

**History 301-01**  
**Race and Slavery in America**  
Class web page: <http://bb.uncg.edu>

Instructor: Michael Sistrom  
Office Hours: 11:00-1:00pm, MWF  
and by appointment.  
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Fall 2002  
225 McIver  
TTh  
3:30-4:45pm

**Course Objectives:**

This course will be both a celebration of American history and a painful examination of our national conscience. On the one hand, we will celebrate the vital role of African Americans in the country's development from the colonial era through the Civil War and how generations of slaves and free black folks endured through adversity. On the other hand, we will examine how much of American freedom and history rested on a base of racism and slavery. African American slavery ended with the Civil War, but its legacies remain.

This class has three objectives. The first is to understand basic themes of African American history, race and slavery. Through lectures, readings, audio-visual material, and in-class discussions, we will consider the both groups of people—the first generation of Africans in America and later native-born African Americans--and slavery as an institution. Further, we will consider how North American slavery evolved from the late 1600s through the 1860s as a labor system and a means of social control. All during that time slavery helped widen the divergence between the North and the South. It also shaped the relationship between different classes of white Southerners. Finally, and most important, slavery defined the everyday lives of the vast majority of African Americans and their deeply interconnected relationship with their white masters. As brutal an institution as slavery was, African American slaves still had options, which they tried to exercise to either resist their bondage or make life within its constraints bearable. A second objective, which involves the reading assignments and audio-visual material, is to explore different and interesting sources for learning. The third objective, which involves the writing assignments, is to train you as an historian to make clearly organized and well supported arguments.

**Course Requirements:**

Readings: The reading assignments will come from two texts:

Darlene Clark Hine et al, The African American Odyssey (combined volume)

Peter Wood, Black Majority: Negroes in Colonial South Carolina

They are available at the bookstore. There is also a copy of the Wood book on reserve in Jackson Library.

We will also be reading selections from the following book on reserve in the library:

John Hope Franklin and Loren Schweninger, Runaway Slaves: Rebels on the Plantation [Note: this book is also available as an e-reserve]

In addition to the printed texts, we will be utilizing a few online versions of slave narratives and pro and anti-slavery texts. Finally, there is a course packet. The course pack is available in three parts on-line at the class web site or as downloadable files. It contains instructions on how to access the online sources, introductions, and discussion questions for the readings for each day.

The readings should be completed in advance of each class meeting. My lectures will not be drawn primarily from the readings, so attendance and note taking will not substitute for doing the readings. In addition, on many days, class discussions of the assigned reading and/or video and audio material, will take up a good portion of the class time. This, of course, requires that you have done the reading before hand.

Web Material: The class web site is located on UNC-G's Blackboard system. To access Blackboard, you need to have first activated your UNC-G e-mail account. If you have not done so, go to [www.uncg.edu/cis](http://www.uncg.edu/cis). To access Blackboard the first time, use your UNC-G user name. The password will be "password" until you change it. The web site has a copy of the syllabus, exam and paper material and the course packs.

#### Exams and Written Work

Quiz: in the first third of the semester there will be an in-class, short answer, objective question quiz. Its main purpose is to diagnose any problems in time for early grade reports. (See the syllabus for quiz date. You will find the quiz sheet and format at the class web site.)

Short papers: In order to assist you in honing your writing and argumentation skills, you will also be responsible for two short papers during the course of the semester (three or four pages, double-spaced, typed). (See syllabus for due dates and separate file on paper topics at web site.) The topics will be based on class readings.

Research paper: In order to allow you to explore your own interests and to expose you to the basics of historical research, you will also be responsible for one paper (5-7 papers, double-spaced, typed) based on independent research in some sources we did not examine in class. The research paper will be due at the final exam hour, but you are highly encouraged to turn it in before then to free up your exam week and to ease my grading burden! (See separate on paper topics at web site.)

#### **Final Grade Composition:**

Participation:	20%
Quiz:	10%
1 <sup>st</sup> short paper:	15%
2 <sup>nd</sup> short paper:	25%
Research paper:	<u>30%</u>
	100%

In my final analysis, these percentages can be somewhat flexible. I give weight to signs of improvement in your written work and to class participation.

