

ANT4905 (31739, 31740): Slavery and the In-Between

Spring 2021, Credits: 1

Class Meeting Time (via Zoom): Thursdays, Period 7 (1:55-2:45PM)

Instructor: Andreana (Andree) Cunningham, MA

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Zoom Office Hours: W 11am-12pm or by appointment

Course Description and Objectives:

This course is centered around the non-fiction book, *Recapturing Africans: Surviving Slave Ships, Detention, and Dislocation in the Final Years of the Slave Trade*. Akin to a formalized book club, weekly readings and in-class discussions will be used to explore the topic of “in-between” recaptive status in the United States and elsewhere. This course will provide foundational knowledge of the African diaspora, the conclusion of the American slave trade, recaptive status, and social construction. These topics will supplement more advanced studies in biological/cultural anthropology, diaspora studies, and history.

The course consists of weekly synchronous sessions. The first portion of the course mainly focuses on the chapters of *Recapturing Africans*. The concluding portion of the course will apply the topics raised in the book to other bioarchaeological contexts of recaptive status, as well as to contemporary returns of African descendants to Africa.

Upon successful completion of this course, students will be able to:

- Explore political and personal ideas of how freedom is defined
- Gain an understanding of the slave trade routes that make up the African diaspora
- Describe the history of 19th century slave trade abolition as it relates to captives
- Gain an understanding of the social experience of captives
- Gain an understanding of racialization in U.S. and Liberian contexts
- Consider Florida’s role as an “in-between” space for captives

Required Texts:

Fett, S. M. (2016). *Recaptured Africans: Surviving slave ships, detention, and dislocation in the final years of the slave trade*. UNC Press Books.

Other Required/Supplemental Readings:

PDFs of other required/supplemental readings will be posted on the Canvas course page.

da Silva, D. D., Eltis, D., Misevich, P., & Ojo, O. (2014). The diaspora of Africans liberated from slave ships in the nineteenth century. *The Journal of African History*, 55(3), 347-369.

Haney Lopez, I. (2006). *White by law: The legal construction of race*. New York, NY: New York University Press.

Hartman, S. V. (1997). *Scenes of subjection: Terror, slavery, and self-making in nineteenth-century America*. Oxford University Press on Demand.

MacQuarrie, H., & Pearson, A. (2016). Prize Possessions: Transported Material Culture of the Post-Abolition Enslaved–New Evidence from St Helena. *Slavery & Abolition*, 37(1), 45-72.

Omi, M., & Winant, H. (2014). *Racial formation in the United States*. New York, NY: Routledge.

Pearson, A. F. P., Jeffs, B., Witkin, A., & MacQuarrie, H. (2011). *Infernal traffic: Excavation of a liberated African graveyard in Rupert's Valley, St. Helena*. Council for British Archeology.

Walser, H. (2020). Under Description: The Fugitive Slave Advertisement as Genre. *American Literature*, 92(1), 61-89.

Walvin, J. (2014). *Atlas of Slavery*. London: Routledge.

Course Requirements and Grading:

Students' final grades are based on in-class participation (40 percent) and two assignments, a visual narrative (30 percent) and final paper (30 percent). Final grades will be:

A ≥ 92.50%	C 72.50% - 76.49%
A- 89.50% - 92.49%	C- 69.50% - 72.49%
B+ 86.50% - 89.49%	D+ 66.50% - 69.49%
B 82.50% - 86.49%	D 62.50% - 66.49%
B- 79.50% - 82.49%	D- 59.50% - 62.49%
C+ 76.50% - 79.49%	F ≤ 59.49%

1. *Class Participation* (40%). Given the brief in-class time, participation is a crucial component for success in this course. You are expected to consistently attend synchronous course meetings. Further, you are expected to arrive to each class having read the assigned readings and to contribute thoughtful observations and questions derived from the text. Successful participation also requires engaging with in-class activities. Another possible form of participation is to submit questions/observations to a Canvas discussion post prior to class meetings. While class meetings will not be recorded, you may consult the instructor for lecture slides or clarification if you must miss a class meeting.

2. *Visual Narrative* (30%). This is an in-class presentation lasting 5-10 minutes. The purpose of this exercise is to develop a visual tool to depict a slice of time during the slave trade, abolition, or contemporary period relating to the idea of recaptivity, freedom, or the idea of “returning to Africa.” You may use platforms such as Northwestern University Knight Lab Storytelling Tools (<https://knightlab.northwestern.edu/>), Venngage, or PowerPoint to create this effort. You will need to schedule a brief individual meeting with the instructor by 03/11/21 to discuss your project idea.

