Introduction to African American History, Part I: Beginnings to Civil War and Reconstruction

History 250
Winter 2012
Mon/Wed 4-5:20 pm

Instructor: Dr. Melissa Stuckey
128 Chiles Hall

Contact information:
mstuckey@uoregon.edu
Office: 323 McKenzie Hall
Office Hours:
M/W 2:00-3:00PM
or by appointment

GTFs: Andrew King
aking1@uoregon.edu
Nathan Jessen
jessen@uoregon.edu

Course Description
This course surveys the history of African people and their descendants in the U.S. from the Trans-Atlantic slave trade through the end of Reconstruction. Topics include slave trade, middle passage, life in plantation south, culture, family structure and resistance, and the experience of free blacks, North and South. We will read the work of historians and primary documents from the periods of study. We will focus, in particular, on black identity in slavery and freedom. We will debate the influence of Africa on African Americans, the importance of slave resistance and the meanings of freedom.

Course Objectives
To learn the history of black Americans during this period;

To debate issues based on evidence (primary and secondary sources);

To improve writing skills;

To think critically about identity and “community.”

General method of instruction
Lectures and discussions.

Recommended preparation
Willingness to read carefully, to discuss earnestly, and write and revise.
Class assignments and grading
This class is a combination of lecture and discussion. Lectures will provide background, while readings and discussions will focus on details and debates; discussions (based on readings) will be held in discussion sections. Students will be graded on their participation, reading responses, discussion, three exams and a final project.

GTFs and Discussion Sections
Discussion sections will be run by Graduate Teaching Fellows Andrew King and Nathan Jessen. They are part of my teaching team and responsible for grading all written work, exams, papers, and class participation. Your GTFs and I will work together to ensure fair grading across all of the sections. They are your first point of contact with any and all questions related to discussion sections and grades. Learn your GTF’s name and stay in communication with him during the term.

Course Requirements and Grading
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<thead>
<tr>
<th>Class Participation 15%</th>
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<tbody>
<tr>
<td>Test 1 10%</td>
<td>January 30</td>
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<tr>
<td>Test 2 15%</td>
<td>February 20</td>
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<tr>
<td>Test 3 25%</td>
<td>March 22</td>
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<tr>
<td>Digital Historical Narrative Project 35%</td>
<td>March 19</td>
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<tr>
<td>--Digital Historical Narrative burned on a CD (65 points)</td>
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<tr>
<td>--Two page historical synopsis of topic (15 points)</td>
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<tr>
<td>--Annotated bibliography (10 points)</td>
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<tr>
<td>--Script used in the DHN (10 points)</td>
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Readings
Required Texts
--Quintard Taylor, Jr., *From Timbuktu to Katrina: Readings in African-American History, Vol. 1*

All readings will also be available on reserve in the library.

Class Participation Discussion sections work best when everyone thoughtfully prepares for them and participates. I expect each of you to contribute to the learning community of your discussion section. Class participation will be graded on the following criteria: attendance, preparation (i.e. reading and taking notes), handing in writing assignments, random checking of reading notes, and possible pop quizzes.
**Note Taking** You are required take notes on the lectures and readings. These notes must be kept in a bound notebook or three-ring binder which you are required to bring to every class meeting. Laptop users must sit in the first row and must use their computers only for taking notes. Using your laptop in class is a privilege and will be taken away if abused. Your GTFs will monitor laptop (and other technology) use in the classroom.

**Final Project**

**Digital Historical Narrative** A digital historical narrative is a primary source based research project that will require you to delve further into a topic or issue discussed in lecture, section, and/or the readings. Using readily available movie maker software you will create a documentary style historical narrative based on a script written by you. Your narrative will include photographs and other images, music, and a narrative voice over (in your voice!). This project will give you an opportunity to engage with history in an active and creative manner, to develop and put into practice analytical tools, and to clearly and effectively communicate ideas. In addition to the polished digital historical narrative you will hand in, your written script, a two page historical analysis of your chosen topic, and an annotated bibliography. You will receive additional instruction on all aspects of this project during the term.

**Class Rules and Policies**

**Attendance** It is important that you attend every class session, both lectures and discussion sections. Attendance will be taken in sections and if necessary in lecture and will be factored into your participation grade.

**Email** All email communications will be sent to your University of Oregon email address. Please use only your university email address when contacting me. I will not respond the messages sent via commercial email accounts (i.e. Gmail or Yahoo). Important: Your GTF is your first point of contact for all questions related to discussion sections and grades.

