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**Major: Literature and Civilisation**

**Woman's Attitude Towards the Emergence of  
Slavery: Manifestations in the Novel Entitled  
"Uncle Tom's Cabin" by Harriet Beecher Stowe**

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## Dedications

I dedicate the outcome of this work to the memory of my father, Ahmed, who was always there for me in the ups and downs of life. Dad, your daughter is a graduate today, and she will always carry your legacy to make you proud of her. I shall meet you there, on the other side, to be once again by your side. Yours, with tears and smiles..!

I also dedicate this work to all my family members.

To Roumaissa and Rabia.

**By Oumelkhir**

I dedicate this work to all my family members,  
parents, brothers and sisters, and to my colleague Oumelkhir.

**By Amel**

## Acknowledgement

Endless thanks and praises go to Allah Almighty for providing us with health, reason and patience to complete this work.

We would like to express our appreciation to **Dr. CHEIKH Abderrahim** for his support and guidance throughout the phases of this work.

We would like to thank the jury members for taking the time to read, evaluate and assess our work. It is an undeniable, unforgettable task indeed.

We wholeheartedly express our thanks and appreciations to our teachers wherever they are:

Because of you we are here today.

Thank you all.

## Abstract

This study aims at exploring and investigating Stowe's attitude towards the emergence of slavery, as a sample of women's attitude towards it. Tackling slavery starts from tackling its exact opposite: Freedom. The era we live in is labeled as "antislavery", but it is necessary to question this claim so to spot whether slavery is really finished or is it implicit in our mindsets. The aforementioned question led us to outline our study in which we shed lights on slavey from the very beginnings and emergence. As we carried out our study, we found out that the old practices of slavery are no longer in existence as religions and human rights forbid them. But we also found out that new forms of slavery emerged: Modern Slavery. This latter includes new trends of forced child labor, forced marriage, forced sexual exploitation, commercial sex industry, domestic servitude, unlawful recruitment... To understand the new outcomes of slavery, a deep analysis of the emergence of this phenomenon is needed before any attempts to study it from the perspective of literature. For that, we tried to spot manifestations of slavery and attitudes towards its emergence in classic literary works. Our target literary work is the novel entitled "Uncle Tom's Cabin" by Harriet Beecher Stowe. This study is divided into three main chapters: two are theoretical and one is practical. **Chapter one** gives an overview of slavery in America. **Chapter two** tackles the Civil War in America. **Chapter three** introduces the corpus of the study, from which we extract Stowe's attitude towards slavery, analyze these attitudes and project them on modern slavery.

**Keywords:** slavery, modern slavery, antislavery, civil war, Uncle's Tom Cabin, women's attitude towards slavery...

## مستخلص الدراسة

تهدف هذه الدراسة إلى تحديد موقف الكاتبة "هاريببت بيتشر ستو" من ظهور العبودية، باعتبار هذا الموقف عينةً قد تلخص مواقف جل النساء تجاه هذه الظاهرة. إن دراسة العبودية تستلزم بادئ ذي بدء دراسة نقيضها المُباشر، ألا وهو الحرية. تُوصَفُ الحِقْبَةُ التي نعيش فيها بِـالـ "مُناهضة للعبودية"، ولكن من الضروري التشكيك في هذا الادعاء؛ حتى نحدد ما إذا كان زَمَنُ العبودية قد وَلَّى حَقًّا أم أنها ظاهرة متأصلة في الذات البشرية. قادنا هذا السؤال إلى رسم خطة دراستنا هذا، والتي ركزنا فيها على ظاهرة العبودية منذ بداياتها. ومما تمخضت عنه دراستنا أن ممارسات العبودية القديمة لم تعد موجودة بعد أن حرَّمَتها الأديان وحقوق الإنسان. لكن هذا لم يمنع ظهور أشكال جديدة من العبودية، يُصطَلح عليها بِـ "العبودية الحديثة". وتشمل هذه الأخيرة تشغيل للأطفال والزواج القسري والاستغلال الجنسي القسري وتجارة الجنس والاسترقاق والتوظيف غير القانوني. ولفهم تَبَعَات العبودية، كان لزامًا علينا إجراء تحليل عميق لأسباب ظهور هذه الظاهرة قبل أن نخضعها لأي دراسة أدبية. ومن هذا المنطلق، حاولنا تحديد مظاهر العبودية ومواقف من كتبوا بشأنها في أعمالهم الأدبية الكلاسيكية. وقد اخترنا مدونةً للدراسة هي رواية بعنوان "كوخ العم توم" من تأليف "هاريببت بيتشر ستو". وقد قسمنا دراستنا هذه إلى ثلاثة فصول رئيسية، اثنان منها نظريان والآخر تطبيقي. قدمنا في الفصل الأول لمحة عامة عن العبودية في أمريكا. ثم تطرقنا في الفصل الثاني إلى الحرب الأهلية في أمريكا. وفي الفصل الثالث، قدمنا مدونة دراستنا والتي استخلصنا منها موقف "ستو" تجاه العبودية، كما حللنا هذا الموقف وأسقطناه على العبودية الحديثة علَّها تنفع في الحد من الظاهرة وتخليص الإنسانية منها.

الكَلِمَاتُ الدَّلَالِيَّةُ: العبودية، العبودية الحديثة، مناهضة العبودية، رواية كوخ العم توم، مواقف المرأة تجاه العبودية...

## List of Figures

<b>Figure 1:</b> Frederick Douglass .....	18
<b>Figure 2:</b> William Lyod Garrison .....	20
<b>Figure 3:</b> Harriet Beecher Stowe .....	21
<b>Figure 4:</b> Information on the navel .....	22
<b>Figure 5:</b> Remarkable events in the rebellion against slavery .....	28
<b>Figure 6:</b> Act of Abolishing Slavery, Caption,.....	29
<b>Figure 7:</b> A brief biography of Stowe.....	32
<b>Figure 8:</b> Stowe photograph .....	33
<b>Figure 9:</b> Act of Abolishing Slavery .....	34
<b>Figure 10:</b> Embodying the ideas of the novel .....	34
<b>Figure 11:</b> USA's Economy: North vs. South .....	36
<b>Figure 12:</b> Framing the end of slavery.....	37
<b>Figure 13:</b> Civil Wars: step by step .....	38
<b>Figure 14:</b> Emergence and consequence of the Civil War .....	39
<b>Figure 15:</b> Reconstruction Amendments .....	41
<b>Figure 16:</b> Abraham Lincoln vs. Radical Republicans .....	42
<b>Figure 17:</b> A general view on the novel .....	45

## Table of Contents

Dedications	1
Acknowledgement	iii
Abstract	iv
Table of Contents	iv
General Introduction	11
<b>Problematic:</b>	12
<b>Research Question:</b>	12
<b>Hypotheses:</b>	12
<b>Research Methodology:</b>	13
<b>The structure of the study:</b>	13
CHAPTER ONE SLAVERY IN AMERICA: AN OVERVIEW	
Introduction	15
1.1. Starting Point of Slavery in America:	15
1.2. History of Slavery :	17
1.3. Notable Figures:	18
1.3.1. Frederick Douglass	18
1.3.2. William Liyod Garrison	20
1.3.3. Harriet Beecher Stowe	21
1.4. Slave Rebellions:	23
1.4.1. Stono Rebellion	24
1.4.2. The New York City Conspiracy of 1741	25
1.4.3. Gabriel Prosser's Rebellion Plot	25
1.4.4. German Uprising of 1811 (Andry's Rebellion)	26
1.4.5. Nat Turner's Rebellion	27
1.5. End of Slavery:	27
1.6. Legacy of slavery	29

Conclusion:	30
CHAPTER TWO Civil War in America: Emergence and Consequences	
Introduction	32
2.1. Biography of Harriet Beecher Stowe	32
2.2. Stowe's impact on the civil war	33
2.3. Civil war: from an idea to an act	35
2.3.1. Reasons of the Civil War	36
2.3.2. Towards the flare-up of the Civil War	38
2.3.3. The impacts of the American Civil War	38
2.3.4. Emancipation Proclamation	39
2.3.5. Division of Virginia	40
2.3.6. Biggest deaths in U.S. history	40
2.4. Constitutional Amendments and change in definition of American Citizenship	40
Assassination of Abraham Lincoln	41
Reconstruction Acts of 1867-68	41
2.5. The Rise of Industrialism	43
Conclusion	43
CHAPTER THREE Practical Part	
Introduction	45
3.1. Introducing the corpus	45
3.2. Summary of the novel	46
3.3. List of characters	48
3.4. Subtitle 1 Literary features of the novel	51
3.5. Themes tackled in the novel	52
3.5.1. The Evil of Slavery	52
3.5.2. The Incompatibility of Slavery & Christian Values	53
3.5.3. The Moral Power of Women	53
3.5.4. Christ Figures	55



3.5.5. The Supernatural	56
3.6. Symbols in the novel	57
3.6.1. Uncle Tom's Cabin	57
3.6.2. Eliza's Leap	57
3.6.3. Geography	57
3.6.4. Narrator's point of view	57
3.6.5. Woman's attitude towards slavery	58
Conclusion	59
General Conclusion	61
Works Cited	64



# General Introduction

## General Introduction

Abraham Lincoln, once, said; “Those who deny freedom to others deserve it not for themselves”. Starting from this very conceptualization of freedom, we can immediately evoke the exact contrary concept: Slavery. It was with a preconceived intent that we chose slavery as an area of study. That is due to the importance of the topic in either literature or real-life situations.

From resources, either written or recorded, we came across, the question about slavery was raised. Are we in an era which is totally and wholly antislavery? Or is slavery still lies in our minds, even unconsciously? The aforementioned observations led us to outline our study. This outline sheds lights on slavery from the very beginnings and emergence.

Slavery, according to the Cambridge Dictionary, is the activity of legally owning other people who are forced to work for or obey you. A slaver is the one who owns and a slave is the one who is owned. From this brief definition, slavery is exclusive to work forcibly or obey coercively.

This is the case of slavery from antiquity. The good news is that these practices are no longer in existence as religions and human rights forbid them. The bad news is that new forms of slavery emerged: Modern Slavery. This latter includes new trends of forced child labor, forced marriage, forced sexual exploitation, commercial sex industry, domestic servitude, unlawful recruitment.

It is crucial and of high importance to delve deeply into the emergence of this phenomenon – slavery- before any attempts to study it from the perspective of literature. In other words, a deep analysis of the historical aspects of slavery is needed.

In our journey to read and analyze, it is our task to spot the manifestations of slavery in American communities, and more importantly is to point out woman’s attitudes towards

slavery. It is from these starting points that we set a ground to our study, a ground which backs our thesis and hypotheses.

### **Problematic:**

Learning more about one community's culture implies learning how its people perceive life through their worldviews. This is exactly the task we try to achieve by conducting this study. Since slavery is an international phenomenon, it is best to scope it to one community at a time. Our study addresses slavery in the United States of America. We need to read the American literature so as to spot the manifestations of slavery through the lines of written material. Reading is the key to open the doors of literacy, and literacy according to Carl Sagan is path from slavery to freedom. Hence, our main concern in this study is to analyze situations of slavery manifested in the Stow's novel entitled "Uncle Tom's Cabin", then spotting woman's attitudes towards slavery in it.

### **Research Question:**

How is slavery tackled in Stow's "Uncle Tom's Cabin"?

How were the woman's attitudes towards slavery illustrated?

What are the major outcomes and consequences of slavery on modern life and literature?

### **Hypotheses:**

Women, either black or white, are categorically against slavery that they would stand together regardless the race or ethnicity to fight it.

Women are the only force which can save America from slavery.

Enslaved women resisted slavery in their own rebellious ways.

**Research Methodology:**

A literary research can be conducted in various approaches, methods and theories. Our study is corpus-based. This means that it follows a descriptive, analytical method which aims at spotting manifestations of slavery in Stowe's "Uncle Tom's Cabin", as well as extracting the woman's attitudes towards slavery in the same corpus. In introducing the corpus and collecting data, tools like interviews, observations, surveys are not to be relied on. We, instead, relied on previous studies which tackled as nearly as possible the same topic (literature review), books, articles, academic papers and some trust-worthy websites.

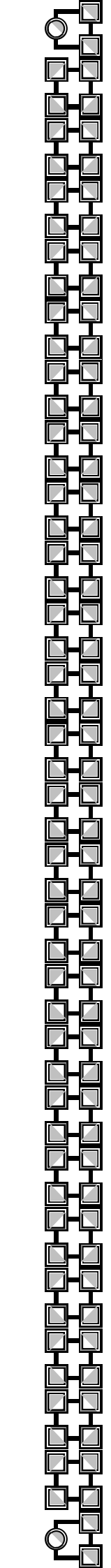
**The structure of the study:**

This research is divided into three main chapters: two are theoretical and one is practical.

**Chapter one** gives an overview of slavery in America: its starting point and its history, then its notable figures and rebellions, to finish it with the end and legacy of slavery.

**Chapter two** tackles in details the Civil War in America. In this chapter, we introduce a brief bibliography of Stowe and her impact on the Civil War. Then, we show how did the Civil War crystalized into an act after being just an idea. To finish the chapter with the impacts of Civil War.

**Chapter three** introduces the corpus of the study, which is the novel entitles "Uncle Tom's Cabin" written by Harriet Beecher Stowe. Then, we introduce a summary of the novel. After that, we cite all literary aspects related to it: themes, motifs, symbols, tone and tenor. Then, we mention the narrator's point of view and woman's attitudes towards slavery.



