

HIST 4440—African American History and Culture to 1865

Fall 2019

MWF, 11:00-11:50

Wooten Hall 112

Instructor: Kerry Goldmann

Office: WH 241

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Office hours: MW, 9:45-10:45 or by appointment

Course Description/ Course Goals

This course will survey the major historical events in African American history from the origins of slavery in North America up to Reconstruction. Students are encouraged to enroll in the second half of the course, which is offered in the spring semester.

Themes addressed in the course will include: the creation of an African American identity, African cultural continuity and transformation, the construction of race in the context of the U.S., the relationship of people of African descent to American political and social institutions, black resistance, white oppression, the impact of gender on the black historical experience, African American cultural expression, and black community life in both slave and free communities in the North and in the South. We will also discuss the history of the field of African American history and endeavor to understand how a deep understanding of black history has altered and shaped broader narratives of American history. Furthermore, we will contemplate the historical memory of slavery as it is represented in popular culture and in ongoing discussions about the issue of reparations.

By the end of the semester, students should possess not only a broad familiarity with the experiences of African Americans during the time period but should also possess a more sophisticated understanding of how to interpret both primary sources and historiographical texts.

Student Learning Objectives: Upon successful completion of this course:

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education.

Class Format

The ethos of the class will be participatory and collaborative. My role as an instructor is to guide you through the process of gathering and analyzing information, not merely to dispense historical data and ask you to memorize it. *Students are expected to come to class having read the material* and ready to listen actively and to participate in discussions. The class will consist of lectures, readings, source analysis, discussions, and film screenings.

Required Texts

- Henry Louis Gate, Jr., Ed. *Classic Slave Narratives* (Penguin Books, 2012). ISBN: 9780451532138
- Solomon Northop. *12 Years a Slave* (Penguin Books, 2013). ISBN: 9780143125419
- Ira Berlin. *The Long Emancipation: The Demise of Slavery in the United States*. (Harvard University Press, 2015) ISBN: 9780674286085

****Additional Readings to be posted on Blackboard****

Communication: I want to be as accessible to you as I can be. I will hold regular office hours for at least two hours per week on a first-come, first-served basis, and I will also be happy to schedule an appointment with you at a time outside of regular office hours on which we can both agree. I encourage you to visit me in office hours to discuss any aspect of this course or whatever else is on your mind. If you can't visit during office hours, please call or email me. I will do my best to respond immediately.

Emergency Notification & Procedures: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Assignments:

Attendance/in-class Participation	15
Quizzes (2)	10 (5 points each)
Short Reaction Paper	20
Midterm Exam	25
<u>Final Project</u>	<u>30</u>
Total Points	100

Grade Breakdown:

- A - 90-100
- B - 80-89
- C - 70-79
- D - 60-69
- F - below 60

Midterm and Final Examinations: Details will be distributed later.

Final Assignment: This course attempts to reflect the diversity of careers in history through differentiated assessment. Students will be encouraged to select the final assessment that is most relevant to their professional ambitions, whether it is a historical research paper, teaching portfolio, or creative project. More details will be provided in class.

Missed Assignments: If you miss a quiz, you have one week from when we took it in class to make it up during my office hours if you can provide documentation for an excused absence. If you are aware you are going to miss the Midterm, please do not wait until the day of or after to tell me. If you let me know beforehand I will be able to accommodate you for extenuating circumstances.

Expectations: The attached class schedule lists weekly reading assignments, which you should complete before the first lecture of that week. I do expect you to keep up with the readings for corresponding lectures. Your grade depends in part upon your attendance and your ability to participate meaningfully in classroom discussions. The practice of history is about making and supporting arguments, but I do expect you to remain civil and respect the opinions of your classmates during these dialogues.

Attendance: I do have an attendance policy, and there will be a daily sign-in sheet. You cannot expect to do well in this course if you miss class because you will miss in-class participation and material that will be on quizzes and exams. If you do miss a lecture it is your responsibility to get notes from a classmate; I will share my lecture outlines with you, but I will not share my lecture notes or PowerPoint slides.

Withdrawal Policy: If you are unable to complete the course, you must withdraw by the **12th University class day for a refund**. A student wishing to withdraw from a course before the end of the semester must

initiate the process by filling out the official withdrawal form, which can be found on the University's website or at the Registrar's office.

Academic Integrity Standards and Consequences. The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. Students should be aware that "acts of dishonesty" include cheating, plagiarism, furnishing misleading information, and forgery. We will uphold the policies and regulations of the University.

The American Historical Association's "Statement on Professional Conduct" defines plagiarism in the following way:

"The word *plagiarism* derives from Latin roots: *plagiarius*, an abductor, and *plagiare*, to steal. **The expropriation of another author's work, and the presentation of it as one's own, constitutes plagiarism and is a serious violation of the ethics of scholarship.** It seriously undermines the credibility of the plagiarist, and can do irreparable harm to a historian's career. In addition to the harm that plagiarism does to the pursuit of truth, it can also be an offense against the literary rights of the original author and the property rights of the copyright owner... **The real penalty for plagiarism is the abhorrence of the community of scholars.** No matter what the context, the best professional practice for avoiding a charge of plagiarism is always to be explicit, thorough, and generous in acknowledging one's intellectual debts."

(See: <http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism>)

If you have any questions about what constitutes plagiarism while you are in the process of writing your final paper, see me. More information on academic integrity can be found in the Undergraduate Catalog.

Course-Related Academic Adjustments with the Americans with Disabilities Act

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Schedule

Please note: This schedule is subject to change. You are expected to attend class regularly and to be aware of any changes that may be made. You should pace yourself with reading assignments. Some readings are longer than others and you should begin them well in advance of the day they are due.

