Transition from Slavery to Freedom

Bailey, Audrey, Jule and Brooke
Summary of Slavery---->Freedom

Topic: What acts/laws had to take place for slaves to become freed?
Vid: History of Slavery in Latin America

https://www.youtube.com/watch?v=jO9vy-82dh8
Bailey’s Question

How did the end of slavery begin?
The Start to Freedom

- People had always been against slavery but Slavery was still prioritized like Quakers

- **Philosophers** and **religious leaders** were what started to have people listen to the legitimacy of slavery

- **John Wesley** was a protestant that attacked slavery in 1774 for it being a sin against man

- Slavery was incompatible with English, Portuguese, and French rights

- In 1770 Portugal, England, and France had all made decrees or judicial decisions against slavery which pretty much abolished slavery on their own continent
The American Revolution, Haitian and French Revolution followed after in 1776 which then later led to the same consensus of abolishing slavery which was set into act in the 1770-80’s by declaring all newborn slaves to be free.

1788- France founded an anti-slavery society known as the Amis des Noirs which was also supported by British Quakers to abolish slavery in the French colonies.

- Amis des Noirs: “society of the friends of Blacks”
- The majority of the French rejected this act

In France there were 491,000 slaves from Guadeloupe and Saint Domingue until Napoleon was able to gain independence for the rest of the slaves on islands that had been temporarily overthrown by Britain and Portugal.
Haitian Revolution

- Led by the slave Toussant L’Overture
- 1791-1803
- The largest and most successful slave revolt
- Inspired by the French Revolution
- French soldiers were sent over to reclaim Saint Domingue
- France wanted to keep control due to the economic funds received from sugar plantations
- By the end of the revolution, the area suffered many deaths
  - 100,000 of the 500,000 slaves had died
  - 24,000 out of 40,000 white slave owners and business men had died
- France accepted Haiti’s independence to stay trading partners with them
- The Revolution expanded to Santo Domingo
- Haiti became known as the first black republic in the world and the second colony to gain independence from European powers

Bailey
Toussant L’Overture

Bailey
"Give liberty to whom liberty is due, that is, to every child of man, to every partaker of human nature. Let none serve you but by his own act and deed, by his own voluntary action. Away with all whips, all chains, all compulsion. Be gentle toward all men; and see that you invariably do with everyone as you would he should do unto you."
Audrey’s Question:

What laws brought slaves to freedom?
Enforcing Slave Laws

- Start of slavery movements began with the abolition of trade and liberation of slaves
- Began with emancipation laws in Latin America in the 17th century
- **Emancipation definition**: the process of being set free from legal, social, or political restrictions
- Emancipation laws; the process of 3 republics between, **Venezuela, Colombia** and **Ecuador**
- There were **125,000-130,000** slaves during the 1820s
- State freed slaves born after July 1821; began local juntas de manumision to collect **taxes**
  - Juntas de manumision: would be used to buy the freedom of the older slaves
- Slaveholders usually were able to manipulate laws to their advantage
  - Contracts changed from 18 to 21 years or even 26 years
  - Guaranteeing libertos serving as slaves in 1840s
- Brought rebellious behavior by slaves
“Bolivar Freeing the Slaves Statue Inauguration”
- medal, made in 1846
- Commemorations of the emancipation of slaves are depicted in a variety of forms throughout the Atlantic World
Enforcing Slave Laws Cont.

- Mid-century pressure for total emancipation again
  - Each state carried through abolition in the **1850s**
- ⅓ less slaves at the time of independence in the 1850s
- **54,000** slaves in Columbia dropped to **16,000** by 1851
- In Venezuela there were **64,000** slaves in 1810, it dropped to **33,000** by 1854
- Ecuador had **8,000** at independence, dropped to **2,000** by 1852
- In San Martin on July 1821 decreed gradual emancipation w/ the free birth act
- Laws kept the libertos working for masters
- Slavery declining, however, it was brutal and violent
  - Revolts and rebellions broke out
  - Slave-owners would kill or punish any slaves fighting for these laws before they were completely enforced
- Slavery had been coming to an abolishment **89,000** slaves in 1821 were down 25,000 slaves
Expansion of Emancipation

