



Department of History

HIST*2340: Slavery and Migration in the Atlantic World

Winter 2025

Credit Weight: .50

Pre-Requisites: 2.00 credits

1 Course Details

1.1 Course Description

The course will deal with the forced migration of Africans resulting from the Atlantic slave trade and the indentured labor migration of Indians to the Caribbean Isles, the latter which was associated with the demise of the slave trade and slavery. Issues to examine will include a comparison of forces internal and external to Africa and India productive of the exodus, the nature of diaspora communities established by both set of migrants, and the socio-political and economic dynamics involved in their establishment as citizens of their new societies during the period.

1.2 Delivery Method

Face-to-face, classroom.

1.3 Timetable

Tuesday & Thursday:



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Venue:



2 Instructional Support

2.1 Instructional Support Team

Instructor:

Email:

Telephone:

Office:

Office Hours:

[Redacted]
[Redacted]
+1-519-824-4120 x [Redacted]
[Redacted]
Tues/Thurs 2:00-3:00PM.

3 Learning Resources

3.1 Required course materials:

Links to all assigned course materials, including primary source documents, are available on Course Link or will otherwise be freely available via OMNI or Google search.

3.2 Costs of all mandatory and optional learning materials

No purchases are required

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

- assess the local and global forces involved in the creation, distribution, maintenance and eradication of these labor types.
 - apply the comparative historical method to elucidate concepts and explicate historical moments and forces relevant to the creation of the African and Indian diasporas in the Atlantic world.
 - appreciate the different perspectives that inform the interpretation of historical texts and evidence regarding the use of indentured labor.
 - practice critical reading, critical thinking, and critical analysis.
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5 Teaching and Learning Activities

Course Schedule

Jan. 7/9. Introduction

- a UNESCO, *Slave Voyages Chap.1* “The Origins and Development of Slavery”
- b David Eltis, “A Brief Overview of the Trans-Atlantic Slave Trade”, 2007. *Voyages: The Trans-Atlantic Slave Trade Database* <http://slavevoyages.org/assessment/essays> (<http://slavevoyages.org/assessment/essays/>)
- c David W. Galenson, The Rise and Fall of Indentured Servitude in the Americas: An Economic Analysis. *The Journal of Economic History*, Vol. 44, No. 1 (Mar., 1984), pp. 1-26 . <http://www.jstor.org/stable/2120553>

- d M. Schuler, "The recruitment of African indentured labourers for European colonies in the nineteenth century". In: Emmer, P.C. (eds) *Colonialism and Migration; Indentured Labour Before and After Slavery. Comparative Studies in Overseas History*, vol 7. (Springer, 1986 Dordrecht), 125-162. https://doi.org/10.1007/978-94-009-4354-4_7

Jan.14/16. Pull factors

- a James Walvin. *Atlas of Slavery*. Vol. First edition. (Harlow, England: Routledge 2006). <https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=nlebk&AN=797713&authtype=shib&site=ehost-live&scope=site>. Chapter 5-7
- b Philip R. P. Coelho and Robert A. McGuire , "African and European Bound Labor in the British New World: The Biological Consequences of Economic Choices" (<http://www.jstor.org/stable/pdfplus/2951108.pdf>), *The Journal of Economic History*, Vol. 57, No. 1 (Mar., 1997), pp. 83-115.
- c Marina Carter and Crispin Bates, "Empire and locality: a global dimension to the 1857 Indian Uprising (<http://dx.doi.org.subzero.lib.uoguelph.ca/10.1017/S1740022809990337/>)" *Journal of Global History*, vol. 5. 1. 2010 :51 -73 [access using OMNI]

Jan.21/23. Push factors

- a James Walvin. 2006. *Atlas of Slavery*. Vol. First edition. Harlow, England: Routledge. <https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=nlebk&AN=797713&authtype=shib&site=ehost-live&scope=site>. Chapter 8, Africa.
- b UNESCO, *Slave Voyages* Chap. 2 "West Africa before the Transatlantic Slave Trade"
- c Brijv Lal. "Bound for the Colonies: A View of Indian Indentured Emigration in 1905 (<https://www.jstor.org/stable/25169453/>)." *The Journal of Pacific History*, 34.3 (1999): 307.

