

Syllabus: History 502

African American History: Selected Topics to 1865

Professor Schweninger

This course is an examination of the African American experience from its beginning in Africa, through the slave trade, slavery in the Caribbean, Central and South America, British North America and the Gulf Coast, and the United States. It will include discussions of slaves and free people of color and the coming of emancipation during the Civil War.

The course will consist of lectures, readings, weekly presentations, a paper, and two examinations. The lectures will be on a topic related to the reading assignment for the week. The required reading, listed under "Schedule of Assignments," will include sections or chapters from John Hope Franklin and Alfred Moss, From Slavery To Freedom: A History of African Americans, eighth edition (New York: McGraw Hill, 2000) [hereafter cited as FSTF] and Peter Kolchin, American Slavery, 1619-1877 (New York: Hill and Wang, 1993) [AS]. Also on the "Schedule of Assignments" are additional topics which may be covered in lectures or class discussions.

Besides the required reading, each undergraduate student should read at least one article, essay, or book-chapter per week on the week's topic; each graduate student should read two. You should begin the course by perusing the assigned sections or chapters in FSTF and AS, and then refer to the bibliographical sections at the end of the volumes to find an appropriate article or essay. For example, during week fourth week we will examine the African Slave Trade. After reading Chapter 3 in FSTF, you should turn to the bibliographical reference section (pp. 643-45). You might wish to read a group of documents in Elizabeth Donnan's Documents Illustrative of the History of the Slave Trade to America, or a chapter from Daniel Mannix's Black Cargoes, or the article by J. F. Rippey on "The Negro and Spanish Pioneers in the New World," in Journal of Negro History. The 7th and 8th floor of the stacks in the library houses material on our subject.

You may also wish to search websites for relevant readings. Your website research should include only articles from scholarly journals, chapters from books, or at least twenty pages of primary sources (see below for a few addresses). You also may purchase Donald R. Wright's African Americans in the Early Republic, 1789-1831 (Arlington Heights, Illinois: Harlan Davidson, 1993) and use it for additional readings; or read chapters from John Hope Franklin and Loren Schweninger, Runaway Slaves: Rebels on the Plantation (New York: Oxford Press, 1999), which can be found at http://www.netlibrary.com/ebook_info.asp?product_id=53406; or

read a group of five petitions from Loren Schweninger, ed., The Southern Debate over Slavery: Petitions To Southern Legislatures, 1778-1864 (Urbana: Illinois Press, 2001), which can be found at

<http://www.press.uiillinois.edu/epub/books/schweninger>. During each class session time will be set aside for general discussion, questions, and a brief presentation (four or five minutes) by students on their outside reading. At the class session on 25 April you should turn in a bibliography of the material that you read during the semester. It should include the week number, topic for the week, and the citation for the article, essay, or book chapter read. For example:

Tenth Week: The South's Peculiar Institution
Kenneth Stamp, The Peculiar Institution: Slavery in the Ante-Bellum South (New York: Vintage Books, 1956), chapter 4.

You may write your paper on any topic dealing with the subject matter of the course. For example, you might wish to write about slave resistance: What constituted resistance? Did it vary in different parts of the Americas? During different time periods? What were the results? Direct quotations should be foot- or end-noted, and the paper should include a bibliography (for questions on style see Mary Lynn Rampolla, A Pocket Guide to Writing History, 4th edition [Boston and New York: Bedford/St. Martin's, 2004]). Undergraduates should write a five- to seven-page research paper; graduate students should write a fifteen- to twenty-page research paper. Both should include a summary of secondary sources as well as the use primary sources. At the class session during the fifth week, each student be ready to hand in a brief bibliography and one-page proposal for the paper. A clean, typed copy of the paper should be handed in on Monday, April 25, 2005; late papers will be accepted only in extreme circumstances.

During the semester there will be two examinations, combining essay and objective questions. The first will be given at midterm, on Monday, February 28, 2005; the final exam will be given on the final day of class during the semester. Makeups will be given only in emergency situations.

For both undergraduate and graduate students your class participation and talks to the class (they should be extemporaneous but you may refer to an outline), combined with your bibliography and paper, will constitute one-third of your final grade; the midterm and final examination will each count one-third. Attendance is required and more than one missed class could result in a lower grade. Your paper will not be returned so please make a copy for your files. My office hours in 240 McIver are one hour before this class meets and by appointment.

