

HI/AFS 372:
African-American History Through the Civil War, 1619-1865
Fall 2019
Tuesday & Thursday, 1:30PM – 2:45PM
736 Poe Hall

Dr. Ebony Jones

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Office Location: 256 Withers Hall

Office Hours: Tuesday & Thursday 11:45AM -1:00PM or by appointment

Course Prerequisite: 3 hours of History or Sophomore standing.

Course Description

This course will explore the experience of Americans of African descent in America, a history that spans four hundred years. It is organized chronologically and begins on the coast of West Africa, moves through the rise of slavery in the Americas, the origins and developments of American ideas about race, and the formation of an African-American culture and identity. It then culminates with emancipation at the end of the Civil War. Although the history of African Americans is one of struggle and almost constant adversity, it is also one of strength and perseverance. In spite of the challenges, African Americans lived, loved, formed enduring communities, and created a unique culture. Since their involuntary arrival on the shores of North America during the early seventeenth century, Africans and their descendants confronted adversity by means of individual and collective action in numerous ways. The course explores these dimensions of the African American experience, and in so doing, highlights the multifaceted ways they made their own history while simultaneously shaping and contributing to the history of the United States.

Objectives

HI 372 fulfills the NCSU General Education Program's (GEP) U.S. Diversity Co-Requisite Requirement. Pre-requisites for this course are at least three hours of history or sophomore standing. During the semester, students will meet the following course objectives:

- Analyze how religious, gender, ethnic, racial, class, and sexual identities are shaped by cultural and societal influences.
- Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.
- Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

In addition to the above objectives, through your assignments and class interaction, the course seeks to assist students with the following learning outcomes:

- Identify the diverse historical experiences of Americans of African descent in the United States, from their African origins through the end of the Civil War.
- Analyze the complex development of cultural identities of African Americans and their influence on both colonial America and the independent United States.
- Define, key terms, historical facts, and circumstances that contributed to the transformation of diverse groups of peoples from parts of West African into black Americans in the United States.
- Explore the construction of "race" and its relationship to the formation of the institution of American slavery.

- Examine the various interactions of African-descended Americans with other groups in colonial America and the United States.

Required Texts

- Robin D. G. Kelley & Earl Lewis, eds. *To Make Our World Anew: A History of African Americans, Vol. 1*. Oxford University Press, 2005.
- Henry Louis Gates, Jr., ed. *Classic Slave Narratives*. Penguin Publishing Group, 2012.
- Zora Neale Hurston, *Barracoon, The Story of the Last "Black Cargo,"* Harper Collins Publishers, 2018.
- Short articles and primary documents will be part of the required readings most weeks of the semester. These will be provided electronically on Moodle. If posted online, the reading will be designated with **(E)** in the schedule of readings below.

Assignments

There will be a number of written assignments due over the course of the semester. They are designed to support classroom readings and discussion. They must be handed in on time and no late work will be accepted unless absence is excused (see Late Assignments and Attendance Policy sections below). All written work must be original. In any instance of plagiarism, I will file a Report of Academic Integrity Violation (see Academic Integrity section below) and recommend to the board that you receive a failing grade. **No late assignments will be accepted except in the case of excused absences (see attendance policy for what counts as an excused absence).**

Attendance 10% – Attendance is mandatory and roll will be taken at the start of each lecture beginning **Thursday, August 29**. If I see that you leave early without previously informing me with an adequate excuse, you will be marked absent even if you signed the attendance sheet. See below for more on attendance policy and what constitutes an excused absence.

Discussion Questions/Participation 20% – Each **Thursday** we will spend some time discussing, as a group, the week's readings, placing them in context with the week's lecture. You are required to submit **two** discussion questions via Moodle (only I will see them) that I will then use to facilitate the conversation. Discussion questions must be submitted by **11:59 PM the Wednesday before Thursday's discussion**. You are not responsible for discussion questions when another assignment is due or the week of the midterm exam. See below for exact dates.

Slave-Runaway Advertisement Assignment 10%

Students will select a number of slave runaway advertisements and submit a primary source analysis of the ads. Details and instructions TBA. The assignment is due in class on **Week 6, Thursday 9/26**.

