

**HTS 3024 SYLLABUS
AFRICAN AMERICAN HISTORY TO THE CIVIL WAR
FALL SEMESTER 2011**

TIME: T TH 9:35-10:55 a. m.

ROOM: D. M. Smith Building, room 104

INSTRUCTOR: Dr. E. Alexander

Office: Old Civil Engineering Building, Room 123

Phone: 404-894-6835

Office hours: T, TH 11:00 a. m. to 12:30 p. m.; and by appointment

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REQUIRED TEXTS

Blassingame, John. *The Slave Community*

Cowley, Daniel and Malcolm Cowley. *Black Cargoes: A History of the Atlantic Slave Trade* **OR** the same book by Daniel P. Mannix & Malcolm Cowley

Quarles, Benjamin. *The Negro in the American Revolution*
_____. *The Negro in the Civil War*

Wench, Julie. Editor. *The Elite of Our People: Joseph Willson's Sketches Of Black Upper-Class Life in Antebellum Philadelphia*

White, Deborah Gray. *Ar'n't I a Woman? Female Slaves in the Plantation South*

EXCELLENT RESOURCE BUT NOT REQUIRED

Hine, Darlene Clark. *The African American Odyssey*. Volume One: To 1877

INTRODUCTORY STATEMENT

This course surveys the uniqueness of African American life through recurring themes of the past and present. At the core of these themes is the social and economic realities of racism, which contributed greatly to the wealth of the British American colonies and United States. This course focuses on the lives, communities, struggles, and triumphs of Africans and their descendants under enforced practices of white supremacy and racial

inferiority, from the beginning of the African slave trade through the Civil War.

COURSE OBJECTIVES

1. To stimulate an interest in African American history.
2. To understand how racial theories and practices of the 17th, 18th, and 19th century continue to effect the lives of 21st century African Americans.
3. To expose students to some diverse social thoughts and policies that shaped the African American experience.
4. To expose students to the historian's tools of primary and secondary materials through reading and research.
5. To improve oral, cognitive, and written skills through discussions, presentations, and written assignments.

COURSE FORMAT AND EVALUATIVE REQUIREMENTS

There are no tests. The course focuses primarily on discussions, presentations, and a few lectures. This means the class is driven by student participation. The final grade is determined from an average score derived from:

1. **Class participation** (including individual and group). Over the course of the semester, each student serves in a group of three as co-discussion leader. Depending on class size, students may serve more than once in this capacity. They present a 10-15 minutes synthesis or review of the assigned weekly readings. The group is also responsible for formulating five to six questions that generate discussion among class members. **THIS MEANS THAT ALL STUDENTS ARE RESPONSIBLE FOR ALL WEEKLY READINGS, since they will be graded on the quality of their comments/questions during discussions.** Given the criticality of class participation, it is imperative to be current with class readings, and to be well prepared. Therefore, it is highly recommended that you take notes and formulates questions about the readings. This means

having thought critically about what you have read. **You are expected**

to participate actively in class discussions. Always bring the text,

readings, and notes to class. Class participation is not evaluated in terms of how many times you comment, but by clear demonstration that you have read the assigned materials. The quality of your overall engagements in discussion is also extremely important. **Students receive weekly grades on class participation.**

This is an important part of your final grade.

Class participation includes the end-of term presentations. Students are expected to ask questions, comments, or raise issues.

2. **Critiques.** A three to four page typed double-spaced response paper is due each Thursday on the assigned readings for the week, and/or other designated material, unless otherwise noted. **YOU WILL READ AN AVERAGE OF 100 PAGES/WEEK. CRITIQUES ARE NOT SUMMARIES OF THE READINGS.** They are evaluated focused essays, documented by evidence from the readings or handouts. **Critiques** are informed opinions based on the readings. Include the author(s)'s strengths and weaknesses supported by evidence. Critiques may compare and contrast articles/chapters, and/or refer to arguments/theories in previous articles. **GRADING** is based on organization and quality of writing. **CRITIQUES ARE DUE EACH THURSDAY AT THE BEGINNING OF THE CLASS DUE DATE. OTHERWISE PAPERS ARE LATE, AND ARE NOT GRADED.** Graded papers are returned the following week. Students will receive a course work folder with all graded material (including weekly class participation), and are responsible for returning it to the professor—with all comments in tact—within the week. Late papers are excepted only with excused, documentation—illness, job interview, religious holiday, scheduled team sports, etc. **“MY COMPUTER BROKE, OR MY PRINTER BROKE,”** are not acceptable excuses for late critiques or other papers. It indicates instead that you waited until the last minute to do your assignment; that you did not plan properly.

