

AM4070

UNIVERSITY OF WARWICK

Summer 2020

AM407

Slavery and Slave Life in the American South, 1619-1865

Time allowed: 7 days

Paper Published: 29 May 09:00am

Submission: By 11:00am on 5 June via Tabula

Answer TWO questions - Each question is limited to 1500 words.

Assessment Guidance:

- You **MUST** read the supporting information on the History website:
<https://warwick.ac.uk/fac/arts/history/students/covidexam/>
 - You **MUST** submit answers on Tabula by 11:00am on the deadline date (all deadlines can be found on the departmental exam timetable or on your Tabula assessment page).
 - You **MUST** ensure that you upload the correct answer paper to the correct module.
 - Your exam answer paper **MUST** include:
 - Student ID number.
 - The module code and the module title.
 - Clearly state which questions have been answered.
 - Answers should be a maximum of 1500 words.
 - Answers are not expected to include a bibliography or footnotes, however, if you have consulted any materials please list these at the end of your answers.
 - Answers should **NOT** include any significant amount of material already presented in **ANY** assessed work.
 - Where necessary, papers for modules affected by industrial action in the 2019-2020 academic year include additional questions to provide a full range of topics.
 - This take-home assessment is a one-year variance from the normal examination format due to COVID-19 and will apply only in the 2019-2020 academic year.
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1. 'Pure profit drove the Atlantic slave trade'. Discuss.

2. Did the racial prejudices of seventeenth-century colonists make African slavery inevitable?

3. How effective was running away as a method of slave resistance?

4. Who gained most from the informal slave economy – the master or the slave?

5. Was the slave family the most important social unit on the plantation?

6. Have historians over-stated the importance of Christianity in the lives of the enslaved?

7. 'Urban slavery was preferable to plantation slavery in the eyes of most slaves'. Discuss.

8. To what extent is gender a useful category of analysis when discussing the experience of enslaved people?

9. How far were white people 'co-conspirators' [Michael Johnson] in slave plots?

10. Assess the significance of the Emancipation Proclamation.

11. Why was there no coherent anti-slavery movement in colonial North America?

12. Assess the impact of the American Revolution on enslaved people.

13. Account for the failure of Nat Turner's revolt.

END