HIST 3020
Historical Thinking and Writing:
International Human Rights Courts, 1807-1900

Spring 2017
Tuesdays and Thursdays,
12:30pm-1:45pm
LIBR M498
Dr. Henry Lovejoy
hlovejoy@colorado.edu
Hellms Rm. 352
Office Hours:
Tuesdays and Thursdays, 2:00pm-3:00pm
(or by appointment)

Be it therefore enacted by the King’s most Excellent Majesty, by and with the Advice and Consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the Authority of the same, That from and after the First Day of May One thousand eight hundred and seven, the African Slave Trade, and all manner of dealing and trading in the Purchase, Sale, Barter, or Transfer of Slaves, or of Persons intended to be sold, transferred, used, or dealt with as Slaves, practiced or carried on, in, at, to or from any Part of the Coast or Countries of Africa, shall be, and the same is hereby utterly abolished, prohibited, and declared to be unlawful.

-- An Act for the Abolition of the Slave Trade, 1807 --

Welcome to Historical Thinking and Writing! In the next sixteen weeks we will be discussing Great Britain’s global effort to abolish the African slave trade and subsequent formation of some of the world’s first international courts of humanitarian effort. This seminar will focus on the practice of writing required in upper-division History classes involving primary and secondary sources. Components of this course will also introduce students to techniques in the Digital Humanities involving “Big Data,” historical cartography, digital exhibits and website design.

This writing and thinking course might be different from other classes you have taken. Rather than memorizing names and dates (though you will have to remember basic factual information), we are going to be thinking about what kinds of questions we can ask about international human rights laws, procedures and practices and how we can use evidence and analysis to answer some of those questions through effective writing and critical thinking. In general, I am interested in exploring three broad themes:

1) What are the origins of human rights? How did global powers enforce them? And what were the underlying motives for abolishing the African slave trade?

2) How can we critically assess, or think about, the ways in which humanitarian efforts are beneficial or detrimental to different societies around the world?

3) How can we research and communicate complex and multifaceted issues through digital technologies and effective writing?
I. COURSE GOALS

From the university’s perspective, your goals as a student at CU Boulder are described in five 
Student Learning Objectives from Student Affairs. They describe, what you as a successful, 
intellectually curious learner, and active citizen of the world, should develop by taking this class.

1. Personal and professional development
2. An appreciation of differences and an understanding of the importance of diversity, 
   inclusion, and humanitarianism
3. Civic engagement and effective leadership
4. Interpersonal and intrapersonal competence; independence and interdependence
5. Responsibility and accountability

From my perspective, this course is less about making sure you remember how many slaves 
crossed the Atlantic between 1500 and 1900 (12 million) and more about giving you a new 
perspective on the world and how the past has defined the present. By the time you finish 
this class, I hope that you will have developed the following skills:

1. You read and listen carefully and critically to ask 
   more informed questions.
2. You build your ideas and arguments based on 
evidence. When someone asks you “Why do you 
think that?” You can back up a solid answer.
3. You work to understand different beliefs and 
   ideas on their own terms, and you respond to 
   them in an intelligent and respectful manner.
4. When you read world news, you know 
something more about the places, ideas, and 
people involved.
5. You find links between the world of the past and the world you live in today to become 
suspicious when someone uses the words “always,” “everyone,” or “everywhere.”

II. CLASS PARTICIPATION

Attendance is required in this course and I take attendance. You are allowed two “freebie” 
unexcused absences. Every unexcused absence thereafter will result in a 2% deduction from your 
final grade. For an absence to be excused, you must submit documentation to me within one week 
of returning to class. Valid reasons for excused absences are campus policy. Being late or leaving 
early can result in unexcused absences. Late assignments result in 10% deductions per day.