**CHAPTER ONE**

**SLAVERY IN AMERICA:**

**AN OVERVIEW**

## **Introduction**

Needless to say that the normal direction of slavery is from Africa to the other continents, it is needed to say that America is the final destination which holds the lion's share of the whole process. Throughout the 17<sup>th</sup> and 18<sup>th</sup> centuries, people were kidnapped from Africa, forced into slavery in the American colonies, and exploited to work as indentured servants labor in the production of crops, namely tobacco and cotton. In this chapter, we are to shed light on how slavery started, the timeline of the phenomenon, notable figures and slave rebellions, to finish the chapter with how slavery end and what legacy it bequeaths.

### **1.1. Starting Point of Slavery in America:**

As Christopher Columbus discovered America, the European nations tended to relocate there in view to share the riches of the newly discovered world. The relocation implies setting up colonies in America. Many free and enslaved Africans contributed to the founding of colonies in the Americas, as well as in the New World. Slavery, as estimated by a group of historians emerged in America in 1619. This is thought to be so owing to the bringing of 20 enslaved Africans in the British colony of Jamestown in Virginia. This is to put in clear and brief expression the fact that initiating a civilization is done on the ruins of another: Reinforcing the New World on the expense of enfeebling Africa.

It is important to raise the question about the activities which enslaved Americans were charged with. To question the attitude of slaves and the reactions of the whole world towards these practices is also of a paramount importance. Moreover, the American Revolution which took place in the middle of these events had impacts on slaves and slavery, and to be highlighted later on.

The main activities which enslaved Africans were involved in are tobacco, rice, plantations from the Chesapeake Bay colonies of Maryland and Virginia south to Georgia. In

the North, slavery was not of high significance to the agricultural economy. It is because of this that a number of colonies called for slavery's abolition right after the American Revolution. Consequently, the U.S Constitution recognized the so-called institution of slavery. This recognition implies admitting a single slave to be a three-fifth of a person.

Here, many terminologies are to be defined and clarified:

- *The Chesapeake Bay colonies*: the Commonwealth of Virginia and Maryland. Both colonies are located in British America and centered on the Chesapeake Bay.
- *The American Revolution*: also termed “US War of Independence” or “American Revolutionary War”, took place from 1775 till 1783. A war in which 13 of Great Britain's North American colonies won political independence to finally form the USA.
- *Agricultural economy*: economy in the sector of agriculture. It deals mainly with farming: allocation, distribution, utilization of resources and production of commodities.
- *Slavery's abolition*: amendment as a part of the US Constitution, on December 18, 1865. It was drafted to officially abolish slavery and freed more than 100.000 slaves.
- *The institution of slavery*: the word “institution” is polysemous. It means, on one hand, “a custom or a tradition that has existed for a long time and is accepted as an important part of a particular society” (Cambridge Online Dictionary). “Institution” means, on the other hand, “a large and important organization” (ibid). This clearly explains the concept of “an institution of slavery” to be the idea conceptualized and accepted by Americans though it is one of the darkest chapters in America's history.
- *Three-fifths of a person*: any person who was not free, as agreed upon by the Northern and Southern states at the US Constitutional Convention (1787).



## 1.2. History of Slavery :

Slavery was a result to the demand for labor raised by the European colonies'. Hence, slaves were considered propriety. Quoting from history.com:

*Enslaved people in the antebellum South constituted about one-third of the southern population. Most lived on large plantations or small farms; many masters owned fewer than 50 enslaved people. Land owners sought to make their enslaved completely dependent on them through a system of restrictive codes. They were usually prohibited from learning to read and write, and their behavior and movement was restricted.*

The Antebellum period spanned the end of the war of 1812 to the start of the American Civil War. The former was fought by the USA and its allies against the UK and its allies. The main reasons of the war are the long-standing differences over territorial expansion in North America. The Antebellum South was known for the use of slavery.

How was slavery perceived and slaves treated are recorded in the chapters of history, which makes it unforgettable and undeniable. Humanity will always remember the disgust in disguise of these practices: rape, brutal punishment, forced marriage..

Here is a timeline of slavery in America:

- ❖ **1441** Portugal begins slave trade between Africa and Europe.
- ❖ **1520** Disease decimates Native Americans, enslaved Africans imported as replacements.
- ❖ **1581** First enslaved Africans arrive in Florida.
- ❖ **1607** Jamestown settled.
- ❖ **1619** First Africans arrive at Jamestown.
- ❖ **1642** Virginia law makes it illegal to assist escaping slaves.
- ❖ **1661-1700** slave codes become increasing prohibitive, eventually giving life/death to owners/state.

- ❖ **1751** Christopher Gist and Dr. Thomas Walker, accompanied by an African American servant, explore Kentucky.
- ❖ **1770** Crispus Attucks, freed/escaped slave: first casualty of the American Revolution.
- ❖ **1775** Daniel Boone accompanied by an African American servant, who may have served as his guide, explores Kentucky.

### 1.3. Notable Figures:

In the North, the increased repression of southern black people only initiated the abolitionist movement. Abolitionists were among the first to protest against slavery. The movement to abolish slavery in America gained approval, as led by free black and white figures such as Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe, who published the bestselling antislavery novel “Uncle Tom’s Cabin”.

#### 1.3.1. *Frederick Douglass*

Abolitionist leader Frederick Douglass was born into slavery sometime around 1818 in Talbot County, Maryland. He became one of the most famous intellectuals of his time, advising presidents and lecturing to thousands on a range of causes, including women’s rights and Irish home rule.

Among Douglass’ writings are several autobiographies eloquently describing his experiences in slavery and his life after the Civil War, including the well-known work *Narrative of the Life of Frederick Douglass, an American Slave*.

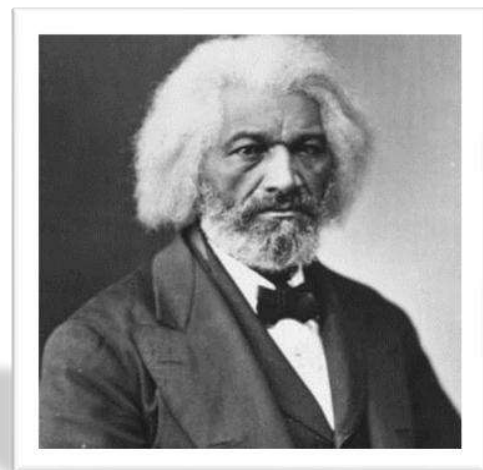


Figure 1: Frederick Douglass

### *1.3.1.1. Abolitionist*

After settling as a free man with his wife Anna in New Bedford in 1838, Douglass was eventually asked to tell his story at abolitionist meetings, and he became a regular anti-slavery lecturer. The founder of the weekly journal *The Liberator*, William Lloyd Garrison, was impressed with Douglass' strength and rhetorical skill and wrote of him in his newspaper. Several days after the story ran, Douglass delivered his first speech at the Massachusetts Anti-Slavery Society's annual convention in Nantucket. Crowds were not always hospitable to Douglass. While participating in an 1843 lecture tour through the Midwest, Douglass was chased and beaten by an angry mob before being rescued by a local Quaker family.

### *1.3.1.2. Women's Rights*

In addition to abolition, Douglass became an outspoken supporter of women's rights. In 1848, he was the only African American to attend the Seneca Falls convention on women's rights. Elizabeth Cady Stanton asked the assembly to pass a resolution stating the goal of women's suffrage. Many attendees opposed the idea.

### *1.3.1.3. Civil War and Reconstruction*

By the time of the Civil War, Douglass was one of the most famous Black men in the country. He used his status to influence the role of African Americans in the war and their status in the country. In 1863, Douglass conferred with President Abraham Lincoln regarding the treatment of Black soldiers, and later with President Andrew Johnson on the subject of Black suffrage.

### *1.3.1.4. Death*

Douglass died on February 20, 1895, of a massive heart attack or stroke shortly after returning from a meeting of the National Council of Women in Washington, D.C. He was buried in Mount Hope Cemetery in Rochester, New York.

### 1.3.2. *William Liyod Garrison*

Garrison was born the son of a merchant sailor in Newburyport, Massachusetts on December 10, 1805. When Garrison was only three years old, his father Abijah abandoned the family.

Garrison's mother, a devout Baptist named Frances Maria, struggled to raise Garrison and his siblings in poverty.



Figure 2: William Liyod Garrison

#### 1.3.2.1. *Abolition*

In 1828, while working for the *National Philanthropist*, Garrison took a meeting with Benjamin Lundy. The anti-slavery editor of the *Genius of Emancipation* brought the cause of abolition to Garrison's attention. When Lundy offered Garrison an editor's position at *Genius of Emancipation* in Vermont, Garrison eagerly accepted. The job marked Garrison's initiation into the Abolitionist movement. In 1830, William Lloyd Garrison started an abolitionist paper, *The Liberator*. In 1832, he helped form the New England Anti-Slavery Society. When the Civil War broke out, he continued to blast the Constitution as a pro-slavery document. When the civil war ended, he, at last, saw the abolition of slavery.

#### 1.3.2.2. *Civil War*

In 1861, as the American Civil War broke out, Garrison continued to criticize the U.S. Constitution in *The Liberator*, a process of resistance that Garrison had now practiced for nearly 20 years. Understandably, some found it surprising when the pacifist also used his journalism to support Abraham Lincoln and his war policies, even prior to the Emancipation Proclamation in September of 1862. When the Civil War came to a close in 1865, Garrison, at

last, saw his dream come to fruition: With the 13th Amendment, slavery was outlawed throughout the United States — in both the North and South.

### *1.3.2.3. Women's Rights*

Garrison also participated in the women's rights movement and other efforts to reform American institutions. During the 1830s, he argued that women deserved leadership positions in the abolitionist movement due to the many contributions that they had already made to securing freedom for African Americans.

### *1.3.2.4. Death*

William Lloyd Garrison died on May 24, 1879, in New York.

### **1.3.3. Harriet Beecher Stowe**

Harriet Elizabeth Beecher was born on June 14, 1811, in Litchfield, Connecticut. She was one of 13 children born to religious leader Lyman Beecher and his wife, Roxanna Foote Beecher, who died when Harriet was a child.

Harriet's seven brothers grew up to be ministers, including the famous leader Henry Ward Beecher.

Her sister Catharine Beecher was an author and a teacher who helped to shape Harriet's social views. Another sister, Isabella, became a leader of the cause of women's rights.



Figure 3: Harriet Beecher Stowe

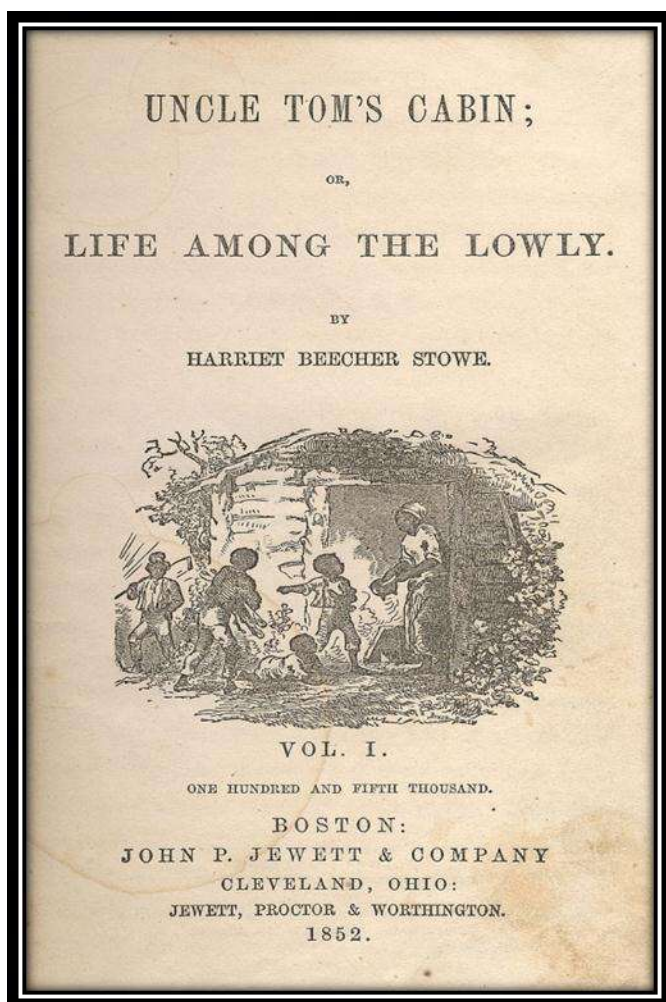
#### *1.3.3.1. Quick Stances from Stowe's Career*

Along with her interest in literature, Harriet Stowe had a strong belief in abolition. In 1850, Congress passed the Fugitive Slave Law, prompting distress and distress in abolitionist

and free black communities of the North. Stowe decided to express her feelings through a literary representation of slavery, basing her work on the life of Josiah Henson and on her own observations

### 1.3.3.2. *Uncle Tom's Cabin*

In 1851, the first installment of Stowe's novel, *Uncle Tom's Cabin*, appeared in the *National Era*. *Uncle Tom's Cabin* was published as a book the following year and quickly became a best seller. Stowe's emotional portrayal of the impact of slavery, particularly on families and children, captured the nation's attention.