Reading Response Assignments 10%

Students are required to submit response reading assignments via Moodle. There is a total of **two** over the course of the semester (**WEEK 4 & 11**) and they **should engage with the primary sources** assigned that week. They should be **3 pages in length** (double-spaced, Times New Roman 12-point font, 1" margins) and are intended to be an exercise in reading and interpreting argument and evidence. **A reflection is a conceptual and analytical response to the reading. I will provide a prompt/question from which you will then answer by engaging with the reading.** Reflections must show that you have completed the reading(s), clearly understood them, and are able to critically engage with the material. I am not interested in reflections that are simply summaries of the readings, but rather, a discussion of analytical concepts, key questions, and issues relating to the reading's argument in ways that address the prompt provided to you. Please note, while they are

relatively short, these are not stream of consciousness response papers. Papers that are shorter than the minimum will receive an automatic deduction of 0.5-1 point.

- All assignments will be marked using a simple, three-tier scale.
 - 5 points – excellent.
 - 3-4 points – good.
 - 1-2 point – weak, needs improvement.
 - 0 points – no assignment submitted or submitted late without appropriate excuse.

Midterm Exam – 20%

Exam will be taken in class. There is no need to bring a Blue Book, there will be enough room to write on the test provided. The exam will consist of a combination of key terms, multiple choice, and short answer. A review will be given either as a handout or we will review in class the lecture before the exam.

Final Paper – 30%

Students will read Zora Neale Hurston’s *Barracoon: The Story of the Last “Black Cargo”* and write an argument-driven essay in response to a prompt/question provided by the Professor in the final weeks of class. Paper Guidelines TBA but keep in mind that this is not a summary of the narrative – I have already read the book. Students have the option of submitting a draft of the introduction (only) to their final paper due by Monday 12/9 at 2pm to receive feedback on working argument/thesis statement.

Grading Criteria

Any concerns about grades or course progress must be conducted in person, not over phone or email. If office hours do not work for you, I am happy to schedule an appointment. **NOTE: I may or may not use gradebook on Moodle to track your grades.** Your final grades will be based on the following breakdown:

Attendance	10% of final grade
Discussion Questions/Participation	20% of final grade
Slave-Runaway Ad Assignment	10% of final grade
Reading Responses	10% of final grade
Midterm Exam	20% of final grade
Final Paper	30% of final grade

The grading scale is as follows:

- A+ = 98-100
- A = 93-97
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D+ = 67-69
- D = 63-66
- D- = 60-62

F = Below 60

Attendance Policy

Attendance is mandatory and roll will be taken at the start of every class meeting starting Tuesday 8/27. **You may miss two (unexcused) class meetings without penalty. Each subsequent excused**

absence will result in a one-point deduction in your final course grade. An excused absence includes:

- Presenting a doctor's note that includes the date of your absence(s) for any short-term illness (colds) or injury.
- Informing me with one week's notice of an anticipated absence for a legitimate reason. This applies to the following situations: representing the University in an official capacity; attending a professional meeting; serving as a member of judging team; serving as a member of athletic team; military service; required court attendance (with certified documentation from the Clerk of Court).
- For death in the family, funeral attendance, serious illness, and/or religious observance you must take appropriate documentation to the Division of Academic and Student Affairs. You can also email them at absence-verification@ncsu.edu. The DASA will work with you to verify the absence and report back to me, usually by copying a message to you, the instructor, and your advisor. It is your responsibility to make sure that this is completed in a timely manner. For additional information and/or clarification, see details at this link: [University's Attendance Regulation \(NCSU REG02.20.03\)](#)

Note: Excuses for unanticipated absences must be reported to the instructor no more than one week after the return to class. I will follow the University's definition of reasonable number of anticipated excused absences. For what this constitutes see the [University's Attendance Regulation \(NCSU REG02.20.03\)](#). **Please also note that if you come to class and leave significantly early without providing an excused reason beforehand you will be marked absent. If you are caught sleeping during the majority of lecture you will also be marked absent.**

Academic Integrity

Class integrity is required. Students must arrive to class ON TIME having read the assigned readings. Turn all cell phones OFF during class. Phones ringing during lecture are disruptive and inconsiderate of both fellow students and myself. I do not want to hear or see them.