Schedule of Assignments

First Week

Monday, January 10 Housekeeping matters

Lecture: Historians and African-American History

- George W. Williams; Carter G. Woodson; W. E. B. DuBois
- Difficulties facing students of African American History
- Secondary and Primary Sources

Topic: Historians and the Study of Slavery

- Ulrich B. Phillips, American Negro Slavery
- Kenneth Stampp, The Peculiar Institution
- John Blassingame, The Slave Community

Reading Assignment: Peruse "Bibliographical Notes" in FSTF and "Bibliographical Essay" in AS for semester's selected readings

Second Week

Monday, January 17: no class, Dr. Martin Luther King, Jr. Holiday

Third Week

Monday, January 24

Lecture: Civilizations of Africa

- Ghana, Mali, Songhai
- East and South Africa: the Bantu Peoples
- West African Forest Kingdoms

Topic: West Africa Before the Coming of Europeans

- Religions: concept of time, "living dead," Islam
- Ethnic groups: Yoruba, Ashanti, Akan
- Kinship groups and Extended Family

Reading Assignment: Chapters 1, 2, FSTF

Fourth Week

Monday, January 31

Lecture: The African Slave Trade

- The *Diligent*: king Agaja of Dahomey, cowry shells
- Robert Durand, Whyudah, Martinique
- The Beginning of the Slave Trade

Reading Assignment: peruse visual website

<http://hitchcock.itc.virginia.edu/Slavery/>

Topic: The African Slave Trade, Part II

- The Asiento; Christopher Columbus
- Why did the trade flourish for so long?
- The Middle Passage; Olaudah Equiano

Reading Assignment: "Boarding the Slave Ship," "The Middle Passage," in The Interesting Narrative of the Life of Olaudah Equiano, online at <http://www.brycchancarey.com/equiano/> Chapter 3, FSTF

Fifth Week

Monday, February 7

Lecture: Africans in the Caribbean and Mainland Latin America

- Barbados; absentee landlords; sugar production
- Negro, mulatto, sambo, quadroon, mustee
- Breeding, brutality, punishments
- Runaways, maroons, revolts, Toussaint Louverture

Topic: Black Servitude in the Carolinas

- Cultivation of rice; growth of black population; immunities

- Fishing, healing, herding, corn and fruits from Africa

Reading Assignment: Chapter 4, ESTF

Sixth Week

Monday, February 14

Lecture: Blacks in Colonial Virginia

- population growth; Robert Councillor Carter;
 - "outlandish Negroes", "new Negroes", "American Negroes"
 - runaways; conspiracy to revolt; George, Jack Bowler, Gabriel
- Topic: Slavery in New England and the Middle Colonies
- Rum and the triangular trade; buying and selling slaves
 - occupational variety; John and Samuel Adams oppose slavery
 - Slave laws; legal rights of slaves
 - Reasons for "humane" or "mild" form of human bondage

Reading Assignment: Chapter 2, AS

Seventh Week

Monday: February 21

Lecture: The American Revolution: video "Revolution" (Africans in America, Part 1), 90 minutes (first half)

Topic: Blacks and the American Revolution

- The Boston Massacre; Lord Dunmore's decree
- The Rights of Man; Prominent African Americans
- Blacks in the Continental Army
- Legacy of the American Revolution

Reading Assignment: Chapter 5, FSTF; Chapter 3, AS

Eighth Week

Monday, February 28 mid-term examination

Ninth Week

Monday March 14

Lecture: Blacks in the New Republic

- The Conservative Reaction
- The Cotton Gin
- Closing the African Slave Trade; John Carruthers Stanly

Topic: The Emergence of the Cotton Kingdom

- What were the causes?
- Migration of small slave owners
- What were the results? The sale of Jane

Topic: The Domestic Slave Trade

- Hope Slatter, Austin Woolfolk, Franklin & Armfield
- E. A. Andrews, Slavery and the Domestic Slave Trade (1836)
- Impact of the Trade on the African American Family
- "Breeding slaves," Buying and Selling, Slaves as Property

Reading Assignment: Chapters 6 and 7, FSTF

Tenth Week

Monday, March 21

Lecture: The South's Peculiar Institution

- myths and realities
- seven generalizations about slavery in the South
- How did slave owners justify owning other human beings

Topic: A Life in Bondage: the Story of Sally Thomas

- From Charlottesville to Nashville
- A Self-hired Slave and Her Children

•The Quest for Freedom

Reading Assignment: Chapter 8, FSTF

Eleventh Week no class, Spring Break

Twelfth Week

Monday, March 28

Lecture: The Organization of Slaves

- Overseers, Plantation Managers, Slave Driver
- Gang system, task system, half-hands, full-hands
- Women and the slave regime