Computers/smartphones are permitted in class, but texting, facebooking, tweeting, surfing non-
class topics and wearing headphones are not. Audio and/or visual recording of classes is strictly 
prohibited without permission. Policies on classroom behavior are stated in Classroom and 
Course-Related Behavior policies and Professional Rights and Duties. Sexual Misconduct,
Discrimination, Harassment and/or Related Retaliation are not tolerated. Policy information can 
be found at the Office of Institutional Equity and Compliance at 303-492-2127.
III. **ACCOMMODATIONS**

If you qualify for accommodations based on documented disabilities, please submit a letter from Disability Services in a timely manner so that your needs can be addressed. Contact Disability Services at 303-492-8671 or by email at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines.

IV. **READINGS**

Critical thinking is an integral component of this seminar and in-class discussions are paramount. In other words, do your readings and come to class prepared! Afraid to talk in class and worried about participation? Email me your thoughts or come to office hours before the scheduled class. Never use your cell phone or computer to do your readings in class!

The following required texts are available at the CU Bookstore:


Become familiar with the following websites:

1. [The Trans-Atlantic Slave Trade Database](#)
2. [The Liberated Africans Project](#)
3. "[Foreign Office 84 Series](#)" National Archives, England

The following journal articles and chapters will be posted on D2L or through provided links:

1. Jack Richards, “Bridging the Gap between Receptive and Productive Competence”
3. Gardiner and Musto, *The Digital Humanities: A Primer for Students and Scholars*
6. Paul Lovejoy, “The Age of Revolutions in the Atlantic World,” in *Jihad in West Africa during the Age of Revolutions*.
V. **Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, resubmission, and aiding academic dishonesty. All incidents of academic misconduct must be reported and students could be subject to both nonacademic and academic sanctions. Additional information regarding the academic integrity policy can be found at the [Honor Code Office](#).

VI. **Response Papers**

This course is to develop your writing and critical thinking, so you will be expected to write a lot. Every Thursday, students must submit at the start of class in hardcopy a response paper which reflect an excellent understanding of the weekly readings. The weekly “Response Paper Topic” is provided below and in each section of the course schedule. Each response paper is worth 5%, meaning all ten response papers account for 50% of the final grade. The final “response paper” will be a solid outline for your final research paper, which demonstrates the primary and secondary sources you will be using and the overall structure of how you are building your argument.

**Marking Format:**

1. Must be at least one double-spaced page
2. Must have at least two paragraphs
3. Must have one-inch margins all the way around
4. Must have a creative title, i.e. not “Response Paper 1”
5. Must be New Times Roman or Arial font
6. Must be 12 point, not 11pt or 14pt
7. Must have students name in the header
8. Avoid hanging words on paragraphs
9. Each paragraph must be a strong topic sentence
10. Grammar and structure count!

**Response Paper Topics:**

1. Why are critical thinking and historical writing valuable skills for today’s job market?
2. Briefly explain with dates the revolutions that characterized the Age of Revolutions?
3. How did abolition of the trans-oceanic slave trades begin?
4. What was the international and global scope of abolition efforts?
5. What are the primary sources available for researching the abolition of the slave trade?
6. What is APOP and why is it important to consider in writing?
7. Why are the digital humanities important for the study of the abolition of slavery?
8. What was the economic impact of the abolition of slavery and how did it contribute to the world’s labor problem?
9. What was the illegal slave trade and how did abolition African economies?
10. Provide an outline for your final research paper where you demonstrate your intended argument and using bullets the general structure of the final paper.
VII. FINAL RESEARCH PAPER

Students will submit a research paper related to topics about the abolition of the international slave trade and international human rights courts. Students must cite the assigned readings among other primary and secondary sources to prove their main argument. The final paper must be submitted into a D2L drop box on May 9 2017 by 7:00pm. No hard copy of the final is necessary.

Please choose one of the two topics below (or propose your own topic by Week 10).

1. How did British abolitionism during the Age of Revolution give rise to international courts of humanitarian effort? Were these courts effective in upholding human rights?
2. Choose at least two cases (i.e. the capture and liberation of the people from a slave ship) to discuss the policies and practices of abolitionism. Were these methods effective in suppressing the slave trade and did they affect the economies of Africa and the Americas?