Jan.28/30. Organization

- a UNESCO, *Slave Voyages* Chap. 5 "Financial and Commercial Organization"
- b R. B. Sheridan, "The Commercial and Financial Organization of the British Slave Trade, 1750-1807 (<https://www-jstor-org.subzero.lib.uoguelph.ca/stable/pdf/2592319/>)" *The Economic History Review, New Series*, Vol. 11, No. 2 (1958), pp. 249-263.
- c Walton Look Lai, *Indentured Labor*, Chapter 3

Feb.4/6. Middle passage I

- a UNESCO, (<http://unesdoc.unesco.org/images/0012/001286/128631eo.pdf>)*Slave Voyages* Chap. 7. The Middle Passage: A Way of Death
- b Jay Coughtry, "The Middle Passage" in *The Notorious Triangle: Rhode Island and the African slave trade, 1700-1807* (Temple Univ Press 1981), pp.144-161.
- c Herbert S. Klein, Stanley L. Engerman, Robin Haines, Ralph Shlomowitz, "Transoceanic Mortality: The Slave Trade in Comparative Perspective" (<http://www.jstor.org/stable/pdfplus/2674420.pdf?acceptTC=true>), *The William and Mary Quarterly, Third Series*, Vol. 58, No.1 (Jan., 2001), 93-118.

- a Leitch Ritchie, *Travelling Sketches on the Sea-coasts of France: With Beautifully Finished Engravings, from Drawings by Clarkson Stanfield*, (Esq Longman, London 1834), pp.72-82.

Feb.11/13. Middle passage - II

- a Crispin Bates, "The Indian Labor Diaspora, Resource Text for Students" Becoming Coolies' research project on the origins of Indian overseas labour migration (<http://dx.doi.org/subzero.lib.uoguelph.ca/10.1017/S1740022809990337/>), Edinburgh and Leeds Universities, funded by the Arts and Humanities Research Council [AHRC]
- b James Carlile and Swinton *Journal of a Voyage with Coolie Emigrants. Extracts from the Diary of Captain Swinton on His Passage from Calcutta to Trinidad*, (London: A.W. Bennett. 1859) . <http://www.jstor.org/stable/60225519>

February 14: Deadline to submit your **Reaction Paper #1**

Feb.18/20 Winter Break

Feb.25/27. Labor Regimes

- a UNESCO, *Slave Voyages* Chap.4 (<http://unesdoc.unesco.org/images/0012/001286/128631eo.pdf>) "Slavery in the Americas
- b Lucille Mathurin Mair, "Women Field Workers in Jamaica During Slavery" in Hilary Beckles and Verene Shepherd eds., *Caribbean slavery in the Atlantic world : a student reader* (Kingston, Jamaica : Ian Randle 2000), pp. 390-397
- c Marianne D. Ramesar, "Indentured Labour in Trinidad 1880-1917", in Kay Saunders, *Indentured labour in the British Empire, 1834-1920*. (Croom Helm 1984), pp, 57-77.

Mar.4/6. March 4 - Catch-Up day | One-hour in class **Midterm Exam** - March 6

Mar.11/13. Building Diasporan Communities

- a Higman, B.W. "African and Creole Slave Family Patterns in Trinidad." *Journal of Family History* 3, no. 2 (June 1978): 163–78.
- b Trevor Burnard & John Coffey (2023) *Slave Registers and British Guiana: Life and Resistance on Slave Plantations*, *Histories of People and Place*, Vol.18 1-2, (2023-07), p.43-65. DOI:10.1080/28334299.2023.2283117
- c Vashti Singh, Chapter 7 "East Indian Education in Nineteenth-century Trinidad: Social Exclusion or Integration?", in Hassankhan, M.S., Roopnarine, L., & Ramsোধ, H. (Eds.). (2016). *The Legacy of Indian Indenture: Historical and Contemporary Aspects of Migration and Diaspora* (1st ed.). Routledge. <https://doi.org/10.4324/9781315272023>
- d Parbattie Ramsarran, "The Indentured contract and its Impact on Labor Relationship and community reconstruction in British Guyana", *International Journal of Criminology and Sociological Theory*, Vol. 1, No. 2, December

Mar.18/20. The Abolition

- a Basdeo Magru, *Indenture and Abolition: Sacrifice and Survival on the Guyanese Sugar Plantations*, (Toronto: TSAR, 1993) Chapter 6
- b UNESCO, *Slave Voyages*. Chap 12.
(<http://unesdoc.unesco.org/images/0012/001286/128631eo.pdf>). “Abolition Struggles and Opposition Movements.”

