ANTH 390A/BLST390A: Fugitive Slaves in Global Perspective  
Spring 2014

Wednesday Friday 2:20-3:50 PM  
Asbury Hall 007

Dr. Lydia Wilson Marshall  
Office: Asbury Hall 223  
Email: lydiamarshall@depauw.edu  
Phone: 765-658-4508  
Office Hours: 2:30-4 PM Monday and Thursday or by appointment.

COURSE DESCRIPTION

This course surveys anthropological, historical, and archaeological approaches to the study of fugitive slaves, also known as maroons. The course considers the importance of maroon studies in highlighting Africans’ resistance to enslavement in the Americas and explores themes taken up in more recent research, such as community formation. Students will examine the public interpretation of maroon history, review research on fugitive slaves in a variety of world regions, and consider the continued challenges some descendant communities have faced.

COURSE TEXTBOOKS

Besteman, Catherine  

Bilby, Kenneth M.  

Franklin, John Hope and Loren Schweninger  

All other assigned readings will be posted as pdfs in Moodle or placed on reserve in the library.
SUMMARY OF ASSIGNMENT DUE DATES, QUIZZES, AND TESTS

2/12: Analyzing Runaway Slave Advertisements Exercise due
3/7: Take-Home Essay Exam #1 due
4/2: Analyzing Underground Railroad Imagery and Narratives Exercise due
4/2: Analyzing Underground Railroad Imagery and Narratives Presentation
4/18: Take-Home Essay Exam #2 due
5/13: Take-Home Essay Exam #3 due by 4 PM

CLASS SCHEDULE AND READINGS

Wednesday, 1/29: Course Introduction and Overview of Expectations and Goals

Friday, 1/31: Why Study Maroons?
Price, Richard

Monday 2/3 – Last day of adjustment period

THEME 1: FLIGHT

Wednesday, 2/5: Who Ran Away from Enslavement?
Douglass, Frederick
Franklin, John Hope, and Loren Schweninger

Website:
In lieu of discussion questions, read at least ten advertisements for runaway slaves on The Geography of Slavery website. Through Moodle, submit a paragraph or list explaining some recurring characteristics of runaways that you observe. Print the advertisements and bring them to class to discuss.
Analyzing Runaway Slave Advertisements Exercise handed out.

Friday, 2/7: Motivations and Strategies of Runaways
Franklin, John Hope, and Loren Schweninger
**Wednesday, 2/12: Short-Term and Long-Term Marronage**
Franklin, John Hope, and Loren Schweninger

Thompson, Alvin O.

*Analyzing Runaway Slave Advertisements Exercise due*

**THEME 2: MAROON COMMUNITIES**

**Friday, 2/14: Community Formation: Palmares, Brazil Case Study**
Allen, Scott Joseph

**Wednesday, 2/19: Community Formation: Somali Bantu Case Study**
Cassanelli, Lee V.

Besteman, Catherine

**Friday, 2/21: Maroon Vulnerability to Re-Enslavement**
Bilby, Kenneth

**Wednesday, 2/26: Maroons’ Effect on Slave- Owning Societies, Part I**
Allen, Richard B.

Szwydky, Lissette Lopez
Friday, 2/28: Maroons’ Effect on Slave-Owning Societies, Part II
Bilby, Kenneth

Geggus, David

Take-Home Essay Exam #1 handed out

THEME 3: APPROACHES TO MAROON STUDIES

Wednesday, 3/5: Archaeology (Subtopic: Maroons’ Relationship with Indigenous Groups)
Mathis, Ruth and Terry Weik

Sayers, Daniel O., P. Brendan Burke, and Aaron M. Henry

Friday, 3/7: Documentary History (Subtopic: Ritual and Religion in Maroon Communities)
McKnight, Kathryn Joy

Take-Home Essay Exam #1 due

Wednesday, 3/12: Oral History (Subtopic: Maroon Connections to Africa and Resistance to Slavery)
Bilby, Kenneth

Friday, 3/14: Anthropology (Subtopic: Descendants’ Interpretation of Maroon History)
Price, Richard

Wednesday 3/19: Is Comparison Useful in Maroon Studies?
Chowdhury, Amitava

Mullins, Paul R.
THEME 4: THE POLITICS OF MAROON HISTORY

Friday, 3/21: Appropriation/Contestation of Maroon History: The Underground Railroad
Blight, David W.
2004 Why the Underground Railroad, and Why Now?: A Long View. In Passages to
Sayers, Daniel O.
Vlach, John Michael.
Passages to Freedom: The Underground Railroad in History and Memory. D.W. Blight,

Analyzing Underground Railroad Imagery and Narratives Exercise handed out

Friday, 3/21 – Last day to withdraw from a course with grade of W

Monday, 3/24-Friday 3/28: SPRING RECESS

Wednesday, 4/2: Runaway Slaves and the Abolition Movement in the United States
Guest lecture: Professor David Gellman (History)
Reading to be announced.
Analyzing Underground Railroad Imagery and Narratives In-Class Presentations
Analyzing Underground Railroad Imagery and Narratives Exercise due

Friday, 4/4: Case Study: Jamaica
Bilby, Kenneth M.

Wednesday, 4/9: Appropriation/Contestation of Maroon History: Brazil
Allen, Scott Joseph
2001 Brazilian Race Politics and Archaeological Meaning. In Zumbi Nunca Vai
Ph.D. Dissertation, Anthropology Department, Brown University, Providence.
Ferreira, Lúcio Menezes
2014 A Global Perspective on Maroon Archaeology in Brazil. In The Archaeology of
Carbondale: Southern Illinois University Press.

Friday, 4/11: Appropriation/Contestation of Maroon History: Suriname and Venezuela
Guss, David M.
Press.
Veltzen, H.U.E. Thoden van

Take-Home Essay Exam #2 handed out

Wednesday, 4/16: Understanding Historical Silences: The Haitian Revolution
Trouillot, Michel-Rolph

THEME 5: THE RELEVANCE OF MARRONAGE IN THE MODERN DAY

Friday, 4/18: Maroon Descendants: The Somali Bantu, Part I
Besteman, Catherine

Take-Home Essay Exam #2 due

Wednesday, 4/23: Maroon Descendants: The Somali Bantu, Part II
Besteman, Catherine

Finnegan, William

Friday, 4/25: Maroon Descendants: Suriname and Brazil
Mann, Charles C. and Susanna Hecht

Price, Richard

Wednesday, 4/30: The Scale of Slavery in the Modern Day
Bales, Kevin

Magnier, Mark and Robyn Dixon

Nossiter, Adam
Friday, 5/1: Marronage in the Modern Day: The Devyani Khobragade/Sangeeta Richard Case Study
Reading to be announced.

Wednesday, 5/7: Why Study Maroons? (revisited): Maroons and Other “Ungoverned” People

Friday, 5/9: Course Review and Wrap-Up
Reading to be announced.
Take-Home Essay Exam #3 handed out

Tuesday, May 13: Take-Home Essay Exam #3 due by 4 PM

COURSE GOALS
This course is designed to help you sharpen your critical reading skills, practice clear verbal communication of your ideas in class discussion, develop your discussion leadership skills, and improve your ability to write reflectively and integrate ideas from different sources in your writing. By introducing you to maroon studies, which spans several different disciplines, I further hope this class will help you think about the strengths of different research approaches (e.g. anthropological, historical, and archaeological) to a single field of study. Maroon studies are also a forum in which we can think more broadly about community formation, resistance, power relations, long-term legacies of slavery, and the politicization of history.

COURSE EXPECTATIONS

Class Participation
This course will be primarily discussion-based and class participation is essential. Class participation means attending all classes, arriving on time, volunteering to speak when you have a chance, demonstrating that you are well prepared for class by offering thoughtful comments/questions, and sometimes pushing yourself to make more rigorous, analytical, or imaginative points. I expect everyone to be respectful of other people’s ideas and opinions. While we can and should debate issues, we should not attack other people personally for the ideas they express in class. Class participation accounts for 20% of the final course grade.
NOTE ON PARTICIPATION: Participation and attendance are very important to your success in this course. Remember, you cannot participate if you are not there! If you are going to be absent, contact me before class. It is your responsibility to get all information you missed on any days you were absent. Acceptable reasons for an excused absence include family emergency, serious illness, religious holiday, and participation in college athletic competitions. Please note that excessive absences, even when excused, will negatively impact your participation grade and your final course grade at the professor’s discretion. Students with unexcused absences will receive no participation credit for the days they are absent. Typically, no more than two excused absences are permitted over the course of the semester. If you have more than four absences, you may not be eligible to continue in the course whether these absences are excused or unexcused.

Weekly Moodle Questions/Comments
Students will be expected to submit at least two discussion questions or comments via Moodle that demonstrates a careful reading of the text 2 hours before class (12:20 PM) before each class period. Submitted questions will help me structure class discussion and identify areas of confusion in the reading. These questions are graded credit/no credit and are worth 5% of the final course grade. Full credit is given for all questions that demonstrate a close reading of the assigned texts.