Topic: Plantation Rules

- work and after hours
- holiday festivities, slaves' owning property
- punishments; two antebellum plantations'

Topic: Slavery and the Law

- Slaves as Property and as People
- Defining who was a "Negro"
- Property, marriage, movement, education, manumission
- The Vass Slaves

Reading Assignment: Chapter 4, AS

Thirteenth Week

Monday, April 4

Lecture: Slaves' Reaction to Bondage: Part I, Runaways (video)

- Reasons for Running Away
- Where to go?
- The fate of runaways

Topic: Slaves' Reaction to Bondage: Part II, Conspiracies and Revolts

- Gabriel, Denmark Vesey, Nat Turner
- Conspiracies and Outlying Slaves
- Fears among Slaveholders

Reading Assignment: Chapter 5, AS

Fourteenth Week

Monday, April 11

Lecture: Free Blacks in the South

- How did slaves obtain their freedom?
- How did hiring and self-hire play a role?
- What was the demographic profile of free blacks?
- Economic Considerations
- Social and Political Considerations
- Free Blacks and the Law; Free Black Slave Owners

Free Blacks in the North

"Safe Harbor: The Underground Railroad" video

Reading Assignment: Chapter 9, FSTF

Fifteenth Week

Monday, April 18

Lecture: Pan Africanism and Colonization

- Paul Cuffe, Sierra Leone
- Daniel Coker, Liberia
- Edward Wilmot Blyden; Peyton Skipwith to John Coker

Topic: The Sectional Conflict

- Early Differences; the Missouri Compromise
- South Carolina and Nullification

- David Walker's Appeal, Garrison's The Liberator, Nat Turner
- The South Defends Itself with Pro-Slavery stance
- Slavery in the Territories and the Crisis over California
- Uncle Tom's Cabin, Dred Scott, John Brown

Reading Assignment: Chapter 10, FSTF

Sixteenth Week

Monday, April 25 (papers and bibliographies due)

Lecture: The Election of Abraham Lincoln

- Lincoln-Douglas Debates; A House Divided Cannot Stand
- Southern Fire Eaters
- South Carolina Secedes; the beginning of war

Topic: Freedom During the Civil War

- Emancipation Proclamation
- Gertrude Thomas Plantation in Georgia
- "A People on the Move"; Jordon Anderson to P. H. Anderson

Topic: The Meaning of Freedom

- "To belong to ourselves"; earning a living;
- search for families
- new relations with whites; the color line;
- violence and the organization of the KKK

Reading Assignment: Chapter 11, FSTF

Seventeenth Week

Monday: May 2 Final Examination

Important Website Addresses

http://library.uncg.edu/slavery_petitions

<http://docsouth.unc.edu>

<http://www.utoronto.ca/museum/reviews/2001/Shiralee/Hudson.html>

<http://www.press.uillinois.edu/s01/schweninger.html>

<http://139.140.12.20:8080/flighttofreedom/live/intro.shtml>

<http://hitchcock.itc.virginia.edu/Slavery/>

<http://memory.loc.gov/ammem/sthtml/sthome.html>

<http://jackson.uncg.edu/cgi/gopsaah.pl>

Selected Bibliography: Slavery in America

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New York: International Publishers, 1983.

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J. H. Furst Co., 1931.

Berlin, Ira. Many Thousands Gone: The First Two Centuries
Of Slavery in North America. Cambridge: Harvard

University Press, 1998.

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- Gara, Larry. The Liberty Line: The Legend of the Underground Railroad. Lexington, Kentucky: University of Kentucky Press, 1961.
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- Hahn, Steven. A Nation Under Our Feet: Black Political Struggles in the Rural South From Slavery to the Great Migration. Cambridge: Harvard University Press, 2003.
- Johnson, Walter. Soul by Soul: Life inside the Antebellum Slave Market. Cambridge: Harvard Press, 1999.
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- Joyner, Charles. Down By the Riverside: A South Carolina Slave Community. Urbana: University of Illinois Press, 1984.
- Litwack, Leon F. Been in the Storm So Long: The Aftermath of Slavery. New York: Alfred A. Knopf, 1979.

- McMillen, Sally G. Southern Women: Black and White in the Old South. Arlington Heights, Illinois: Harlan Davidson, Inc., 1992.
- Malone, Ann Patton. Sweet Chariot: Slave Family and Household Structure in Nineteenth-Century Louisiana. Chapel Hill: University of North Carolina Press, 1992.
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