## Class Schedule

Tues. Aug. 20. Introduction

### Part I: A Collision of Histories-1500s-1750s

Th. Aug. 22. Contact Between Worlds: Europe and Africa, 1400s-1500s

Readings: Hine et al, African American Odyssey (hereafter referred to as “text”),  
chap. 1, pp. 2-21  
course pack

Tues. Aug. 27. Africa and the Atlantic Slave Trade, 1500s-1700s

Readings: text, pp. 24-29  
Peter Wood, Black Majority (hereafter referred to as Wood), pp. 3-9  
course pack

Th. Aug. 29. The Experience of the Middle Passage

Readings: text, pp. 29-45  
course pack

Tues. Sept. 3. Emergence of Colonial Slavery: The Need for African Labor in the South,  
1680s-1700s

Readings: text, pp. 46-54  
Wood, pp. 13-62

Th. Sept. 5. Evolution of Colonial Slavery, Pt I: The South Becomes “Africanized”,  
1700s-1730s

Readings: text, pp. 55-59  
Wood, pp. 63-191

Tues. Sept. 10. Evolution of Colonial Slavery, Pt II: African Laborers Become African  
American Slaves, 1700-1720s

Readings: text, pp. 59-63  
Wood, pp. 195-217

Th. Sept. 12. Negotiating for Power, Pt I: White Control, 1720s-1730s

Reading: Wood, pp. 218-238, 271-284

Tues. Sept. 17. Negotiating for Power, Pt II: Slave Resistance, 1730s-1750s

Reading: text, p. 66-69  
Wood, pp. 239-268, 285-326

Th. Sept. 19. The Northern Version of Slavery, 1700s-1750s

Readings: text, pp. 64-66

Tues. Sept. 24. “Masters” and “Slaves”: Slavery Shapes White Law & Society

## **Part II: American Slavery, American Freedom, 1760s-1790s**

- Th. Sept. 26. **In-class quiz.** The Colonial Rebellion and Slavery, 1765-1776  
Readings: text, pp. 73-82, Declaration of Independence, p. A-1-2  
course pack
- Tues. Oct. 1. African Americans and the “Revolutionary” War, 1776-1781  
Readings: text, pp. 82-92  
course pack
- Th. Oct. 3. Debating and Defending Slavery in the New United States Government, 1787-1789  
Readings: text, pp. 95-102, Constitution, p. A-3-8  
course pack
- Tues. Oct. 8. Slavery and Regional Divergence, 1790s-1800s  
Readings: text, review pp. 96-99, 100, read pp. 103-104, 123-126
- Th. Oct. 10. The Status of “Free” Black Southerners, 1790s-1830s  
Readings: text, pp. 104-116  
course pack
- Tues. Oct. 15. **No Class.** Fall Break

## **Part III: Slavery and the Definitions of “America”, 1810s-1865**

- Th. Oct. 17. **1<sup>st</sup> short paper due.**  
Antebellum Slavery, Pt I: The Hard Side, Labor, Violence and Control  
Reading: text, pp. 126-135  
course pack
- Tues. Oct. 22. Antebellum Slavery, Pt II: The Soft Side: Interaction and Interdependence  
Reading: course pack
- Th. Oct. 24. Options for Slaves, Pt I: Maintaining Family & Community  
Reading: text, pp. 135-143  
reserve: Franklin & Schweninger, chap. 3  
course pack
- Tues. Oct. 29. Options for Slaves, Pt II: Forms of Resistance, 1800-1831  
Reading: text, review pp. 112-113, read pp. 175-176, 182-184  
reserve: Franklin & Schweninger, chap. 4  
course pack
- Th. Oct. 31. Options for Slaves, Pt III: Running Away  
Possible visit and discussion with Dr. Loren Schweninger

Reading: reserve: Franklin & Schweninger, TBA  
course pack

Tues. Nov. 5. A “Free” North? 1800-1850

Reading: text, pp. 147-168  
course pack

Th. Nov. 7. Black and White Abolitionism, 1830s-1850

Reading: text, pp. 171-186, 189-205  
course pack

Mon. Nov. 11. **Extra Credit Movie Night.** Watch The Journey of August King.

Tues. Nov. 12. Slavery Divides the White South, 1800-1850s

Reading: course pack

Th. Nov. 14. The South’s Proslavery Defense and Sectional Conflict, 1850-1861

Reading: text, pp. 209-226  
course pack

Tue. Nov. 19. The Civil War and Slavery, 1861-1863

Reading: text, pp. 233-238

Th. Nov. 21. African Americans and the “Second American Revolution”, 1863-1865

Watch part of Glory

Reading: text, pp. 238-257  
course pack

Tues. Nov. 26. “Nothing but Freedom”: Defining Emancipation, 1865-1868

Reading: text, pp. 259-281  
course pack

Th. Nov. 28. **No Class.** Thanksgiving

Tues. Dec. 3. Experimenting with Freedom, 1868-1877

Reading: text, pp. 285-302  
course pack

Th. Dec. 5. **2<sup>nd</sup> short paper due.** Debating Slavery’s Legacies: The Issue of Reparations and Modern Slavery in Africa

Reading: course pack

Final Exam: Th. Dec. 12. 3:30-6:30. No exam, but **research paper due.** You are highly encouraged, however, to complete it earlier than this date.