3. **Abstract of research paper.** This is no less than one-half page in length (double spaced). Include the title of your project, time period investigated, subject investigated, why your topic is important, methodology, name of person working with you on research. Two students may work together on the research paper. Both receive the same grade.
4. **Revised abstract of research paper.**
5. **Research paper** on a topic of your choice. Ten double-spaced pages minimum; not nine & one-half, three-quarters, or nine pages and any other fraction. The paper requires cited in-text quotations, bibliography, and proper term paper form. Bibliography and endnotes (if used) **ARE NOT COUNTED WITHIN THE REQUIRED TEN PAGES OF TEXT. NEITHER ARE GRAPHS, CHARTS, AND ILLUSTRATIONS.** If you have never written a term/research paper, seek guidance from proper sources such as the *MLA Handbook for Writers of Research Papers*, or other standards. Guides for writing history term papers found on the internet are acceptable. **HOWEVER, NO INTERNET SOURCES MAY BE USED FOR THE TERM PAPER UNLESS THEY ARE COPIES OF PUBLISHED JOURNAL ARTICLES, NEWSPAPER ARTICLES, DIARY ENTRIES, LETTERS, OR OTHER PRIMARY SOURCES.**

In this case, they must be properly cited in the text and bibliography. Students lose significant points from their grade if other internet sources are used in the text of the paper.

Research papers take many forms. You may prove or disprove an historical argument or thesis. You may compare or contrast events, persons, legislation, or situations. Seek guidance for sources, relevant databases, etc. from Mr. Bruce Henson and other professional librarians at the GT Library.

6. **Presentation of research paper.** Each student makes an oral

presentation of her/his project during the final week of classes, or final exam day, if this day is needed. Length of time for the presentation will vary according to student enrollment; but none will exceed 15 minutes. Visual material should be included. If you have class handouts, there must be enough for the all students and the professor. If using technological devices, arrive in class early so you may test equipment prior to your presentation.

ASSIGNMENT SCHEDULE

1. Written critiques of weekly readings due each Thursday, **beginning September 1, 2011.**
2. Abstract of term paper, **October 6, 2011. Abstract may be submitted earlier, if the student wishes to do so.**
3. Revised term paper abstract, **October 20, 2011.**
4. Term paper due, **November 10, 2011.**
5. Presentation of term paper **on scheduled date.**

HONOR CODE

Georgia Tech students are on the honor system. Therefore, cheating in any form is prohibited and will not be tolerated. When this is detected, a **“ZERO”** grade is given for the assignment. This includes plagiarizing term papers. The GT Honor Code applies to all student work. (See: www.deanofstudents.Gatech.edu/Honor/).

CLASS ROOM COURTESY

There will be no extraneous conversations when students are presenting material, asking questions, or involved in classroom discussions. All students will be given respect by their peers. Likewise, I shall be respectful, and expect the same courtesy. Eating is not permitted during class time; nor is casual conversation during lectures or discussions. You cannot do assignments for other classes in my class from 9:35-10:55 a. m. Nor can you text friends, initiate or answer e-mail, respond to on-line dating information, order books, clothes, etc. When these activities are discovered, you lose points from participation in that day's discussion or critique papers.

CLASS ATTENDANCE AND LATENESS

Class begins on time at **9:35 a. m.** **If you cannot get to class then, drop this course.** Lateness is not tolerated. Also, there are penalties for coming to class late and/or being absent without a valid excuse more than three times. This applies to three late entries, or three absences or a combination of the two. **On the fourth absence/late entry, your semester grade drops by ten points.**

GRADING

All assignments/projects are equally weighted and based on the following scale:

A= 100-93 B= 92-85 C= 84-75 D= 74-65 F= below 65

Your name and page number must appear on all written assignments. Lack of this information results in an un-graded paper. Proper bibliographic citations must head all weekly response papers (critiques). This may be copied from the syllabus. Incorrect citations lose points.

I shall submit all material for written critiques at least two weeks before they are due. Since they are given far in advance, tardy papers will be excepted only in cases of extreme emergency. If articles are not posted on time, adjustments will be made.

Course requirements will be adjusted to serve the need and capabilities of students with health challenges that may impact academic performance.

The professor reserves the right to make changes in assigned readings and assignment dates. Should this occur, students will be forewarned and/or given hard copies of the articles/chapters.

CLASS CALENDAR

Week 1: 8/23 & 8/25

T Introduction, syllabus review, and discussion of “critical analysis”

TH Lecture: Great African Civilizations

Assign three students as co-leaders of next week’s readings

Week 2: 8/30 & 9/1

T Assign discussion co-leaders for rest of term
Mannix. *Black Cargoes*, chapters 1 & 2.
“Olaudah Equiano . . . Remembers His Kidnapping Into Slavery
1789.” *African American Voices*. Edited by Steven Mintz
(2009) pp. 49-50.