March 21st: Deadline to submit your **Reaction Paper #2** .

Mar.25/27. Repatriation/Return Migration

- a Lommarsh Roopnarine, “The Repatriation, Readjustment, and second term migration of Ex-Indentured Indian Laborers from British Guiana and Trinidad to India, 1838-1955 (<http://booksandjournals.brillonline.com/content/journals/10.1163/13822373-90002459/?crawler=true>)”, *New West Indian Guide*, Vol. 83, no. 1&2 (2009), pp. 71–97
- b Neha Hui, Uma S Kambhampati, “Between unfreedoms: The role of caste in decisions to repatriate among indentured workers” , *The Economic history review*, Vol.75 no.2, (2022), p.421-446. <https://doi.org/10.1111/ehr.13115>
- c Abraham Farfán and María Del Pilar López-Uribe. "The British Founding of Sierra Leone Was Never a 'Province of Freedom'." Africa at LSE. October 19, 2021. <https://blogs.lse.ac.uk/africaatlse/2020/06/27/british-founding-sierra-leone-slave-trade/>.
- d Eric Burin, Stanley Harrold, and Miller, Randall M, Chapter. 1. “An Overview of the African Colonization Movement”, in *Slavery and The Peculiar Solution: A History of The American Colonization Society (ACLS Humanities E-Book, 2008)*.

Apr. 1/3. Course Review

Final Exam – In-person: April 10, 2025.

6 Assessments

6.1 Assessment Details

Class Participation (50%)

For each week (except for the week of March 4 and the week of April 1), in two or three short paragraphs (250-300 words total), submit to the CourseLink Discussion board a record of what you learned in class from the lecture and discussion sessions on the topic of the week. This can include a concise account of your contribution to class discussion. Ensure that your paragraphs are written in complete and connected sentences. Submit within 24 hours of the end of our Thursday class.

The best 8 (out of 10) records of participation will count for your final participation grade. You must be present in class to submit a participation record. There will be **no make up** for this assessment component.

Two Reaction Papers (30%)

Each weekly topic that we discuss has assigned readings that allow you to do a comparative analysis of the two streams of migrants that the course is about.

- Use all the weekly readings relating to your chosen topics to compose your two reaction papers, the first to be submitted before the Winter Break and the second, after.
- In your paper, discuss the theses or central arguments, (and sub-arguments or sub-theses) and how the arguments (and sub-arguments) in the readings under the topic relate to one another; how the readings compare with each other, how they complement or are opposed to each other; whether they have broader or narrower (geographical; historical; thematic) scope than each other, whether/how the explanations intersect and how or whether they enable you to appreciate the topic. Conclude by evaluating the relative effectiveness of the author's arguments
- **Deadlines:** Reaction Paper #1 – February 14, 2025 || Reaction Paper #2 – March 21st, 2025
- **Word limit:** 1900-2200 words including cover page information and References.
- **Submit** to Dropbox in Course Link

Final Exam (20%)

This is a cumulative examination to be written in person on April 10, 2025.

7 Course Statements

Late Penalty Policy

Assignments (Class Participation and Reaction Papers) submitted late will not be graded, except for sudden emergencies and ill-health.

Artificial Intelligence Use Policy

The use of ChatGPT, Aria, or other AI systems to **mimic independent analysis and generate text** for all assignments in this course **is strictly prohibited**. The unauthorized use of AI systems will be considered a violation of the university's academic misconduct policies.

Your course assignments must reflect your own intellectual work and demonstrate the application of critical thinking and analysis.

8 University Statements

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic

offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website](#).

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the [Undergraduate Calendar - Dropping Courses](#).

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).