<b>Author</b>	Harriet Beecher Stowe
<b>Original title</b>	<i>Uncle Tom's Cabin; or, Life Among the Lowly.</i>
<b>Illustrator</b>	Hammatt Billings
<b>Country</b>	United States
<b>Language</b>	English
<b>Genre</b>	Novel
<b>Published</b>	1852 (two volumes)
<b>Publisher</b>	John P. Jewett and Company, after serialization in <i>The National Era</i> beginning June 5, 1851

Figure 4: Information on the novel

### 1.3.3.3. Death

Stowe died on July 1, 1896, in Hartford, Connecticut. She was 85. Her body is buried at Phillips Academy in Andover, Massachusetts, under the epitaph “Her Children Rise up and Call Her Blessed.”

## 1.4.Slave Rebellions:

To fight for their freedom, enslaved people get involved in armed uprising. These are termed “rebellion”, and they are well known amongst all societies that witnessed slavery in every single era of its history.

*In the past few decades, historians of slavery, in exploring the lives of the enslaved, have attempted to put them at the center of historical inquiry by showing that they were not the atomized victims of slavery that previous historians have considered them to be, but rather active agents in their own emancipation. (Cooper: 2007)*

This explicit call for slaves to rebel, stand and fight for their rights. This legal feeling starts from the mind but needs souls and hearts to be translated into actions and reactions. As put by Swami Vivekananda “Man is not mind, he is soul”. So why did slaves resist?

*Slavery in the New World, in addition to being an economic and labor arrangement, was also a racialized system. On the other hand, Whites, whether or not they were slaveholders, promoted and benefited from an all-encompassing system of White racial supremacy. African scholar Joseph Ki-Zerbo remarked that as a result of the slave trade and slavery Africans were ousted from humanity. Moreover, slavery in the New World was a permanent condition; one was a slave for life. Another cruel feature of the slave system was that it was hereditary. Slave masters ensured that slavery would reproduce itself by making it legal that slave children inherited their mothers’ status. Women in particular, given how gender impacted the experience of enslavement, faced particular kinds of abuse such as sexual assaults from the enslaver group. (Cooper: 2007)*

From the above passage, these are the main reasons which made slaves resist:

- ✓ It is an economic and labor arrangement
- ✓ It is a racialized system
- ✓ White-skin people benefited, while black ones were excluded and degraded.
- ✓ Slaves were ousted from humanity.
- ✓ Once a slave, forever a slave.
- ✓ Slavery was hereditary: of a kind established by tradition.
- ✓ Facing particular kinds of abuse.

Slaves rebelled in Spanish, Portuguese, French, Dutch, and English colonies and in the American states (Doak, *Slave Rebellions*, p.15) One of the ways that enslaved Black people resisted their oppression was through rebellions. According to historian Herbert Aptheker's text, "American Negro Slave Revolts" an estimated 250 revolts, uprisings, and conspiracies have been documented. Below are five of the most memorable uprisings and conspiracies as highlighted in historian Henry Louis Gates' documentary series, "African Americans: Many Rivers to Cross."

#### ***1.4.1. Stono Rebellion***

The Stono Rebellion was the largest rebellion organized by enslaved African Americans in colonial America. Located near the Stono River in South Carolina. On September 9, 1739, a group of twenty enslaved African American people met near the Stono River. The rebellion had been planned for this day and the group stopped first at a firearms depot where they killed the owner and supplied themselves with guns. Marching down St. Paul Parish with signs that read "Liberty," and with beating drums, the group was headed to Florida. It is unclear who led the group. By some accounts, it was a man named Cato, by others, Jemmy. The group killed a series of enslavers and their families, burning homes as they traveled. Within 10 miles, a white militia found the group. The enslaved men were



decapitated, in front of other enslaved people. In the end, 21 white people and 44 Black people were killed.

- ❖ The Stono River: a channel in South Carolina, USA.
- ❖ St. Paul Parish: a church in Georgia, USA.

#### ***1.4.2. The New York City Conspiracy of 1741***

Also known as the Negro Plot Trial of 1741, historians are unclear how or why this rebellion began. While some historians believe that enslaved Black people had developed a plan to end enslavement, others believe it was part of the larger protest against being a colony of England. However, this is clear: between March and April of 1741, ten fires were set throughout New York City. On the last day of the fires, four were set. A jury found that a group of Black arsonists had started the fires as part of a conspiracy to end enslavement and kill white people. Over one hundred enslaved African American people were arrested for burglary, arson, and insurrection.

Of those, 13 African American men were burned at the stake; 17 Black men, two white men, and two white women were hung. In addition, 70 African American people and seven white people were expelled from New York City.

- ❖ Arsonist: who intentionally starts a fire to damage or destroy something.
- ❖ Burglary: the crime of illegally entering a building and stealing things.
- ❖ Insurrection: an organized violent attempt by a group of people to defeat their government and take control of their country.

#### ***1.4.3. Gabriel Prosser's Rebellion Plot***

Gabriel Prosser and his brother, Solomon, were preparing for the farthest-reaching rebellion in United States history. Inspired by the Haitian Revolution, the Pressers organized enslaved and freed African American people, poor white people, and Native Americans to rebel against wealthy white people. Prosser used his skills as a blacksmith to create swords

and molding bullets. Others collected weapons. The motto of the rebellion would be the same as the Haitian Revolution, "Death or Liberty." Prosser planned the revolt for August 30, 1800. However, a severe thunderstorm made it impossible to travel. The following day the rebellion was supposed to take place, but several enslaved African American people shared the plans with their enslavers. Landowners set up patrols and alerted Monroe, who organized the state militia to search for rebels. Within two weeks, almost 30 enslaved African American people were in jail waiting to be seen in the Oyer and Termini. The trial lasted two months, and an estimated 65 enslaved men were tried. It is reported that 30 were executed while others were sold away. Some were found not guilty, and others were pardoned. On September 14, Prosser was identified to authorities. On October 6, Prosser's trial began. Several people testified against Prosser, yet he refused to make a statement. On October 10, Prosser was hung in the town gallows.

- ❖ Gabriel Prosser: a literate enslaved blacksmith. Born in 1776, Virginia, USA.
- ❖ The Haitian Revolution: a series of conflicts between 1791 and 1804 between Haitian slaves, colonists, the armies of the British and French colonizers. Haiti is a country in the Caribbean Sea.
- ❖ Monroe: James Monroe is the 5<sup>th</sup> president of the USA from 1817 till 1825.
- ❖ The Oyer and Termini: a court in which people are tried without a jury but are permitted to provide testimony.

#### ***1.4.4. German Uprising of 1811 (Andry's Rebellion)***

Also known as the Andry Rebellion, this is the largest revolt in United States history. On January 8, 1811, an enslaved man by the name of Charles Deslondes led an organized rebellion of enslaved people and maroons through the German Coast of the Mississippi River (about 30 miles from present-day New Orleans). As Deslondes traveled, his militia grew to an estimated 200 revolters. The rebels killed two white men, burned down at least three

plantations and accompanying crops, and gathered weapons along the way. Within two days a militia of planters had been formed. Attacking the enslaved Black men at the Destrehan Plantation, the militia killed an estimated 40 freedom seekers. Others were captured and executed. In total, an estimated 95 rebels were killed during this revolt.

- ❖ Andry: Manuel Andry was a commanding officer of his parish.
- ❖ Charles Deslondes: One of the slave leaders. Born in 1789, USA.
- ❖ Maroons: people with dark reddish-purple skin color.
- ❖ Destrehan Plantation: an antebellum mansion, located in southeast Louisiana.

#### 1.4.5. Nat Turner's Rebellion

Nat Turner's Rebellion occurred on August 22, 1831, in Southampton County.. Enslaved from birth, Turner learned to read and would preach to other enslaved people. He believed he received a vision from God to lead a rebellion. Turner's Rebellion refuted the lie that enslavement was a benevolent institution. The Rebellion showed the world how Christianity supported the idea of freedom for Black people.

- ❖ Nat Turner: a rebellion of enslaved Virginians. Born in 1800.
- ❖ Southampton County: a country located on the southern border of the Commonwealth of Virginia, USA.

### 1.5. End of Slavery:

As everything starts, one day it shall end. This is one constant rule of life. And slavery is no exception. Indeed, slavery emerged, dominated, and was deeply rooted in the chapters of human history. But it came to an end because that is what's supposed to be. We recite in the holy Quran in the verse 70 of the surah of Al-Isra: [We have honored the sons of Adam] This action of honoring is granted by Allah Almighty to all humans who are servants only to Him.

Tracing back the beginning of the end of slavery from different resources, we can read passages which documented it. In November 1860, Abraham Lincoln was elected president of the United States.

*Many Southern states, fearing that Lincoln would try to end slavery, threatened to secede. On January 1, 1863, President Lincoln issued the Emancipation Proclamation. This decree freed slaves in states that were in open rebellion against the Union. (It did not free slaves in states that had remained loyal to the Union or were under Union control.) The proclamation also allowed blacks to sign up and fight for Union forces. Eight months later, the Thirteenth Amendment to the U.S. Constitution was passed. The amendment finally made slavery illegal within the United States. The fight for freedom was over, but blacks still faced a long struggle for equality and respect. (Doak, p. 103).*

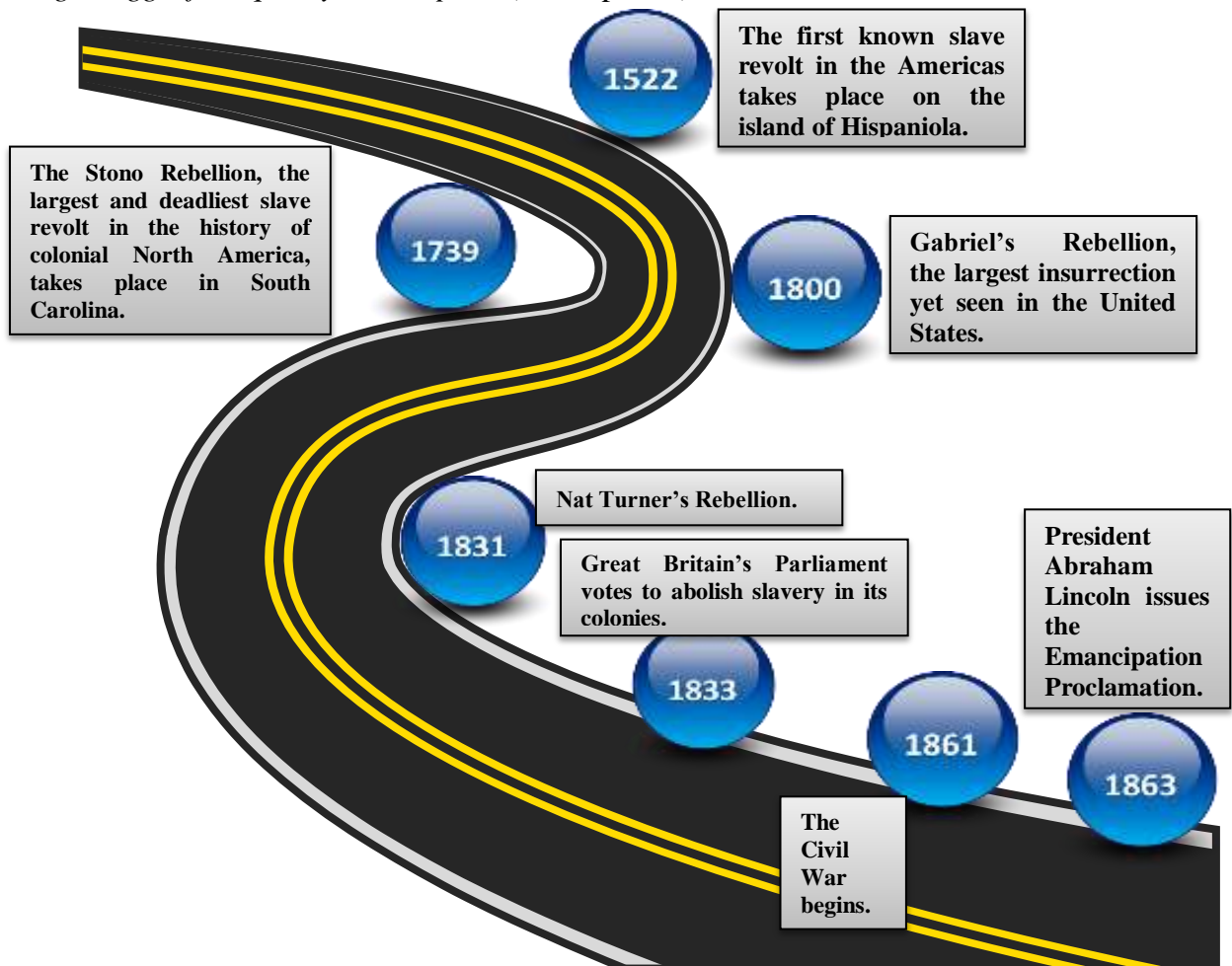
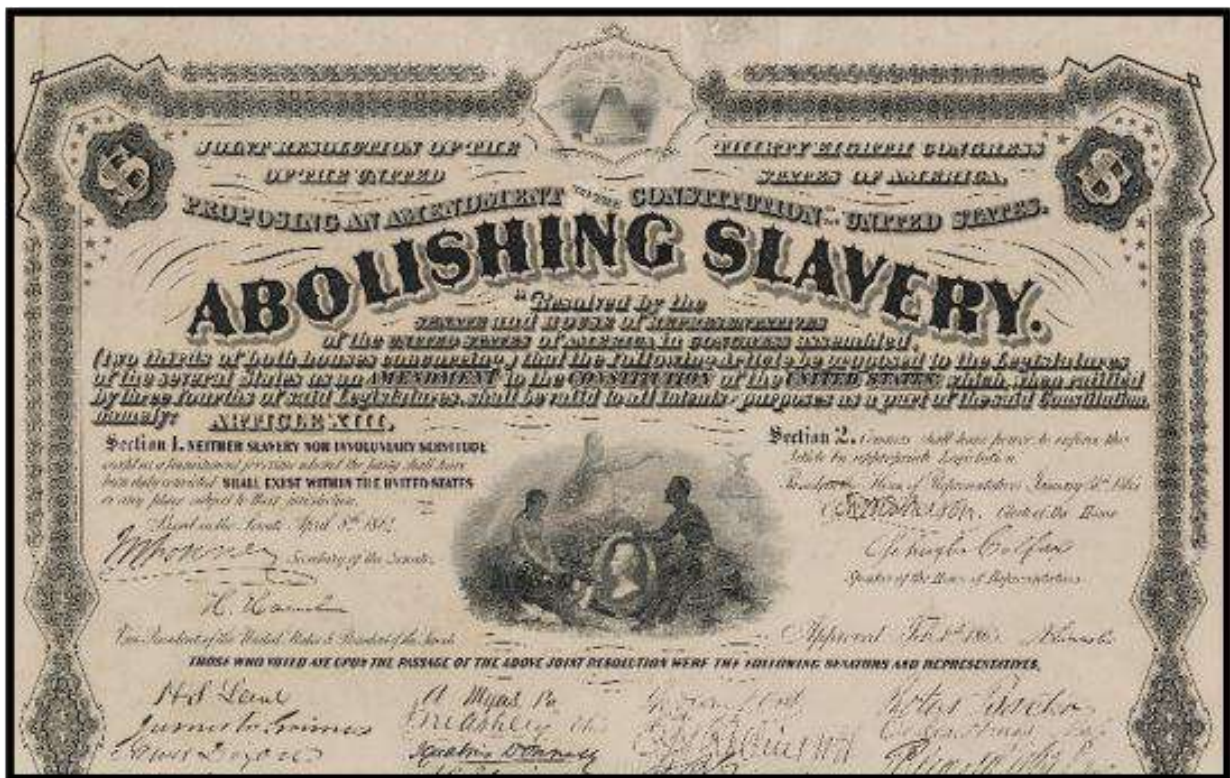


