

HIST-AFRA 3563
AFRICAN-AMERICAN HISTORY TO 1865

Instructor: Dexter Gabriel
Office: Wood Hall 233
Office Hours: W 12:00-2PM or by appointment
Email: dexter.gabriel@uconn.edu

HIST 3563.001
Fall 2017
Class Time: TuTh 3:30-4:45PM
Class Meets: Oak 109

Course Description: This course offers a survey of African-American history from 1619 to 1865. We begin with an introduction of societies in West and Central Africa and the origins of the trans-Atlantic Slave Trade. This follows with a history of black people in colonial Spanish, Dutch and English North America, including the transformation from indentured servitude to chattel slavery. We move next to the American Revolution and the history of African-Americans in the early Republic, tracing their struggles in both freedom and bondage in a new nation founded on the paradox of liberty and slavery. We conclude with an examination of antislavery and abolitionism, and the pivotal roles African-Americans will play in the tumultuous social and political era that leads to Civil War and Reconstruction. HIST 3563 combines readings, discussion, visual and audio aids, projects, and writing assignments that emphasize both the travails and triumphs of African-Americans from 1619 to 1865 and endeavors to discover, identify, and cultivate the forces and ideologies that promote democracy, social justice, and a "more perfect union."

Learning Objectives: The primary objective of the course is to provide students an opportunity to familiarize themselves with the early history of African-Americans and the United States. Primary to this is an understanding of African-American history as neither peripheral nor supplemental to American history, but rather enmeshed within the fabric of the broader American experience. Students should endeavor to learn the ways in which the African-American experience was shaped by American history, *and* how that experience shaped American history in turn. This is important information in an increasingly diverse and globalized age, as the African-American experience sheds further light on much of American history and the history of the broader Atlantic world. In addition, the course aims to introduce students to the tools of historical research through the examination of primary source documents and archives. This exposure will assist students in learning how to evaluate evidence, interpret historical patterns and better comprehend important moments in African-American history, and American history in general.

Required Texts:

- White, eds. *Freedom on My Mind: A History of African-Americans With Documents (FOMM)*
- Gates, Jr. ed., *The Classic Slave Narratives (CSN)*

All other **required** readings (images, etc.) will be made available via our Blackboard online learning platform, indicated by (**HUSKYCT**) on the syllabus. You can find them on the site under Course Materials or Course Materials-Videos. Students should bring ALL assigned reading materials to class on the day they are to be discussed.

COURSE REQUIREMENTS

Participation: Class participation will be based on your overall course contribution, completion of work and how prepared you are to engage with the subject matter. You should expect to join in ALL classroom activities and any class discussions. **Attending lectures, paying attention to lessons, visual media AND completing your reading assignments** are thus vital to your ability to participate with your classmates.

Pop Quizzes: There will be quizzes throughout the course. They will usually cover assigned readings. You will have 5 to 10 minutes to complete the quiz. If you arrive after a quiz or leave before a quiz, there are **no make-ups**. If you arrive late and a quiz is already in progress, you will only have the remaining time to complete it. You will be allowed to drop your lowest quiz.

Timeline Project: Students will keep a group Timeline for the course. EACH WEEK (by Sunday) group members will submit four items for the timeline into **HUSKYCT**. The items are up to the group's discretion. The items can be a person or an event within our weekly lessons drawn from your reading assignments. Each item should be completed by a different group member. Each item should consist of at least a paragraph explaining WHAT, WHO, WHEN & WHERE as well as the item's historical significance to the week's theme. You may include images or photographs provided they are properly sourced. At the end of the semester your group will submit a completed overall timeline covering the entirety of the course.

Exams: There will be two exams in this class: a Midterm and a Final. Both will be **in-class exams** consisting of multiple-choice, short answers and essay questions. Exams must be taken at the scheduled times. The Midterm will be on **Oct 17** and the Final Exam on **TBD**. You may request a make-up exam **ONLY** in cases of a **documented** illness or life emergency. Any make-up remains at the discretion of the instructor.

In-Class Assignments: There will be several In-Class Assignments to be completed throughout the course. Students should expect to participate in each of these assignments involving writing, the study of historical documents, documentary reviews, group discussions and/or presentations. There are **NO** make-ups for a missed in-class assignment.