- Emancipation: being freed by governmental laws
- Manumission: being freed by your master
- Bolivia - 1831; declared slaves born since 1825 to be freed
  - “Free womb law” - in 1825 still importing slaves from Brazil
  - Abolished in Brazil in 1851
- Chile, in 1823 freed 4,000 slaves
- Argentina first to begin emancipation w/ free birth law in 1813
- Mexico had 3,000 slaves retained
  - Slaves freed in Central America w/ compensation in 1824
  - Compensation: giving care and money back to suffering slaves
- A long and intense campaign in the US - 1840-50s about the new laws in Central America
- Overthrow slavery would occur/lead to the Civil War
- Cortes (1811-1813) colonial delegates who demanded gradualist emancipation in all the American possessions
Emancipation Cont.

- Failed movement
- Slave trade came from British pressure
- In 1815-1817, treaties against slave trade signed
- States Civil War brought the end to the trade to Cuba (war coming to end)
  - Moret law; provided the freeing of all slaves born after its enactment and for the apprenticeship of (patrocinados) to 22 years
  - With half-wages until 18 years of age
  - Persons 65 years of age and above were free
- Puerto Rico in 1872 and 1873; emancipation was effectively carried out in a series of enabling decrees
- In 1869 there were 363,000 slaves
- 228,000 slaves in 1878; loss to Moret
Free Womb Laws

- Spanish initiated emancipation, starting the “free womb laws” in 1871
  - Amancio de Carvalho supported these laws
    - He was a Brazilian physician
  - Wrote an article on enslaved women abortions in 1887
- These laws freed Spanish slaves, who were also known as *libertos* or *manumisos*
  - They freed all children born by enslaved women
  - Before laws passed, female slaves would commit preventive homicide/ abortions
  - After laws were passed this number declined
  - Amancio believed that enslavement brought out a very “un-motherlike” feature to African women
    - Believed that motherhood was an innate for all women no matter their status, race, age or class
    - Castigation came from the slave-owner if they had punished a female slave for having an abortion
• Fugitive slaves escaping to Union lines,
• Made in 1876
• *Life Studies of Great Army*
• Painted by Edwin Forbes

- Write some things that you notice in this illustration.
The overthrow of slavery would occur through Civil War
States Civil War brought the end to the trade to Cuba (war coming to end)
The United States Civil War; caused the reopening of the question in the 1860s
Emancipated slaves: had to serve an apprenticeship until 21 years

The 1880s; internal slave trade was finally abolished
Slavery in Brazil in 1888 was abolished
What struggles occurred for slaves during the transition to ex slaves?
For a full generation or more into the 20th century, ex-slaves and masters fought to control the resources that had been created through slavery.

- Major factor in of Asian migration
- From a supervised labor force to family units of production
- Transition caused an increase in the sexual division of labor as women left the plantations
- Planters sought to continue as many old institutions and arrangements as possible
  - Wanted to reclaim ex-slaves as apprentices and then as cheap wage laborers with no access to lands and few political, economic, or social rights
- Freed slaves in the rural areas wanted their own land and freedom from any form of coerced labor
  - Their idea was to own their own land and produce their own crops for themselves
- Ex-slaves would work for their ex-masters if they couldn't get their own land or find any other work.
Relations continue

- Slaves demanded the withdrawal of their wives and daughters from field labor
  - Payment for labor
  - Access to usufruct land for their own cultivations
- Struggle with planters and ex-slaves would be a big problem in rural areas till the beginning of the 20th century
- High degree of local violence due to land and labor conflict
- Local or metropolitan governments oversaw the conflict and usually took sides with one or the other contenders
• In new sugar regions like Cuba, British Guyana Suriname and Trinidad planters could afford to maintain production
• Previously isolated Oriente region came into big production
• The demand for labor was high and expanding rapidly
• Indentured Chinese were imported before the end of the slave trade
  ○ Free black workers, Chinese industrial workers, and slaves were all working on estates together during the time of transition
• Post-emancipation sugar plantations became even more pronounced without the need to maintain the slave labor force on a yearly basis
  ○ A clearly defined dead season where no work was performed
Slaves on a Sugar Plantation in Cuba
Sugar regions

