AFRICAN AMERICAN HISTORY 1619-1877

HIST 250
CRN 22690
Winter 2010
Professor R. Sullivan

This course surveys the history of African Americans from 1619 to the end of Reconstruction in 1877. It begins with an exploration of the African and global context for the enslavement and transport of people to North America. It then traces the complex involvement between Africans, Europeans and the native people of this continent during the colonial period and explores how Africans achieved a variety of lifestyles and statuses. The evolution of “slave” status and how this became attached to “race” is explored as well as the gradual emergence of an African American culture in North America. The participation of African Americans in the Revolutionary War, the spread of freedom in the North, and the spread of slavery in the South in the post-revolutionary period are also covered. The course also addresses the growth of free black communities in the North and the evolution of a distinctive African American culture in the slave South during the antebellum period. The course ends with discussion of the African American impulse to move West, African American participation in the Civil War, and the rise and fall of Reconstruction.

GRADUATE TEACHING FELLOWS: Carrie Adkins, Martha Gregor & Donald Stevens

LECTURES: Tuesdays & Thursdays, 10:00-11:20 am, 129 McKenzie

DISCUSSION SECTIONS: Thursdays @ 3:00 pm, Fridays @ 1:00 pm or Fridays at 2:00 pm

INFORMATION ON CONTACTING DR. SULLIVAN:

Office Hours: Thursdays, 11:30-12:30, or by appt., gladly given.
Office: 362 McKenzie
Office phone: (541) 346-5907
Email: reginas@uoregon.edu

INFORMATION ON DISCUSSION SECTIONS (record the information for your GTF and section below):

Day & Time:
Place:
Your GTF:

GTF email: Carrie Adkins: cadkins@uoregon.edu
Martha Gregor: gregor@uoregon.edu
Donald Stevens: donalds@uoregon.edu

Office Location & Phone: Adkins: 340L McKenzie Phone ext.: 4818
Gregor: 340P McKenzie Phone ext.: 5908
Stevens: 340P McKenzie Phone ext.: 5908

Office Hours: Adkins:
Gregor:
Stevens:

REQUIRED READINGS:

The main textbook for this class is Clayborne Carson et al., The Struggle For Freedom: A History of African Americans, Volume 1, To 1877 (concise version). Packaged with this textbook is a set of primary documents, compiled by Roy E. Finkenbine, Sources of the African American Past, 2nd Ed. These textbooks are available for purchase at the bookstore and copies have been placed on reserve in the library. (If you choose to buy these texts from another outlet, please note that they are more expensive when not packaged together.)
The Rampolla textbook provides essential information about writing in the discipline of history. Writing well is foundational to the study and practice of history. Students would not expect to enter a chemistry or physics class without the mathematics skills necessary to succeed. So it is with history. Learning to express your ideas clearly and to make a sustained argument is a critical part of a university education. This is what you will be practicing and learning in this course. Thus always read these assignments carefully and rely Rampolla’s rules and advice to improve your writing style. You will be held accountable for this information and expected to conform to the conventions of historical writing.

We will also occasionally have readings that I will post on Blackboard as well as place on library reserve. These are noted in the syllabus.

Please note: If students choose not to purchase the textbooks, they are still responsible for bringing copies of the readings to discussion sections when assigned. Copies of all the textbooks are on reserve in the library. We will be working with these readings in sections and it is important for each student to have her or his own copy. Students who regularly do not bring copies of the readings to section will face a deduction from their participation grade.

**STUDENT RESPONSIBILITIES:**

For most of the term, you can expect to attend two lectures (on Tuesdays and Thursdays) and a discussion section (which will meet on Thursdays or Fridays).

The textbook provides the basic background reading—the facts that are the foundation of history. I chose this particular text because it is well-written and concise. I find it to be an engaging text, and I think you will as well. Reading a textbook, however, is always hard work. If you find reading and remembering material challenging, you may want to visit the Academic Learning Center (see p. 8). They provide workshops and one-on-one tutoring on how to read textbooks effectively. Assignments are listed below. In lecture and discussions and on quizzes and exams, you will be held responsible for the basic knowledge that you can derive only from reading Carson’s text. Please do not fall behind in textbook reading.