Grading:

Midterm Exam	20%
Final Exam	25%
Pop Quizzes	10%
In-Class Assignments	20%
Timeline Project	20%
Participation	5%

Learning History: Learning history is in great part about reading, analyzing and interpreting materials. It is therefore **imperative** that students read/view/listen to the assigned materials **BEFORE** arriving to class. Coming to class with some familiarity will allow you to better understand, discuss and comprehend the historical moment. You should expect to spend significant time completing the readings, audio or visual materials as they are assigned. Waiting to read/listen/view materials before the arrival of an exam is putting undue stress on yourself and your brain! See **HUSKYCT** for strategies on effective reading and note taking for history.

CLASS AND UNIVERSITY POLICIES:

Electronic Devices: ALL electronic devices should be off and put away during class unless otherwise noted. If you have an emergency, you may step outside for phone use. Take care not to abuse this policy. Laptops are not allowed for use unless deemed necessary by the instructor or necessitated through proper documentation.

Submission of Work: All work is due when it is due. Late work **will not** be accepted except in extraordinary circumstances (with documented evidence) at the discretion of the instructor. Any accepted late work will be penalized at the discretion of the instructor. All work is to be turned in via **HUSKYCT**, unless there is a request for hard/paper copies. If there is some problem with **HUSKYCT** you may turn in your work to me directly via email.

Communication with Instructor: Students should feel free contact the professor through the email provided above. I am also available during my listed office hours or by appointment. As an instructor, I am here to help answer questions regarding the course you may have.

Respectful Exchange of Ideas: In discussing historical topics it is important that students feel comfortable expressing their opinion. Yet it is imperative students refrain from creating a hostile environment. Feel free to speak your mind, but let's also keep our exchanges respectful.

Academic Integrity: UConn has very strong and clear policies regarding academic dishonesty (cheating, plagiarism, etc.). Penalties could include a **Failing grade** in the course, and misconduct is required to be reported to the Academic Integrity Hearing Board. An explanation of what constitutes academic misconduct can be found here: <http://community.uconn.edu/academic-integrity-undergraduate-faq/>

Students with Disabilities: If you are a student with a disability that may impact your course work, please contact the Center for Students with Disabilities: <http://csd.uconn.edu>. CSD will help determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Warning on Subject Matter: The history and topics covered in this class will sometimes be disturbing, including readings, discussions and images of violence and/or abuse. Attempts will be made by the instructor to address these matters with respect and proper decorum. Students are asked to do the same.

Course Schedule

Part I: From Africa to America

Week 1

T Aug 29 Introduction & Welcome

Course Overview and Syllabus

Critical Thinking Questions:

What is history? What kinds of resources and evidence do historians use to construct history? Is history biased? Do all people have histories? Are all histories told? What is the job of historians?

Th Aug 31 Interpreting African-American History

Critical Thinking Questions:

What is African-American History? What stages has African-American history gone through as a field of study? What have been the changing goals of African-American history through time? Why is there a Black (African-American) History Month?

Readings Due:

HUSKYCT Documents: Carter G. Woodson on His Goals for Black History (1922); Mary McLeod Bethune Outlines the Objectives of the Association for the Study of Negro Life and History (1937); Vincent Harding on the Differences Between Negro History and Black History (1971).

Week 2

T Sept 5 Africa, Europe and Exploration

Critical Thinking Questions:

What were the early interactions and perceptions between Europeans and Africans like? What is the history of West and Central Africa? What was slavery like in traditional West and Central Africa? How did European exploration lead to the quest for labor in the Americas? How did this lead to the Transatlantic Slave Trade? Who are the first Africans in the Americas?

Readings Due:

FOMM: Chapter One pp. 3-16

FOMM Visual Source: Black Conquistadors p. 17

HUSKYCT Visual Sources: *Catalan Atlas Showing the King of Mali Holding a Gold Nugget, 1375*; Page from the *Cantigas de Santa Maria*, thirteenth century; Matthias Grünewald, *The Disputation of St. Erasmus and St. Maurice*; Sebastian Münster, *German Map of Africa, 1554*; Willem Janszoon Blaeu, *Dutch Map of Africa, 1644*.