Figure 5: Remarkable events in the rebellion against slavery

## 1.6. Legacy of slavery

As every phase in our lives departed, it evidently leave some traces, thoughts, memories, effects, endowments, fruits, results, bequests, vestige and heritage. We may include all these words in one superordinate term which is “legacy”. Now, legacy is a part of our history that remains from an earlier time. So legacies happen and we shall not leave a bad one. A term for this latter concept is “infamy” which is the case in our study: slavery left legacy and infamy. On December 18th, 1865, the ratification of the 13th Amendment to the U.S. Constitution is certified by Secretary of State William Seward.



**Figure 6: Act of Abolishing Slavery, Caption,  
(The National Library of Whales), Open Access)**

But freed Black peoples’ status in the post-war South remained precarious, and significant challenges awaited during the Reconstruction period. By the Reconstruction period we mean the period after the American Civil War from 1865 to 1877, during which the USA reintegrated into the Union the states that had abdicated the legal status of African Americans.

Enslaved men and women received the rights of citizenship and the “equal protection” of the Constitution in the 14th Amendment, and the right to vote in the 15th Amendment, but these provisions of Constitution were often violated. During the antebellum era, after the end of slavery, and even after the 13th Amendment to the US Constitution conferred emancipation nationwide in 1865, legacies of the system lingered. Legacies of slavery such as exclusion, segregation, and discrimination against Blacks in employment, voting, housing, healthcare, public accommodations, criminal punishment, and education, among other areas, persisted in the South as well as the North.

**Conclusion:**

In this chapter, we explored many areas in connection with slavery: ranging from the starting point of it, historical events, notable figures which represented this era of history, revolts and slave rebellions, to reach the end of slavery and the legacy it left to humans and humanity. Many concepts were highlighted and defined. Many events light was shed upon so to get a full picture of the phenomenon of slavery and all matters relating to it. It is now to delve into the second chapter which focuses more on the American Civil War from many perspectives: mainly the impact of Stowe on shaping mindsets and setting minds to declare this war, the beginning of this war and the consequences of it on life and humans.



## **CHAPTER TWO**

# **Civil War in America: Emergence and Consequences**

## Introduction

Eleven southern states left the Union –the United States of America- in 1860 and 1861. These southern states formed what we call the Confederate States of America (CSA). The states were: South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee, and North Carolina. These states were later on readmitted to the United States after a long period (4 years) of war and quarrel. What incited this war was the issues of slavery and central power, which in turn contributed to the division of the country. This was called for and supported by literary works of notable figures like Harriet Beecher Stowe.

### 2.1. Biography of Harriet Beecher Stowe



Figure 7: A brief biography of Stowe



- ❖ American
- ❖ Writer
- ❖ Anti-slavery activist
- ❖ Abolitionist
- ❖ Influential woman

One of her quotes goes like this : **“I did not write it. God wrote it. I merely did his dictation”**. As if writing for the enslaved to be free is divine and sacred.



Figure 8: Stowe photograph

## 2.2. Stowe’s impact on the civil war

A writer is indeed one who documents events and generates for next generations what to read and how to position one’s history among the world’s . A writer could also impacts the readers and orient their attitudes as desired if the written material is of essence and significance. To say that Stowe has an impact on the American Civil War is saying that her works are responsible for exciting, inciting and enticing this war.

When Harriet Beecher Stowe visited Abraham Lincoln at the White House in December 1862, Lincoln reportedly greeted her by saying, “Is this the little woman who made this great war?” The word “little” here is not for belittling the woman, rather it is an admiration of the efforts she gave to awake and aware minds. She was a motivation for enslaved people, and everyone suffering from inferiority and disgrace.

*Uncle Tom’s Cabin; or, Life Among the Lowly is one of the most influential books ever written. Stowe wrote her novel in order to advance the anti-slavery cause in the ante-bellum USA, and rooted her attempt to do this in a ‘moral suasionist’ approach — one designed to persuade her US American compatriots by appealing to their God-given sense of morality.*

(R.J. Ellis)

So, this novel was written for the purpose of framing the life of slaves at the time of ante-bellum USA in view to mobilize the public opinion against this anti-humanity practice. *Uncle Tom's Cabin* was the first major U.S. novel with a Black main character, and the first to use regional accents. It has been translated to over 70 languages.

Stowe's vivid characters and portrayal of their struggles opened reader's eyes to the realities of slavery and the humanity of enslaved people. She hoped the novel would build empathy for the characters and, in turn, for enslaved individuals. Stowe's candor on the controversial subject of slavery encouraged others to speak out, further eroding the already precarious relations between northern and southern states and advancing the nation's march toward Civil War.

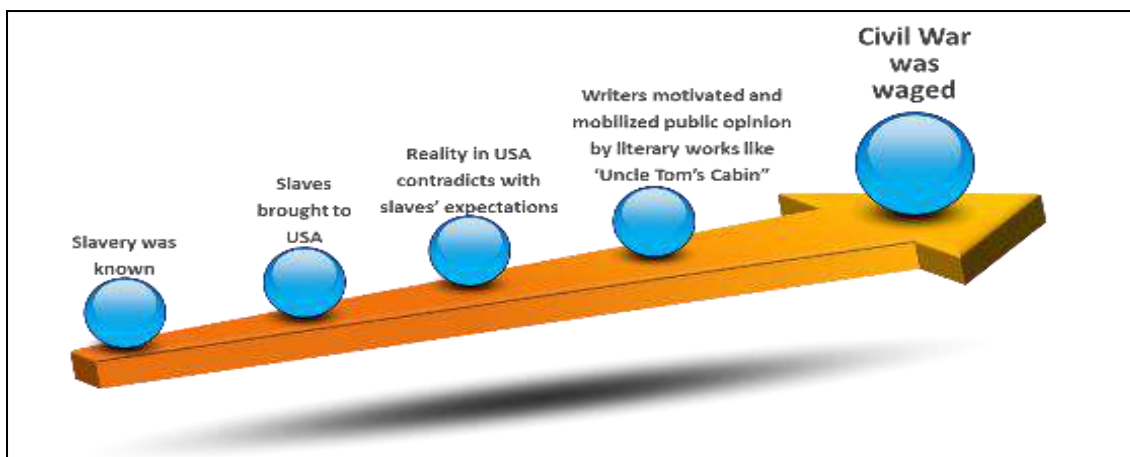


Figure 9: Act of Abolishing Slavery

**Uncle Tom's Cabin: from fiction to action**

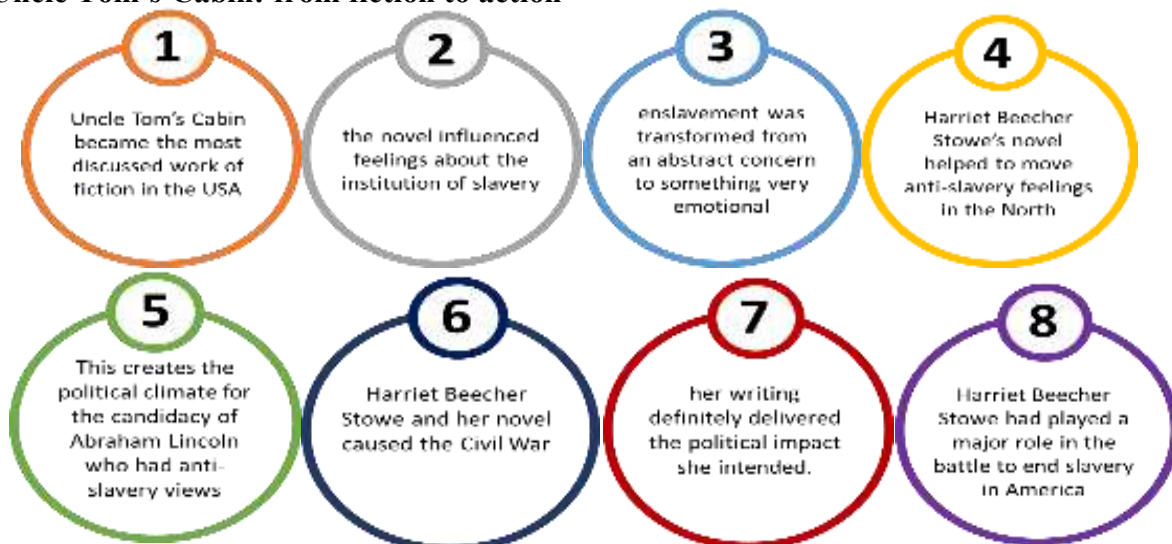


Figure 10: Embodying the ideas of the novel

### 2.3. Civil war: from an idea to an act

The phrase "Civil War" evokes certain notions, notably "slavery". This problem remained unsolved and unanswered for many years. And each attempt to solve it made matters worse. To start, working environments in both the North and South were discouraging and frustrating. The economy of the country was in a great decline. The growth of the population was steadily rapid that the country could not satisfy the needs of its inhabitants.

Between 1861 and 1865,

- ✓ More than three million men fought on many battlefields.
- ✓ Churches and farms were shelters for the dying.
- ✓ Homes became bases of operations.
- ✓ Armies marched across farms.
- ✓ Americans killed each other.
- ✓ Brothers wearing opposite uniforms met on the battlefield.

All these led to a divided nation which found itself facing happenings where families were split. The Civil War began as a bitter dispute over Union and States Rights. It ended as a struggle over the meaning of freedom in America.

The destruction of slavery in the Civil War clarified the fundamental question of whether blacks and whites could ever cohabit peacefully i.e. whether American whites in any region could recognize African Americans as humans. This is the idea from which the seeds of the Civil War grew to be plants in reality, which humanity found fruitful.

### 2.3.1. *Reasons of the Civil War*

The USA experienced an era of explosive growth in the mid-19th century. Simultaneously, an underlying economic gap appeared between the country's northern and southern regions. In the North, manufacturing and industry was well established, and agriculture was mostly limited to small-scale farms, while the South's economy was based on a system of large-scale farming that depended on the labor of Black enslaved people to grow certain crops, especially cotton and tobacco.

