HIST 3020
Historical Thinking and Writing:
International Human Rights
Courts, 1807-1900
Spring 2020
Mondays and Wednesdays,
3:00pm-4:15pm
MKNA 204
Dr. Henry Lovejoy
Hellems Rm. 352
Office Hours:
Email for appointment please:
hlovejoy@colorado.edu

This seminar examines 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. It will focus on the practice of critical thinking and writing required in upper-division history classes. Components of this course will encourage students to practice techniques in working with primary and secondary sources, digital exhibits and digital project design.

This writing and thinking course might be different from other classes you have taken. Rather than memorizing names and dates, we are going to be thinking about what kinds of questions we can ask about the origins of 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 effective writing and digital technologies?
**Readings**

Digital resources:
1. Legislation to Abolish Slavery
2. LiberatedAfricans.org
3. PlainLanguage.gov
4. SlaveryImages.org
5. SlaveVoyages.org
6. Usability.gov

Secondary sources:

**Response Papers for 45% (Due Jan. 29; Feb. 19; and Mar. 18 at 3 PM)**

Submit via Canvas three double-spaced, 2-3 page papers each worth 15% of the final grade.

**Final Paper for 20% (Due Apr. 15 at 5 PM)**

Building upon the response papers, submit via Canvas a double-spaced, 8-10 page paper.

**Digital Project for 15% (Due May 5 at 10 PM)**

Students will revise research from the final paper and present it in a digital medium using digital tools such as WordPress, Google Website Builder, ESRI StoryMaps, Adobe, among others.

**Participation for 20%**

Throughout the semester, I monitor attendance, preparedness, lateness and discussion involvement. Each student has two “free” absences, after which I deduct 2% per missed class.

**Grading Policies**

Marking is in percentages during the semester, but your final grade will appear as a letter following this grading scale. For more information on style, grammar, referencing and digital research please refer to the History Department’s paper guidelines, referencing and internet.
MODULE 1 – SLAVERY AND ABOLITION IN THE AGE OF REVOLUTIONS

WEEK ONE (JAN. 13 AND 15)
Review: Legislation to Abolish Slavery.
Read: 58 George III c. 36, “An Act to carry into Execution a Treaty made between His Majesty and the King of Spain, for preventing Traffic in Slaves,” 28 May 1818.
Read: 2&3 Victoria c. 73, “An Act for the Suppression of the Slave Trade,” 24 August 1839.
Read: Plain Language Guidelines.

WEEK TWO (JAN. 20 AND 22)
Fieldtrip: Please meet on Wednesday in the basement of the Earth Sciences and Map Library. Stairs down are directly in front of the information desk.

WEEK THREE (JAN. 27 AND 29)
Fieldtrip: Please meet in N345 on Wed. in Norlin Library’s Special Collections, Archives and Preservation.

Response 1: Contextualize key abolition legislation during the Age of Revolutions. Due Jan. 29 at 3 pm

MODULE 2 – ABOLITIONISM IN ACTION

WEEK FOUR (FEB. 3 AND 5)
Read: Blaufarbs and Clark, Inhumane Traffick, 52-180.
Read: Blaufarb and Clark, Inhumane Traffick, 133-188.

WEEK FIVE (FEB. 10 AND 12)
Read: Case files for the Negrito (on Canvas).
Review: Liberated Africans; Slavery Images; and Voyages: The Trans-Atlantic Slave Trade Database.
WEEK SIX (FEB. 17 AND 19)

Response Paper 2 due Feb. 19 at 3 pm – Explain how a network of courts “liberated” 225,000 enslaved Africans between 1807 and 1896. And, describe the primary sources generated during this era.

MODULE 3 – ECONOMICS OF ABOLITION

WEEK SEVEN (FEB. 24 AND 26)

WEEK EIGHT (MAR. 2 AND 4)

WEEK NINE (MAR. 9 AND 11)

WEEK TEN (MAR. 16 AND 18)
Read: History Department’s paper guidelines, referencing and internet.

Response Paper 3 due Mar. 18 at 3 pm – What economic impact did abolition contribute to the world economy and a global labor problem?
MODULE 4 – END OF THE SLAVE TRADE

WEEK TWELVE (MAR. 30 AND APR. 1)
Read: “Impact on the Middle Passage” in Eltis, Economic Growth, 125-144.