Th Sept 7 The Trans-Atlantic Slave Trade

Critical Thinking Questions:

What was the “business” of slave trading? Why did Africans sell captives as slaves to Europeans? Why did Europeans purchase African captives as slaves? How were slaves captured and confined? How did slave trading impact both African and European societies?

Readings Due:

FOMM: Chapter One pp. 17-27 (stop before Inside the Slave Ship)

HUSKYCT Document: King Afonso I, *Letter to the Portuguese King Joao, 1526*

CSN: Equiano Narrative (31-54)

FIRST TIMELINE PROJECT SUBMISSION DUE SUN. 9/10

Week 3

T Sept 12 The Long Middle Passage

Critical Thinking Questions:

What was the Middle Passage? What was the experience of slaves on the Slave Coast? What was the process of boarding slaves on the slave ship? What were the experiences of the enslaved on the slave ships? What hardships and dangers did women face on the slave ship?

Readings Due:

FOMM: Chapter One pp. 27-33

FOMM Documents: Equiano, *The Interesting Narrative*; James Barbot Jr., *General Observations on the Management of Slaves*, 1700

HUSKYCT Visual Sources: *The Plan of the Brookes*, 1790s; *Captain Kimber's Treatment of a young Negro girl of 15 for her virjen modest*, 1792; *The Zong Massacre*, 1783; *Revolt on a French Slaver*, 1790s

Th Sept 14 African Slavery in North America

Critical Thinking Questions:

How was slavery and freedom complicated for black people in early English North America? How was slavery and freedom different in the Chesapeake, the Carolinas and New England? What was "Half-Freedom" in New Netherlands? How did slavery become legalized over time in colonies like Virginia? Who was Anthony Johnson and how does his life illustrate the formation of slave societies in English North America? What does William Byrd's Diary tell us about slavery?

Readings Due:

FOMM: Chapter Two pp. 48-57, 61-70

FOMM Document: *The Codification of Slavery and Race in Seventeenth-Century Virginia*, 1630-1680.

HUSKYCT Links: William Byrd's Diary- *Africans in America*; African-American Burial Ground NY

HUSKYCT Video: *Africans in America- The Terrible Transformation*: first 30 minutes

Week 4

T Sept 19 Frontiers and Forced Labor

Critical Thinking Questions:

What was slavery and black life like in South Carolina? Why was slavery in South Carolina especially harsh? What was the system of slavery and freedom like in French Louisiana? What was Fort Mose? How did a free black society arise in Spanish Florida (Fort Mose)? Describe the Stono Rebellion and its aftermath. What was the New York Slave Plot of 1741 and its aftermath?

Readings Due:

FOMM: Chapter Two pp. 57-60, 70-77

FOMM Document: *The South Carolina Slave Code*, 1740

HUSKYCT Links: Memories of Fort Mose

HUSKYCT Video: *Africans in America- The Terrible Transformation*: 54:00-1:26

Th Sept 21 African-Americans in the Late Eighteenth Century

Critical Thinking Questions:

What was life like for both free and enslaved blacks across the English colonies? How was African-American culture shaped during this period? What was Negro Election Day? What was the impact of the Great Awakening on both free and enslaved blacks in the colonies? How is African-American culture

changing and developing during this time? Who was Venture Smith? Compare and contrast his life with a young George Washington.

Readings Due:

FOMM: Chapter Three pp. 91-100

FOMM Visual Source: The Creation of an African-American Culture p. 95; Haidt, *The First Fruits*, 1747 p. 100

HUSKYCT Link: *Venture Smith, from Slavery to Freedom*- ConnecticutHistory.org

HUSKYCT Video: *Africans in America- Revolution*: first 28 minutes.

Part II: The Age of Revolution to the Early Republic

Week 5

T Sept 26 The American Revolution I

Critical Thinking Questions:

How did blacks, both enslaved and free, react to the revolutionary rhetoric of the day? What role did the issue of slaves and slavery play in the rhetoric of liberty? What was the “American Paradox?” What role did black people play in the tumultuous revolutionary activities in cities and harbors like Boston? How did both free and enslaved black people attempt to use the rhetoric of liberty to their advantage? What were freedom suits? What role did free and enslaved blacks play in the Revolution itself?

