

## African American History I: Transatlantic Slave Trade to 1900

**21:512:233**

**Fall 2017**

Instructor: Dr. M. Cooper

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Mondays & Wednesday: 10:00 am-11:20 am

Room: 346 Conklin Hall

Office Hours: 1:20 PM-2:20 PM; Wednesdays 2:20 PM-3:20 PM, 330 Conklin Hall

### **Course Description:**

This course explores the history of African Americans from the transatlantic slave trade and the making of the Atlantic World, through 1900. Using primary and secondary source material to trace the social, political, economic and cultural transformations that mark significant episodes in the African American past, this course unearths the historical changes that shape the black experience in America.

### **Course Objectives:**

By the end of this course:

- Students should be able to identify and chart specific events and circumstances central to the black American experience.
- Students should be able to identify and describe significant events in African American history from the inception of the Transatlantic slave trade through 1900.
- Students will be able to interpret and analyze a variety of primary and secondary source materials.
- Students will be able to compose "synthetic essays" that analyze, compare and contrast multiple scholarly interpretations and studies.

### **Requirements:**

#### **Discussion Questions/Attendance**

The completion of weekly readings is mandatory. You are expected to bring required readings to class meetings: please print out, and bring to class, readings posted on Blackboard. Each student is required to compose one question derived from the readings for each class meeting. Your typed question should be linked to a specific passage—please quote directly from the text. Your question should be submitted at the start of each class. You will not receive credit for your question if you are absent from the class meeting. Each class meeting, several students will be asked to raise their question for discussion. Your questions, and contributions to class conversations will constitute your participation grade.

Students are expected to attend each scheduled class meeting, to be on time, and to be prepared for each class session. The University attendance policy specifies that students are allowed four absences, excused or unexcused, with each further unexcused absence resulting in a deduction of a portion of a letter grade (i.e., B+ dropping to a B). An illness that requires medical attention; curricular or extracurricular activities approved

by the faculty; personal obligations claimed by the student and recognized as valid; recognized religious holidays; and severe inclement weather causing dangerous traveling conditions are “excused” absences. Class absences will inevitably affect your class participation grade. Repeated tardiness will lower your participation grade.

### **Academic Integrity**

Please review Rutgers University-Newark’s Academic Integrity Policy and Policy on Plagiarism (<https://spaa.newark.rutgers.edu/phd-university-policy-plagiarism>). Students who violate this policy will be subject to academic penalties under the code in addition to whatever disciplinary sanctions are applied.

### **Classroom Expectations**

Please set your cell phones to the "silent" notification mode during class sessions. Do not use your cell phone to send "text messages," etc. during class meetings. While I understand that many students use laptops and tablets to take notes, I expect that these devices will be used for those purposes only. Please do not audio or video record class meetings or lectures. You are also expected to refrain from distracting and disruptive behaviors (i.e. "chatting" during lectures/discussions, consuming a full meal in class, etc.).

### **Students With Disabilities**

If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services at the semester’s start. Please review the University’s statement on this issue below:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu) <<mailto:odsnewark@rutgers.edu>>.

### **Papers**

Students must complete one paper during the semester—the midterm assessment. Students will write a *synthetic* essay of 5-10 pages that analyzes a theme that emerges from three or more of the secondary source course readings and primary source readings. All writings are to be double-spaced, in 12-pt font, with sources cited in the Chicago format. Extensions will not be granted except for health and family emergencies.

### **Exams**

Students will also complete a final examination that will assess content explored in course readings and lectures.

### **Classroom Expectations:**

Students are expected to respectfully engage in all class activities. Please set your cell phones to the "silent" notification mode during class sessions. Do not use your cell phone to send "text messages," etc. during class meetings. While I understand that

many students use laptops and tablets to take notes, I expect that these devices will be used for those purposes only. Please do not audio or video record class meetings or lectures. You are also expected to refrain from distracting and disruptive behaviors (i.e. "chatting" during lectures/discussions, consuming a full meal in class, etc.).