Academic integrity is mandatory. Plagiarism is often the result of desperation and procrastination. If you feel yourself falling behind, come talk to me. If you are confused about what defines plagiarism, take note of the following and/or ask me.

- Copying small or large sections of written text, this includes a single sentence, without appropriate quotations and citation of original author.
- Paraphrasing written materials without citing the source.
- Citing a source other than that from which you obtained your evidence.
- Altering or contriving evidence.

For more information on the University's regulations governing academic integrity see the [Code of Student Conduct policy \(NCSU POL11.35.1\)](#) and Pack Pledge.

Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

Electronic Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the

privacy of each other by not sharing or using such information outside the course. For more information see the University's Student Responsibility and University Policies. Students are responsible for reviewing the NC State University PRR's, which pertains to your course rights and responsibilities:

- Equal Opportunity and Non-Discrimination Policy
Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/equity/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>
- Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>
- Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>

Technology

“New study shows that splitting attention between lecture and cellphone or laptop use hinders long-term retention, and those in class suffer from others’ use of devices...”

(<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>). We will create an environment in which everyone can learn free from distractions and interruptions. Therefore, absolutely **no laptops, tablets, or cell phones are allowed in lectures**. Exceptions to this policy will be made for:

- Students with a documented disability (see below for how to obtain appropriate disability documentation).
- Students who speak English as a second language and who obtain permission from me.
- Those who qualify for an exception can only use their laptops to take notes or engage in other activities I explicitly approve; if you use it for anything else, you will lose your laptop privilege.

Lectures may not be filmed or recorded. You may use e-readers not only when discussing a particular text. You must sit in the first three rows of the classroom and they must lay flat on the desk. For more information: <http://policies.ncsu.edu/policy/pol-11-35-01>

Students with Disabilities

Academic accommodations are available for students with documented disabilities. Those with verifiable disabilities should register with the Disability Services for Students in order to establish the necessary accommodations. The office is located at 2221 Student Health Services Building, Campus Box 7509. Contact information is 919.515.7653 and disability@ncsu.edu. Visit this link for more information: <http://policies.ncsu.edu/regulation/reg-02-20-01>

Student Athletes

Student athletes must submit away-game schedules within the first two weeks of the semester. They are exempt from pop quizzes on days they miss for games but must submit all work on time regardless of their schedules.

Tips for Success

You want to do well in this class, and I want that for you. But *your success depends on you*. Here are a few tips:

- Come to class – Lectures provide you with content information you need to understand course readings and do well on your assignments. Class discussions also help you hone your analytical skills.
- Read – Course readings help you understand the course and provide you with additional content information.
- Take all assignments seriously – Students who complete all written assignments do better than

those who don't.

- Take good notes – Each lecture will begin with an over-arching question. The lectures are structured around these questions then addressed with a central argument, evidence, and analysis. The questions are intended to introduce big concepts and course themes. Listen for the argument, concepts, and themes, which I repeat often, and make sure you understand them and how to apply them to course readings, lecture content, and all assignments. Final 15 minutes of each lecture will be used to return to the central question and to discuss any questions/responses to the readings and lecture topic.
- Review your notes after class – Studies show that reviewing notes after class helps students retain information better. Draw connections between what you learned this week and previous weeks; write full sentences based on your notes; ask yourself questions in the margins; etc.
- Practice writing – Take five minutes after class to write your thoughts on the day's lecture or the unit we are investigating. Explore. Take risks. Use your own words. It's good to hook these daily writings to core course questions as well as assigned reading responses. Short writing exercises will make you more prepared for the weekly response papers and exams.

Schedule of Lecture Topics, Readings, and Assignments

I reserve the right to add or change readings, assignments, or lecture topics. I will notify you in advance.