3. *Final Paper* (30%). The purpose of this capstone assignment (2-3 pages double spaces) is to reflect on how this book and course may have altered your perspective. You may choose one of the following prompts to respond to, or you may submit an alternate prompt with instructor approval. APA format citations and a reference list are only required if referencing outside of the Fett (2016) text. If using direct quotes from a work, identify the pages they are located.

- Following this course, has your definition of ‘liberation’ changed? Why or why not?

- What parts of this book were most interesting or surprising to you?
- How does the story of the captives relate to modern movements?
- Has this book changed your perspective on the idea of “returning to Africa”?

Other Policies

Classroom Accommodations: Students requesting classroom accommodation must first register with the Dean of Students Office (<https://disability.ufl.edu/>). The Dean of Students Office will provide documentation to the student, who must then provide this documentation to me when requesting accommodation. This documentation must be presented to me by the end of the second week of classes, in order for accommodations to be made within a timely manner. Please contact me if you have any questions or concerns about this policy.

Academic Honor Code: Plagiarism or cheating in any form is subject to university policy as outlined by the Dean of Students (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).

Diversity and Inclusion Statement

It is my intent that students of all diverse backgrounds and perspectives will be well-served by this course, and that I will present course activities and resources that are respectful of gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Given the complex and at times sobering nature of the content addressed in this book, I aim to cultivate a classroom environment that fosters thoughtful and respectful discussions. To facilitate meeting these aims, an anonymous JotForm survey will be available on the Canvas page to submit questions or concerns to me at any point during the semester. I encourage you to utilize this resource to provide general ongoing feedback, or to share any feedback or concerns regarding classroom inclusivity. I will check these responses regularly, and they will be taken seriously. Please note that these submissions will not be visible to your classmates.

I also encourage you to utilize the resources below as needed if you seek community or redress beyond the parameters of this course:

Multicultural and Diversity Affairs: <https://multicultural.ufl.edu/>

Disability Resource Center: <https://disability.ufl.edu/>

Office of the Chief Diversity Officer: <https://cdo.ufl.edu/about/>

- If you would like to schedule a meeting with the Chief Diversity Officer, please email Brigit Dermott (bdermott@ufl.edu).

Office of the Ombuds: <https://www.ombuds.ufl.edu/>

Late Assignment Policy

Given the pandemic’s role in creating a host of challenges for traditional classroom activity, I recognize the myriad circumstances that students may be in. If you find yourself struggling with meeting course expectations, I am happy to discuss alternate arrangements with you or direct you to services. However, I ask that you are proactive with communicating your concerns so that it does not impact your grade negatively.

UF Support Services

Resources are available on-campus for students experiencing circumstances that may interfere with their academic performance. These resources include:

- Counseling and Wellness Center, <http://www.counseling.ufl.edu/cwc/>
- Care Area: <https://care.dso.ufl.edu/>
- University Police Department: 392-1111 or 9-1-1 for emergencies.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

Course Schedule and Assignments			
Month	Date	Topic	Required/Supplemental Readings (to read by class meeting date)
January	14	Course outline and expectations	
January	21	The African diaspora and freedom	Req: Introduction, pp. 3-15 Suppl: Walvin (2014); pp. 58-83 Hartman (1997); pp. 115-125
January	28	Recaptives of a Slaveholding Republic	Req: Ch. 1, pp. 16-41
February	4	Proslavery Waters	Req: Ch. 2, pp. 42-69
February	11	Suffering and Spectacle	Req: Ch. 3, pp. 70-100 Suppl: Hartman (1997); pp. 17-32
February	18	A Human Rights Counterpoint	Req: Ch. 4, pp. 102-125
February	25	NO CLASS (UF Recharge Day)	
March	4	Surviving Recaptive Transport	Req: Ch. 5, pp. 126-155
March	11	Becoming Liberian “Congoes”	Req: Ch. 6, pp. 156-185 Suppl: Omi and Winant (2014); pp. 120-130 Haney Lopez (2006); pp. 103-108
March	18	Conclusions, and other In-Betweens	Req: Conclusion, pp. 186-193 Suppl: Walser (2020)
March	25	Recaptives in Other Parts of the World	Req: Pearson et al. (2011); da Silva et al. (2014) Suppl: MacQuarrie et al. (2016)

April	1	Contemporary Returns to Africa	Req: 2019: Year of return for African Diaspora African diaspora: Did Ghana's Year of Return attract... Video: Why I Moved From America To Liberia
April	8	Visual Narrative Presentation Day 1	
April	15	Presentation Day 2/ Wrap-up DUE: Final Paper	