

Fall 2006 | University of North Carolina, Greensboro
Prof. Watson Jennison | Email: wvjennis@uncg.edu | Office: HHRA 2143 Phone: 334-4092
Office Hours: Tuesdays, 11 a.m. to 12:00 p.m. and Wednesdays, 11 a.m. to 12 p.m.

HIS 301: Race and Slavery Course Syllabus

Between the fifteenth and nineteenth centuries, twelve million Africans were forcibly transported to the Americas. This class explores how one strand of this diaspora developed in what would eventually become the United States. We will examine how people of African descent struggled against their bondage to reconstitute their lives. We will also analyze how the African American identity, born in bondage, changed with the rise and fall of slavery in the United States.

Course Requirements: The requirements for this course include assigned readings for each class, periodic assignments and quizzes on the assigned readings, two papers, and two exams.

Assigned Readings: There are four books assigned for this class: John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800* (1998); Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (1998); Frederick Douglass and Harriet Jacobs, *Narrative of the Life of Frederick Douglass, An American Slave*, and *Incidents in the Life of a Slave Girl* (2000); and Ira Berlin, et al., *Free At Last: A Documentary History of Slavery, Freedom, and the Civil War* (1992). Each of these books can be purchased at the University Bookstore. Additional readings are on blackboard, e-reserves, and the internet. These readings will be linked to the Syllabus on Blackboard and listed under Course Documents on Blackboard as they become available. The assigned reading list may undergo minor changes, including the addition of primary source readings; students should be sure to consult the most current version of the Syllabus on Blackboard under Course Information.

Attendance and Late Policy: You are allowed three absences. After three absences, you will receive a zero for participation for that day. In addition, students will be dropped from the class for excessive absences. Assignments submitted in class are due at the beginning of the class period. Students who submit assignments after the deadline will be penalized with a grade deduction based on the lateness of the assignment. No assignments will be accepted one week after the due date. All assignments must be submitted in hard copy.

Final Grade Composition

- | | |
|------------------------|-----|
| ▪ Participation | 15% |
| ▪ In-class Assignments | 10% |
| ▪ Midterm Exam | 20% |
| ▪ Final Exam | 25% |

- Papers (2x15%) 30%

Participation: Participation in discussion is mandatory. Students should be prepared to discuss the readings on the day that they are assigned. Attendance alone is not sufficient for full participation credit.

In-class Assignments: Students will be given brief in-class and take-home writing and research assignments based on the assigned readings. Students will also be periodically quizzed on readings and lectures.

Exams: There will be two exams in this class: one midterm on October 12 and one final exam on December 8. Both exams will include identifications and essays.

Papers: Students are required to write two papers based on assigned readings, the first due on September 14 and the second due on November 21.

Plagiarism Policy: The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise."¹ (See the University's [Academic Integrity Policies](#) for further information.) All sources (books, articles, documents, internet sites, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion from the University.

Week 1 (August 15, 17): African Myths and Realities

Tuesday: Introduction

Thursday: (Mis)Conceptions of Africa

Readings: "Ghana's Uneasy Embrace of Slavery's Diaspora" *New York Times*, December 27, 2005 on [blackboard](#); Robert Chrisman, "The Black Scholar Forum: A Symposium on Roots," on [blackboard](#); Philip Nobile, "Uncovering Roots," on [blackboard](#)

Week 2 (August 22, 24): The Creation of the Atlantic World

Tuesday: West Africa and the Development of Early Commerce

Readings: John Thornton, *Africa and Africans in the Making of the Atlantic World*, pp. 1-97

Thursday: The Rise of the Plantation Complex

Readings: John Thornton, *Africa and Africans in the Making of the Atlantic World*, pp. 98-151

¹ <http://studentconduct.uncg.edu/policy/academicintegrity/violation/plagiarism/>

Week 3 (August 29, 31): The Atlantic Slave Trade

Tuesday: Capture and Enslavement

Readings: Selections from David Northrup, *The Atlantic Slave Trade* on blackboard

Thursday: The Middle Passage and Destinations

Readings: John Thornton, *Africa and Africans in the Making of the Atlantic World*, pp. 152-82, 206-31

Week 4 (September 5, 7): Early North American Slave Societies

Tuesday: Chesapeake and New England

Readings: Ira Berlin, *Many Thousands Gone*, pp. 1-63; *Testimony from Virginia Court Records* (1681) on [blackboard](#); *New Netherlands Petition*, 1661 on [blackboard](#)

Thursday: Lowcountry and Louisiana

Readings: Ira Berlin, *Many Thousands Gone*, pp. 64-92

Week 5 (September 12, 14): Maturation of the Plantation Complex

Tuesday: Chesapeake and Lowcountry

Readings: Ira Berlin, *Many Thousands Gone*, pp. 93-176; *Virginia Slave Code* (1705) on [blackboard](#); *The Stono Rebellion in South Carolina, 1739* on [blackboard](#)

Thursday: North and Louisiana

Readings: Ira Berlin, *Many Thousands Gone*, pp. 177-217; “Statement of Slave Rebels, 1741” from Daniel Horsmanden, *The Negro Conspiracy in the City of New York, 1741* on [blackboard](#)

First paper due at the beginning of class

Week 6 (September 19, 21): Slavery and Freedom in the Age of Revolution

Tuesday: A War for Liberty?

