Columbia University in the City of New York
Spring 2017

Slavery and Finance in Nineteenth-Century America
Undergraduate Seminar

Syllabus v. 1.6

Information
Course Title: Slavery and Finance in Nineteenth-Century America.
Course Number: HIST W 3553 or HIST UN 3553 (4 credits).
Course Type: Undergraduate Seminar.
Course Term: Spring 2017.
Meeting Day/Times: Thursdays, 4:10-6:00 pm, 652 Schermerhorn Hall.
Instructor: Manuel A. Bautista González.
Office hours: Thursdays, 2:00-4:00 pm, 611 Fayerweather Hall / Brownie’s Café in the basement of Fayerweather and Avery Halls. Please send an e-mail if you want to meet and confirm your presence the day we are meeting.
Columbia email address: mab2306@columbia.edu. Please allow at least 24 hours for replies to e-mail sent between Sundays and Thursdays, and 48 hours for replies to e-mail sent between Fridays and Saturdays.
Credits/Points: 4.
Section Key: 20171HIST3553W001.

Bulletin description: This research seminar exposes students to selected readings in the history of slavery and finance in the United States, from the American Revolution to the end of the nineteenth century. The course explores the crucial roles of slavery and finance for the economic growth of the United States as the exports of slave-cultivated cotton provided resources for northern industrialization and western expansion, and finance mobilized resources for the development of the expanding American nation-state.

Full course description (main topics, themes, sections): This research seminar exposes students to selected readings in the history of slavery and finance in the United States, from the American Revolution to the end of the nineteenth century. The course explores the crucial roles of slavery and finance for the economic growth of the United States. Southern slavery was a critical factor in the development of American capitalism as the exports of cotton and other staples generated resources to finance Northern industrialization and westward expansion. Through money and credit flows, finance mobilized resources for the development of the expanding American nation-state. A joint revision of slavery and finance as institutions sheds light into the processes of economic growth and change as well as the conformation of the American polity between the adoption of the Constitution and the aftermath of the Civil War. The course begins with an overview of American capitalism in the nineteenth century, followed by a review of slavery and finance in the early American republic. After exploring the role of territorial expansion and the creation of land markets, the seminar reviews the economic divergence between the North and the South. An intensive
exploration follows of what historians and economists have written about the role of slavery for the development of American capitalism. The process of American monetary unification and the rise of banks and paper monies in antebellum America are then studied. The new literature on slavery and capitalism is then revised, with particular attention to the social and global aspects of American slavery. The American imperialist experience of the nineteenth century and the role of government in providing an increasing pool of exploitable land are revised. The course finalizes with the revision of what happened to emancipated labor and the financial system in the aftermath of the Civil War.

Rationale for proposed course and role in departmental curriculum, with emphasis on innovative aspects: This course is a new offering in the curriculum of American history at Columbia. Heightened awareness on the importance of studying economic development in the long run has increased students’ interest on the history of American capitalism. Recently, historians and economists have reconsidered the importance of slavery and finance for the emergence of the American nation-state. This seminar course supplies undergraduate students majoring in history, economics, and political science (among other disciplines) with the necessary background to assess the importance of slavery and finance for the development of the American economy, and engage in deeper, individual research projects related to the topics explored.

Top course learning objectives (specific skills and expertise): Students will examine and analyze the process of economic development of the United States in the nineteenth century through the focused study of slavery and finance. They will develop a strong grasp of the major issues, themes, and debates relating to the political and economic history of slavery and finance in nineteenth-century America. They will demonstrate proficiency in the analysis, evaluation, and synthesis of sources through class discussion and written assignments.

Prerequisites: Familiarity with US history from the American Revolution to Reconstruction is desired. A background in economics or finance may facilitate the learning process; however, the course does not require formal training in economics. Students are encouraged to ask questions about terms or concepts that are challenging or unfamiliar.

Class and University Policies
Attendance: Punctual attendance is mandatory. If students are unable to attend a session, they should let the instructor know accordingly.
Digital devices: Students can employ phones, laptops, tablets, and other electronic devices to display the materials and take notes, as long as their use is not disruptive to the class.
Deadlines: Students are expected to turn in all assignments completed and on time, which is at the beginning of class on the specified due date. In the case of lateness, students will be docked a half letter grade for each day an assignment is late, starting the day after it was due.

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Communication with Instructor: Please allow at least 24 hours for replies to e-mail sent between Sundays and Thursdays, and 48 hours for replies to e-mail sent between Fridays and Saturdays.

Draft Policy: I will look over drafts of your paper given to me no later than two weeks before the due date. I can tell you if you are on the right track, identify major holes, and diagnose significant writing problems. I cannot grade your paper in advance, or guarantee a certain grade if you make the noted changes.

Faculty Statement on Academic Integrity: The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.

Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars’ work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students, you must be responsible for the full citations of others’ ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent.

Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Columbia.

Information for Students with Disabilities: If you are a student with a disability and have an DS-certified ‘Accommodation Letter’ please come to my office hours to confirm your accommodation needs. If you believe that you might have a disability that requires accommodation, you should contact Disability Services at 212-854-2388 and disability@columbia.edu.

Identification of unique resources (at Columbia and New York City): Students might find primary sources in the Rare Books and Manuscript Library of Columbia University, the New-York Historical Society, and the New York Public Library. Access to historical databases, periodical publications, and news archives is granted through Columbia University Libraries. Two group visits, one to the Museum of American Finance in downtown Manhattan, the other to the Rare Books and Manuscript Library in campus, will be scheduled during the course. Students will have to watch the movies Django Unchained and 12 Years a Slave or attend Hamilton: An American Musical on their own. Students are encouraged to use the services of the Writing Center.

Course Requirements: During the semester students will develop a research paper of no more than 20 pages that considers any aspect of slavery and/or finance in the United States during the nineteenth century (50% of the final grade). This paper should develop
a historical argument based on the analysis of primary sources and situated within the relevant literature of the topic. A two-paragraphs research paper proposal is due on **February 23** (5% of the final grade). An annotated bibliography of primary and secondary sources will be due on **April 6**, listing at least five primary and five secondary sources (5% of the final grade). Students are expected to meet with the instructor to develop their papers. All students (graduating and non-graduating) will deliver their research papers on **May 4** (40% of the final grade).

For extra credit, students can prepare a movie report for *Django Unchained* and *12 Years a Slave*, or the musical *Hamilton: An American Musical*, analyzing any issue in the movies or the musical with the help of materials from the course. The movie or musical report is due on **March 2**. The movie or musical report should be no longer than 5 pages long. In this assignment, students are expected to touch upon a common theme in both movies (or the musical) and one or more of the topics explored in the seminar: for example, the work of female slaves in the antebellum South as depicted in the movies, and materials from sessions 5 and 6. Students are encouraged to use the advice contained in the webpages **Write a Movie Review** and **Write a Play Review**.

Students will also be graded on class participation. Class participation consists of:

a) preparing a brief summary on the assigned material for the day, recollecting the main themes, patterns and problems delineated in it, reflecting on its significance for the course (one paragraph per each reading), writing down five keywords or concepts of interest for each reading, and formulating at least two questions for class discussion (20% of the final grade). For full credit, the summary should be sent to the group via e-mail and posted to the corresponding topic in the Courseworks forum at least 24 hours before class.

b) attending and participating actively in the classroom discussions, demonstrating familiarity with the materials (20% of the final grade),

c) delivering at least one electronic presentation of no more than fifteen minutes about the recommended readings during the semester (10% of the final grade). The presentation should focus on the main claims presented by the author(s) of the reading, the evidence presented therein, the way the assigned reading is situated within the larger literature as can be inferred from the reading itself and the specific group of readings assigned for that week, and the relevance of the reading for the course. Inclusion of graphs, diagrams and illustrations is encouraged; charts, however, are difficult to read in PowerPoint slides.

All written work must be typed, double spaced with one-inch margins, composed in Times New Roman 12-point font. All sources must be cited with footnotes using Chicago Style Citation. Guidance on how to compose citations can be found in Turabian’s *A Manual for Writers*.

So, to summarize:

1. Research paper (50%)
   a. paper proposal (5%), due on February 23
   b. annotated bibliography (5%), due on April 6

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c. final paper (40%), due on May 4

2. Class participation (50%)
   a. brief summaries, keywords and questions for each class (20%)
   b. attendance and active participation (20%)
   c. electronic presentation (10%)

Movie or musical report: a well written movie or musical report will bump the final grade up to a half letter grade after all the course requirements are met.

Materials: A selection of books will be available in Book Culture; most of the materials will be on reserve at Butler Library, and most readings will also be made available in PDF on Courseworks.