Week 1: I. Introduction / African Origins and the Transatlantic Slave Trade

- August 26 Introduction to the course; How to Analyze a Primary Source;
Assignment: Visit <http://www.slavevoyages.org/> for our discussion next class.
Read: Ch. 2 of Olaudah Equiano's story in *Classic Slave Narratives* (pp. 46-61)
- August 28 **Lecture:** African Origins and the Transatlantic Slave Trade
- August 30 **Lecture:** African Origins and the Transatlantic Slave Trade cont.
Read: "Distinguishing Slaves from Indentured Servants" (1705)
"Maryland Law regarding slaves" (1664)
Samuel Sewall's "The Selling of Joseph" (1700)

Week 2: (NO Class Monday, Sep 2) II. Origins of Slavery in North America

- September 4 **Lecture:** Economic and Social Considerations
- September 6 **Lecture:** Africans in Colonial North America
Read: Phyllis Wheatley's "Poems on Various Subjects, Religious and Moral" (1722)

Week 3: III. Exchanging Country Marks

- September 9 **Lecture:** Origins of African American Culture
- September 11 **Quiz 1**
Lecture: Origins of African American Culture cont.; Culture as a Form of Resistance and Survival
- September 13 **Lecture:** Culture as a Form of Resistance and Survival cont.
Read: Free African American petition gov. for emancipation of all the slaves (1777)
Absalom Jones' Sermon on the abolition of the International Slave Trade (1808)

Week 4: IV. Revolution and (Un)Freedom

- September 16 **Lecture:** African Americans during the Revolution
- September 18 **Lecture:** African Americans during the Revolution cont.; African Americans in the New Republic
- September 20 **Lecture:** African Americans in the New Republic cont.
Read: "Slave Laws of Georgia, 1755-1860"
"On Slaveholders' Sexual Abuse of Slaves"

Week 5: V. Antebellum Slavery

- September 23 **Lecture:** Labor and Living Conditions
- September 25 **Lecture:** Labor and Living Conditions cont.; Sexuality and Gender
- September 27 **Lecture:** Sexuality and Gender cont.
Read: E.S. Abdy, "Description of Washington, D.C. Slave Pen" (1835)

Week 6: VI. Slavery in the 19th Century

September 30 Lecture: Expansion of Slavery and the Domestic Slave Trade

October 2 Lecture: Expansion of Slavery and the Domestic Slave Trade cont., Everyday Resistance

October 4 Lecture: Everyday Resistance cont.

Read: “Garnet’s call for rebellion”

“Stono Rebellion”

Richard Allen, “Address to the Free People of Colour of these United States” (1830)

Maria Stewart’s “The Negro’s Complaint” (1831)

Week 7: VII. Rebels

October 7 Lecture: Rebellions

October 9 **Quiz 2**

Lecture: Rebellions cont.; Free Black Population and the Black Liberation Struggle

October 11 **Due: Final Project Description**

Lecture: Free Black Population and the Black Liberation Struggle cont.

Start Reading: Solomon Northup’s *12 Years a Slave*

Week 8: **MIDTERM**

October 14 Review for Midterm

October 16 **Midterm Exam**

Read: Solomon Northup’s *12 Years a Slave*

October 18 NO CLASS

Assignment: Finish reading *12 Years a Slave* and Watch *12 Years a Slave* film and write a short reaction paper comparing the movie with the book. **[WARNING: THE DEPICTION OF THE BRUTALITY OF SLAVERY IN THIS FILM IS VERY GRAPHIC.]**

Week 9: VIII. Memory and Depiction of Slavery

October 21 Lecture: Race in Hollywood

Assignment: Write Short Reaction Paper (details to be distributed later)

October 23 **DUE: Reaction Paper**

Discussion: The Case Study of Solomon Northup: Narrative History v. Hollywood

October 25— NO CLASS—Reading Day

Read: “Declaration of Sentiments of the American Antislavery Society” (1833)

Angelina Grimke’s “Appeal to Christian Women of the South” (1836)

Week 10: IX. Opposing Slavery

October 28 Lecture: North vs. South—Gradual Emancipation

October 30 Lecture: North vs. South—Gradual Emancipation cont.; Antislavery vs. Abolition

November 1 Lecture: Antislavery vs. Abolition cont.

Start Reading: Ira Berlin’s *The Long Emancipation*

Week 11: X. Disunion over Slavery

November 4 Lecture: Crisis and Compromise of 1850

November 6 Lecture: Crisis and Compromise of 1850 cont.; The Union Dividing

November 8 Lecture: The Union Dividing cont.

Read: Ira Berlin's *The Long Emancipation*

Paul Laurence Dunbar's "The Colored Soldiers" (1896)

Week 12: XI. Civil War and Emancipation

November 11 Lecture: Abraham Lincoln and the Election of 1860

Read: "A Jubilee of Freedom"

Address of the Colored State Convention to the People of the State of South Carolina (1865)

November 13 Lecture: Abraham Lincoln and the Election of 1860 cont.; Free and Enslaved African Americans during the War

November 15 Lecture: Free and Enslaved African Americans during the War

Week 13: XII. Did Slavery End? Continuity versus Change

November 18 Scheduled meetings to discuss final projects

November 20 Scheduled meetings to discuss final projects

November 22 Scheduled meetings to discuss final projects

Week 14:

November 25 In-Class Presentations

November 27 In-Class Presentations

November 29 **NO CLASS—*Thanksgiving Break***

Week 15: Concluding

December 2 In-Class Presentations

December 4 Finish: In-Class Presentations

Lecture: Class conclusion: Where do we go from here? ; Q&A Session: How to Succeed on the Final Paper Assignment

December 6 NO CLASS—work on final projects

Final Exam:

Monday, December 9th—10:30 a.m. - 12:30 p.m.