Readings Due:

FOMM: Chapter Three pp. 101-108

FOMM Documents: Phillis Wheatley, *A Poem to the Earl of Dartmouth*, 1772; Lemuel Haynes, *Liberty Further Extended*, 1776

HUSKYCT Link: Petition of 1779 by slaves of Fairfield County

FOMM Visual Sources: Paul Revere, *The Bloody Massacre*, p. 106; *African-Americans in the Revolution*, p. 107; *Soldiers in Uniform*, pp. 124-125

Th Sept 28 The American Revolution II

Critical Thinking Questions:

What was Lord Dunmore’s Proclamation? Why did some black people flee to the British during the Revolution? Who were the “Black Loyalists?” Who was Colonel Tye? What was the eventual outcome and fate of Black Loyalists following the war?

Readings Due:

FOMM: Chapter Three pp. 108-120

HUSKYCT Link: Lord Dunmore’s Proclamation, 1775

FOMM Documents: *Boston King: Memoirs of a Black Loyalist*, 1798

FOMM Visual Sources: *The Death of Major Pierson, 1782-1784* pp. 126-127

[In Class Group Assignment- Choosing Sides in the American Revolution](#)

Week 6

T Oct 3 Black Life in the Early Republic I

Critical Thinking Questions:

What was the status of slavery in the early republic? How did cotton begin to create a slave empire in the South? What was life like for free and enslaved blacks in the urban South? How did the Haitian Revolution influence American slavery? What was Gabriel’s Rebellion and its aftermath?

Readings Due:

FOMM: Chapter Four pp. 133-147

HUSKYCT Visual Sources: Images of Revolution in Saint-Domingue (Haiti)

HUSKYCT Video: *Africans in America- Brotherly Love:* 20:30-40:30

Th Oct 5 Black Life in the Early Republic II

Critical Thinking Questions:

Who was Benjamin Banneker? Why did he challenge Thomas Jefferson? Who is Elizabeth Freeman and how does she gain her freedom? What was life like for free African-Americans in the urban North? What causes slavery to fade in the North following the American Revolution? How do free African-Americans go about building an African-American community in cities like Philadelphia? What was the purpose of Absalom Jones's 1799 petition? What did James Forten include in his 1813 *Letters*?

Readings Due:

FOMM: Chapter Four pp. 131-132, 148-155

FOMM Documents: Absalom Jones, *Petition to Congress on the Fugitive Slave Act*, 1799; James Forten, *Letters from a Man of Colour*, 1813

HUSKYCT Link: *Africans in America-* Elizabeth Freeman (Mum Bett)

Week 7

T Oct 10 Black Activism in the Early Republic

Critical Thinking Questions:

What was the role of African-Americans in the War of 1812? Who was Charles Ball? How do free African-Americans engage in activism in the early Republic? How do white Northerners react to these assertions of freedom? What were Bobalition broadsides? What was the American Colonization Society? Why did Samuel Cornish and John Russwurm believe it important to start an African-American newspaper?

Readings Due:

FOMM: Chapter Four pp. 156-160

FOMM Documents: Cornish and Russwurm, *An Editorial in Freedom's Journal*, 1827

HUSKYCT Links: Black Sailors and Soldiers in the War of 1812; Bobalition BroadSides, 1818

Th Oct 12 Black Life in the Slave South

Critical Thinking Questions:

How do cotton and the cotton gin fuel the expansion of slavery? What was the Missouri Compromise? How does the forced removal of Native Americans further aid slavery's growth? What was the domestic slave trade? How was violence and brutality a part of slave life? What is life like for Harriet Jacobs as a young girl in the slave south? What challenges and dangers does she face?

Readings Due:

FOMM: Chapter Five pp. 174-183

FOMM Visuals: Slave Punishment, p. 208

FOMM Document: Mary Reynolds, *The Days of Slavery*, 1937

CSN: Harriet Jacobs, *Incidents in the Life of Slave Girl* (pp. 413-424, 436-444)

Week 8

T Oct 17 MIDTERM EXAM

Th Oct 19
NO CLASS! BREAK, REST, REFLECT.