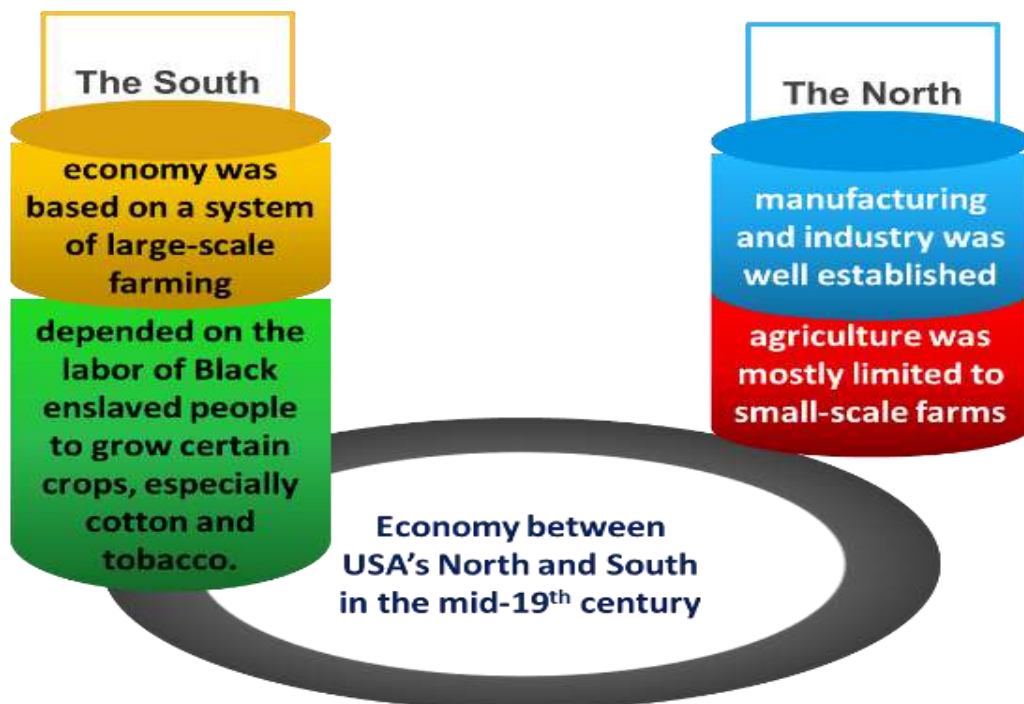


Figure 11: USA's Economy: North vs. South

Two main factors emerged after the 1830s which paved the way to end slavery in America. These are (1) developing the mindset of an abolitionist in the North and (2) the opposition of slavery's extension into the new western territories. The mere idea of ending slavery in America was a source of fear and inquietude to a large number of southerners because enslaved people were the pillar of their economy.

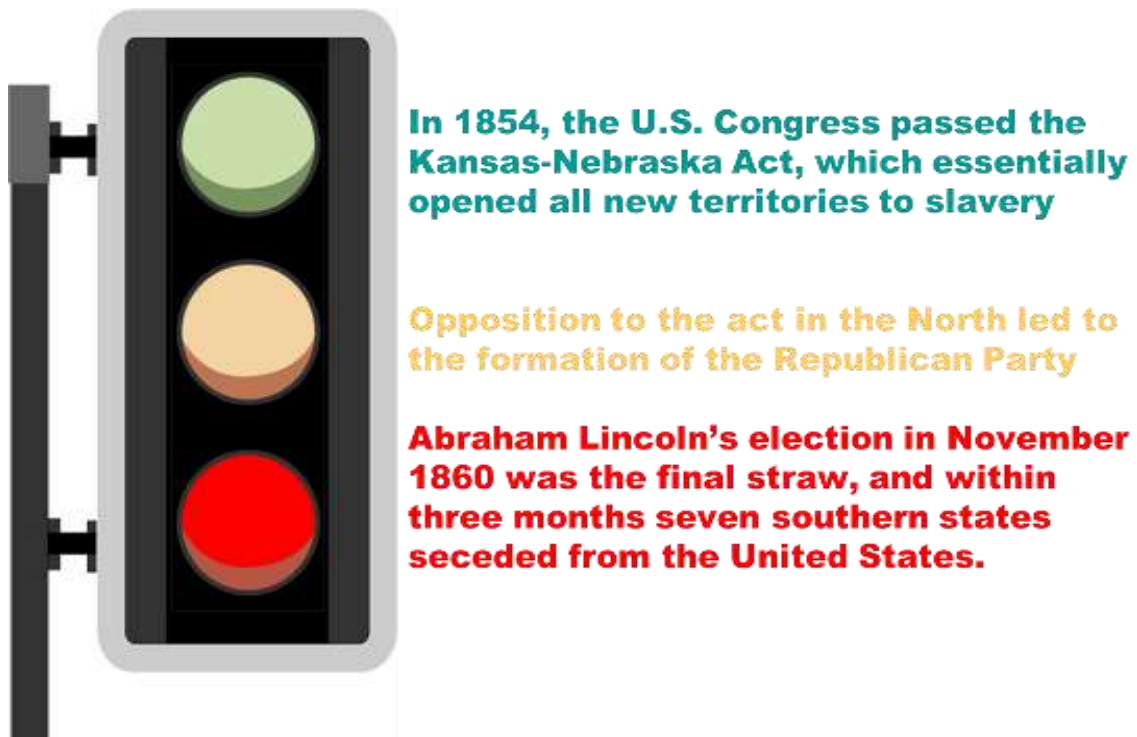


Figure 12: Framing the end of slavery

- **The Kansas-Nebraska Act:** (of 1854) was a territorial organic act that created the territories of Kansas and Nebraska.
  - ✓ Drafted by: Democratic Senator Stephen A. Douglas
  - ✓ Passed by: the 33<sup>rd</sup> US Congress
  - ✓ Signed by: President Franklin Pierce
- **The Republican Party:** a new political entity based on the principle of opposing slavery's extension into the western territories.
- **The seven southern states** were South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana and Texas—had seceded from the United States.

### 2.3.2. *Towards the flare-up of the Civil War*

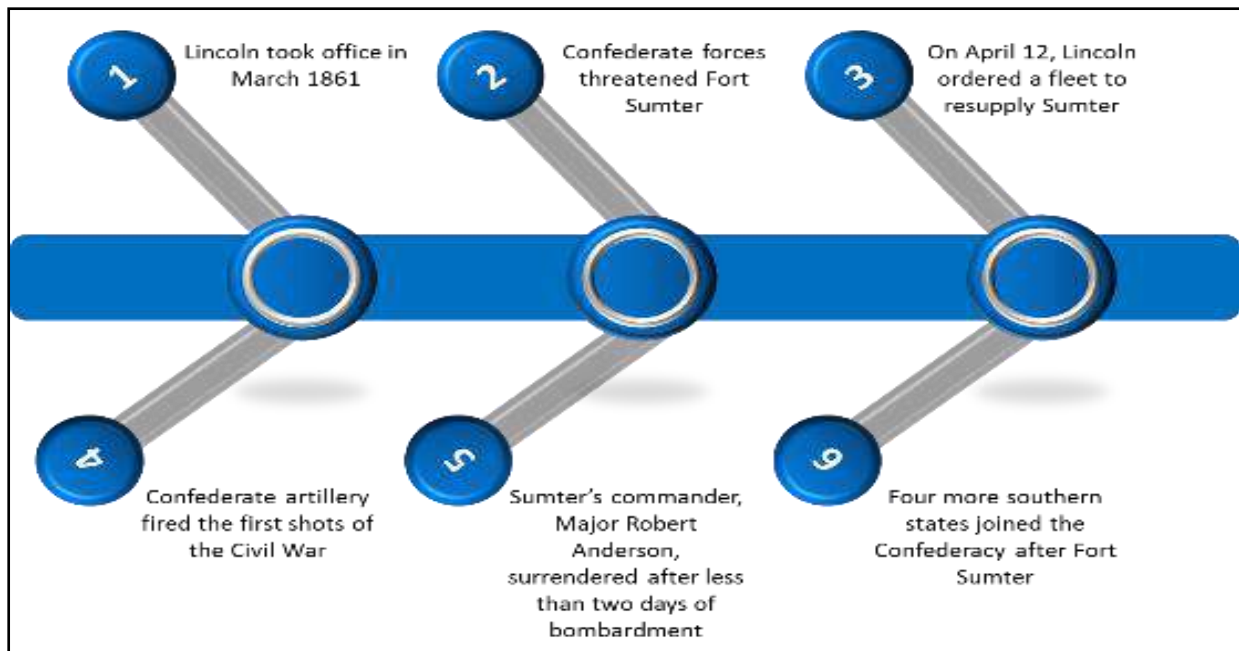


Figure 13: Civil Wars: step by step

- **Confederate forces:** also called Confederate States Army, Confederate Army, or the Southern Army, was the military land force of the Confederate States of America (the Confederacy) during the American Civil War.
- **Fort Sumter:** a federal-held fortification located in Charleston harbor, South Carolina. The attack on this fortification marked the official beginning of the American Civil War.
- After the surrender of Major Robert, they left the Fort Sumter in the hands of Confederate forces under Pierre G.T. Beauregard.
- The four more southern states were Virginia, Arkansas, North Carolina and Tennessee.
- Missouri; Kentucky and Maryland, which were border slave states, did not secede; but there was much Confederate sympathy among their citizens.

### 2.3.3. *The impacts of the American Civil War*

How did the American Civil War impact or affect the USA? So are we to deal with impacts or effects? They are the same thing in our context, though their connotations may

differ. The one constant thing is that this war had many of them (impacts or effects) which were deep and long lasting: repercussions, if we may say.

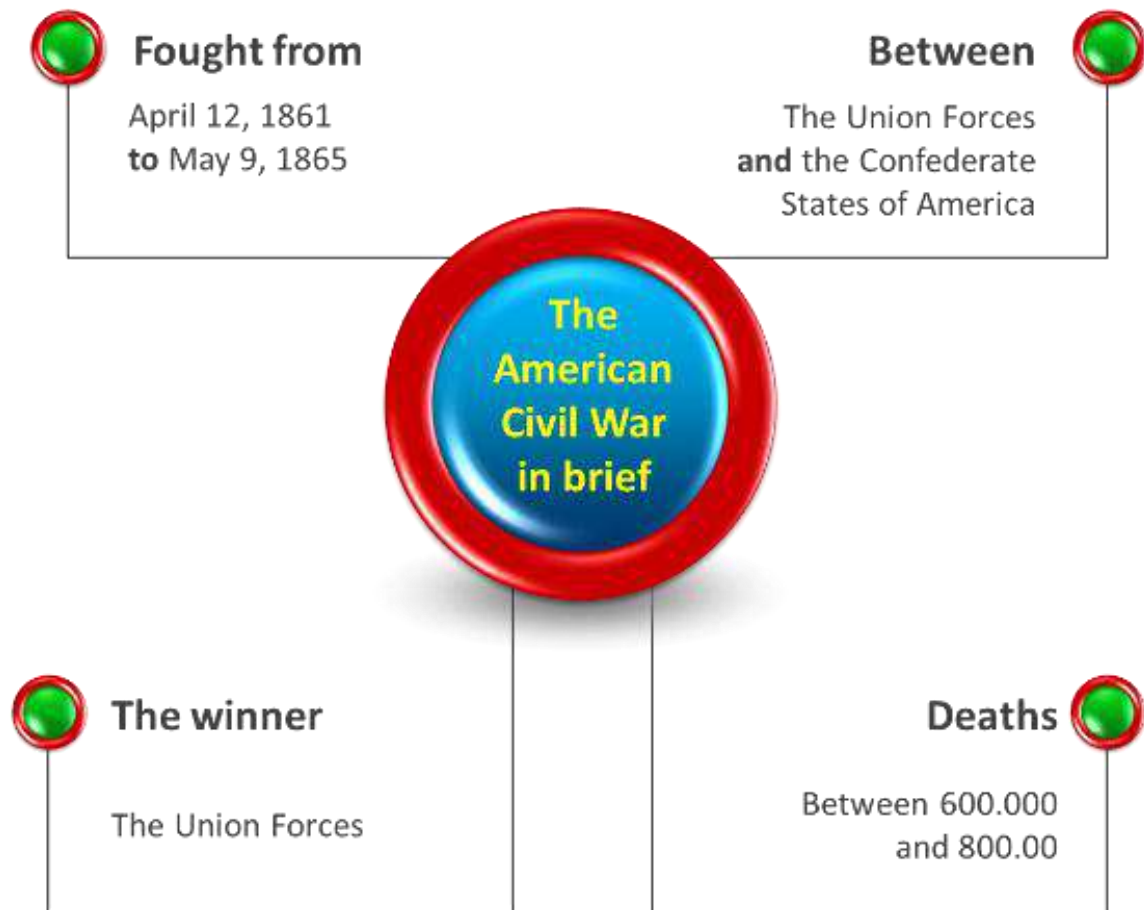


Figure 14: Emergence and consequence of the Civil War

This war marks the deadliest battle in the history of the USA, which qualifies it to be one of the major events in the history of the country. Such events results in impacts/effects which will remain as long as the country exists. We are going to enumerate the major impacts/effects of the American Civil War at that time and even on today's USA.

#### ***2.3.4. Emancipation Proclamation***

Abraham Lincoln, as a lawyer and a politician, considered slavery “evil” though he knew that the constitution protected it in the states where the citizens seemed to accept it. At first, Lincoln had no intention to interfere with slavery in the States where it exists. However, things changed after his election as president, the Secession Crisis and the Civil War. The

argument that emancipation was a military necessity was proceeding forward. In mid-1862, Lincoln decided on the Emancipation Proclamation. Lincoln issued a preliminary warning that he would order the emancipation of all slaves in any state that did not end its rebellion against the Union by January 1, 1863. The proclamation came into effect on January 1, 1863 legally freeing 3.1 million of the nation's 4 million slaves.