**\*GRADING:**

| <i>Category</i>                                | <i>Percentage</i> |
|--|-------------------|
| Attendance/Participation/ Discussion Questions | 20%               |
| Midterm Exam Paper                             | 40%               |
| Final Exam                                     | 40%               |
|  |                   |

**Books to Purchase:**

Bay, Waldo & White. *Freedom on My Mind: A History of African Americans with Documents*. Bedford/St. Martin's Press, 2012.

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. Belknap, 2000.

\*Additional course readings/chapter excerpts will be available on Blackboard or accessible via Dana Library's websites.

**Week 1, Course Introduction**

**Week 2, Slavery in Africa and the Rise of the Transatlantic Trade, Saltwater Slavery, and The Commodification of African Captives**

Monday:

-*Freedom on My Mind*, chapter, 1 pp. 1-18.

-Lovejoy, Paul. *Transformations in African Slavery: A History of Slavery in Africa* (2000), **excerpt on Blackboard**

Wednesday:

-*Freedom on My Mind*, chapter 1, pp. 18-31; documents "King Afonso I," "Peter Blake," "James Barbot Jr." pp. 32-36.

-Olaudah Equiano narrative excerpts **excerpt on Blackboard**

-Smallwood, Stephanie. *Saltwater Slavery* (2008) **excerpt on Blackboard**

**Week 3, Atlantic World Slavery**

Monday:

-Thornton, John. *Africa and Africans in the Making of the Atlantic World 1400-1800* (1998), chapters 5 **excerpt on Blackboard**

-*Digital Archive Discussion Exploration: David Eltis' "Trans-Atlantic Slave Trade"*  
<http://www.slavevoyages.org/tast/index.faces>.

Visit the website and prepare a review of the content in the “Voyages Database” and the “Assessing the Slave Trade” sections. *Does this digital repository enhance our ability to conceptualize the Saltwater Slavery and the Middle Passage?*

Wednesday:

-*Freedom on My Mind*, chapter 2, pp. 54-83.

#### **Week 4, Making North American Chattel Slavery**

-Breen & Innes. *“Myne Owne Ground:” Race and Freedom on Virginia’s Eastern Shore, 1640-1676* (2004 ed) **excerpt on Blackboard**

- *Freedom on My Mind*, document “The Codification of Slavery and Race in Seventeenth-Century Virginia, 1630-1680,” “An Act Regulating Slaves in New Jersey, 1713-1714,” “The South Carolina Slave Code, 1740” pp. 84-89.

Wednesday:

-\**Documentary Viewing*: “Slavery and the Making of America,” Episode 1

-Morgan, Jennifer. *Laboring Women: Reproduction and Gender in New World Slavery* (2004) chapters 1& 3 **excerpt on Blackboard**

#### **Week 5, Societies with Slaves—Slavery in the North**

Monday

-Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America* (1998)—“Expansion of Creole Society in the North” **excerpt on Blackboard**

Wednesday:

-Pierson, William. *Black Yankees: The Development of an Afro-American Subculture in Eighteenth-Century New England* (1988)—part three **excerpt on Blackboard**

-Harris, Leslie. *In the Shadow of Slavery: African Americans in New York City 1626-1863* (2003-- chapter 1 **excerpt on Blackboard/Dana Online**

#### **Week 6, Slave Societies: The Rise of Plantation Slavery**

Monday:

-Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America* (1998)—chapters 8 **excerpt on Blackboard**

Wednesday:

-Carney, Judith. *Black Rice: The African Origins of Rice Cultivation in America* (2001) **excerpt on Blackboard**

#### **Week 7, Resistance and Revolution**

Monday:

-*Freedom on My Mind*, chapter 3, pp. 110-138.

-Nash, Gary B. *Race and Revolution* (1990) **excerpt on Blackboard**

\**Primary Source Discussion Exploration*: African American Patriots documents pp. 145-148.