Week 9

T Oct 24 Resisting Slavery

Critical Thinking Questions:

What are the varied ways enslaved people resisted their bondage? What were the dynamics of slave revolts? Who was Denmark Vesey? Who was David Walker and what was his *Appeal*? How did Harriet Jacobs resist slavery? What does she say about Nat Turner's slave rebellion? How was running away a form of resistance?

FOMM: Chapter Five pp. 183-194

FOMM Link: Runaway Slave Advertisements

CSN: Harriet Jacobs, *Incidents in the Life of Slave Girl* (446-452, 463-468, 473-478)

HUSKYCT Video: *Africans in America- Brotherly Love*: 56:00-1:04

Th Oct 26 Surviving Slavery

Critical Thinking Questions:

How did enslaved blacks use culture and community to survive the slave system? How did the religion of slaves differ from the religion of their masters? What roles did gender and age play in slave labor? How did the enslaved construct institutions such as marriage and sustain family bonds during slavery? Who was Margaret Garner? What choice does she make to save her children from slavery? What is Harriet Jacobs forced to do to preserve her own family?

Readings Due:

FOMM: Chapter Five pp. 195-204

HUSKYCT Visual Sources: Margaret Garner

CSN: Harriet Jacobs, *Incidents in the Life of Slave Girl* (486-508)

Part III: The Long Road to Emancipation

Week 10

T Oct 31 The Black Freedom Struggle in the North

Critical Thinking Questions:

What were the limits of freedom for free African-Americans in the North? How were free African-Americans excluded from Jacksonian Democracy in the era of the "common man?" What dangers and hostilities did free African-Americans face? What was Black Self Help and Moral Reform? What was scientific racism? How did cartoons and "Negro Minstrelsy" caricature free African-Americans?

Readings Due:

FOMM: Chapter Six pp. 216-226

FOMM Visual Sources: Jim Crow p. 256

HUSKYCT Video: *Africans in America- Brotherly Love*: 1:08-1:16

Th Nov 2 New Movements and Activism

Critical Thinking Questions:

Who was Mary Ann Shadd? What was the Black Convention Movement? How did African-American newspapers become important to black activism? What was moral suasion? Who was Sojourner Truth? What was the role of women like Sarah Parker Remond and Elizabeth Jennings in black activism? What

does Sarah Mapps Douglass say is the duty of free blacks in the North? What does Frederick Douglass's narrative tell us about slavery and slave life?

Readings Due:

FOMM: Chapter Six 215-216, 226-232

FOMM Documents: Sarah Mapps Douglass, *To Make the Slaves Cause Our Own*

CSN: Frederick Douglass, *Narrative of the Life of Frederick Douglass* pp. 315-340

Week 11

T Nov 7 The Abolitionists

Critical Thinking Questions:

What was the abolitionist movement? How did it change in the 1830s? What was the role of black abolitionists and activists in changing this movement? Who was William Lloyd Garrison? What were the interactions between black and white abolitionists? What does the destruction of Pennsylvania Hall tell us about how abolitionists were viewed in the North? Why is Douglass's struggle with the slave breaker Covey pivotal? How does his life change after this encounter?

Readings Due:

FOMM: Chapter Six 232-235

FOMM Visual Source: The Destruction of Pennsylvania Hall p. 219

FOMM Document: Henry Highland Garnet, *An Address to the Slaves of America*, 1843

CSN: Frederick Douglass, *Narrative of the Life of Frederick Douglass* 340-384

Th Nov 9 The Era of Crisis

Critical Thinking Questions:

How did westward expansion increase tensions over slavery in the United States? How did the Fugitive Slave Act of 1850 impact the lives of both free and enslaved black people in America? How did many African-Americans react to this crisis? What was the Boston Vigilance Committee? Who was Anthony Burns? How would you describe the tone of Frederick Douglass's speech on the Fourth of July?