**Late work** Late work will not be accepted.

**Assignments** All assignments must be typed, double spaced, and in Times New Roman font, with standard margins.

**Academic Integrity** Unless otherwise specified, all assignments, presentations, and examinations are to be completed independently.
Plagiarism is using others’ ideas and/or words without clearly acknowledging the source of that information. Plagiarism with result in failure of the course and will be reported. Please ASK if you have any questions.

Classroom Decorum In this classroom people and ideas are respected. Interrupting and other outbursts will not be tolerated. Please put turn your cell phones off prior to the start of class. Absolutely no internet surfing, text messaging, Tweeting, Facebooking, Myspacing, Friendstering, iChatting, G Chatting, Skyping, Instant Messaging, or use of any other form of social media is allowed. Those using computers to take notes must sit in the first row of the lecture hall. The recording of lectures is not without demonstrated medical need. There is to be no eating in class, however beverages are acceptable.

Disability Statement The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability related barriers to your participation, please notify me as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu.

This syllabus is subject to modification with notice as necessary.

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Week 1
Africa
January 9  Course Introduction, Ancestral Africa
January 11  Finding new lands and labor; trading in slaves

Required Readings
Text Book: *The Struggle for Freedom*, Chapter 1
Primary Source Reader: *From Timbuktu to Katrina*, Chapter 1, pp.1-5

Week 2
Africans in the Atlantic World (1492-1800)
January 16  No Class, Martin Luther King, Jr. Holiday
January 18  Middle Passage; slavery in the Caribbean and Latin America

Required Readings
Text Book: *The Struggle for Freedom*, Chapter 2
Primary Source Reader: *From Timbuktu to Katrina*, Chapter 1, pp.5-12 and Chapter 2, pp.13-14
Week 3  Establishing North American Slavery (1520s to 1720s)
January 23  Early settlements and ambiguous status
January 25  Codification of Slavery

Required Readings
Text Book: The Struggle for Freedom, Chapter 3
Primary Source Reader: From Timbuktu to Katrina, pp.15-17

Week 4  Eighteenth-Century Slave Societies (1700-1780s)
January 30  In class test 1
February 1  Slavery in New England and the Mid Atlantic

Required Readings
Text Book: The Struggle for Freedom, Chapter 4
Primary Source Reader: From Timbuktu to Katrina, Chapter 2, pages 17-23 and 38-39

Week 5  African Americans and the Struggle for Independence (1763-1787)
February 6  Slavery in the Upper and Lower South, Florida, and Louisiana
February 8  The Paradox of Slavery and Freedom during the American Revolution

Required Readings
Text Book: The Struggle for Freedom, Chapter 5
Primary Source Reader: From Timbuktu to Katrina, Chapter 3, pages 25-38 and 44
Week 6  Slavery in the Early Republic (1790-1830)
February 13  Building communities in the early Republic
February 15  The Domestic Slave Trade

**Required Readings**
Text Book: *The Struggle for Freedom*, Chapter 6
Primary Source Reader: *From Timbuktu to Katrina* Chapter 3, pages 39-43 and 45-47

Week 7  Life in the Cotton Kingdom
February 20  In class test 2
February 22  Slave life in the Antebellum South

**Required Readings**
Text Book: *The Struggle for Freedom*, Chapter 7
Primary Source Reader: *From Timbuktu to Katrina*, Chapter 4, all

Week 8  Opposition to Slavery
February 27  Free blacks in Antebellum America
February 29  Abolitionism in Black and White

**Required Readings**
Text Book: *The Struggle for Freedom*, Chapter 8
Primary Source Reader: *From Timbuktu to Katrina*, Chapter 5, all

**Final Project Assignment:** Draft of annotated bibliography of primary and secondary sources to be used in your digital historical narrative due in discussion section.
Week 9  Civil War
March 5  The Path to the Civil War
March 7  African Americans and the Civil War

Required Readings
Text Book: *The Struggle for Freedom*, Chapter 9
Primary Source Reader: *From Timbuktu to Katrina*, Chapter 6, all

Final Project Assignment: Draft of two page historical synopsis of your chosen topic due in discussion section.

Week 10  Reconstruction
March 12  African Americans and the Civil War
March 14  African Americans and the Civil War cont. and the Promise Reconstruction

Required Readings
Text Book: *The Struggle for Freedom*, Chapter 10
Primary Source Reader: *From Timbuktu to Katrina*, Chapter 7, all

Final Project Assignment: Draft of script to be used in digital historical narrative due in discussion section.

Exam Week
Final Project due to GTF on Monday, March 19, 2012, 3:15 PM

In class test 3 on exam day, Thursday, March 22, 2012, 3:15 PM