Course lectures underscore the main themes of this class—the interpretations that build on the facts of history. You are expected to attend lectures. Please arrive on time as I will begin promptly. You may not tape lectures or use computers in class. If you complete the assigned readings before class, you will be able to follow the lectures more easily. Students are expected to take notes during lecture and participate in all activities during class meetings.

Discussion sections are scheduled before our Friday lecture meetings. Before each section you are required to complete a reading assignment, usually from the Finkenbine textbook, Rampolla textbook or from materials posted on Blackboard. You will be asked to respond to the primary source readings with a short writing assignment. Students will have the opportunity to write eight Response Papers but are required to write only five. Students may drop their three lowest grades or skip writing three papers. (Please note that if you choose not to purchase the Rampolla text, you are still responsible for completing these reading assignments.)

**HONORABLE AND COURTEOUS BEHAVIOR:**

In a large lecture class, such as this, good manners are especially important.

- **Courtesy during class:** It is disruptive to arrive late or to leave early. If you know that you must leave early, explain the situation in advance to me or to your GTF. If you must leave early, please do so quietly. If you happen to arrive late, be respectful and quietly take the nearest seat.

  Excessive talking or other disruptive behavior during lecture cannot be tolerated as it impacts my ability to teach and students’ ability to learn. If you are disruptive, you may be asked to leave the classroom and may be referred to the Office of Student Conduct.

  All electronic devices must be turned off for the duration of class. You may not use cell phones, computers or any other electronic device during class meetings. If you do not follow these guidelines, you may be asked to leave the lecture hall and may be referred to the Office of Student Conduct.
• **Courtesy in dealing with your instructors:** The GTFs and I are eager to help you succeed in this course. Each week you will have opportunities in class and during our office hours to consult us. We are also available by appointment if you cannot make our office hours. The quickest way to reach us is via email. If you have an emergency, leave a message on my office phone or send an email.

• **Courtesy in debate:** Disagreement is an important part of intellectual discussion and debating issues is critical to a university education. Therefore, you should expect to disagree with the ideas or opinions of your fellow students when you meet in discussion sections. Please always disagree in a respectful manner and treat others as you would expect to be treated.

**ACADEMIC DISHONESTY:**

Academic dishonesty of any type—plagiarism, fabrication or cheating—will not be tolerated in this course. The university’s policy on academic dishonesty, taken from the Student Handbook, is as follows:

“**Policy on Academic Dishonesty**

Members of the university community are expected to be honest and forthright in their academic endeavors. To falsify the results of one’s research, to present the words, ideas, data, or work of another as one’s own, or to cheat on an examination corrupts the essential process by which knowledge is advanced.

It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the Director of Student Conduct and Community Standards in the Office of Student Life (346-1141). It is contrary to university policy for an instructor to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination, or other course work as a sanction for suspected academic dishonesty in lieu of following the procedures on academic dishonesty under the university’s Student Conduct Code (OAR 571-21-068). Such an independent action violates the student’s guaranteed legal right to due process and leaves the instructor vulnerable to a student grievance, an off-campus civil suit, and possible disciplinary action by the university.

Similarly, students are prohibited from proposing or entering into an arrangement with an instructor to receive a grade of "F" or any reduced grade in a course or on an academic exercise in lieu of being charged with academic dishonesty under the code.

It is also a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114) or to falsify the authorship of a work product (ORS 165.037)”

**Course Requirements:**

• **Attendance & Class Participation:** 10% of final grade

  Students may miss three classes without impacting their course grade. If you miss more than three meetings, your grade will be affected. **If you miss six or more classes, you will not pass this course.** Attendance will be taken during lecture and at section meetings. In class meetings you will be expected to participate in all activities, including in-class writing assignments, small group work, and discussions. While this in-class work may not be graded, it will reveal if students have been keeping up with reading assignments and listening actively in lecture. Thus these in-class assignments will impact your final course participation grade. Students who disrupt classroom activities or refuse to participate may be asked to leave and will not receive credit for attendance or participation.

• **Response Papers:** 30% of final grade

  Each week, before attending discussion section, you will complete a reading assignment and respond to a question about the readings provided in the syllabus. You may write only five Response Papers or you may write eight and drop your three lowest grades. These papers are short, 300 words minimum to 600 words maximum, and will be graded on a twenty-point scale. They should be typed, double-spaced and handed in at the beginning of section. **If you do not attend section, you may not submit a paper unless you have a documented excuse for the absence. In other words, you may not turn in paper unless you attend your section meeting.** Five papers are required.

• **Exams:** 60% (Midterm Exam, 30%; Final Exam, 30%) of final grade

  You will take a Midterm and a Final Exam. The exams will cover all assigned course materials. The exams will contain identification questions and an essay. Three possible essay questions will be distributed before the exam, and the exam essay question will be chosen from these three on the day of the exam. The Final Exam will not be cumulative.
Course Credit & Make-up Policy:

Credit for this course will be earned only as stated above. No provisions for extra credit will be offered. On occasion, circumstances may arise which cause you to need to take a make-up exam or turn in a late assignment. To be eligible for special consideration, you must contact me or your Graduate Teaching Fellow before the day of the exam or due date of the assignment and explain your circumstances. The reasons should be limited to personal illness or family crises, both of which must be documented. Do not expect that you will be given the opportunity to make-up an exam or an assignment if you do not discuss your circumstances with me or your GTF well before an assignment is due.

Course Schedule

Week One: January 4th-8th

1. Tuesday  
   Course Introduction

2. Thursday  
   Background: The World in 1600 CE: Africa, Europe, & North America  
   Assignment: Carson, ch. 1, pp. 1-24 [24 pgs.]

3. Friday  
   Discussion Sections  
   Assignment: Course syllabus  
   Rampolla, pp. 39-48, the conventions of historical writing [9 pgs.]  
   Rampolla, on word choice and grammar, pp. 58-65 [7 pgs.]  
   Rampolla, pp. 86-93, on plagiarism [7 pgs.]  
   Rampolla, pp. 94-9, on using quotations [5 pgs.]

Week Two: January 11th-15th

1. Tuesday  
   The African Diaspora & the Atlantic World  
   Assignment: Carson, ch. 2, pp. 25-top of 41, 45 [17 pgs.]

2. Thursday  
   Flexible Beginnings: Africans in British North America  
   Assignment: Carson, ch. 3, pp. 46-57 [11 pgs.]

3. Friday  
   Discussion Sections  
   Assignment: Finkenbine, introduction, and excerpts from Smith & Equiano, pp. 1-9; 11-13 [12 pgs.]  
   Rampolla, pp. 6-7, 10-3, on evaluating primary sources [4 pgs.]  
   Rampolla, pp. 20-3, on reading actively and critically [3 pgs.]

   • Response Paper #1: (300-600 words)

   How do the experiences of Equiano and Smith compare? Write a paper in which you describe the similarities and differences and then draw conclusions about their general experience. Use specific examples from the readings to support your conclusions.

Week Three: January 18th-22nd

1. Tuesday  
   Defining Slavery & “Race”  
   Assignment: Carson, ch. 3, pp. 57-68 [11 pgs.]

2. Thursday  
   The African Experience in the Late Colonial Period  
   Assignment: Carson, ch. 4, pp. 69-top of 84, bottom of 86-top of 94 [22 pgs.]
3. Friday  
**DISCUSSION SECTIONS**


- **Response Paper #2: (300-600 words)**

*What did you learn from today’s reading assignment about the relationship between “race” and slave status in British North America? What do these changes reveal about society in British North America?*

### WEEK FOUR: JANUARY 25th-29th

1. **Tuesday**  
**AFRICAN AMERICANS & THE AMERICAN REVOLUTION**

Assignment: Carson, ch. 4, pp. 94-96; ch. 5, pp. 97-107 [12 pgs.]

2. **Thursday**  
**POST-REVOLUTIONARY AMERICA: FREEDOM SPREADS IN THE NORTH**

Assignment: Carson, ch. 5, pp. 108-16; conclusion, 119-20; ch. 6, pp. 124-33 [18 pgs.]

3. **Friday**  
**DISCUSSION SECTIONS**

Assignment: Finkenbine, introduction, pp. 19-20, excerpts from Grant and King, pp. 22-5. [6 pgs.]

- **Response Paper #3: (300-600 words)**

*Jehu Grant and Boston King fought on differing sides in the Revolutionary War. Why? Did they share similar motivations or concerns? Give examples from the reading to support your conclusions.*

### WEEK FIVE: FEBRUARY 1ST-5TH

1. **Tuesday**  
**POST-REVOLUTIONARY TO THE ANTEBELLUM ERA: SLAVERY SPREADS IN THE SOUTH**

Assignment: Carson, ch. 6, pp. 137-middle of 41; conclusion, 146; ch. 7, pp. bottom of 152- bottom of 156 [10 pgs.]

2. **Thursday**  
**THE ANTEBELLUM PERIOD: ENTRENCHMENT & RESISTANCE IN THE SOUTH**

Assignment: Carson, ch. 7, pp. bottom of 156-73 [17 pgs.]

3. **Friday**  
**DISCUSSION SECTIONS**

Assignment: Finkenbine, ch. 5, pp. 42-60 [18 pgs.]

   Rampolla, pp. 34-8, on taking history exams [4 pgs.]

- **Response Paper #4: (300-600 words)**

*What did you learn about slavery and resistance from these documents? Draw at least two general conclusions about the experience of enslaved people after reading these primary sources? Give examples from the readings and refer to more than one or two documents to support your ideas and conclusions.*
**Week Six**  February 8th-12th

1. **Tuesday**  Midterm Exam
2. **Thursday**  A midterm break: No class meeting.
3. **Friday**  Discussion sections will not meet this week.

**Week Seven**  February 15th-19th

1. **Tuesday**  African Americans in the Reform Era, 1831-1850
   Assignment:  Carson, ch. 8, pp. 174-middle of 194  [20 pgs.]
2. **Thursday**  African Americans in the North and West
   Assignment:  Carson, ch. 8, pp. middle of 194-9; and on Blackboard, Q. Taylor,
   [22 pgs.]
3. **Friday**  Discussion Sections
   • **Response Paper #5:** (300-600 words)
   
   *In this editorial, published in “The Oregonian Statesman,” July 28, 1857, Judge George H. Williams is trying to convince others that Oregon should become a free state. What is the main argument that he uses to make his case? What do you make of Williams’ argument against slavery in Oregon? Does it have particular strengths or weaknesses, in your opinion? Judge Williams is against Oregon becoming a slave state but is he against enslavement as a matter of principle? Is it an effective editorial? In other words, do you think his argument would have persuaded his readers in 1857?*

**Week Eight**  February 22nd-26th

1. **Tuesday**  African Americans in the 1850s
   Assignment:  Carson, ch. 9, pp. 200-middle of 217  [17 pgs.]
2. **Thursday**  The Crisis: Region, Expansion and the Politics of Slavery
   Assignment:  Carson, ch. 9, pp. middle of 217-24  [7 pgs.]
3. **Friday**  Discussion Sections
   Assignment:  On Blackboard, documents on the 1850 Fugitive Slave Act:
   Fugitive Slave Advertisements, description of a fugitive slave trial, description of a fugitive slave rescue; and an article from The Cincinnati Enquirer, dated Jan. 29, 1856.
   • **Response Paper #6:** (300-600 words)
   
   *Imagine that you were the first historian to study these documents. What do you learn about American society and the experience of the enslaved in the 1850s simply from reading these documents? Draw one or two general conclusions after reading the evidence closely. Be sure to support your ideas and conclusions with specific examples from the primary sources.*
Week Nine

March 1st-5th

1. Tuesday
   THE CIVIL WAR
   Assignment:  Carson, ch. 10, pp. 225-middle of 246 [21 pgs.]

2. Thursday
   EMANCIPATION & THE AFTERMATH
   Assignment:  Carson, ch. 10, pp. 246-52 [6 pgs.]

3. Friday
   DISCUSSION SECTIONS
   Assignment:  Finkenbine, ch. 7, pp. 72-82 [10 pgs.]
   • Response Paper #7: (300-600 words)
   Draw at least two conclusion based on the readings about the experience of African Americans during the war. Use examples from the primary sources to support your conclusions.

Week Ten

March 8th-12th

1. Tuesday
   RECONSTRUCTION
   Assignment:  Carson, ch. 11, pp. 253-71 [18 pgs.]

2. Thursday
   THE END OF RECONSTRUCTION, MOVEMENT WEST
   Assignment:  Carson, ch. 11, pp. middle of 275-80 [5 pgs.]

3. Friday
   DISCUSSION SECTIONS
   Assignment:  Finkenbine, ch. 8, pp. 84-94 [10 pgs.]
   • Response Paper #8: (300-600 words)
   These primary sources reflect the experience of African American during Reconstruction. How would you characterize this period for African Americans? Refer to the primary sources to support your conclusion or conclusions

Final Exam

Tuesday, March 16, 2009
8:00 AM

Addendum to Syllabus

• Response Papers

Each week you will read primary sources, either from the Finkenbine textbook or posted on Blackboard. Before beginning the readings, be sure to review the paper assignment in the syllabus. These questions should guide your thinking as you read.

After you have completed the reading, you will write a short response in which you address the questions provided in the syllabus. These papers should be between 300 and 600 words in length. Do not write significantly more or less than this range.

The papers should be typed in a standard 12 pt. font, doubled-spaced and written with attention to the general rules of style, grammar, and spelling. Errors of style, grammar or spelling will result in deductions from the overall grade. Papers with too many errors may be returned rewriting.
These assignments should be handed in at the beginning of each discussion section. Overall, students are required to write **five of the eight assigned papers**. Students may skip writing three papers or drop their three lowest scores at the end of the term. Each paper will be graded on a twenty-point scale. **If you do not attend a discussion section, you lose the opportunity to turn in a paper.** Late papers will not be accepted unless you have a legitimate excuse as per the course policy. See p. 2 of the syllabus.

When writing Response Papers, please take care to **answer the questions that are asked. Do not simply summarize the readings or give us your unfocused thoughts.** Instead, specifically address the questions provided in the syllabus. **If your paper does not address the assigned questions, it will receive a failing grade.**

The purpose of writing Response Papers is to practice the skills of analysis and assessment that historians use in their craft. So you should read the documents closely and **come to your own conclusions** based on the evidence. **Your work should not be shared with classmates as this often leads to plagiarism.** Explain, by referencing the documents, how the primary source evidence supports the conclusion or conclusions that you have drawn. If you ever have questions about the readings or the assigned questions, contact your GTF or Dr. Sullivan. We will be happy to assist you in any way.

**• Citations**

In this class you will not need to use full citations in your written work. In your Response Papers, you should use parenthetical citations. For example, if you want to cite a textbook, you would do so in this way: (Finkenbine, p. 18). If you want to cite a lecture: (Sullivan, lecture, 1/9/08). **This course requires no reading or research outside the assignments listed in this syllabus.** Thus, no other texts should be consulted or cited. Students who use outside sources will be penalized.

**• Examinations**

There will be two exams in this course, a Midterm and a Final. The exams will contain identification questions and an essay. Three possible essay questions will be distributed to students before the exam. The day of the exam, I will select one essay question (from the three possible) for students to address. Students should bring examination booklets to class on the exam days. **The Final Exam will not be cumulative.**

**• Advice**

I have provided a great deal of information in this syllabus. Please read it carefully and keep it with you throughout the term. **All of the assignments are included in this syllabus and you should refer to it often.** **Do not email me or your GTF for assignments.** We will refer you to the syllabus. If you lose your syllabus, you can download a copy from the "course documents" section on Blackboard.