Readings Due:

FOMM: Chapter Six 235-240

FOMM Visual Source: Anthony Burns p. 241

FOMM Document: Frederick Douglass, *What to the Slave Is the Fourth of July?*, 1852

HUSKYCT Video: *Africans in America- Judgment Day*: 43:00-52:00

Week 12

T Nov 14 Bleeding Kansas to John Brown

Critical Thinking Questions:

How was slavery increasingly becoming a political issue? What was Bleeding Kansas? Who were Dred and Harriet Scott? Why was the Dred Scott case a blow to abolitionism and the struggle for black equality? Why did black activists like Martin R. Delany advocate emigration? What was the importance of John Brown's raid? Who was Dangerfield Newby?

Readings Due:

FOMM: Chapter Six 240-247

FOMM Visual Source: Dred and Harriet Scott p. 255

HUSKYCT Video: *Africans in America- Judgment Day*: 53:30-1:02, 1:09-1:19

Th Nov 16 Seizing Freedom in the Civil War

Critical Thinking Questions:

What are the causes of the Civil War? Why did the election of Abraham Lincoln cause the South to secede? How did African-Americans, both slave and free, react to the war? What were the initial aims of the war? What were Abraham Lincoln's early solutions to the issue of slavery? What was life like for runaway slaves (contraband) in refugee camps? How did the enslaved "seize" their freedom? How did this place pressure on Union officers and generals in the field, and eventually on Abraham Lincoln?

Readings Due:

FOMM: Chapter Seven 262-270

FOMM Documents: Alfred M. Green, *Let Us . . . Take Up the Sword*, 1861; Susie King Taylor, *Reminiscences of My Life in Camp*, 1902

Week 13- THANKSGIVING BREAK

Week 14

T Nov 28 Turning Points and the Emancipation Proclamation

Critical Thinking Questions:

Why does Lincoln eventually issue the Emancipation Proclamation and how does it transform the aims of the war? What are the limits of the proclamation? How do slaves react to news of the proclamation? What role do African-Americans, slave and free, play in the war effort? How does the Confederacy treat black troops? Why did Fort Pillow become infamous to African-Americans?

Readings Due:

FOMM: Chapter Seven 270-277

HUSKYCT Links: Harriet Tubman, Union Spy, the \$20 bill, and Memory

FOMM Visual Sources: *Watch Meeting—December 31st—Waiting for the Hour*, 1863; *Private Hubbard Pryor, before and after Enlisting in the U.S. Colored Troops*, 1864

Th Nov 30 Towards Jubilee

Critical Thinking Questions:

What is the war like for free African-Americans in the North? What are the causes of the New York Anti-Draft Riots? How do everyday African-Americans contribute to the war? What plans are free African-Americans in the North making for the emancipated south? Why is the struggle for the 13th Amendment important? How do freed slaves memorialize the war? What does freedom mean to them? Why might the Freedman's Memorial depicted in your textbook be seen as controversial?

Readings Due:

FOMM: Chapter Seven 277-287

FOMM Visual Sources: *Private Hubbard Pryor, before and after Enlisting in the U.S. Colored Troops*, 1864; *Freedman's Memorial*, 1876

HUSKYCT Visual Sources: African American Military Portraits from the American Civil War

HUSKYCT Link: David Blight, "Forgetting Why We Remember," *NY Times*

FINAL TIMELINE PROJECT SUBMISSION DUE SUN. 12/3

Week 15

T Dec 5 The Rise & Fall of Reconstruction

Critical Thinking Questions:

What was Reconstruction? Why was the Ku Klux Klan formed? What were Black Codes? What was the Freedom's Bureau? How did African-Americans gain political power in the South during this time? Why

were the 14th and 15th Amendments important? How and why did Reconstruction end? What role did violence and compromise play in ending Reconstruction?

Readings Due:

FOMM: Chapter Eight 390-399

HUSKYCT Documents: *African-Americans in Richmond, Virginia, Petition President Andrew Johnson, 1865; Freedmen of Edisto Island, South Carolina, Demand Land, 1865; Jourdon Anderson, "Letter from a Freedman to His Old Master," 1865*

HUSKYCT Visual Sources: Reconstruction Images (various)

Th Dec 7

Timeline Project Presentations

Final Exam Review

Final Exam TBD

*Please note that changes may be made to this schedule as needed at the discretion of the instructor. Announcements will be made in class and/or **HUSKYCT** of any alterations. It is the responsibility of students to check **HUSKYCT** regularly for changes.