

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	Slavery in the USA
2	Module Code:	HIST38814
3	Credit Points:	20
4	Duration:	Year Long
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2014

### 8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	HIST20112	History: Theory, Method and Interpretation

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	HIST001	BA (H) History
		PT	HIST002	BA (H) History
		FT	HUMA004	BA (H) Communication & Society and History
		FT	HUMA012	BA (H) English and History
		FT	HUMA020	BA (H) European Studies and History
		FT	HUMA025	BA (H) Film & TV and History
		FT	HUMA029	BA (H) Global Studies and History
		FT	HUMA035	BA (H) History and International Relations
		FT	HUMA036	BA (H) History and Linguistics
		FT	HUMA037	BA (H) History and Media
		FT	HUMA038	BA (H) History and Philosophy
		FT	HUMA039	BA (H) History and Politics
		SW	MODL008	BA (H) French and History
		SW	MODL021	BA (H) German and History
		SW	MODL034	BA (H) Italian and History

SW	MODL052	BA (H) Spanish and History
FT	EURX003	European Exchange (Full Year)
FT	INTX003	International Exchange (Full Year)

## 10 Overview and aims

This module examines the institution of slavery in the United States. Through the study of primary and secondary sources, students investigate how slavery and racism took root and flourished in North America. The daily experiences of enslaved people are closely scrutinised. The first half of the course is structured chronologically and allows students to trace the development and institutionalisation of American slavery in the United States from the colonial period through to the mature plantation society that existed before the American Civil War. Topics to be examined include the transatlantic slave trade, slavery and the Founding Fathers, abolitionism and slave rebellion. The second half of the course explores the social and cultural world of slave society in the antebellum American South. It pays particular attention to the different social, cultural, economic and religious techniques employed by enslaved African Americans to resist the institution of slavery. Students inspect slave narratives, plantation records, and contemporary traveller accounts to research central themes in the historiography of slavery, such as the slave family, slave resistance, slave religion, slave culture and issues of gender. The final remainder of the course considers the pivotal role the institution of slavery played in fuelling sectionalism between the North and South, which led the country down the path to Civil War. Students study the destruction of the slave system as a result of the war, and reflect on the role played by African Americans in their emancipation.

Students taking this module will:

- trace the institutionalisation of slavery in the United States of America from its colonial roots through to the outbreak of the American Civil War and emancipation.
- explore the cultural and social world of enslaved African Americans.
- study a broad range of themes attracting continued interest from historians, such as the slave family, slave culture, slave religion, resistance, and issues of gender.
- examine the unique primary source material used by historians of American slavery, such as autobiographical book-length slave narratives and interviews conducted with formerly enslaved people. Students will appreciate the merits and pitfalls of employing these sources, and understand how the use of particular source material has shaped the trajectory of the historiography.

- critically engage with the different debates in the rich historiography of American slavery.

#### 11 Module content

- Origins of Slavery in North America
- The Transatlantic Slave Trade
- Colonial Slavery
- Slavery and the American Revolution
- Slavery and the Founding Fathers
- Slavery and Sectional Strife in the Early American Republic (1787-1821)
- The Rise of King Cotton
- Slave Rebellion
- Abolitionism and the Defence of Slavery
- Slave Labour
- Family Life
- Gender
- Slave Culture
- Slave Religion
- Slave Resistance
- Planters
- Non-elites
- Slavery, Sectionalism and Secession (1821-1861)
- The Civil War and Emancipation

#### 12 Indicative reading

- Berlin, Ira. *Generations of Captivity: A History of African-American Slaves*. Cambridge: Harvard University Press, 2003.
- Camp, Stephanie and Ed Baptist (eds.) *New Studies in the History of American Slavery*. Athens: University of Georgia Press, 2006.
- Forret, Jeff. *Slavery in the United States*. New York: Facts on File, 2012.
- Hammond, John Craig and Matthew Mason (eds.), *The Politics of Bondage and Freedom in the New American Nation*. Charlottesville: University of Virginia Press, 2012.
- Johnson, Walter. *River of Dark Dreams: Slavery and Empire in the Cotton Kingdom*. Cambridge: Harvard University Press, 2013.
- Kolchin, Peter. *American Slavery, 1619-1877*. London: Penguin, 1995.

- Morgan, Kenneth. *Slavery in America: A Reader and Guide*. Edinburgh: Edinburgh University Press, 2005.
- Taylor, Yuval. *I Was Born a Slave : An Anthology of Classic Slave Narratives*. 2 vols Chicago: Lawrence Hill Books, 1999.
- West, Emily. *Chains of Love: Slave Couples in Antebellum South Carolina*. Urbana: University of Illinois Press, 2004.

### 13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- A1. Demonstrate a detailed comprehension of the past and its interpretation, and of how societies and cultures perceive their own past and are influenced by it.
- A2. Articulate a critical understanding of the complexity of reconstructing and interpreting the past, and of the problematic and varied nature of historical evidence.
- A3. Demonstrate a detailed understanding of the historiographical development of core debates in history, together with a reflexive and critical awareness of the forces of historical change and the ways in which they are explained in historiographical debates.
- A7. Read, analyse, and reflect critically and contextually upon historical texts and other source materials.
- A8. Draw reasoned, informed and independently generated conclusions about the past from incomplete, ambiguous and often contradictory evidence.
- A10. Plan, design and execute a rigorous programme of research; evaluate and utilise historical methodology and approaches to the collection, interpretation and analysis of primary source materials and the presentation of data; assess and critically evaluate both the data and the techniques; present a sustained

Skills, qualities and attributes. After studying this module you should be able to:

- B1. Assimilate material from a range of sources and use it to construct and sustain logical arguments orally, visually, in written exercises of varying length and under timed conditions in examination.
- B2. Communicate information, ideas and conclusions in writing in a clear, lucid and structured way using a grammatically correct and precise prose that demonstrates command of a wide vocabulary.
- B3. Demonstrate advanced problem solving skills through the use of contemporary historical evidence and advanced secondary literature.
- B4. Demonstrate your independence of thought, critical analysis, rational inquiry, ability to apply ideas to new situations, self-directed learning and the ability to form and justify autonomous judgements through the setting of research tasks and the solving of historical problems.
- B5. Successfully undertake demanding independent and self-directed study, and be flexible and adaptable.
- B10. Conduct a sustained, reasoned and coherent argument, demonstrating independence of thought, appropriate synthesis of information, evaluation of

evidence, data and text, evaluate weaknesses in the arguments of others, and articulate and communicate personal views concerning historical issues.

#### 14 **Teaching and learning**

##### *Range of modes of direct contact*

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Workshops

Total contact hours: 52

##### *Range of other learning methods*

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading and research tasks for formative assessment

Small group work

Independent Study

Total non-contact hours: 148

#### 15 **Assessment methods**

This indicates the type and weighting of assessment elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
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1	50%	Coursework	Essay: 2,000 Words
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2	50%	Coursework	Analytical Review: 2,500 words
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##### **Diagnostic/formative assessment**

This indicates if there are any assessments that do not contribute directly to the final module mark

##### **Further information on assessment**

This section provides further information on the module's assessment where appropriate

Document management		
16	Module Title:	Slavery in the USA
17	Module Code:	HIST38814
18	Subject (JACS) Code	
19	Cost Centre	139
20	School:	AAH
21	Academic Team	HLI
22	Campus	2 (Clifton)
23	Other institutions providing teaching	Please complete in box 23 a-d - if applicable
	Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU	
23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date this version was formally approved by SASQC/DAG:	

24 Date this version was formally  
approved by SASQC/DAG: