

HIST 7328: Studies in British History. Remembering slavery: Britain, colonial slavery and abolition

This course examines how Britain's involvement in colonial slavery has been conceptualised and remembered in both academic and public contexts. It will explore the ways in which contemporaries construed Britain's involvement, trace the subsequent major historiographical debates as to how and why British colonial slavery was brought to an end, analyse how pervasive or otherwise were the effects of the slave-economy for metropolitan Britain, focusing on London and on the other major port-cities, and reflect on how the bicentennial of the abolition of slavery was commemorated in 2007.

Teaching

The course will be taught through ten seminars **on Fridays 11am-1pm in Room G.09 26 Gordon Square.**

Assessment

The course will be assessed by two essays (totalling around 5000 words), each of which must have an adequate scholarly apparatus of footnotes with adequate references to sources and a bibliography. Questions for your assessed coursework essays are given below in the week-by-week description of classes. You may suggest a question of your own, but you must agree this with me before starting work on the essay.

You should submit **two hard copies** of each essay. Please put your name on both copies. One copy will be returned to you with corrections, along with a cover sheet of comments; the other will be retained for the use of the second and external examiners.

Essays should be handed in at the departmental Reception, with a 3-part cover sheet attached. Please ensure you fill in all the required details, including the word count of your essay. Cover sheets can be found in the corridor outside room G.06 and in the Undergraduate Common Room. Complete the cover sheet with a ball-point pen (press hard) and attach it to your essay with a paper clip. Please do not staple it.

All parts of the cover sheet and both copies of the essay will be date-stamped on receipt. The third copy of the cover sheet will be returned to you as proof that the essay was submitted. This should be retained in a safe place.

Please note that assessed coursework must be date-stamped in order to receive a mark. Without this, it will receive a mark of zero.

In addition, all coursework essays MUST be submitted electronically, via Moodle, by the relevant deadline.

Deadlines – Term 1 courses

For students who attend the whole year:

The first essay should be handed in by Monday 30th November. This is an **unofficial deadline** that I have set to help you to space out your essay writing assignments. You will not be penalized if you fail to meet it. However, I strongly recommend that you submit your first essay by this **unofficial deadline** so that I will have an opportunity to give you some tutorial feedback before you write your second essay. I may not be able to provide one-to-one tutorial feedback for essays that are submitted after this deadline.

The **official deadline** for both essays is 5 p.m. on Monday 11th January. You will be penalised if you fail to meet this deadline unless you have been granted an extension by the Chair of the Board of Examiners (see below).

Each of these essays should be c.2,500 words (including footnotes but excluding bibliography).

If my **unofficial deadline** clashes with an unofficial deadline set by another of your teachers, please bring this to my attention, and we will try to negotiate different dates.

For Affiliate students leaving in December only:

You should submit both your essays to the History Department Reception by the **official deadline**, which is 5 p.m. on 18th December. Each of these essays should be c.2,500 words (including footnotes but excluding bibliography). I strongly recommend that you submit your first essay by my **unofficial deadline** of Monday 30th November so that I have an opportunity to give you some tutorial feedback before you write your second essay. However, you will not be penalised if you do not meet this unofficial deadline.

Deadlines – Term 2 courses

The first essay should be handed in by Monday 8th March. This is an **unofficial deadline** that I have set to help you to space out your essay writing assignments. You will not be penalized if you fail to meet it. However, I strongly recommend that you submit your first essay by this **unofficial deadline** so that I will have an opportunity to give you some tutorial feedback before you write your second essay. I may not be able to provide one-to-one tutorial feedback for essays that are submitted after this deadline.

The **official deadline** for both essays is 5 p.m. on Monday 26th April. You will be penalised if you fail to meet this deadline unless you have been granted an extension by the Chair of the Board of Examiners (see below).

Each of these essays should be c.2,500 words (including footnotes but excluding bibliography). If my **unofficial deadline** clashes with an unofficial deadline set by another of your teachers, please bring this to my attention, and we will try to negotiate different dates.

Penalties

Any essay submitted after the relevant deadline listed above will be penalised by **5 MARKS PER DAY LATE**, up to a maximum of FOUR days, after which it will receive a mark of 0. Penalties are not applied by the teacher marking the essay, but by the Chair of the Board of Examiners, and are included in the calculation of the final overall coursework mark.