Marking Format:
1. Must be at least 16-20 double-spaced pages
2. Must include page numbers
3. Must have one-inch margins all the way around
4. Include a very creative title, not “Final Paper”
5. Must be New Times Roman or Arial font
6. Must be 12 point, not 11pt or 14pt
7. Must have students name in the header
8. Avoid hanging words on paragraphs
9. The thesis statement must be last sentence of intro
10. Topic sentence must be first sentence of each paragraph
11. All citations must consistently adhere to a single style
12. Grammar and structure count!

VIII. GRADING SCALE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Papers (5% X 10): 50%</td>
<td>90-100  A</td>
</tr>
<tr>
<td>Class Participation: 20%</td>
<td>80-89.9  B</td>
</tr>
<tr>
<td>Final Paper: 30%</td>
<td>70-79.9  C</td>
</tr>
<tr>
<td>Bonus Digital Component: 5%</td>
<td>60-69.9  D</td>
</tr>
<tr>
<td></td>
<td>&lt;59.9   F</td>
</tr>
</tbody>
</table>

I will provide writing feedback for all response papers and I will post grades on D2L asap. Unexcused late submissions, i.e. after the start of class, will be deducted one letter grade per day. I will post participation grades after the last class. I will provide opportunity for a bonus 5% digital component to be discussed on an individual basis during office hours. I will round up final grades only if they are within a point and if you have missed ≤ 2 classes (not counting excused absences).

Example One: You have missed two classes and have an 89.2 → A
Example Two: You have missed three classes and have an 89.2 → B
Example Three: You have missed no classes and have an 88.6 → B

I require at a minimum 24 hours to respond to all email requests, so please plan accordingly!
IX. COURSE OUTLINE

WEEK ONE – THE VALUES OF A HISTORY MAJOR

Tu Jan. 17  Career Choices with a History Degree
Overview of Links to a Job List in D2L

Th Jan. 19  The Importance of Critical Thinking and Expression through Writing
Jack Richards, “Bridging the Gap between Receptive and Productive Competence” (http://www.cambridge.org/elt/blog/2015/08/bridging-gap-receptive-productive-competence/)
Boice, “Begin Writing Early (Before Feeling Ready),” 123-136 (D2L).

Response Paper 1 – Why are critical thinking and historical writing valuable skills for today’s job market?

WEEK TWO – THE DIGITAL AGE OF REVOLUTIONS

Tu Jan. 24  The Age of Revolutions
Paul Lovejoy, “The Age of Revolutions in the Atlantic World,” in Jihad in West Africa during the Age of Revolutions, 9-35 (available on D2L).

Th Jan. 26  Digital History: New Methods for Research, Thinking and Writing
Gardiner and Musto, The Digital Humanities: A Primer for Students and Scholars, 1-30 (available on D2L); Essays from Voyages: The Trans-Atlantic Slave Trade Database (http://slavevoyages.org/assessment/essays); The Liberated Africans Project (www.liberatedafricans.org)

Response Paper 2 – Briefly explain with dates the revolutions that characterized the Age of Revolutions?

WEEK THREE – ORIGINS OF ABOLITIONISM

Tu Jan. 31  Abolitionism before 1807

Th Feb. 2  The African Slave Trades
Blaifarab and Clark, Inhumane Traffick, xvii-22.

Response Paper 3 – How did abolition of the trans-oceanic slave trades begin?
WEEK FOUR – POLICIES AND PROCEDURES OF ABOLITION

Tu Feb. 7  Internationalizing Abolition

Th Feb. 9  The Graphic History of Abolition

**Response Paper 4** - What was the international and global scope of abolition efforts?

WEEK FIVE – USING PRIMARY AND SECONDARY SOURCES IN HISTORICAL WRITING

Tu Feb. 14  Primary Sources of Abolition and Questions
Blaufarb and Clark, *Inhumane Traffick*, 133-188.