### ***2.3.5. Division of Virginia***

On April 17, 1861, the Richmond convention of Virginia voted on the Ordinance of Secession to secede from the Union. But many delegates hailing from the western counties of Virginia were opposed to the idea. After the adoption of the ordinance, delegates met to recommend three conventions at in May, June and July of 1861 and formation of the "Restored Government of Virginia" which gave legitimacy to the formation of one state within another. This meant that there was a point when there were two governments claiming to represent all of Virginia, one owing allegiance to the United States and one to the Confederacy. Finally President Lincoln approved the formation of West Virginia in 1862 which officially became a state on June 20, 1863, the only state to form by seceding from a Confederate state.

### ***2.3.6. Biggest deaths in U.S. history***

The American Civil War remains the deadliest battle for the country with deaths between 600,000 and 800,000. The war claimed close to 50 percent more American lives than World War 2, and 5 to 6 times more lives than World War 1.

## **2.4. Constitutional Amendments and change in definition of American Citizenship**

In the five years immediately following the Civil War, the USA Constitution adopted the 13th, 14th and the 15th Constitutional amendments between 1865 and 1870. These amendments followed the 12th amendment of 1804 and primarily dealt with the issue of African Americans, people of color and slavery. The amendments are also called



the Reconstruction Amendments as they were important in the reconstruction of Southern America after the Civil War.

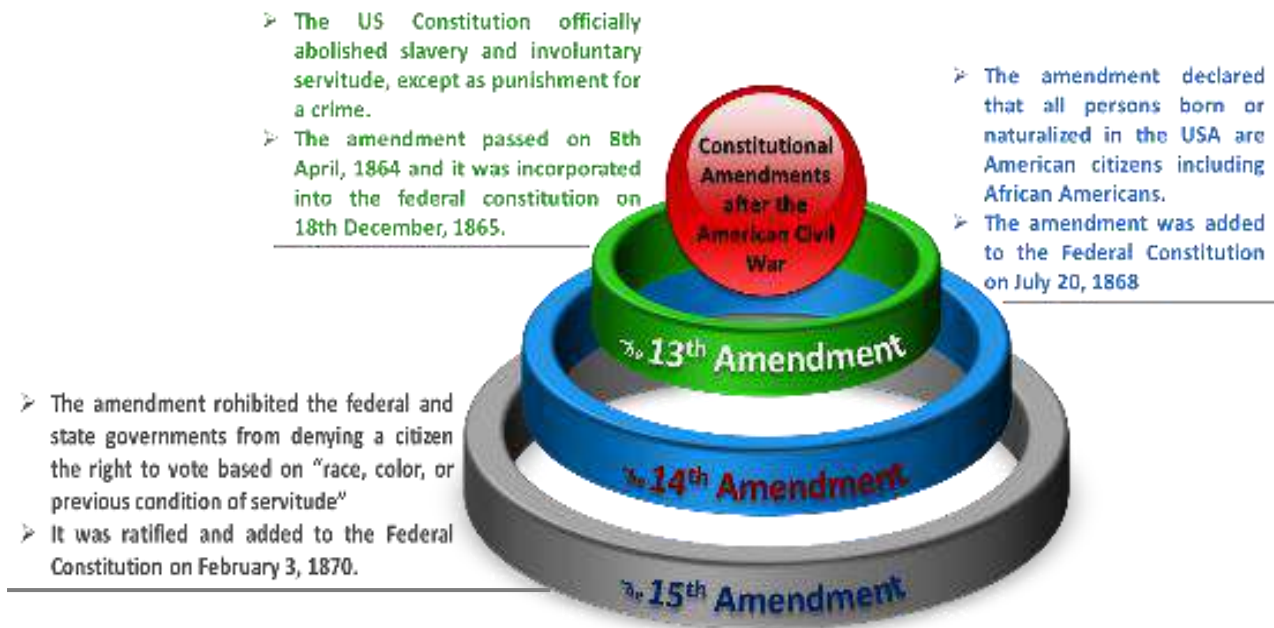


Figure 15: Reconstruction Amendments

### ***Assassination of Abraham Lincoln***

John Wilkes Booth was a native of Maryland who had remained in the North during the Civil War. He was Confederate sympathizer who viewed Abraham Lincoln as a tyrant. He attempted to abduct Abraham Lincoln on 20th March 1865 but failed. His second attempt was on the 14th of April 1865, on which he fired into the back of Lincoln's head during his attendance in a theater performance of "Our American Cousin" in Washington.

### ***Reconstruction Acts of 1867-68***

The question about "how the former Confederate states would re-join the Union" was raised after the end of the Civil War. Attempts aimed at the transformation of the 11 Confederate States that had seceded from the Union. This led to the emergence of two opposing points of view:

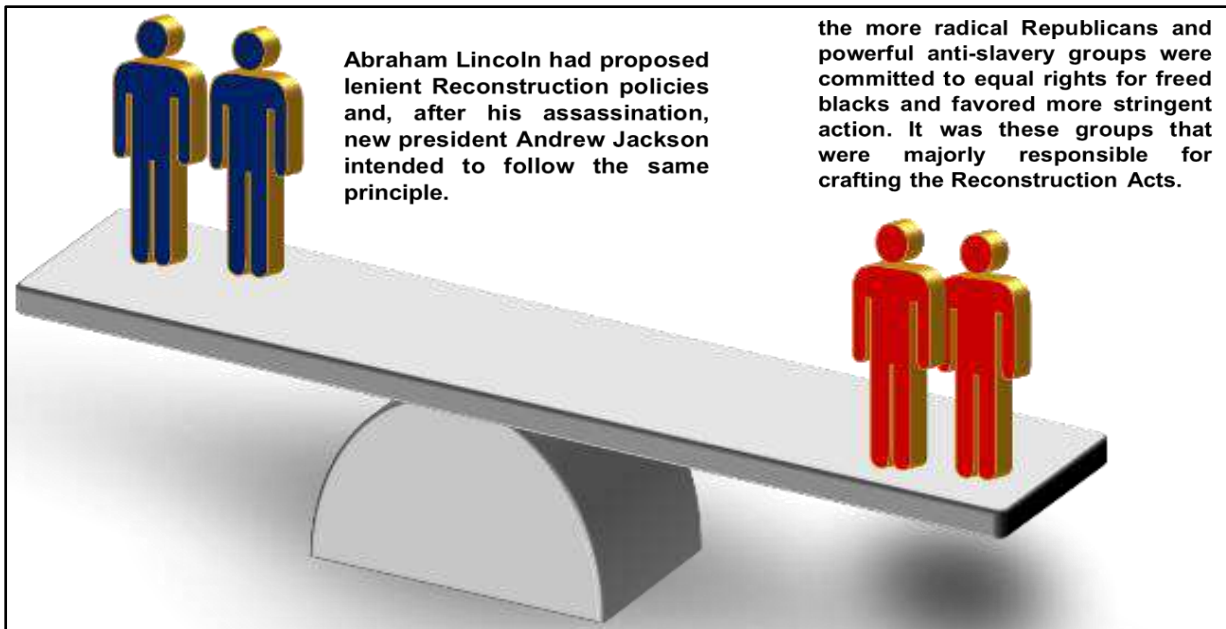


Figure 16: Abraham Lincoln vs. Radical Republicans

*Lenient Reconstruction:*

Lincoln's 10% plan to allow the southern states to begin holding elections and sending representatives back to Washington.

*The Reconstruction Acts:*

These are acts which outlined the terms for readmission to representation of rebel states.

The first bill divided 10 rebel states into five military districts for governance and they were required to draft new constitutions that would be approved by the US Congress. Three more acts were passed in 1867-68 which were concerned with how the new constitutions would be created and passed at the state level.

*The Jim Crow Laws*

The reconstruction era ended in 1877. Right after its end, the white southerners began gaining power again. Among them people who called themselves Redeemers: people who developed methods to bypass the Reconstruction laws and subjugate the black people. They aimed at taking away the civil rights of the blacks by twisting existing laws and bringing in new ones. The laws came to be known as Jim Crow Laws, named after a racist cartoon strip of a

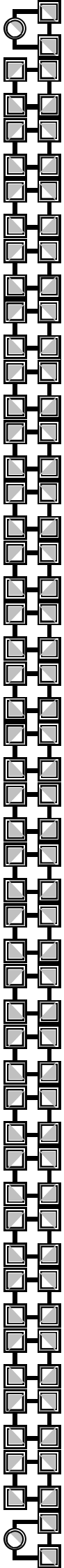
poor uneducated black man. The Jim Crow Laws continued to be enforced until 1965, when they were ultimately overruled by the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

### **2.5. The Rise of Industrialism**

Before the Civil War, the Southern economy was largely agricultural, while the North was more industrialized. The North was forced to delay and compromise on their economic objectives due to strong Southern opposition and their political and economic influence. With the secession of the southern states the northerners began implementing their way of thought through various laws and acts such as the Morrill Tariff of 1861, which increased import tariff in the U.S. to foster rapid industrial growth; and the Transcontinental Railroad Acts, which provided federal subsidies in land and loans for the construction of a transcontinental railroad across the U.S. These measures, including many others, would provide stimulus to the industrial growth of the United States. Industrialization, in turn, led to the creation of massive corporations and companies and the emergence of the entrepreneurs.

### **Conclusion**

In writing *Uncle Tom's Cabin*, Harriet Beecher Stowe had a deliberate goal: she wanted to portray the evils of enslavement in a way that would make a large part of the American public relate to the issue. She succeeded in doing so to an extent that her literary work, *Uncle Tom's Cabin*, mobilized the public opinion towards real actions after crystalizing the idea of rebellion and revolution against the inhumanity of states. This was manifested in the wage of the Civil War. In the next chapter, we will entail and detail the themes, motifs and symbols in connection with slavery, as well as Stowe's point of view on slavery which represents woman's attitude towards slavery.



# **CHAPTER THREE**

## **Practical Part**

## Introduction

Distinguished from the two previous parts, the real journey is now to start. This chapter is wholly practical: choosing a corpus, learning about it, summarizing it, tackling the details in connection with the topic of our dissertation, in view to frame women's attitude towards slavery in the USA. The corpus in question is the novel "Uncle Tom's Cabin" by Harriet Beecher Stowe. It was first published in 1852 as a serial in the abolitionist newspaper *National Era*. It was then printed in two volumes in Boston later in 1852 (with illustrations by Hammatt Billings). The first printing of five thousand copies was exhausted in a few days, making it one of the best-selling books in USA by then and beyond.

### 3.1. Introducing the corpus

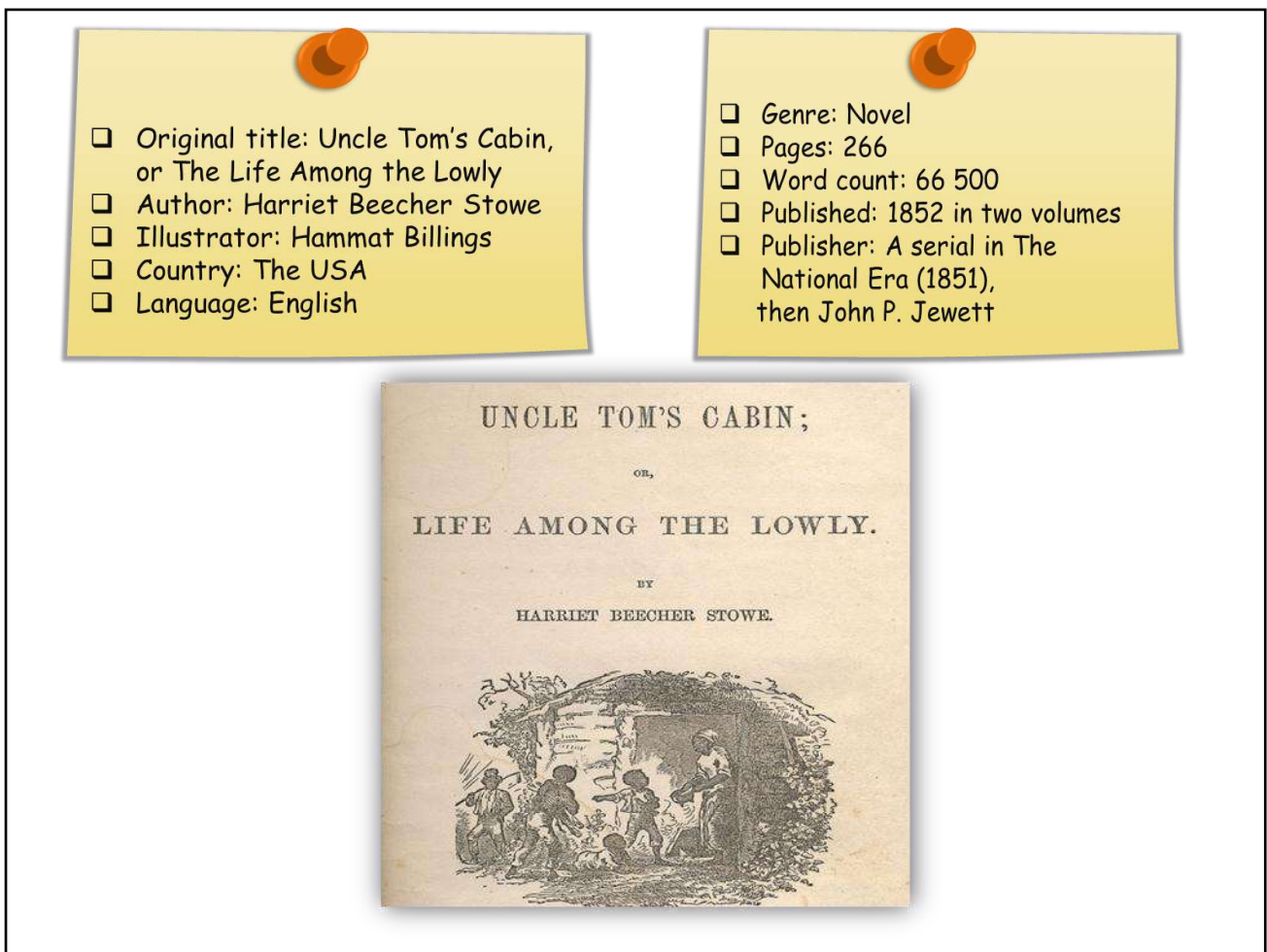


Figure 17: A general view on the novel

### 3.2. Summary of the novel

Arthur Shelby, a Kentucky farmer, is facing the risk of losing everything he owns due to massive debts. Shelby intends to raise money by selling two of his slaves to Mr. Haley, a crude slave trader, despite the fact that he and his wife, Emily Shelby, have a kindhearted and affectionate relationship with their slaves. Uncle Tom, a middle-aged man with a wife and children on the farm, and Harry, Mrs. Shelby's maid Eliza's little kid, are the slaves in question. Shelby's wife is shocked to learn of his arrangement with Haley because she had promised Eliza that Shelby would not sell her son.