WEEK THIRTEEN (APR. 6 AND 8)

WEEK FOURTEEN (APR. 13 AND 15)
Note: Writing day on Apr. 15 (no class).

Final Paper due Apr. 15 at 5:00 pm
Suggested topics:
1. How did abolitionism during the Age of Revolution give rise to international courts of humanitarian effort? Were these courts effective in upholding human rights?
2. Using the case of the Negrito, discuss the policies and practices of abolitionism. Was suppression effective? Why or why not?

MODULE 5 – DOING DIGITAL HISTORY

WEEK FIFTEEN (APR. 20 AND 22)
Review: Usability.gov; and How To & Tools.
Read: 1) Develop a Project Plan; 2) Organization Structures; and Writing for the Web.
Read: Checklist for Plain Language on the Web.

WEEK SIXTEEN (APR. 27 AND 29)
Read: Copyright Term Extension Act.
Read: Bridgeman Art Library v. Corel Corporation.
RESPONSE 1

Students will submit via Canvas one double-spaced, 2-3 page paper worth 15% of the final grade. For more information, please refer to the CU History Department’s paper guidelines and citation policies.

**Topic: Contextualize key abolition legislation during the Age of Revolutions.**

The main themes include independence from colonial rule, the emergence of human rights, an overthrow of aristocracies and rise of a free-market, capitalist economy. In your paper, briefly summarize and cite abolition legislation from module 1 and provide dates for the following revolutionary events:

1. American Revolution
2. French Revolution
3. Haitian Revolution
4. Napoleonic Wars
5. Spanish-American Wars of Independence
6. Brazilian Independence
7. Jihad in West Africa
8. Industrial Revolution

RESPONSE 2

Students will submit via Canvas one double-spaced, 2-3 page paper worth 15% of the final grade. For more information, please refer to the CU History Department’s paper guidelines and citation policies.

**Topic: Explain how a network of courts “liberated” 225,000 enslaved Africans between 1807 and 1896. And, describe the primary sources generated during this era.**

Using materials from Module 2, in your paper answer these questions:

1. How did the British navy suppress the slave trade?
2. How many people did the British "liberate" between 1807 and 1896?
3. Where were the courts of humanitarian effort located?
4. What sort of documentation did the courts produce?
5. Did the records differ from place to place?
RESPONSE 3

Students will submit via Canvas one double-spaced, 2-3 page paper worth 15% of the final grade. For more information, please refer to the CU History Department’s paper guidelines and citation policies.

Topic: What economic impact did abolition contribute to the world economy and a global labor problem?

Using materials from Module 3, in your paper discuss these issues:

1. Why did the world economy restructure during the Age of Revolutions?
2. How did the world economy restructure during the Age of Revolutions?
3. What impact did the end of the slave trade have on economies in Africa, Europe and the Americas?
4. What was the growing labor problem in an emerging free market economy?
5. How did abolition affect this global labor crisis?

FINAL PAPER

Building upon the response papers, students will submit via Canvas a double-spaced, 8-10 page paper on abolition of the slave trade and early international courts of humanitarian effort. For more information, please refer to the CU History Department’s paper guidelines and citation policies.

Suggested topics:

1. How did abolitionism during the Age of Revolution give rise to international courts of humanitarian effort? Were the people they "liberated" actual "free"?
2. Using the case of the Negrito, discuss the policies and practices of abolitionism. Was suppression effective? Why or why not?
3. Choose your own topic and confirm with me over email or in person.

The final paper should incorporate the information you have been writing about in the previous three response papers. You have already generated 6-9 pages of text, which requires editing and reorganizing. Plus, you need to frame the paper around the topic. For additional help, I include ideas about the paper structure.
**Paper Structure**

**Title:** Something Catchy: A History of Something in Some Place, Date Range

- Usually the last thing to do, so leave a space until then
- Write your name under it
- Develop the habit of adding page numbers to the document

**Introduction (2 pages)**

- Paragraph 1: Broad introduction to the topic, which requires contextualizing the abolition of the slave trade during the age of revolutions.
- Paragraph 2: Pay homage to the scholarship. Refer to how there have been numerous studies on both the Age of Revolutions and abolition, such as the secondary sources from class.
- Paragraph 3: Here is where you transition into the story you want to tell based on the topic. So, indicate your topic followed it up with an argument. Write this paragraph after you finish writing the paper's sub-sections.

**Section 1 - Discuss sources**

- Briefly describe the process of suppression.
- Explain the primary sources generated for and during the suppression of the slave trade, such as treaties, acts, sentences, abstracts of evidence, registers of Liberated Africans, etc.
- Cite some abolition legislation leading to the legislation of the suppression. Establish when it began and ended. What was the scale of the slave trade? What was the scale of suppressing?

**Paper sub-section 2 - Explain the Process**

- Reestablish your topic by telling the reader what the primary sources are saying.
- Tell the reader your position. For topic 1, do you think the people were actually "freed"? Or topic 2, do you think suppression was effective overall?
- Describe details about the process which help to prove your point.

**Conclusion (1-2 paragraphs)**

Restate your thesis by summarizing the context and complexity of the age of abolitionism, especially if Liberated Africans weren't actually free or how suppression was largely ineffectual.

**DIGITAL PROJECT**

Using research from the final paper, students will submit via email a link for a digital project using free technologies such as WordPress, Google Website Builder, ESRI StoryMaps, Adobe, among others of your choice. The expectation is to integrate primary sources such as images, documents and text into the digital medium to tell a story related to the abolition of slavery during the age of revolutions.
LEARNING OBJECTIVES

From the university’s perspective, your goals as a student are described through the Division of Student Affairs. By the time this course ends, students should have completed and practiced several (not all) of the History Department’s Student Learning Objectives (SLO) as follows:

CU-Boulder History Department Student Learning Objectives (SLOs)

HISTORY BEYOND THE CLASSROOM

Courses with SLOs 9-10 foster the ability to transmit and apply historical knowledge and skills beyond the classroom.

SLO 9. Students will develop cultural literacy: a knowledge and understanding of human diversity in the past and present.

SLO 10. Students will develop a historical view of the present world and will be able to apply their training in historical thinking to their lived experience.

PRODUCTION OF HISTORICAL KNOWLEDGE

Courses with SLOs 7-8 require students to apply factual, conceptual, and procedural knowledge by conducting historical research and producing historical argument (the central focus is synthesizing historical knowledge—i.e., creating something new)

SLO 7. Students will be able to conduct historical research, which includes having and applying information literacy; identifying, locating, and managing sources; and summarizing significant amounts of information.

SLO 8. Students will be able to produce historical knowledge in various forms by analyzing, evaluating, and interpreting historical sources in context, and by utilizing applicable theory and methods.

PRACTICE OF HISTORICAL STUDY

Courses with SLOs 5-6 emphasize skills and methods (procedural knowledge) students need in order to analyze, evaluate, interpret, and synthesize historical knowledge.

SLO 5. Students will be able to describe and explain how to differentiate, analyze, evaluate, and interpret various types of primary and secondary sources.

SLO 6. Students will be able to develop a historical argument by synthesizing various types of historical sources and applying relevant theory and methods.

FOUNDATIONS OF HISTORICAL STUDY

SUBSTANTIVE FOUNDATIONS

Courses with SLOs 1-2 introduce students to discipline-specific facts/historically accurate information (factual knowledge).

SLO 1. Students will be able to describe and explain what happened in the past, and how historians use primary sources as evidence.

SLO 2. Students will be able to describe and explain change and continuity over time, as well as the complexity and contingency of historical processes and outcomes.

CONCEPTUAL FOUNDATIONS

Courses with SLOs 3-4 emphasize discipline-specific concepts (conceptual knowledge).

SLO 3. Students will be able to explain how historical context, perspective, and bias can shape our understanding of the past.

SLO 4. Students will be able to explain the interpretive nature of historical knowledge, i.e., that while it is evidence-based, it is also constructed and contested.

For more on the History Teaching & Learning Project (HTLP), please visit: https://www.colorado.edu/history/history-teaching-and-learning-project
SYLLABUS STATEMENTS

Accommodation for Disabilities
If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website.

Classroom Behavior
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on classroom behavior and the Student Code of Conduct.

Preferred Student Names and Pronouns
CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code
All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation
The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website. Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals receive information about options for reporting and support resources.

Religious Holidays
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. For each class, check with your faculty member in advance so that you are aware of their specific requirements for accommodating religious observances. See the campus policy regarding religious observances for full details.