Commons 1st floor.

**Important academic policies:**

Academic dishonesty: Please do not cheat. Per college policy, plagiarism and other forms of cheating may be reported to the appropriate disciplinary body and subject to sanction. Academic dishonesty is defined as "any act that violates the right of another student with respect to academic work or that involves misrepresentation of the student's own work." This includes "cheating on assignments or examinations, plagiarizing, inventing or falsifying research or other findings with an intent to deceive, submitting the same or substantially similar papers (or creative work) without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work." Disruptive conduct and sexual harassment: Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action, including having their registration cancelled. Sexual harassment, defined as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature," by or towards a member of the college community is strictly prohibited.

Special needs: Students with documented disability conditions that affect their ability to participate fully in class or to meet all course requirements should contact the instructor and Disability Services, Student Disability Services is the designated office at Macalester College that maintains disability-related documents, certifies eligibility for services, and determines and provides reasonable accommodations for students with disabilities. The Disability Student Services Coordinator is located in 119 Weyerhaeuser Administration

Building. The academic year hours are 8:00 am-4:30 pm. The phone number is 651.696.6220.

**SCHEDULE OF CLASS MEETINGS, SEMESTER I 2009:**

September 10 (R): Introduction: Syllabus and Expectations for Course

September 15 (T): DEFINITIONS: CAPTIVE, SLAVE, OR SOMEWHERE BETWEEN?

Reading: Brooks, Ch. 1

September 17 (R): RITUAL, RELATION, AND EXCHANGE

Reading: Brooks, Ch. 2-3

September 22 (T): CREATING BORDERLANDS

Reading: Brooks, Ch. 4-5

September 24 (R): ESTABLISHING SYSTEMS

Reading: Brooks, Ch. 6-7

September 29 (T): LASTING EFFECTS

Reading: Brooks, Ch. 8-Epilogue

October 1 (R): GENDERING CAPTIVE EXCHANGE

Reading: Barr, Introduction – Part I

October 6 (T): POLITICS AND RITUAL

Reading: Barr, Part II

October 8 (R): NEW WORLDS, NEW RELATIONS

Reading: Barr, Part III-Conclusion

October 13 (T): THE FAMILIAR CAPTIVES

Reading: Derounian-Stodola, Introduction – pp. 60

October 15 (R): CREATING A LITERARY FORM

Reading: Derounian-Stodola, pp. 61-104

October 20 (T): VIOLENCE AND REDEMPTION (**Essay #1 Due**)

Reading: Derounian, pp. 105-210

October 22 (R): THE CAPTIVE HISTORIAN

Reading: Demos

October 27 (T): CAPTIVITY AND HISTORIOGRAPHY

Reading: Demos

October 29 (R): NO CLASS, FALL BREAK

November 3 (T): RISE OF THE SLAVE TRADE

Reading: Gallay, Introduction – Part I

November 5 (R): THE MANY SITES OF SLAVERY

Reading: Gallay, Part II

November 10 (T): POLITICAL ECONOMIES OF SLAVERY

Reading: Gallay, Part III

November 12 (R): VIOLENT LEGACIES

Reading: Gallay, Part IV

November 17 (T): SLAVERY AND SEX

Reading: Morgan, Introduction – Ch. 2

November 19 (R): MOTHERHOOD AND SLAVERY

Reading: Morgan, Ch. 3 - 4

November 24 (T): WOMEN'S LABOR (**Essay #2 Due**)

Reading: Morgan, Ch. 5 - Epilogue

November 26 (R): NO CLASS, THANKSGIVING BREAK

December 1 (T): CAPTIVITY, SLAVERY, FAMILY

Reading: Saunt, Introduction – Ch. 4

December 3 (R): DIVERGENCE

Reading: Saunt, Ch. 5 - Afterword

December 8 (T): GENEALOGY AND HISTORICAL COMPLICATIONS

Reading: Miles, Introduction – Part I

December 10 (R): TIES THAT BIND AND BREAK

Reading: Miles, Part II - Coda

December 15 (T): FINAL CLASS MEETING, **ESSAY #3 DUE AT TIME OF SCHEDULED FINAL EXAM**