Eliza, on the other hand, overhears Shelby and his wife's chat and, after warning Uncle Tom and his wife, Aunt Chloe, takes Harry and leaves to the north, intending to join her husband George in Canada. Eliza is pursued by Haley, but two other Shelby slaves warn her of the danger. She narrowly escapes capture by crossing the half-frozen Ohio River, which divides Kentucky from the rest of the country. To bring Eliza and Harry back to Kentucky, Haley hires a slave hunter named Loker and his gang. Eliza and Harry arrive at a Quaker colony, where the residents agree to assist them in getting to safety. George, who is reunited with his family for the trip to Canada, joins them at the settlement.

Meanwhile, Uncle Tom leaves his family and Mas'r George, Shelby's small boy and Tom's friend, as Haley transports him to a slave market on a boat on the Mississippi. Tom encounters an exquisite little white girl named Eva on the boat, and she instantly befriends him. Tom rushes into the river to save Eva, and her father, Augustine St. Clare, joyfully agrees to buy Tom from Haley. Tom travels to New Orleans with the St. Clares, where he becomes increasingly essential to the St. Clare household and closer to Eva, with whom he shares a strong Christian faith.

George and Eliza are still on the run from Loker and his troops in the north. George kills Loker in the side when he tries to grab them, and the other slave hunters flee. Eliza

persuades George and the Quakers to transport Loker to the next colony so that he can be treated. Meanwhile, in New Orleans, St. Clare talks about slavery with his cousin Ophelia, who opposes slavery as a system but has severe prejudices towards black people. St. Clare, on the other hand, has no animosity against black people but tolerates slavery since he is powerless to change it. To assist Ophelia in overcoming her prejudices, he purchases Topsy, a young black girl who was abused by her previous owner, and arranges for Ophelia to begin tutoring her.

Eva becomes terribly ill after Tom has lived with the St. Clares for two years. She gradually deteriorates and eventually dies, with a glimpse of heaven before her. Ophelia pledges to love the slaves, Topsy learns to trust and feel close to people, and St. Clare decides to let Tom free after her death. St. Clare, however, is stabbed to death while attempting to settle a dispute before he can act on his decision. He finally finds God when he dies and is reunited with his mother in paradise.

St. Clare's merciless wife, Marie, sells Tom to a vicious plantation proprietor named Simon Legree. Tom is taken to rural Louisiana with a collection of latest slaves, inclusive of Emmeline, whom the demonic Legree has bought to apply as an intercourse slave, changing his preceding intercourse slave Cassy. Legree takes a robust dislike to Tom while Tom refuses to whip a fellow slave as ordered. Tom gets an intense beating, and Legree resolves to overwhelm his religion in God. Tom meets Cassy, and hears her story. Separated from her daughter with the aid of using slavery, she has become pregnant once more however killed the kid due to the fact she couldn't stand to have any other infant taken from her.

Around this time, with the help of Tom Loker, a now strange man after being healed by Quakers, George, Eliza, and Harry finally moved from Lake Erie to Canada and gained freedom. In Louisiana, Tom's faith is tested by his hardships, and he almost stops

believing. But he has two visions. One is Christ and the other is Eve. It renews his spiritual strength and gives him the courage to endure the pain of League Lee. He advises Kathy to escape. She does so, and after she and Emerin devise a trick to pretend to be a ghost, she takes Emerin away. When Tom refuses to tell Regree where Kathy and Emerin went, Regree orders the director to hit him. When Tom is dying, he forgives League Lee and the coach. George Shelby arrives with Tom in his hand as a ransom, but it's too late. He can only see Tom being martyred.

Taking a boat toward freedom, Cassy and Emmeline meet George Harris's sister and travel with her to Canada, where Cassy realizes that Eliza is her long-lost daughter. The newly reunited family travels to France and decides to move to Liberia, the African nation created for former American slaves. George Shelby returns to the Kentucky farm, where, after his father's death, he sets all the slaves free in honor of Tom's memory. He urges them to think on Tom's sacrifice every time they look at his cabin and to lead a pious Christian life, just as Tom did.

### **3.3. List of characters**

Uncle Tom: A good and pious man.. Even under the worst conditions, Uncle Tom always prays to God and finds a way to keep his faith. As the novel progresses, the cruel treatment that Tom suffers at the hands of Simon Legree threatens his belief in God, but Tom withstands his doubts and dies the death of a Christian martyr.

- Aunt Chloe: Uncle Tom's wife and the Shelbys' cook. Chloe often acts like a jovial simpleton around the Shelbys to mask her more complex feelings.
- Arthur Shelby: The owner of Uncle Tom in Kentucky, Shelby sells Tom to the cruel Mr. Haley to pay off his debts. An educated, kind, and basically good-hearted man, Shelby nonetheless tolerates and perpetuates slavery. Stowe uses him to illustrate that the immorality inherent in slavery makes villains of all its practitioners—not just the most cruel masters.



- Emily Shelby: Mr. Shelby's wife, Emily Shelby is a loving, Christian woman who does not believe in slavery. She uses her influence with her husband to try to help the Shelbys' slaves and is one of the novel's many morally virtuous and insightful female characters.
- George Shelby: Called "Mas'r George" by Uncle Tom, George is the Shelbys' good-hearted son. He loves Tom and promises to rescue him from the cruelty into which his father sold him. After Tom dies, he resolves to free all the slaves on the family farm in Kentucky.
- George Harris: Eliza's husband and an intellectually curious and talented mulatto, George loves his family deeply and willingly fights for his freedom. He confronts the slave hunter Tom Loker and does not hesitate to shoot him when he imperils the family.
- Eliza Harris : Mrs. Shelby's maid, George's wife, and Harry's mother, Eliza is an intelligent, beautiful, and brave young slave. After Mr. Shelby makes known his plans to sell Eliza's son to Mr. Haley, she proves the force of her motherly love as well as her strength of spirit by making a spectacular escape. Her crossing of the Ohio River on patches of ice is the novel's most famous scene.
- Harry Harris : Eliza and George's son, a young boy.
- Augustine St. Clare : Tom's master in New Orleans and Eva's father, St. Clare is a flighty and romantic man, dedicated to pleasure. St. Clare does not believe in God, and he carouses and drinks every night. Although he dotes on his daughter and treats his slaves with compassion, St. Clare shares the hypocrisy of Mr. Shelby in that he sees the evil of slavery but nonetheless tolerates and practices it.
- Eva : St. Clare and Marie's angelic daughter. Eva, also referred to in the book as Little Eva (her given name is Evangeline) is presented as an absolutely perfect child—a completely moral being and an unimpeachable Christian. She laments the existence of slavery and sees no difference between blacks and whites.

- Miss Ophelia : St. Clare's cousin from the North (Vermont) who comes to help him manage the household, Ophelia opposes slavery in the abstract. However, she finds actual slaves somewhat distasteful and harbors considerable prejudice against them. After Eva's death, and through her relationship with Topsy, Ophelia realizes her failings and learns to see slaves as human beings. Stowe hoped that much of her Northern audience might recognize themselves in Ophelia and reconsider their views on slavery.
- Marie : St. Clare's wife, a self-centered woman. Petty, whining, and foolish, she is the very opposite of the idealized woman figure that appears repeatedly throughout the novel.
- The Quakers : The Quakers, a Christian group that arose in mid-seventeenth-century England, dedicated themselves to achieving an inner understanding of God, without the use of creeds, clergy, or outward rites. The Quakers have a long history of contributing to social reform and peace efforts. In *Uncle Tom's Cabin*, many Quaker characters appear who help George and Eliza, as well as many other slaves. Stowe uses them to portray a Christianity free of hypocrisy, self-righteous display, or bigoted conventions. This kind of Christianity, she implies, can play a crucial role in the abolition of slavery.
- Senator and Mrs. Bird : Mrs. Bird is another example of the virtuous woman. She tries to exert influence through her husband. Senator Bird exemplifies the well-meaning man who is sympathetic to the abolitionist cause but who nonetheless remains complacent or resigned to the status quo.
- Tom Loker : A slave hunter hired by Mr. Haley to bring back Eliza, Harry, and George, Tom Loker first appears as a gruff, violent man. George shoots him when he tries to capture them, and, after he is healed by the Quakers, Loker experiences a transformation and chooses to join the Quakers rather than return to his old life.

- Mr. Haley : The slave trader who buys Uncle Tom and Harry from Mr. Shelby. A gruff, coarse man, Haley presents himself as a kind individual who treats his slaves well. Haley, however, mistreats his slaves, often violently.
- Topsy : A wild and uncivilized slave girl whom Miss Ophelia tries to reform, Topsy gradually learns to love and respect others by following the example of Eva.
- Simon Legree : Tom’s ruthlessly evil master on the Louisiana plantation. A vicious, barbaric, and loathsome man, Legree fosters violence and hatred among his slaves.
- Cassy : Legree’s (slave) mistress and Eliza’s mother, Cassy proves a proud and intelligent woman and devises a clever way to escape Legree’s plantation.
- Emmeline : A young and beautiful slave girl whom Legree buys for himself, perhaps to replace Cassy as his mistress. She has been raised as a pious Christian.

### 3.4. Subtitle 1 Literary features of the novel

In the following lines, we are going to expose literary features of the work, Uncle Tom’s Cabin, and to focus right after this exposition on its themes, motifs and symbols in connection with slavery. This would help the reader in having an overview of the literary work, its objectives, and the ways in which it impacts the reader and mobilizes its point of view to wage the American Civil War.

Literary feature	Details from the novel
Narrator	The narrator is sometimes omniscient—informed of the histories of the various characters unknown to other participants in the plot—and sometimes a plausible real person, reporting what he or she has perceived or experienced. In both modes, however, the narrator is far from objective and often lectures the reader.
Tone	Stowe’s attitude toward the story seems to be identical with that of the narrator.
Tense	Past
Setting (Time)	Around the early 1850s

Setting (Place)	The American South (Kentucky and Louisiana). Eliza and George's escape takes them through Ohio and several Northern Quaker settlements, then into Canada
Protagonist	Uncle Tom in the main narrative; Eliza and George Harris in the subplot
Major Conflict	Whether practiced by kind or cruel masters, slavery injects misery into the lives of Southern blacks, testing their courage and their faith.
Rising Action	Uncle Tom comes to live under increasingly evil masters; his faith begins to falter; while working at the Legree plantation, he encourages Cassy and Emmeline to escape; he refuses to compromise his values by helping Legree hunt them down
Climax	The sequence of events surrounding Uncle Tom's renewal of religious faith and his death, Chapters XXXVIII-LXI
Falling Action	George Shelby's emancipation of his slaves in Chapter XLIII, which is motivated by his witnessing Tom's death
Themes	The evil of slavery; the incompatibility of slavery and Christian values; the moral power of women
Motifs	Christ figures; idealized women; the supernatural
Symbols	Uncle Tom's cabin (the destructive power of slavery and the power of Christian love to defeat it); Eliza's leap across the Ohio River (the transition from slavery to freedom); geography (North represents freedom, South represents slavery and oppression)

### 3.5. Themes tackled in the novel

Themes are the fundamental and often universal ideas explored in a literary work. In Uncle Tom's Cabin, we conclude the following themes:

#### 3.5.1. *The Evil of Slavery*

Uncle Tom's Cabin was written after the passage of the Fugitive Slave Act of 1850, which made it illegal for anyone in the United States to offer aid or assistance to a runaway slave.

