

Syllabus  
Southern Slavery and the Law  
History 511-A, Fall 2003  
Professor Schweningen

The purpose of this seminar is to write a research paper, using primary sources, on a topic concerning Southern Slavery and the Law. The paper is due on Thursday, 4 December 2003. Late papers will not be accepted. For undergraduates it should be no longer than fifteen pages; for graduates no longer than twenty-five pages, including foot- or endnotes and bibliography.

To choose a topic and begin to organize your research, the first few class sessions will be devoted reading and discussing Thomas D. Morris, Southern Slavery and the Law, 1619-1860 (Chapel Hill: University of North Carolina Press, 1996) [hereafter SSL; on reserve in Jackson library]; Loren Schweningen, ed., The Southern Debate Over Slavery: Volume 1, Petitions to Southern Legislature, 1778-1864 (Urbana: University of Illinois Press, 2001) [hereafter SDOS; an e-book at <http://history.uncg.edu/slaverypetitions/>]; and Mary Lynn Rampolla, A Pocket Guide to Writing in History, third edition (Boston: Bedford/St. Martin's, 2001).

During the first class session, assignments will be given out so that each student can prepare reports on chapters SSL, SDOS, and A Pocket Guide. During the fourth class session (September 11), we will discuss the "how to" of writing history. Before the fifth class session (September 18) students should peruse the website of librarian Kathy Crowe (<http://library.uncg.edu/depts/ref/bibs/his511ws.html>), and examine the Race and Slavery Petitions Project website (<http://history.uncg.edu/slaverypetitions>). We will spend this session in the library discussing primary and secondary sources and research methods.

Before the sixth class session (September 25) each student should have read Rampolla and selected a topic for the semester's research. Rampolla's Guide contains information about how to take notes. We will discuss in class what you wish to do and how you want to do it. You should keep in mind that historians (most of them) seek to distill information from a body of evidence and argue a thesis. Also historians make comparisons, especially in time and location, and, in our case, how laws evolved and changed over time and in different settings. Writing a research paper involves the ability to collect, analyze, and interpret evidence, and bring it together in an imaginative and innovative fashion.

You may, if you wish, rely on petitions to southern legislatures as a primary source. Approximately 3,000 petitions, mostly from Delaware, Virginia, North and South Carolina, Tennessee, Mississippi, and Texas, have been compiled by the Race and Slavery Petitions Project. They are on microfilm in Jackson Library, where photocopies can be made, and in the Petitions Project archives (Brown building, rooms 3 and 4, basement southeast corner, where there will be a sign up sheet for the microfilm reader). The petitions are searchable with the "Search Petitions" function of the Project website cited above, and with a 450-page printed guide. The website contains a PAR

(Petition Analysis Record) number for each petition in the collection, and the printed guide contains the state and frame location of each petition. You may, if you choose, however, rely on other primary sources, including material at the state archives in Raleigh, the Southern Collection at UNC-Chapel Hill, or the manuscript collections at Duke University, University of Virginia, or University of South Carolina. In any event, you should probably concentrate on one state and one period between the American Revolution and the Civil War.

On October 2, students should bring to class the notes they have taken from secondary and primary sources, an outline of your paper, including a thesis statement, and be prepared to discuss briefly your preliminary findings. At this class session, undergraduates will meet at 6:00 p.m. and graduate students at 7:00 p.m.

On October 16, students should bring to class a rough draft of their paper, and present it to the class in summary fashion. At this class session, undergraduates will meet at 6:00 p.m. and graduate students at 7:00 p.m. Undergraduates should pass out to fellow undergraduates, and graduates to fellow graduates, a copy of their paper. All students should provide the instructor with a copy of this rough draft.

On October 23, undergraduates will meet to critique one another's papers.

On October 30, graduate students will meet to critique one another's papers.

On the two above dates, the instructor will hand back rough drafts with his comments and suggestions.

Criticisms should be rigorous and suggest weaknesses or flaws in an argument or the sources but should also be made in a positive and constructive manner.

Your final papers should include a bibliography of secondary sources, including for undergraduates at least ten books and/or articles and for graduates at least fifteen books and/or articles. It should also include a brief bibliography of primary sources.

The final grade in the course will be the same as the grade on your final paper unless you have missed class or not completed the assignments as cited above. Class attendance is mandatory. Your final papers will not be returned but will be filed in the history department office as part of your academic record. My office hours (240 McIver) are Thursdays 11:00-12:00 and 5:00-6:00 and by appointment.

## Bibliography of Secondary Sources British North American and the United States

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- McMillen, Sally G. Southern Women: Black and White in the Old South. Arlington Heights, Illinois: Harlan Davidson, Inc., 1992.
- Malone, Ann Patton. Sweet Chariot: Slave Family and Household Structure in Nineteenth-Century Louisiana. Chapel Hill: University of North Carolina Press, 1992.
- Morris, Richard D. Southern Slavery and the Law, 1619-1860. Chapel Hill: University of North Carolina Press, 1996.
- Mullin, Gerald M. Flight and Rebellion: Slave Resistance in Eighteenth-Century Virginia. New York: Oxford University Press, 1972.
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## Relevant Website Addresses

<http://history.uncg.edu/slaverypetitions>

<http://docsouth.unc.edu>

<http://www.questia.com>

<http://www.utoronto.ca/museum/reviews/2001/Shiralee/Hudson.html>

<http://www.press.uillinois.edu/s01/schweninger.html>

<http://139.140.12.20:8080/flighttofreedom/live/intro.shtml>

<http://hitchcock.itc.virginia.edu/Slavery/>

<http://www.yale.edu/qlc/>

[http://216.33.236.250/cgi-bin/linkrd? lang=EN&lah=d24e7fd1297508cc4eb103cf38849452&lat=1045494795&hm\\_\\_action=http%3a%2f%2fwww%2enationalgeographic%2ecom%2f railroad%2fhttp://www.nationalgeographic.com/railroad/](http://216.33.236.250/cgi-bin/linkrd? lang=EN&lah=d24e7fd1297508cc4eb103cf38849452&lat=1045494795&hm__action=http%3a%2f%2fwww%2enationalgeographic%2ecom%2f railroad%2fhttp://www.nationalgeographic.com/railroad/)

<http://stlcourtrecords.wustl.edu/index.cfm>

<http://www.stlcourtrecords.wustl.edu/display-search-results.cfm?collection=2>

[Http://www.newhavenregister.com/site/news.cfm?newsid=7169004&BRD=1281&PAG=461&dept\\_id=7559&rfi=6](Http://www.newhavenregister.com/site/news.cfm?newsid=7169004&BRD=1281&PAG=461&dept_id=7559&rfi=6) [African American websites]

<http://www.ipums.umn.edu/usa/index.html> [demography]