Students are advised to submit essays even if they will receive a penalty mark. Failure to submit all the required assessed coursework will result in a final result for the course of 'incomplete'.

Extensions to the above deadlines can only be granted by the Chair of the Board of Examiners on the recommendation of the Departmental Tutor. He is only likely to do so in cases of serious illness, for which you must provide medical certification, or bereavement. In particular, it is normal to expect up to two weeks' illness in the course of the two teaching semesters and applications for extensions on medical grounds received in the last two weeks of the second term, where the illness was clearly of less than two weeks' duration, will not normally be granted. **Students wishing to apply for an extension should complete a form (available from the Academic Office) and make an appointment to see the Departmental Tutor, no later than the Friday before the deadline.** After this date, only bereavements and serious illnesses that occurred on the day of the deadline, or in the weekend before it, will be considered valid grounds for an extension.

You should aim to get your essays in well before the deadlines listed above, not least because of delays caused by faults with computers, printers, photocopiers etc. **Do not expect everything to work smoothly.** You are expected to plan accordingly. If printing at home, make sure you have a spare

ink/toner cartridge for your printer. Last-minute equipment or transport problems are not considered valid grounds for an extension.

Legibility

All essays must be well presented and clear. Please leave wide margins and use double-spacing to allow teachers to write comments. Proof-read word-processed work carefully, and do not rely entirely on spell-checkers – they can introduce mistakes, particularly with proper names.

Plagiarism

Essays, while based upon what you have read, heard and discussed, **must be entirely your own work**. It is very important that you avoid plagiarism, i.e. the presentation of another person's thoughts or words as though they were your own. Plagiarism is a form of cheating, and is regarded by the College as a serious offence, which can lead to a student failing a course or courses, or even deregistration.

Any quotation from the published or unpublished works of other persons must be clearly identified as such by being placed inside quotation marks and students should identify their sources as accurately and fully as possible.

Please see the History Department *Study Skills* booklet for further guidance on avoiding plagiarism and referencing. (Students not registered in the History Department may obtain a copy from the Departmental Reception or download one from the History Department webpages.)

Recourse to the services of "ghost-writing" agencies or of outside word-processing agencies which offer correction/improvement of English is strictly forbidden and students who make use of the services of such agencies render themselves liable for an academic penalty.

You should note that UCL has now signed up to use a sophisticated detection system (Turn-It-In) to scan work for evidence of plagiarism, and the Department uses this software to check assessed coursework. This system gives access to billions of sources worldwide, including websites and journals, as well as work previously submitted to the Department, UCL and other universities.

History Department Marking Criteria

Note: These guidelines are derived mainly from the History Benchmarking Statement, approved by the Quality Assurance Agency. They show the expected standard required for each mark band in terms of the following aspects of performance: structure and focus; quality of argument and expression; range of knowledge.

The actual mark awarded will reflect the degree to which the qualities required for the award of a particular class are present

First Class (70+)

Structure and focus

- Engages closely with the question throughout, showing a mature appreciation of its wider implications.
- The structure of the argument is lucid and allows for the development of a coherent and cogent argument.
- Factual evidence and descriptive material is used to support the writer's argument, and is both concise and relevant.

Quality of Argument and expression

- The writing will be fluent, coherent and accurate.

- The writing will go well beyond the effective paraphrasing of the ideas of other historians. It will show that the writer has a good conceptual command of the historical and, where relevant, historiographical issues under discussion.
- The work will display originality and imagination, as well as analytical skills of a high order.
- The work will demonstrate that the writer can move between generalizations and detailed discussion confidently.

Range of knowledge

- The answer demonstrates in-depth reading and critical analysis of the texts, secondary literature and (where relevant) contemporary sources.
- The answer demonstrates that the writer has a comprehensive knowledge of the subject and a good understanding of the historical period under discussion.
- The writer will demonstrate an ability to evaluate the nature and status of the information at their disposal and identify contradictions and attempt a resolution.

Upper Second Class (60-69)

Structure and focus

- Work which displays an understanding of the question, an appreciation of some of its wider implications and tries seriously to engage with the question.
- The structure of the answer will facilitate the clear development of the writer's argument. But towards the lower end of this mark band the candidate will not be able to sustain a consistently analytical approach.
- The writer will deploy relevant evidence to support the argument. But towards the lower end of this mark band, the writer may not explain the full implications of the evidence cited.

Quality of Argument and expression

- The answer will be clear and generally accurate, and will demonstrate an appreciation of the technical vocabulary used by historians.
- The answer will deploy the ideas of other historians and try to move beyond them. It will also show some appreciation of the extent to which historical explanations are contested.
- The answer may not demonstrate real originality or imagination, but the writer will present ideas with some degree of intellectual independence, and show an ability to reflect on the past and its interpretations.

Range of knowledge

- The answer will display an extensive, but sometimes uneven, range of knowledge. It will demonstrate evidence of considerable reading.
- The answer will demonstrate a sense of the nature of historical development.
- The writer will demonstrate an ability to move between generalizations and detailed discussions, although there may be a tendency towards either over-generalised or an over-particularised response to the question.
- The writer will reflect on the nature of the evidence and sources available to them, and attempt to use it critically.
- The answer will demonstrate a secure understanding of the historical period under discussion.

Lower Second Class (50-59)

Structure and focus

- The work will display some understanding of the question, but it may lack a sustained focus and only a limited understanding of the question's wider implications.
- The structure of the work may be determined largely by the material available to the writer, rather than by the demands of the question. Ideas may be stated, rather than fully developed.
- The writing may include descriptive and factual material, but without the kind of critical reflection characteristic of answers in higher mark bands.

Quality of Argument and expression

- The writing will be sufficiently accurate to convey the writer's meaning, but it may lack fluency and command of the scholarly idioms used by historians. It may be clumsy in places.
- The writing will show some understanding of historians' ideas. But it may not reflect critically upon them. The problematic nature of historical explanations may not be fully understood.
- The answer is unlikely to show any intentional originality, and may tend towards the assertion of essentially derivative ideas.

Range of knowledge

- The answer will show significant knowledge, but it may be limited or patchy. It will be sound, but may contain some inaccuracies. The range of reading will be limited.
- The answer will show only limited awareness of historical development.
- The writer may show a proneness to present too much narrative or descriptive material, and may present information without reference to the precise requirements of the question.
- Information may be presented uncritically and there will be little attempt to evaluate its status or significance.
- The answer will demonstrate some appreciation of the nature of the historical period under discussion.

Third Class (40-49)

Structure and focus

- Work that displays little understanding of the question and the writer may tend to write indiscriminately around it.
- The answer will have a structure, but it may be underdeveloped, and the argument may be incomplete and developed in a haphazard and undisciplined manner.
- Some descriptive material will be deployed, but without any critical reflection on its significance or relevance.

Quality of Argument and expression

- The writing may not always be grammatical, and it may lack the sophisticated vocabulary or construction needed to sustain a complex historical argument. In places it may lack clarity and felicity of expression.
- There will be little appreciation of the contested and problematic nature of historical explanations.
- The answer will show no intentional originality of approach.

Range of knowledge

- There will be sufficient knowledge to frame a basic answer, but it will be patchy and limited. There are likely to be some inaccuracies.
- There will be some understanding of historical development, but it will be underdeveloped, and the ideas of historians and others may be muddled or misunderstood.
- There will be an argument, but the writer may be prone to excessive narrative, and the argument may be signposted by bald assertions rather than informed generalizations.
- Information will be employed uncritically as if it was always self-explanatory.
- The answer will demonstrate only a rudimentary appreciation of the historical period under discussion.

Referral (35-39)

Structure and focus

- Work that displays very limited understanding of the question and in many places displays a tendency to write indiscriminately around it.

- The answer will have a weak structure, that is poorly developed. There is only a limited and somewhat incoherent argument.
- Only a limited amount of descriptive material will be deployed, usually without any critical reflection on its significance or relevance.

Quality of Argument and expression

- The writing will frequently be ungrammatical, and will not be such as is required to sustain a complex historical argument. It will often lack clarity and felicity of expression.
- There will be almost no appreciation of the contested and problematic nature of historical explanations.
- The answer will show no intentional originality of approach.

Range of knowledge

- There will only be sufficient knowledge to frame a very basic answer. It will contain many inaccuracies.
- There will be only a limited understanding of historical development.
- There will be only very limited evidence of an argument.
- Information will be employed uncritically and as if it was always self-explanatory.
- The answer will demonstrate only a very rudimentary and extremely limited appreciation of the historical period under discussion.

Fail (0-34)

Structure and focus

- Work that displays little or no real understanding of the question.
- The answer will have a weak structure, which is poorly developed. There is no coherent argument.
- Only a very limited amount of descriptive material will be deployed, without any critical reflection on its significance or relevance. Some of it will be irrelevant.

Quality of Argument and expression

- The writing will be ungrammatical. Ideas will sometimes be presented in note form.
- There will be no appreciation of the contested and problematic nature of historical explanations.
- The answer will show no intentional originality of approach.

Range of knowledge

- There will not be sufficient knowledge to frame even a basic answer.
- There will be no real understanding of historical development.
- There will be little if any evidence of an argument.
- It will contain little relevant information.
- The answer will demonstrate no real appreciation of the historical period under discussion

HIST 7328 Studies in British History: Remembering slavery: Britain, colonial slavery and abolition

Schedule of classes

Fridays 11.00am-1 pm Room G.09 26 Gordon Square

2009-2010 Term 1

1	9 October	Introduction: the context of British colonial slavery
2	16 October	The 'bourgeois humanitarian' tradition of remembering slavery and abolition
3	23 October	The materialist challenge to the humanitarian tradition
4	30 October	British slave-ownership c. 1750-1834
5	6 November	Slavery, abolition and British politics
	13 November	Reading Week
6	20 November	Emancipation and compensation in context
7	27 November	Slavery and London
8	4 December	Slavery and the outports
9	11 December	Reconciling the two views of Britain, slavery and abolition
10	18 December	Remembering slavery in Britain

2009-2010 Term 2

1	15 January	Introduction: the context of British colonial slavery
2	22 January	The 'bourgeois humanitarian' tradition of remembering slavery and abolition
3	29 January	The materialist challenge to the humanitarian tradition
4	5 February	British slave-ownership c. 1750-1834
5	12 February	Slavery, abolition and British politics
	19 February	Reading Week
6	26 February	Emancipation and compensation in context
7	5 March	Slavery and London
8	12 March	Slavery and the outports
9	19 March	Reconciling the two views of Britain, slavery and abolition
10	26 March	Remembering slavery in Britain

Course Bibliography

Week 1. Introduction: The context of British colonial slavery and major historiographical and methodological themes

This session will introduce the themes of the course and provide broad chronological and comparative outlines for British colonial slavery. No prior reading is necessary for this class.

Week 2. The 'bourgeois humanitarian' tradition of remembering slavery and its abolition

Essay question: How was Britain's abolition of the slave-trade and of slavery itself portrayed at the time, and in what ways have those representations subsequently been repeated or reinforced?

Core readings:

Clarkson, Thomas *Strictures on 'A Life of William Wilberforce' by the Rev. W. Wilberforce and the Rev. S. Wilberforce* (London 1838; reprinted by Cornell University Library Digital Collections), pp. 1-23.

Stephen, George *Antislavery recollections* (London, 1854) Letter XVII, pp. 238-252.

Anstey, Roger 'Religion and British Slave Emancipation' in D. Eltis and J. Walvin (eds.) *The abolition of the Atlantic slave trade* (University of Wisconsin Press, 1981), pp. 37-62.

Colley, Linda *Britons: forging the nation* (Yale University Press, 1992; paperback edition London, 1996) Chapter 8 'Victories? Slavery, freedom and consensus', pp. 370-384.

Other readings:

Drescher, Seymour 'Whose abolition? Popular pressure and the ending of the British slave trade' *Past and Present* No. 143 (May, 1994), pp. 136-166.

Hague, William *William Wilberforce: the life of the great anti-slave trade campaigner* (London, 2007).

Kriegel, Abraham D. 'A convergence of ethics: saints and Whigs in British antislavery', *Journal of British Studies* Vol. 26 No. 4 (Oct. 1987), pp. 137-162.

Midgley, Clare 'Slave sugar boycotts, female activism and the domestic base of anti-slavery culture', *Slavery & Abolition* Vol. 17 No. 3 (Dec. 1996) pp. 137-162.

Oldfield, J. R. '*Chords of freedom: commemoration, ritual and British transatlantic slavery*' (Manchester University Press, 2007)

Wood, Marcus *Blind memory: visual representations of slavery in England and America 1780-1865* (Manchester University Press, 2000), especially pp. 14-68.

Amazing Grace, a film directed by Michael Apted (2006).

Week 3. The materialist challenge to the humanitarian tradition

Essay question: How did Eric Williams explain Britain's abolition of the slave trade and of slavery, and how convincing was his explanation?

Core readings:

Williams, Eric *Capitalism and slavery* (Chapel Hill, 1944: reprinted London: Andre Deutsch, 1964), Chapter 9 'British Capitalism and the West Indies' pp. 154-168; and 'Conclusion' pp. 209-212.

Solow, Barbara and Engerman, Stanley 'Introduction' in B. Solow and S. Engerman (eds.) *British Capitalism and Caribbean slavery: the legacy of Eric Williams* (Cambridge University Press, 1987) pp. 1-24.

Drescher, Seymour 'Eric Williams: British capitalism and British slavery', *History & Theory* Vol. 26 No. 2 (May 1987), pp. 180-196.

Other readings:

Carrington, S.H.H. 'Capitalism and slavery and Caribbean historiographies, an evaluation', *Journal of African American History* Vol. 88 (2003) pp. 304-312.

Cateau, Heather and Carrington, S.H.H. (eds.) 'Capitalism and slavery' 50 years later (New York, 2000)

Drescher, Seymour *Econocide: British slavery in the era of abolition* (Pittsburgh, 1977).

Inikori, Joseph *Africans and the Industrial Revolution in Britain: a study in international trade and economic development* (Cambridge University Press, 2002).

Ryden, David Beck 'Does decline make sense? The West Indian economy and the abolition of the slave-trade', *Journal of Interdisciplinary History* Vol. 31 no. 3 (2001), pp. 347-374.

Sheridan, Richard B. 'Eric Williams and *Capitalism and slavery*: a biographical and historical essay' in B. Solow and S. Engerman (eds.) *British Capitalism and Caribbean slavery: the legacy of Eric Williams* (Cambridge University Press, 1987), pp. 317-345.

Week 4. British slave-ownership c. 1750-1834

Essay question: What was the extent of absentee slave-ownership in British metropolitan society, and how significant was it in British social and cultural life?

Core readings:

Draper, Nick "'Possessing slaves": ownership, compensation and British metropolitan society at the time of Emancipation 1834-40', *History Workshop Journal* Issue No. 64 (Autumn 2007), pp. 74-102.

Hall, Douglas 'Absentee proprietorship in the British West Indies to about 1850', *Journal of Caribbean History* Vol. 35 No. 1 (2001), pp. 97-121.

Rubinstein, W. D. *Men of property* (2nd edition London 2006), pp. 80-96, p. 141.

Walvin, James: The colonial origins of English Wealth, the Harewoods of Yorkshire' *Journal of Caribbean History* Vol. 39 No. 1 (2005), pp. 38-53.

Other readings:

Amussen, Susan Dwyer *Caribbean Exchanges: Slavery and the transformation of English society 1640-1700* (University of North Carolina Press, 2007) Chapter 6 pp. 177-226 and epilogue pp. 227-236.

Burnard, Trevor 'Passengers only: the extent and significance of absenteeism in 18th century Jamaica', *Atlantic Studies* Vol.1 No. 2 (2004), pp. 178-195.

Checkland S.G *The Gladstones, a family biography 1764-1851* (Cambridge University Press, 1971).

Hamilton, Douglas *Scotland the Caribbean and the Atlantic World 1750-1820* (Manchester University Press, 2005).

Pares, Richard *A West India fortune* (London: Longman, 1950).

Ragatz, Lowell 'Absentee landlordism in the British Caribbean 1750-1833' *Agricultural History* Vol. 5 (1931), pp. 7-24.

Sheridan, R. B. 'The rise of a colonial gentry: a case study of Antigua 1730-75', *Economic History Review* NS Vol. 13 No. 3 (1961), pp. 342-357.

Smith, S.D. *Slavery, family and gentry capitalism in the British Atlantic: the world of the Lascelles, 1648-1834* (Cambridge University Press, 2006).

Week 5. Slavery, abolition and British politics

Essay question: To what extent were British politics in the late eighteenth and early nineteenth centuries shaped by the influence of British colonial slavery?

Core readings

Higman, B.W. 'The West India interest in Parliament 1807-1833' *Historical Studies* Vol. 13 No. 49 (Oct. 1967), pp.1-19.

O'Shaughnessy, Andrew 'The formation of a commercial lobby: the West India interest, British colonial policy and the American Revolution' *Historical Journal* Vol. 40 No. 1 (Mar. 1997), pp. 71-95.

Turley, David 'British antislavery reassessed' in Burns, Arthur and Innes, Joanna (eds.) *Rethinking the Age of Reform* (Cambridge University Press, 2003) pp. 182-199.

Williams, Eric *Capitalism and slavery* (1944) Chapter 4 'The West India Interest' pp. 85-97.

Other readings:

Burns, Arthur and Innes, Joanna (eds.) *Rethinking the Age of Reform* (Cambridge University Press, 2003), 'Introduction' pp. 1-70.

Hall, Douglas: *A brief history of the West India Committee* (St Lawrence, Barbados: Caribbean University Press, 1971).

Lokke, Carl Ludwig 'London merchant interest in the St Domingue plantations of the emigres', *American Historical Review* Vol. 43 No. 4 (July 1938) pp. 795-802 and 'New light on London merchant investments in St Domingue', *Hispanic American Historical Review* Vol. 22 No. 4 (Nov. 1942), pp 670-676.

Marshall, Peter *Bristol and the abolition of slavery: the politics of Emancipation* (Bristol, 1975)

Midgley, Clare 'Slave sugar boycotts, female activism and the domestic base of British antislavery culture' *Slavery & Abolition* Vol. 17 no. 3 (Dec. 1996), pp. 137-162.

Penson, Lillian M. 'The London West India interest in the 18th century', *English Historical Review* Vol. 36 No. 143 (Jul. 1921), pp. 373-92.

Penson, Lillian M. 'The origin of the Crown Agency Office', *English Historical Review* Vol. 40 No. 158 (Apr. 1925), pp. 196-206.

Saminathan, Srividhya 'Developing the West Indian proslavery position after the Somerset decision', *Slavery & Abolition* Vol. 24 No. 3 (2003), pp. 40-60.

Taylor, Miles 'Empire and Parliamentary Reform: the 1832 Reform Act revisited' in Burns and Innes, *Rethinking the age of Reform* pp. 295-311.

Turley, David *The culture of English antislavery 1780-1860* (London, 1991)

Woolley, S. F. 'The personnel of the Parliament of 1833', *English Historical Review* Vol. 53 No. 210 (Apr. 1938), pp. 240-262.

Week 6. Emancipation and compensation in context

Essay question: How was Emancipation structured by the British state, and why did it take the form it did?

Core readings:

Borthwick, Peter *Report of a lecture on colonial slavery and gradual emancipation delivered in the Assembly Rooms on Friday March 1 1833* (Edinburgh 1833, reprinted by Cornell University Library Digital Collections), pp. 4-23.

Fogel, Robert W. and Engerman, Stanley 'Philanthropy at bargain prices: the economics of gradual emancipation', *Journal of Legal Studies* Vol. 3 No. 2 (June 1974), pp. 377-401.

Lobdell, Richard A. 'The price of freedom: financial aspects of British slave emancipation 1833-1838', unpublished paper delivered at the Annual Meeting of the Social Sciences Association Pittsburgh (October 2000).

Other readings:

Blackburn, Robin *The overthrow of colonial slavery 1776-1848* (London & New York, 1988), especially 'Conclusion', pp. 519-550.

Drescher, Seymour: 'The long goodbye: Dutch capitalism and antislavery in comparative perspective', *American Historical Review* Vol. 99 No. 1 (Feb. 1994), pp. 44-69.

Drescher, Seymour 'Abolitionist expectations: Britain' in H. Temperley (ed.) *After slavery: emancipation and its discontents* (London, 2000), pp. 41-66.

Green, W. A. *British slave emancipation: the sugar colonies and the Great Experiment 1830-1865* (Oxford, 1976)

Holt, Thomas C. *The problem of freedom: race, labour and politics in Jamaica and Britain, 1832-1938* (Baltimore, 1992).

Sturge, Joseph and Harvey, Thomas *The West Indies in 1837* (London, 1838)

Week 7. Slavery and London

To what extent, and in what ways, has London's involvement in the slave-trade and slavery been remembered?

Core readings:

Citizens Financial Group Inc. and The Royal Bank of Scotland Group *Historical research report: predecessor institutions regarding slavery and the slave trade* (May 25 2006)

Dresser, Madge: 'Set in stone? Statues and slavery in London', *History Workshop Journal* Vol. 64 (Autumn 2007) pp. 162-199

Rawley, James *London, metropolis of the slave trade* (University of Missouri Press, 2003) Chapter 2 'The port of London and the eighteenth-century slave-trade: historians, sources and a reappraisal', pp. 18-39.

Other readings

Checkland, S. G. 'Finance for the West Indies', *Economic History Review* NS Vol. 10 No. 3 (1958) pp. 461-469.

Draper, Nicholas 'The City of London and slavery: evidence from the first docks' companies' *Economic History Review* Vol. 61 No. 2 (May 2008), pp. 432-466.

Hancock, David *Citizens of the world: London merchants and the integration of the British Atlantic community 1735-1785* (Cambridge University Press, 1995)

Kynaston, David *The City of London Vol. 1: a world of its own 1815-90* (London, 1994).

Sheridan, Richard B. 'The commercial and financial organisation of the British slave trade 1750-1807' *Economic History Review* NS Vol. 11 No. 2 (1958) pp. 249-263.

Stern, Walter M. 'The first London dock boom and the growth of the West India docks', *Economica* NS Vol. 19 No. 73 (1952) pp. 359-71

Thorold, Peter *The London Rich* (London: Penguin 1999) pp. 139-145.

London, sugar and slavery gallery at Museum in Docklands, West India Quay

Consult also the synoptic histories of London such as Stephen Inwood *A History of London* (1998), Roy Porter *London, a social history* (1994), Francis Sheppard *London, a history* (1998) and Jerry White *London in the nineteenth century* (2007).

Week 8. Slavery and other port-cities

Essay question: Has the involvement of Bristol, Liverpool and other outports in slavery and the slave-trade been explored to a greater extent than the involvement of London, and if so why?

Core Readings

Devine, T. M. 'An eighteenth-century business elite: Glasgow West India merchants c. 1750-1815, *Scottish Historical Review* Vol. 57 No. 1 (Apr. 1978), pp. 40-67.

Longmore, Jane "'Cemented by the blood of a negro"? The impact of the slave trade on 18th century Liverpool' in Richardson, David, Schwarz, Suzanne and Tibbles, Anthony (eds.) *Liverpool and Transatlantic slavery* (Liverpool University Press, 2007) pp. 227-51.

Richardson, David 'Slavery and Bristol's "Golden Age"', *Slavery & Abolition* Vol. 26 No. 1 (April 2005), pp. 35-54.

Other readings:

Civin, Joshua 'Liverpool petitions and imperial identity' in Julian Hoppit (ed.) *Parliaments, nations and identities in Britain and Ireland 1660-1850* (Manchester University Press, 2003), pp. 187-205.

Dresser, Madge, *Slavery obscured: the social history of the slave trade in an English provincial port* (London & New York: Continuum, 2001).

Duffill, Mark 'The African trade from the ports of Scotland 1706-66', *Slavery & Abolition* Vol. 25 No. 3 (2004), pp. 102-22.

Elder, Melinda *The slave-trade and the economic development of 18th century Lancaster* (Halifax: Ryburn Publishing, 1992).

Klein, Herbert S. 'The English slave trade to Jamaica 1782-1808' *Economic History Review* NS Vol. 31 No. 1 (Feb. 1978), pp. 25-45.

Morgan, Kenneth 'Bristol West India merchants in the 18th century', *Transactions of the Royal Historical Society*, 6th ser. Vol. 3 (1993), pp. 185-208.