The novel seeks to attack this law and the institution it protected. For most of the novel, Stowe explores the question of slavery in a fairly mild setting, in which slaves and masters have seemingly positive relationships. We read in the novel:

*“Misse Cassy,” said Tom, in a hesitating tone, after surveying her a moment in silence, “if ye only could get away from here,—if the thing was possible,—I’d ’vise ye and Emmeline to do it; that is, if ye could go without blood-guiltiness,—not otherwise.” “Would you try it with us, Father Tom?” “No,” said Tom; “time was when I would, but the Lord’s given me a work among these yer poor souls, and I’ll stay with ’em and bear my cross with ’em till the end. It’s different with you; it’s a snare to you,—it’s more’n you can stand,—and you’d better go, if you can.”*

Tom, now undergoing the cruelest conditions of plantation slavery, urges two female slaves, Cassy and Emmeline, to escape if they can. Simon Legree, their brutal owner, forces Cassy to serve as his mistress and bought the young girl, Emmeline, as Cassy’s replacement. But when Cassy asks Tom to come with them, he refuses, choosing instead to share the suffering of his fellow slaves. Tom will also do the Lord’s work by defying Legree, absorbing Legree’s violence, and keeping the superstitious Legree unsettled enough to allow Cassy and Emmeline to escape. In the final third of the book, Stowe leaves behind the pleasant veneer of life at the Shelby and St. Clare houses and takes her reader into the Legree plantation, where the evil of slavery appears in its most naked and hideous form.

### **3.5.2. *The Incompatibility of Slavery & Christian Values***

Stowe takes great pains to illustrate the fact that the system of slavery and the moral code of Christianity oppose each other. No Christian, she insists, should be able to tolerate slavery. Throughout the novel, the more religious a character is, the more he or she objects to slavery.

### **3.5.3. *The Moral Power of Women***

Although Stowe wrote *Uncle Tom’s Cabin* before the widespread growth of the women’s rights movement of the late 1800s, the reader can nevertheless regard the book as a specimen of early feminism. The text portrays women as morally conscientious, committed,

and courageous—indeed, often as more morally conscientious, committed, and courageous than men. Throughout the novel, the reader sees many examples of idealized womanhood, of perfect mothers and wives who attempt to find salvation for their morally inferior husbands or sons. We read in the novel:

*Don't you think they've got immortal souls?" said Miss Ophelia, with increasing indignation. "O, well," said Marie, yawning, "that, of course—nobody doubts that. But as to putting them on any sort of equality with us, you know, as if we could be compared, why, it's impossible! Now, St. Clare really has talked to me as if keeping Mammy from her husband was like keeping me from mine. There's no comparing in this way. Mammy couldn't have the feelings that I should. It's a different thing altogether,—of course, it is,—and yet St. Clare pretends not to see it. And just as if Mammy could love her little dirty babies as I love Eva!*

Ophelia St. Clare, an abolitionist spinster from Vermont, talks to Marie St. Clare, her cousin's wife. Ophelia now lives with the St. Clares in New Orleans, helping to manage the household. Marie St. Clare, a nasty, petulant, self-absorbed character, represents the antithesis of Stowe's ideal woman. Marie will not even acknowledge that her slave, Mammy, has ordinary human feelings toward her husband and children. As a cruel, indolent slaveholder, Marie fails every moral standard set up by Stowe. Marie also fails to live up to the Christian principles she claims to hold.

#### *Motifs implemented in the novel*

Motifs are recurring structures, contrasts, and literary devices that can help to develop and inform the text's major themes. In Uncle Tom's Cabin, these are the dominant themes:

### 3.5.4. *Christ Figures*

The novel presents two instances of a sacrificial death linked to Christ's. Eva and Tom, the two most morally perfect characters in the novel, both die in atmospheres of charged religious belief, and both die, in a sense, to achieve salvation for others. This motif of Christ-like sacrifice and death enables Stowe to underscore her basic point about Christian goodness while holding up models of moral perfection for her reader to emulate. It also enables her to create the emotionally charged, sentimental death scenes popular in nineteenth-century literature. We read in the novel:

*Mrs. Shelby stood like one stricken. Finally, turning to her toilet, she rested her face in her hands, and gave a sort of groan. "This is God's curse on slavery!—a bitter, bitter, most accursed thing!—a curse to the master and a curse to the slave! I was a fool to think I could make anything good out of such a deadly evil. It is a sin to hold a slave under laws like ours,—I always felt it was,—I always thought so when I was a girl,—I thought so still more after I joined the church; but I thought I could gild it over,—I thought, by kindness, and care, and instruction, I could make the condition of mine better than freedom—fool that I was!"*

Mrs. Shelby, the wife of a plantation owner, reacts to her husband's news that he has sold Tom, one of his slaves. Tom lives as a devout Christian and a faithful servant, and Mr. Shelby often promised Tom his freedom, so Mrs. Shelby feels horrified by her husband's action. Mr. Shelby's sale of Tom makes his wife realize that she has been foolish to treat slavery like anything but a sin. The incompatibility of true Christianity and slavery exists as a major theme of the novel. Mrs. Shelby represents the Christian conscience within the slave-owning community.

### 3.5.5. *The Supernatural*

Several supernatural instances of divine intervention in the novel suggest that a higher order exists to oppose slavery. We read in the novel:

*It was a dreadful moment for Eliza. Her room opened by a side door to the river. She seized her child and sprang down the steps towards it. Haley caught sight of her as she disappeared down the bank. Throwing himself from his horse, and calling loudly to Sam and Andy, he was after her in a moment. In that terrible moment her feet scarcely seemed to touch the ground. The next, she was at the water's edge. On they came behind her. With one wild cry and flying leap, she jumped right over the water by the shore, on to the raft of ice beyond. It was a desperate leap. Haley, Sam, and Andy cried out, and lifted up their hands in astonishment. The great piece of ice pitched and creaked as her weight came upon it. But she stayed there not a moment. With wild cries she leaped to another and still another stumbling leaping — slipping — springing up again! Her shoes were gone, her stockings cut from her feet by the sharp edges of the ice. Blood marked every step. But she knew nothing, felt nothing, till dimly, as in a dream, she saw the Ohio side, and a man helping her up the bank.*

*"Yer a brave gal, now, whoever ye are!" said the man.*

When Eliza leaps over the Ohio river, jumping rapidly between blocks of ice without fear or pain, the text tells us that she has been endowed with a “strength such as God gives only to the desperate,” facilitating her escape from oppression. Instances of supernaturalism thus support various characters in their efforts to resist or fight slavery. But they also serve to thwart other characters in their efforts to practice slavery.



### 3.6. Symbols in the novel

#### 3.6.1. *Uncle Tom's Cabin*

Towards the end of the book, after George Shelby released the slaves, when he saw Uncle Tom's hut, they remembered their freedom and into a Christian life like Uncle Tom. Tell them that you should concentrate. The sight of Uncle Tom's hut on George Shelby's property continues to remind him of the suffering Tom has endured as a slave.

#### 3.6.2. *Eliza's Leap*

The scene of Eliza's leap across the half-frozen Ohio river constitutes the most famous episode in Uncle Tom's Cabin. Indeed, Eliza's leap from one bank to the next literally constitutes a leap from the slave-holding states to the non-slave-holding states, as the Ohio River served as the legally recognized divide between South and North.

#### 3.6.3. *Geography*

Uncle Tom's Cabin uses the North to represent freedom and the South to represent slavery and oppression. The other story is a slavery narrative, chronicling Uncle Tom's descent into increasingly worse states of oppression. Not surprisingly, the action in the escape narrative moves increasingly northward, with Canada representing its endpoint and the attainment of freedom by the escaped slaves.

#### 3.6.4. *Narrator's point of view*

The novel is told largely in the third person but often in the second. The narrative enters the minds of many of the characters but sympathizes mostly with the slaves in the book.

Stowe's major intention with Uncle Tom's Cabin changed into to persuade her big Northern readership of the need of finishing slavery. Most immediately, the unconventional served as a reaction to the passage of the Fugitive Slave Act of 1850, which made it unlawful to provide resource or help to a runaway slave. Under this legislation, Southern slaves who escaped to the North needed to flee to Canada so as to locate actual freedom.

With her book, Stowe created a kind of exposé that discovered the horrors of Southern slavery to humans within the North. Her radical role on race relations, though, changed into knowledgeable with the aid of using a deep religiosity. Stowe always emphasizes the significance of Christian love in removing oppression. She additionally works in her feminist beliefs, displaying girls as equals to guys in intelligence, bravery, and non-secular strength. Indeed, girls dominate the book's ethical code, proving important advisors to their husbands, who frequently want assist in seeing thru conference and famous opinion.

### **3.6.5. *Woman's attitude towards slavery***

The "women and slavery" aspect of the novel pays homage to many slavery women who have endured intolerable hardships, including sexual exploitation, and those who have fought for liberation from slavery and appealed for its abolition. This aspect also celebrates the strength of enslaved women, many of whom were able to convey their African culture to their descendants, despite the many abuses they endured. It is estimated that one-third of the approximately 15 million people deported from Africa by the Atlantic slave trade were women. The enslaved woman carried a triple burden. In addition to the harsh conditions of forced labor as slaves, they experienced extreme forms of discrimination and exploitation due to gender and color.

Initially, slave owners paid little attention to the reproductive role of enslaved women. They want to pay for new slaves from Africa rather than paying for the cost of raising enslaved children. As the abolition of the slave trade approached, imports of slaves from Africa surged. However, after the abolition of the Slave Trade Act in the British Empire in 1807, the slave population declined. This has led to an increase in labor demand for enslaved people. The pressure to increase the productivity of slave labor affected both men and women, but in some places slave owners began to develop practices related to slave women to increase the slave

population, and the sex of slave women. It led to the exploitation. These practices caused conflict, which became an important factor in motivating slave resistance .

Women resisted slavery in various ways. They sought to develop their skills and maintain the dignity and unity of the community. Some of them became concubines to their masters or married free people, hoping to gain freedom for themselves and their children. Others have become spiritual leaders, rebellions, uprisings, and legal struggles for freedom. They had to endure prostitution, rape, torture, and sometimes death . In many places, they participated in the fight against brutal slavery, which regards slavery as a "movement". They paid a lot of money, but their story remains relatively unclear. Slavery women were silenced by a slavery system designed to make all slaves anonymous, silent and uncultivated. This injustice commemorates the victims of slavery and emphasizes the need to emphasize their humanity.

## **Conclusion**

When writing Uncle Tom's Cabin, Harriet Beecher Stowe had a conscious goal. It is to portray the suffering of enslavement so that the majority of Americans are involved in the subject. For decades, there were reports of abolitionists in the United States who published ardent works advocating abolition. However, abolitionists have often been stigmatized as radicals working around society. In this chapter we tackled all literary features of the novel in view to understand the implemented ideas and themes which the author intended to convey. Moreover, this understanding leads the reader to shape the narrator's point of view in crystalizing the woman's attitudes towards slavery.



# General Conclusion

## General Conclusion

This topic was carefully chosen and passionately tackled because it really meant a lot to us: framing the reality of women during a critical period of humanity in indeed a topic one feels honored by conducting a study on it.

No better way to conclude our study than clearly stating the answer to the main questions raised by our study, summarizing the study and reflecting on its findings, showing our own contribution to the topic and making recommendations for future work on the topic.

Our study was divided into three chapters: chapter one gives an overview of slavery in America: its starting point and its history, then its notable figures and rebellions, to finish it with the end and legacy of slavery; chapter two tackles in details the Civil War in America. In this chapter, we introduce a brief bibliography of Stowe and her impact on the Civil War. Then, we show how did the Civil War crystalized into an act after being just an idea. To finish the chapter with the impacts of Civil War; chapter three introduces the corpus of the study, which is the novel entitles “Uncle Tom’s Cabin” written by Harriet Beecher Stowe. Then, we introduce a summary of the novel. After that, we cite all literary aspects related to it: themes, motifs, symbols, tone and tenor. Then, we mention the narrator’s point of view and woman’s attitudes towards slavery. We detailed every aspect of our study in an elaborate manner that the reader would find understanding, readable and enjoyable.

In the first chapter, we explored the starting point of slavery, historical events, notable figures, revolts and slave rebellions, the end of slavery and the legacy it left to humans and humanity. This led us to tackle the American Civil War in the next chapter.

In writing Uncle Tom’s Cabin, Harriet Beecher Stowe had a deliberate goal: she wanted to portray the evils of enslavement in a way that would make a large part of the American public relate to the issue. She succeeded in doing so to an extent that her literary

work, *Uncle Tom's Cabin*, mobilized the public opinion towards real actions after crystalizing the idea of rebellion and revolution against the inhumanity of states. This was manifested in the wage of the Civil War. This, in turn, led us to entail and detail the themes, motifs and symbols in connection with slavery, as well as Stowe's point of view on slavery which represents woman's attitude towards slavery.

The goal behind writing *Uncle Tom's Cabin* was to portray the suffering of enslavement so that the majority of Americans are involved in the subject. In the third chapter we tackled all literary features of the novel in view to understand the implemented ideas and themes which the author intended to convey. Moreover, this understanding leads the reader to shape the narrator's point of view in crystalizing the woman's attitudes towards slavery.

By carrying out our study in all its phases, we are now to confirm or reject the hypotheses we constructed to answer the questions of our study. The first hypothesis was "Women, either black or white, are categorically against slavery that they would stand together regardless the race or ethnicity to fight it", and it is a confirmed hypothesis since proofs were spotted in the text of the novel in many places. The second hypothesis was "Women are the only force which can save America from slavery", and this hypothesis is rejected as we discovered throughout the novel that the endeavors of men and women were unified to stand against slavery and end all its forms. The last hypothesis was "Enslaved women resisted slavery in their own rebellious ways", and this is confirmed since each group attempted to do its best in its way to fight slavery and free the enslaved.

For future work, we recommend other axes of research within the current one: women's role in development, language varieties among slaves, Black English Vernacular Use, Insights and perspectives of revolution movements in light of the novel world experiences, just to name a few.



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