- Abolition encouraged reorganization of the sugar production
- Following the earlier experiments in new mills, Guadeloupe and Cuba began to adopt the new centrales system of production on a major scale
- Creation of large steam driven and railroad fed central factories for milling and the renting out of land to entrepreneurs called colonos
  - Colons did the actual planting and harvesting of sugar
  - Many ways was a return to earlier Brazilian lavradores de Cana system where the plantation owner became a refinery of sugar and sealer planters who were often landless took on the cost of planting and harvesting
Socio-Economics in Post-Revolutionary Times

Setting the Scene:

- Mainland **South America** abolition happened to Afro-African communities in the **mid-19th century**.
  - They were mostly **free**.
- Slavery ended up racism was still extremely prevalent.
  - Integration/decline and absorption in the urban areas was **not** the pattern in most rural zones.
  - Stigmas existed and were prevalent
- **Ex-slaves** became the **peasantry**.
- Economics and social status were determined by the color of their skin.
- Jamaica gave up their power to **the British Crown** in order to prevent governmental control shifts from happening aggressively (in the 1860s).
- In Cuba the republican governments became uneasy because there was growing **political power** and acceptance of black **culture** and identity.
- Compromises in the late 19th century between the British and French Caribbean islands allowed for Afro-Americans to:
  - **vote**
  - **To be elected into local provincial assemblies** (In Brazil)
In Latin American societies the amount of
- Economic expansion
- Urbanization
- European immigration
- And Afro-American emigration
all impacted the mobility rates of slaves.

There was a lot of European and Asian migration into Latin America and especially into Puerto Rico from the Iberian peninsula and the Canary and Balearic Islands
- France, Italy, Santo Domingo, and Venezuela came in minorities
- In 1824, 3,596 Spanish immigrants arrived in Puerto Rico
- By 1897, the island had 19,565 residents from the Peninsula, the Canaries, and Mallorca (Spanish immigration slowed during the Spanish-Cuban-American War of 1898)

The process of emancipation and transition to free labor had resulted in profound changes in the social, economic, and even geographic organization of most of the old slave societies.

Santo Domingo had low population densities and high sugar industry.
- This caused major demand for foreign labor.
Socio-Economics in Post-Revolutionary Times

- **Black** was considered to be bad and so people tried to do a process called “**whitening**.”
  - This means that people would marry and have children with people with lighter (preferable white) skin tones to lighten their children’s colors.
  - Was done to move up in societies.
- This was shown as a rejection of people of colored cultures.
- But this was contradicted by isolated villages of ex-slaves.

- In the 20th century more private churches and street festivals were allowed.
  - This happened because of the integration happening with the absorption of the mulattos and whites.
  - Started as ways to show cultural importance and diversity but eventually came to symbolize instead integration in Brazil, Cuba, and Haiti.

- World War I caused new demands for labor.
  - It also drew doubts with white imperialism.
- World War II caused non-isolation of slaves who were liberated and their descendents.

Brooke
Socio-Economics in Post-Revolutionary Times

A redenção de Cam (The Redemption of Cam)
Modesto Brocos y Gómez,
Painted in the 19th century
Blanqueamiento
Socio-Economics in Post-Revolutionary Times

Integration:

- The myth of Noah’s curse on his son Cam was a curse that condemned all descendants to slavery
  - This was used as a justification for the enslavement of Africans by Europeans. More specifically, this was done by the Portuguese Empire from the 15th century

- The idea was that “bleaching” or “whitening” was that through successive interracial marriages, the “black” phenotype would be progressively be erased
  - They also backed up these ideas by scientist idea of Darwinian evolution and social Darwinism and so it made whitening part of the scientific theory.

- During the 19th century, about 60,000 African slaves were imported to Puerto Rico and 1815-1845 was the high point of human trafficking to the island. Slave counts tripled from 1812 to 1846 (17,536 to 51,265) This decreased in 1873 when slavery was abolished and the number of slaves decreased gradually to 29,335.
  - Increases in African slaves meant that the largest population (the brown colored people) were decreased.
    - These included pardas, mulatto, cruzadas, morenas, and Negras (55.6% om 1820)
    - The white population soon took over (52.4% of the population in 1864)
Final Key Concepts:

- Racism
  - Control
  - Effects on today
  - Connections to what happened in the United States
  - Integration
  - Cultural identities
Kahoot:

https://play.kahoot.it/#/?quizId=c73e23ee-c46d-4058-94e4-ca113a91871d