Required Textbooks

Recommended Textbooks

Recommended Movies

Recommended Musicals
### Calendar

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (pages)</th>
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<tr>
<td></td>
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<td>Required</td>
</tr>
<tr>
<td>January 19</td>
<td>0. (Economic and Financial) Legacies of American Slavery.</td>
<td>95</td>
</tr>
<tr>
<td>January 26</td>
<td>1. American Capitalism in the Nineteenth Century.</td>
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<tr>
<td>February 2</td>
<td>2. Slavery and Finance in the Early American Republic.</td>
<td>195</td>
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<td>February 16</td>
<td>4. The North and the South.</td>
<td>163</td>
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<td>February 23</td>
<td>5. Reaping the Fruits of Plantations: Commodity Chains.</td>
<td>152</td>
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<tr>
<td>March 3</td>
<td>Visit to the Rare Books and Manuscript Library at Butler Library.</td>
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<tr>
<td>March 4</td>
<td>Visit to the Museum of American Finance.</td>
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<tr>
<td>March 16</td>
<td>Spring Recess.</td>
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<tr>
<td>March 23</td>
<td>8. Banking in Antebellum America.</td>
<td>208</td>
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<tr>
<td>March 30</td>
<td>9. New Approaches to Slavery and American Capitalism.</td>
<td>229</td>
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<tr>
<td>April 6</td>
<td>10. The Staple-Exporting South and the External Sector. Delivery of Annotated Bibliography of Primary and Secondary Sources.</td>
<td>209</td>
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<tr>
<td>April 13</td>
<td>11. American Imperialism and the Role of Government.</td>
<td>208</td>
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<td>April 20</td>
<td>12. After the Civil War: Emancipated Labor?</td>
<td>155</td>
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<td>April 27</td>
<td>13. Money and Banking after the Civil War.</td>
<td>127</td>
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<td>May 4</td>
<td>Delivery of Research Papers</td>
<td>-</td>
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<td>May 12</td>
<td>Deadline for Grade Submission – Graduating Students.</td>
<td>-</td>
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<td>May 17</td>
<td>Commencement</td>
<td>-</td>
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<td>May 18</td>
<td>Deadline for Grade Submission – Non-graduating Students.</td>
<td>-</td>
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</table>
Week by week list of class topics:

Thursday, January 19, 2017
0. (Economic and Financial) Legacies of American Slavery.
Required readings (95 pages):

Thursday, January 26, 2017
1. American Capitalism in the Nineteenth Century.
Required readings (157 pages):

Recommended reading (57 pages):

Thursday, February 2, 2017
Required readings (195 pages):


Recommended reading (65 pages):


Thursday, February 9, 2017


Required readings (243 pages):


Recommended readings (71 pages):


Thursday, February 16, 2017

4. The North and the South.

Required readings (163 pages):


Recommended readings (48 pages):


Thursday, February 23, 2017

5. Reaping the Fruits of Plantations: Commodity Chains.

Required readings (152 pages):


Recommended readings (60 pages):


Thursday, March 2, 2017


Required readings (187 pages):

American South, II: From Slaveholder Treatment and the Nature of Labor to Slave Culture, Sex and Religion, and Free Blacks” (175-192, 193-204: 30 pages).


Recommended readings (109 pages):


**Deliver of Report on Django Unchained and 12 Years a Slave or Hamilton: An American Musical.**

Thursday, March 9, 2017

7. Monetary Unification of the American Polity.

Required readings (157 pages):


Recommended readings (64 pages):


Delivery of Research Paper Proposal

Thursday, March 16, 2017
Spring Recess.

Thursday, March 23, 2017

8. Banking in Antebellum America.
Required readings (208 pages):

Recommended readings (95 pages):

Thursday, March 30, 2017

9. New Approaches to Slavery and American Capitalism.
Required readings (229 pages):
• Wright, Gavin. Slavery and American Economic Development. Baton Rouge, LA:
Recommended reading (103 pages):


Thursday, April 6, 2017

**10. The Staple-Exporting South and the External Sector.**

Required readings (209 pages):


Recommended readings (54 pages):


**Delivery of Annotated Bibliography of Primary and Secondary Sources**

Thursday, April 13, 2017

**11. American Imperialism and the Role of Government.**

Required readings (208 pages):

Ideology, Structure, and Significance of the First American Fiscal Regime” (222-251: 30 pages).


**Recommended readings (129 pages):**


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**Thursday, April 20, 2017**

**12. After the Civil War: Emancipated Labor?**

**Required reading (155 pages):**


**Recommended readings (48 pages):**


Thursday, April 27, 2017

13. Money and Banking after the Civil War.

Required readings (127 pages):


Thursday, May 4, 2017

**Delivery of Research Papers**

**Presentations Schedule**

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<tr>
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<th>Topic</th>
<th>Name</th>
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<td>February 16</td>
<td>4. The North and the South.</td>
<td>Sofia</td>
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<td>February 23</td>
<td>5. Reaping the Fruits of Plantations: Commodity Chains.</td>
<td>Dominique</td>
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<td>March 23</td>
<td>8. Banking in Antebellum America.</td>
<td>Ethan</td>
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<tr>
<td>March 30</td>
<td>9. New Approaches to Slavery and American Capitalism.</td>
<td>Juan</td>
</tr>
<tr>
<td>April 20</td>
<td>12. After the Civil War: Emancipated Labor?</td>
<td>Erica</td>
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<tr>
<td>April 27</td>
<td>13. Money and Banking after the Civil War.</td>
<td>Samantha</td>
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