**• Academic Learning Center**

Many students find college-level courses to be challenging. As a result, the university provides significant resources to assist students. The Academic Learning Center provides many wonderful resources to help students succeed. They hold courses and workshops as well as provide one-on-one tutoring on grammar skills, paper writing, test taking, and time management—among others. Have a look at their website for more information: [http://www.uoregon.edu/~als/services/services.html](http://www.uoregon.edu/~als/services/services.html). Additional services are also available for students who are first generation college students or for those eligible for certain types of federal aid. Visit the Academic Learning Center, 68 Prince Lucien Campbell, or call (541) 346-3226.

**• Plagiarism and Its Costs**

Plagiarism is stealing the words, ideas, or thoughts of another person and treating them as your own. Students often plagiarize from books (by using an author’s words without quotation or attribution), but students can also plagiarize from each other. **Plagiarism is a serious offense and, as a result, will bring serious consequences.** (See the Student Handbook for the policy on academic dishonesty at [http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm](http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm). For specific information
regarding plagiarism, see http://libweb.uoregon.edu/guides/plagiarism/students/.) If you have any questions about plagiarism, please refer to the Rampolla textbook or speak with me or your GTF.

**Changing a word or two in a sentence does not suffice to avoid plagiarism.** For example, if you wrote that "It is important to note that changing a word or two in a sentence does not suffice to avoid plagiarism," you would be guilty of that very crime. Don't do this! If you do happen to fall into this error of "petty plagiarism" only a few times, you will be penalized. I will take two points off for each occurrence. After three such occurrences, I will take administrative action.

Here are some more examples of petty plagiarism:

- On page 108, Spielvogel writes: "Alexander is one of the most puzzling great figures in history."
- Petty Plagiarism: "Alexander is seen by historians as a puzzling great figure."
- Petty Plagiarism: "Alexander is one of the most peculiar great figures in history."
- Legitimate rephrasing in your own words: "Alexander is an enigmatic figure."
- Legitimate rephrasing in your own words: "Alexander is hard for historians to understand."

To protect your own work from plagiarism by classmates, **do not provide your written work to any student in this course.** Each term that I have taught I have had to discipline students for plagiarizing from each other, from textbooks or from other sources. To protect your grade and to ensure that you are not referred for university discipline, **DO NOT PLAGIARIZE.**

**Writing Clearly**

You can have the best ideas in the world, but if you cannot present them effectively, you won't get far. This is true in history classes, and it is true in life. If your reader is confused by your writing or distracted by petty errors of spelling or grammar, then you won't get your point across. In other words, to present your ideas effectively, you must write clearly and avoid errors. Learning to write well is a fundamental part of your university education. Remember this as you write papers for this course. Pay attention to grammar. Pay attention to spelling. Pay attention to the structure and rhetoric of your writing. Here is some quick advice:

- Rampolla explains the general conventions of historical writing. If you need guidance, refer to this section, especially pp. pp. 39-58.
- Do not capitalize words randomly or forget basic punctuation rules.
- **Always, always** use the past tense when discussing past events. See Rampolla, pp. 62-3.
- If you aren’t comfortable with the rules regarding comma usage, you may review them here: http://owl.english.purdue.edu/handouts/grammar/g_comma.html.
- Try to avoid run-on sentences, incomplete sentences and awkward sentences. These detract from your work. Short clear sentences are always better than long awkward ones.
- Don’t overuse direct quotations. Use quotations only to illustrate your point. Otherwise, use your words to explain your ideas. This strengthens your argument and allows your voice to come through in your writing. Never string together a series of direct quotations. This is not an acceptable substitute for your own writing. See Rampolla for additional discussion on how to use quotations correctly, pp. 94-9.
• Grading Scale

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After reading this syllabus, please sign below to confirm that you understand the rules and requirements of this course.

I, _________________________________ ________________________________, have read the above syllabus, and I understand the rules and the requirements of this course.