Richardson, David, Schwarz, Susan and Tibbles, Anthony (eds.) *Liverpool and Transatlantic slavery* (Liverpool University Press, 2008).

Rodges, Nini *Ireland, slavery and anti-slavery 1612-1865* (Palgrave, 2007)

Wilson, Kathleen, *The sense of the people: politics, culture and imperialism in England 1715-1785* (Cambridge University Press, 1995).

Consult also www.portcities.org.uk and www.liverpoolmuseums.org.uk.

Week 9. Reconciling two views on abolition?

Essay question: Is any form of synthesis truly possible between the 'economic determinist' and 'bourgeois humanitarian' approaches to Britain's abolition of the slave-trade and of slavery?

Core readings:

Brown, Christopher Leslie *Moral capital: foundations of British abolitionism* (Chapel Hill, 2006), pp. 1-30 and pp. 451-62.

Davis, David B. 'What the abolitionists were up against' and 'Reflections on Abolitionism and ideological hegemony' in Thomas Bender (ed.) *The anti-slavery debate: capitalism and abolitionism as a problem of historical interpretation* (Berkeley: University of California Press, 1992), pp. 17-26 and pp.161-179.

Temperley, Howard 'Capitalism, slavery and ideology', *Past & Present* No. 75 (May 1977), pp. 94-118.

Other readings:

Anstey, Roger, 'Capitalism and slavery: a critique' *Economic History Review* NS Vol. 21 No. 2 (Aug. 1968), pp. 307-20.

Carrington, Selwyn H. H. 'The state of the debate on the role of capitalism in the ending of the slave system', *Journal of Caribbean History*, No. 22 (1990), pp. 20-41.

Drescher, Seymour: 'Eric Williams: British capitalism and British slavery', *History & Theory* Vol. 26 No. 2 (May 1987), pp. 180-196.

Hollis, Patricia 'Anti-slavery and British working-class radicalism in the years of Reform', in Christine Bolt and Seymour Drescher (eds.), *Anti-slavery, religion and reform: essays in memory of Roger Anstey* (Folkestone, Kent, 1980), pp. 294-315.

Minchinton, Walter 'Williams and Drescher: Abolition and Emancipation', *Slavery & Abolition* Vol. 4 No. 2 (September 1983), pp. 81-105.

Solow B. and Engerman, S. *British capitalism and Caribbean slavery: the legacy of Eric Williams* (Cambridge University Press, 1987)

Week 10. Remembering slavery's legacy in Britain

Essay question: What key issues were raised by the commemoration of the bicentenary of the abolition of the slave trade in 2007, and what approaches were (and were not) adopted towards these issues?

Core readings

Oldfield, J. R. '*Chords of freedom: commemoration, ritual and British transatlantic slavery* (Manchester University Press, 2007) pp. 1-7, 88-116.

Prior, Katherine 'Commemorating slavery 2007: a personal view from inside the museums' *History Workshop Journal* Vol. 64 (Autumn 2007), pp. 200-210.

Tibbles, Anthony 'Facing slavery's past: the bicentenary of the Abolition of the British slave-trade' *Slavery & Abolition* Vol. 29 No. 2 (2008 Special Issue – Public Art, Artefacts & Atlantic Slavery) pp. 293-303.

Other readings

Brown University, *Slavery and Justice, report of the Brown University Steering Committee on Slavery and Justice* (n.d.) at www.brown.edu/slaveryandjustice

Browne, Robert S. 'The economic case for reparations to Black America', *American Economic Review* Vol. 62 Nos. 1 & 2. (1972), pp. 39-46.

Flaherty, Peter and Carlisle, John *The case against reparations*, National Legal & Policy Center at www.nlpc.org

Green, Andy, 'Remembering slavery in Birmingham: sculpture, paintings and installations' *Slavery & Abolition* Vol. 29 No. 2 (2008) pp. 189-201.

Jamaica Reparations Movement, JaRM Reparations Document at www.geocities.com/i_makeda/ReparationsDocument.htm?220812

Robinson, Randall *The debt: what America owes to Blacks* (New York, 2001).

Torpey, John "'Making whole what has been smashed": reflections on reparations', *Journal of Modern History* Vol. 73 No. 2 (Jun. 2001), pp. 333-358.

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