Key:

- Topic of lecture
 - Assignment due in class
 - (E) Electronic reading (Moodle)
 - * Primary Source reading (Moodle)
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WEEK 1: WELCOME

Thursday 8/22

- Introduction and objectives of the course

Reading:

- Syllabus (E)
 - Stephanie Jones-Rogers, “If Only Trayvon Had Freedom Papers,” *History News Network* (E)
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PART 1: MAKING SLAVERY

WEEK 2: AFRICAN ORIGINS

Tuesday 8/27 & Thursday 8/29

- Antiquity
- Central and West African Societies and Europeans

Readings:

- Kelley & Lewis, Preface and pp. 3-8
- Patrick Manning, “Connections to 1600,” pp. 35-61 (E)

➤ **Q1 due Wednesday 8/28**

WEEK 3: TRANSATLANTIC BEGINNINGS

Tuesday 9/3 & Thursday 9/5

- War and Enslavement
- Beginnings of the Transatlantic Moment & Triangle Trade

Readings:

- Lisa Lindsay’s Chapter 1 & 2 from *Captives as Commodities*, pp. 22-41 & 54-77
- Olaudah Equiano, *The Interesting Life of Olaudah Equiano*, **Chapter 1** (narrative in Henry Louis Gates, Jr.’s, ed. *Classic Slave Narratives*)
 - Supplemental reading not required: Kelley & Lewis, pp. 9-25

➤ **Q2 due Wednesday 9/4**

WEEK 4: TRADE AND MIDDLE PASSAGES

Tuesday 9/10 & Thursday 9/12

- Turning African Captives into Atlantic Commodities
- The Middle Passage Experience

Readings:

- Olaudah Equiano, *The Interesting Life of Olaudah Equiano*, **Chapter 2 &3**
- Alexander Falconbridge, “Treatment of the Slaves” and “Sale of the Slaves” in *An Account of the Slave Trade on the Coast of Africa, 1788*, pp. 24-46 **(E)***

➤ **READING RESPONSE #1 due Wednesday 9/12 via Moodle by 11:59PM**

WEEK 5: AFRICANS IN COLONIAL AMERICA

Tuesday 9/17 & Thursday 9/19

- Settlers, Servants, and Slaves during the Early Colonial Era
- Race and the Origins of Black Slavery
- Africans, African Americans, and the Colonial Experience

Readings:

- Kelley & Lewis, pp. 53-84
- Timeline of Slave Laws in Colonial Virginia **(E)***
- Carol Berkin, “The Rhythms of Labor: African American Women in Colonial Society,” **(E)**

➤ **Q3 due Wednesday 9/18**

WEEK 6: EXCHANGING COUNTRY MARKS

Tuesday 9/24 & Thursday 9/26

- Continuity and Change & Origins of African American Culture
- Language, Music, and Folk Literature: Culture as Resistance and Survival

Readings:

- Kelley & Lewis, pp. 84-95

➤ **SLAVE-RUNAWAY AD ASSIGNMENT due Wednesday 9/25 by 11:59PM**

PART 2: REVOLUTION & (UN)FREEDOM

WEEK 7: AFRICAN AMERICANS & THE AMERICAN REVOLUTION

Tuesday 10/1 & Thursday 10/3

- African Americans, American Revolution, and the Establishment of a New Republic
- African Americans and the Haitian Revolution

Readings:

- Kelley & Lewis, pp. 95-128
- Boston King, *Memoirs of the Life of Boston King, A Black Preacher, Written by Himself* **(E)***
- William C. Nell, *The Colored Patriots of the American Revolution*, 1855 **(E)***
- Phillis Wheatley, Poem (1772) and Letter (1774) **(E)***

➤ **Q4 due Wednesday 10/2**

WEEK 8: MIDTERM EXAM & FALL BREAK

Tuesday 10/9 – MIDTERM EXAM

Thursday 10/11 – FALL BREAK: NO CLASS

PART 3: ANTEBELLUM SLAVERY

WEEK 9: GROWTH OF FREE AFRICAN-AMERICAN COMMUNITIES

Tuesday 10/15 & Thursday 10/17

- Achieving Emancipation in the North and Free Black Organizations
- Antislavery and The Colonization Debate

Readings:

- Kelley and Lewis, pp. 128-160
- Jacob Nicholson and Other Former Slaves from North Carolina, Petition to Congress, January 23, 1797 **(E)***
- Paul Cuffee, Memoirs of Captain Paul Cuffee, October 1811 **(E)***

