

Liverpool John Moores University

Title: Gender, Race and Slavery in the United States
Status: Definitive
Code: **5126HIST** (126579)
Version Start Date: 01-08-2021

Owning School/Faculty: Humanities and Social Science
Teaching School/Faculty: Humanities and Social Science

Team	Leader
Edward Mair	Y

Academic Level: FHEQ5
Credit Value: 20
Total Delivered Hours: 33
Total Learning Hours: 200
Private Study: 167

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	22
Workshop	11

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	A 2000-word research essay based on topics covered in weeks 1-12. Students will have to demonstrate a broad knowledge of the history of US slavery and be able to synthesize and critically engage with primary and secondary sources in order to produce an answer to a question set by module leader.	70	
Report	AS2	Students will closely research one WPA interview with a formerly enslaved person to produce a 1000 word blogpost that critically engages with all	30	

Category	Short Description	Description	Weighting (%)	Exam Duration
		aspects within that interview. This should include detailed research of who interviewee was enslaved by, who their interviewer was, and should map the location of their enslavement vs interview location as well as their path through the domestic slave trade. Students will have to engage with online genealogy tools, mapping software and a basic website builder.		

Aims

To enable students to understand the development of ideas of slavery, race, gender in the United States

To enable students to understand historiographical interpretations of slavery in the United States and how they have changed over time

To enable students to work confidently with a key primary source set

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate and critically apply knowledge of the history of race, gender to the study of slavery in the United States.
- 2 Identify stages in the development of the historiography of US slavery in line with developments in US society from the era of Jim Crow segregation through to the Black Lives Matter movement.
- 3 Closely research and engage critically with primary sources by the formerly enslaved.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

2000 word research essay	1	2
Research-based blogpost	3	

Outline Syllabus

1. *Slavery and Race in the Colonial Era*
2. *Slavery and Historians*
3. *Enslaved Female Experiences*
4. *Slavery and Gender*

5. *Slave Traders and the Domestic Slave Trade*
6. *Violence and Slavery*
7. *Directed Study*
8. *Slavery, Medicine and Scientific Racism*
9. *Resistance: Revolt and the Everyday*
10. *The Civil War and Abolition*
11. *Slavery on Film*

Learning Activities

Lectures, Workshops

Notes

This module explores how ideas of gender and race developed alongside slavery in the nineteenth-century United States