Course Exercises
Two take-home course exercises (Analyzing Runaway Slave Advertisements Exercise and Analyzing Underground Railroad Imagery and Narratives) will ask students to analyze data and write up their conclusions in a 3- to 5-page paper. Each assignment is worth 7.5% of the course grade. Your analysis of Underground Railroad imagery and narratives will also be presented in class, and this presentation will be graded as part of the assignment.

Discussion Leadership
Over the course of the semester, each student will lead discussion twice. Prepare, at a minimum, seven questions about the day’s topic based on the assigned reading and expect to lead discussion for about 20-30 minutes. These questions should be emailed to me at least two hours (12:20 PM) ahead of class and printed on a handout for students that you pass out. Questions should reflect a close reading of the texts and be clear and understandable. They should be thought-provoking and challenging for other class participants. The questions also encourage class participation—that is they are open-ended yet not so vague that engaging with them is problematic. Discussion leadership responsibilities are worth 15% of the course grade.

Take-Home Open-Book Essay Exams
Three open-book essay exams will be distributed throughout the semester. Access to class readings is permitted for the exam but the exam must be completed independently by each student.
GRADING SUMMARY:
Class Participation: 20%
Weekly Moodle Questions: 5%
Analyzing Runaway Slave Advertisements Exercise: 7.5%
Analyzing Underground Railroad Imagery and Narratives Exercise/Presentation: 7.5%
Discussion Leadership (7.5% x 2): 15%
Take-Home Open-Book Essay Exams: (15% x 3): 45%

GRADING POLICIES
A 93+; A- 90-92.999; B+ 87-89.999; B 83-86.999; B- 80-82.999; C+ 77-79.999; C 73-76.999; C- 70-72.999; D+ 67-69.999; D 63-66.999; D- 60-62.999; F <60

At Depauw, A and A- grades reflect “achievement of exceptionally high merit.” B+, B, and B- grades indicate “achievement at a level SUPERIOR to the basic level.” C+, C, and C- grades reflect “basic achievement,” and D+, D, D- grades reflect “minimum achievement that warrants credit.” Please realize that B grades in this course reflect very good work; a “B” is not a poor grade in this or any other course at DePauw. C grades also indicate basic mastery of the material.

COURSE POLICIES

Academic Misconduct
Please familiarize yourself with DePauw’s Academic Integrity Policy. I take academic dishonesty, including plagiarism, very seriously, and at DePauw such misconduct can have a variety of serious consequences. If you are at all unsure what constitutes plagiarism, please ask. If you get behind or overwhelmed, please talk to me. Students in this course will include the following pledge on all assignments and exams: "On my honor, I pledge that I have neither given nor received help on this assignment."

Late Assignments
All course exercises are due in class on the due dates listed. After its due date, an assignment’s value drops 10 percentage points for each day it is late. For example, if an assignment were one day late, a perfect score would give you only 90%. If it were two days late, an otherwise perfect assignment would be given 80%. I will not accept assignments more than three days late. If you have an emergency, contact me before class.

Missed Exams
I will not provide make-up examinations for the midterm or final unless a serious illness or family emergency prevents a student from taking the exam at the scheduled time. Otherwise, any missed exam will result in a grade of 0%. If a religious holiday or college athletic competition conflicts with either exam time, please let me know in the first two weeks of class so that we can plan for your accommodation. If you miss the exam unexpectedly because of serious illness or family emergency, let me know within 24 hours of the missed exam time.
**Laptops and cell phones**
Laptop and cell phone use is generally prohibited during class sessions. If you like to take notes on your laptop, talk to me and we can arrange for your accommodation.

**Learning and Other Disabilities**
If you have a documented disability, please contact Mrs. Pamela Roberts, Coordinator of Student Disabilities Services, to arrange for any needed accommodations, such as extended test-taking time or the right to take tests in an environment with fewer distractions. Also, if you suspect that you have a disability but don’t yet have documentation, please contact Mrs. Roberts for help. She can be reached at 765-658-6267 or pamelaroberts@depauw.edu. Disabilities entitled to accommodation include mobility impairments, hearing or vision issues, speech impairments, learning disabilities, ADD, ADHD, psychological disabilities, neurological impairments, traumatic brain injury, and chronic medical conditions such as AIDS, cancer, and diabetes. I cannot accommodate any student without first receiving proper documentation from the Student Disabilities Services, so plan ahead. It is the student’s responsibility to bring the SDS memo to me and discuss the implementation of accommodations. Please note that accommodations are not retroactive.