➤ **Q5 due Wednesday 10/16**

WEEK 10: EXPANSION OF SLAVERY IN THE 19TH CENTURY

Tuesday 10/22 & Thursday 10/24

- Expansion of Slavery & the Domestic Slave Trade
- Plantation Slavery & Urban Slavery

Readings:

- Frederick Douglass, *Narrative of the Life of Frederick Douglass*, (**entire narrative**)
- Supplemental (not required but useful) – Kelley & Lewis, pp. 169-198

➤ **Q6 due Wednesday 10/23**

WEEK 11: LIFE IN THE SLAVE SOUTH

Tuesday 10/29 and Thursday 10/31

- Antebellum Slave Culture and Negotiating Survival
- Challenges to Slavery and Gendered Experiences

Readings:

- Harriet Jacobs, *Incidents in the Life of a Slave Girl, Seven Years Concealed* (**entire narrative**)
- Dorothy Sterling, editor, excerpts from *We Are Your Sisters*, pp. 13-17; 56-69 **(E)***
 - Supplemental reading not required – Kelley & Lewis, pp. 169-198

Film (in class) – *12 Years a Slave* (2013)

➤ **READING RESPONSE #2 due Wednesday 10/30 by 11:59PM**

PART 4: SLAVERY & FREEDOM

WEEK 12: FORGING FREEDOM

Tuesday 11/5 only & Thursday 11/7 – NO CLASS

- Free Black Communities of the North and the Black Liberation Struggle
- Abolitionism and Antislavery

Readings:

- Kelley & Lewis, pp. 199-218
- David Walker, Walkers Appeal in Four Articles, pp. 76-85 **(E)***
- Frederick Douglass, “What to the Slave is the Fourth of July?”, 1852 pp. 252-254 **(E)***
- Sojourner Truth, “Address to the Ohio Women’s Rights Convention, 1851” **(E)***
 - Supplemental but not required reading: Olaudah Equiano, *The Interesting Life of Olaudah Equiano*, **Chapter 7-12** (Vol. 2 of narrative)

➤ **Q7 due Wednesday 11/6**

WEEK 13: ON THE EVE OF WAR

Tuesday 11/12 & Thursday 11/14

- Westward Expansion; the Fugitive Slave Crisis; Dred Scott
- John Brown’s Reid; 1860 Election and Southern Secession

Readings:

- Kelley & Lewis, pp. 218-226
- Northern Support and Opposition for the *Dred Scott Decision*, Journal of Commerce and Pittsburgh Post **(E)***
- John Brown, “Letter to Wife and Children from Kansas,” December 16, 1855 **(E)***
- Excerpts from the Trial of John Brown **(E)***

➤ **Q8 due Wednesday 11/6**

WEEK 14: THE CIVIL WAR

Tuesday 11/19 & Thursday 11/21

- African Americans and the Civil War

Readings:

- Kelley & Lewis, pp. 227-243
- Frederick Douglass, “Men of Color, to Arms!” **(E)**
- Black Soldiers and “The Struggle for Pay” **(E)**
- Tera Hunter, “When Slave Owners Got Reparations,” *The New York Times*, April 16, 2019
<https://www.nytimes.com/2019/04/16/opinion/when-slaveowners-got-reparations.html>

➤ **Q9 due Wednesday 11/20**

WEEK 15: NO CLASS

Tuesday 11/26 & Thursday 11/28

NO CLASS: THANKSGIVING BREAK (use this time to either get a jump start on next week’s readings or start reading *Barracoan* for your final paper)

WEEK 16: MEANINGS OF FREEDOM

Tuesday 12/3 & Thursday 12/5

- Freedmen's Bureau & Radical Reconstruction, 1865-1868

Readings:

- Kelley & Lewis, pp. 243-280
- “The Civil War Amendments,” **(E)***
- Frederick Douglass, “Reconstruction,” December 1866 **(E)***

In-class activity: film *Reconstruction: America After the Civil War* (PBS, 2019)

➤ **Q10 due Wednesday 12/4**

****FINAL EXAM PAPER DUE: Thursday 12/12 by 4pm via Moodle****