Th Feb. 16  Writing Agent-Prose/Operational Prose

**Response Paper 5** - What are the primary sources available for researching the abolition of the slave trade?

WEEK SIX – DIGITAL TOOLS FOR WRITING HISTORY

Tu Feb. 21  Writing Reconsidered
Gardiner and Musto, “Text and Documents” and “Object, Artifact, Image, Sound, Space” in *The Digital Humanities: A Primer for Students and Scholars*, 31-66; Boice, “Work with Constancy and Moderation” 137-152 (D2L).

Th Feb. 23  Research Day
Class is cancelled in order to provide students the opportunity to begin to solidify their choice of topic for their final research paper and begin to make their paper outline.

**Response Paper 6** - What is APOP and why is it important to consider in writing?

WEEK SEVEN – THE ECONOMICS OF ABOLITION
Tu Feb. 28  Capitalism and Abolition  
Eltis, Economic Growth, 3-16

Th Mar. 2  Antislavery and the Labor Problem  
Eltis, Economic Growth, 17-30

**Response Paper 7 – Why are the digital humanities important for the study of the abolition of slavery?**

**WEEK EIGHT – THE EFFECT OF ABOLITION ON AFRICAN ECONOMIES**

Tu Mar. 7  Atlantic Markets and Restructuing of the Slave Trade  
Eltis, Economic Growth, 31-61

Th Mar. 9  Africa and the Initial Impact of Abolition  
Eltis, Economic Growth, 62-80

**Response Paper 8 – What was the economic impact of the abolition of slavery and how did it contribute to the world’s labor problem?**

**WEEK NINE – CAPTURING SLAVE SHIPS**

Tu Mar. 14  Scope of the Attack on the Slave Trade  
Eltis, Economic Growth, 81-101

Th Mar. 16  Ambivalence of Suppression  
Eltis, Economic Growth, 102-124

**Response Paper 9 – What was the illegal slave trade and how did abolition African economies?**

**WEEK TEN – CHANGING ECONOMIES IN THE ATLANTIC WORLD**

Tu Mar. 21  Impact on the Middle Passage  
Eltis, Economic Growth, 125-144

Th Mar. 23  Companies Under Suppression  
Eltis, Economic Growth, 145-163

**Research Paper Outline – Submit your paper outline**

**WEEK ELEVEN – MARCH BREAK (NO CLASSES)**
**WEEK TWELVE – INTERNATIONAL COURTS OF HUMANITARIAN EFFORT**

**Tu Apr. 4** Courts of Mixed Commission  

**Th Apr. 6** Origins of Captives  

**WEEK THIRTEEN – DEMOGRAPHICS OF THE SLAVE TRADE AND COSTS OF ABOLITION**

**Tu Apr. 11** Demographics of the Trans-Atlantic Slave Trade, 1781-1867  
Eltis, *Economic Growth*, 241-260; 265-268; *Voyages: The Trans-Atlantic Slave Trade Database*  

**Th Apr. 13** Costs and Productivity of Slaves after 1810  

**WEEK FOURTEEN – THE ILLEGAL SLAVE TRADE**

**Tu Apr. 18** The Illegal Supply of Slaves from Africa  
Eltis, *Economic Growth*, 164-184

**Th Apr. 20** The Illegal Markets for Slaves in the Americas  
Eltis, *Economic Growth*, 185-206

**WEEK FIFTEEN – HUMANITARIAN SUPPRESSION?**

**Tu Apr. 25** Suppression Effected  
Eltis, *Economic Growth*, 207-222

**Th Apr. 27** Consequences of Suppression  
Eltis, *Economic Growth*, 223-240

**WEEK SIXTEEN – OVERVIEW**

**Tu May 2** Course Review and Discussion

**Th May 4** Writing Pointers for final paper (and last day to submit drafts).