Readings: Peter Linebaugh and Marcus Riddiker, *Many Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*, pp. 211-247 on [blackboard](#); Simon Schama, *Rough Crossings: Britain, the Slaves, and the American Revolution*, pp. TBA on blackboard; “Slaves’ Petitions For Freedom, 1773-1779” on [blackboard](#)

Thursday: The Haitian Revolution

Readings: C. L. R. James, *The Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution*, pp. 85-117 on [blackboard](#)

Week 7 (September 26, 28): The Aftermath of Independence

Tuesday: “All Men are Created Equal”

Readings: Ira Berlin, *Many Thousands Gone*, pp. 217-289; “Negroes’ Protest Against Taxation Without Representation, 1780” on [blackboard](#)

Thursday: Constitutional Debates over Slavery

Readings: Ira Berlin, *Many Thousands Gone*, pp. 290-324; Excerpt from *The Constitution of the Pennsylvania Society* on blackboard

Week 8 (October 3, 5): Creating the Cotton Kingdom

Tuesday: Western Expansion

Readings: Claudio Saunt, *A New Order of Things*, pp. 111-135 on [blackboard](#)

Thursday: The Internal Slave Trade

Readings: Steven Deyle, *Carry Me Back: The Domestic Slave Trade in American Life*, pp. TBA on blackboard

Week 9 (October 10, 12)

Tuesday: Class Cancelled – Fall Break

Thursday: **Mid-Term Exam**

Week 10 (October 17, 19): Life on the Plantation

Tuesday: The “Quarters”

Readings: *Narrative of the Life of Frederick Douglass, An American Slave & Incidents in the Life of a Slave Girl*, pp. TBA

Thursday: Plantation Labor

Readings: *Narrative of the Life of Frederick Douglass, An American Slave & Incidents in the Life of a Slave Girl*, pp. TBA

Week 11 (October 24, 26): Life in Town

Tuesday: Free Blacks and Free People of Color

Readings: *Narrative of the Life of Frederick Douglass, An American Slave & Incidents in the Life of a Slave Girl*, pp. TBA; Shane White, “‘It Was A Proud Day’: African Americans, Festivals, and Parades in the North, 1741-1834,” *Journal of American History* (June 1994), pp. 13-50 on blackboard

Thursday: Urban Slavery

Readings: *Narrative of the Life of Frederick Douglass, An American Slave & Incidents in the Life of a Slave Girl*, pp. TBA

Week 12 (October 31, November 2): The Controversy over Slavery

Tuesday: Abolitionism

Readings: Benjamin Quarles, *Black Abolitionists*, pp. TBA: Selections from *Witness for Freedom: African American Voices on Race, Slavery, and Emancipation* on blackboard; Excerpt from David Walker, *Appeal to the Colored Citizens of the World* on blackboard

Thursday: The Political Crisis of the 1850s

Readings: None

Week 13 (November 7, 9): Descent to War

Tuesday: The End of Compromise

Readings: Ira Berlin, et al., *Free At Last*, pp. 1-94

Thursday: From a War for Union to a War for Freedom

Readings: Ira Berlin, et al., *Free At Last*, pp. 95-166

Week 14 (November 14, 16): The Civil War

Tuesday: Life Behind the Lines

Readings: Ira Berlin, et al., *Free At Last*, pp. 333-434

Thursday: War's End

Readings: Ira Berlin, et al., *Free At Last*, pp. 435-539

Week 15 (November 21, 23): Rehearsal for Reconstruction

Tuesday: Presidential Reconstruction

Readings: None

Second paper due at the beginning of class

Thursday: **Thanksgiving Break** (No Class)

Readings: None

Week 16 (November 28, 30): The Rise and Fall of Reconstruction

Tuesday: Radical Reconstruction

Readings: Steven Hahn, *A Nation Under Our Feet: Black Political Struggles in the Rural South*, pp. 163-215 on blackboard

Thursday: A Failed Revolution

Readings: Martha Hodes, "The Sexualization of Reconstruction Politics: White Women and Black Men in the South after the Civil War," in *American Sexual Politics: Sex, Gender, and Race since the Civil War*, pp. 59-74 on blackboard

Final Exam: Friday, December 8, 3:30 p.m. – 6:30 p.m.