Wednesday:

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#### **Week 8, Freedom and the Expansion of Slavery in the New Republic**

Monday:

-*Freedom on My Mind*, chapter 4, pp.160-189.

-Freeling, William. "The Founding Fathers and Slavery" *American Historical Review* on **Blackboard**

Wednesday:

- Johnson, Walter. *Soul by Soul: Life Inside the Antebellum Slave Market* (1999) chapter 2 **excerpt on Blackboard**

\**Primary Source Discussion Exploration*: "Slavery's Children" and "Free Black Activism" document sets pp. 190-198.

### **Week 9, The Making of Black Culture in the Slave South**

Monday:

-*Freedom on My Mind*, chapter 5, pp. 210-241.

\**Primary Source Discussion Exploration*: "Managing Slaves" and "Slave Testimony" document sets pp. 242-249.

Wednesday:

-Gomez, Michael. *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (1998) **excerpt on Blackboard**

-Young, Jason. *Rituals of Resistance: African Atlantic Religion in Kongo and the Lowcountry South in the Era of Slavery* (2011) chapters 3&4 **excerpt on Blackboard**

### **Week 10, Northern Black Freedom Struggle**

Monday:

-*David Walker's Appeal* **excerpt on Blackboard**

\**Primary Source Discussion Exploration*: "Martin Delany" and "Free Black Women on Race and Citizenship" document sets pp. 294-302; and "Frederick Douglass: What to the Slave is Fourth of July?" pp. 306-307.

Wednesday:

-*Freedom on My Mind*, chapter 6, pp. 264-292

\***Class will not meet—Independent Reading and Chapter Analysis. See Blackboard for instructions**

### **Week 11, Independent Reading Analysis/Virtual Class Meeting**

Monday:

Texts:

-Jacobs, Harriet. *Incidents in the Life of a Slave Girl* (1861) **excerpt on Blackboard**

-Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave* (1845) **excerpt on Blackboard**

Wednesday:

Virtual Class Meeting—details and instructions TBA

### **Week 12, Black America's Civil War**

Monday:

-*Freedom on My Mind*, chapter 7, pp. 322-350.

-\**Primary Source Discussion Exploration*: "Lucy Skipworth: Letters to Her Master" and "Susie King Taylor: Reminiscence of My Life in Camp" pp. 355-359.

\***Film Analysis**: *Glory* (1989)

Wednesday:

### **Week 13, Emancipation and Reconstruction—Black Americans in First Years of Freedom, Part I**

#### Monday:

-*Freedom on My Mind*, chapter 8, pp.376-408.

- Glymph, Thavolia. *Out of the House of Bondage: Transformation of the Plantation Household* (2008) chapter 6 **excerpt on Blackboard**

#### Wednesday:

-Williams, Heather. *Help Me Find My People: The African American Search for Family Lost in Slavery* (2012) chapter 2 **excerpt on Blackboard**

-\**Primary Source Discussion Exploration*: “Letters to Freedman’s Bureau” document set pp.409-413.

### **Week 14, Emancipation and Reconstruction—Black Americans in First Years of Freedom, Part II**

#### Monday:

-Duncan, Russell. *Freedom’s Shore: Tunis Campbell and the Georgia Freedmen* (1986) chapters 1&2 **excerpt on Blackboard**

#### Wednesday:

-Harper, Frances Ellen Watkins. *Iola Leroy, or Shadows Uplifted* (1892) **excerpt on Blackboard**

### **Week 15, Freedom’s Limits: The Rise of Redemption and the Birth Jim Crow**

#### Monday:

-*Freedom on My Mind*, chapter 9, pp.430-451

-Gilmore, Glenda. *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*. (1996) **excerpt on Blackboard**

#### Wednesday:

Final Exam Review

**Final Exam:** Monday, December 18, 2017, 11:45 am-2:45pm