TH Mannix, *Black Cargoes*, chapters 3 & 4.
**FIRST WEEKLY CRITIQUES DUE, & EVERY
THURSDAY
UNLESS OTHERWISE NOTED.**

WEEK 3: 9/6 & 9/8

T Mannix. *Black Cargoes*, chapters 5 & 6
“Olaudah Equiano . . . Describes the Horrors of the Middle Passage
(1789).” *African American Voices*. Edited by Steven Mintz
(2009) pp. 62-64.

TH Mannix, *Black Cargoes*, chapter 7
Mackinley, Peter W. “The New England Puritan Attitude Toward
Black Slavery.” *Old-Time New England* (1973) 63:3,
pp. 81-88.
Warren, Wendy Anne. “‘The Cause of Her Grief’: The Rape of a
Slave in Early New England.” *The Journal of American
History* (March 2007) 1031-1049.

Week 4: 9/13 & 9/15

T Degler, Carl. “Slavery and the Genesis of American Race Prejudice.”
Black History: A Reappraisal. Edited by Melvin Drimmer
(1969) pp. 75-96.
Levesque, George A. “Slavery in the Ideology and Politics of the
Revolutionary Generation.” *Canadian Review of American
Studies* (1987) 18:3, pp. 367-381.
Quarles. *Negro in the American Revolution*, chapter 1.

TH _____. *Negro in the American Revolution*, chapters 2 & 3.

Week 5: 9/20 & 9/22

T Quarles. *Negro in the American Revolution*, chapters 4 & 5.
_____. *Negro in the American Revolution*, chapters 6 & 7.

TH _____. *Negro in the American Revolution*, chapters 7 & 8.

Week 6: 9/27 & 9/29

T Quarles. *Negro in the American Revolution*, chapters 9 & 10.

TH Blassingame. *The Slave Community*, chapters 1 & 2.

Week 7: 10/4 & 10/6

T Blassingame. *The Slave Community*, chapter 3.
White, *Ar'n't I a Woman?* Chapter 2.

TH Blassingame. *The Slave Community*, chapter 4.
ABSTRACTS OF TERM PAPERS DUE.

WEEK 8: 10/11 & 10/13

T Blassingame, *The Slave Community*, chapter 5.
White. *Ar'n't I a Woman?* Chapters 1 & 3.

TH _____. *Ar'n't I a Woman?* Chapter 4.

Week 9: 10/18 & 10/20

T **FALL RECESS**

TH Blassingame. *The Slave Community*, chapter 6.
White. *Ar'n't I a Woman?* Chapter 5.
REVISED ABSTRACTS OF TERM PAPERS DUE.

WEEK 10: 10/25 & 10/27

T Christy, David. (1802-1867). "Cotton Is King." *Slavery Defended*. Edited by Eric McKittrick (1963), pp. 111-120.
Hammond, James Henry. (1807-1864). "'Mud-Sill' Speech." *Slavery Defended*. Edited by Eric McKittrick (1963), pp. 121-125
Nott, Josiah. (1847-1873). "Types of Mankind." *Slavery Defended*.

Edited by Eric McKittrick (1963), pp. 126-138.
Stringfellow, Thornton. "A Scriptural View of Slavery." *Slavery
Defended*. Edited by Eric McKittrick (1963), pp. 86-98.

TH Hine, Darlene Clark. "African Americans in the New Nation,
1883-1820." *African American Odyssey*.
"Forces for Freedom"
"Northern Emancipation"
"Northwest Ordinance of 1787"
"Profile—Elizabeth Freeman"
"Manumission & Self Purchase"
"The Emergence of a Free Black Class in the South"
****I'll post these pages or give them as handouts.**

Week 11: 11/1 & 11/3

T Winch. *The Elite of Our People*, preface (p.79),
chapters 1, 2 & 3.

TH _____. *The Elite of Our People*, chapters 4, 5 & 6.

Week 12: 11/8 & 11/10

T Video: *Solomon Northrop*. Free man of color sold into slavery.

TH Discussion of video. **TERM PAPERS DUE.**

Week 13: 11/15 & 11/17

T Quarles. *The Negro in the Civil War*, chapters 1, 2 & 3.

TH Quarles. *The Negro in the Civil War*, chapters 4 & 6.

Week 14: 11/22 & 11/24 THANKSGIVING

Week 15: 11/29 & 12/1

T Quarles. *The Negro in the Civil War*, chapters 8 & 9.

TH _____. *The Negro in the Civil War*, chapters 12 & 13.

Week 16: 12/6 & 12/8

T Quarles. *The Negro in the Civil War*, chapter 14.

TH Student presentations of research.
Critique of Quarles, chapter 14.

Final Exam Day

Complete student presentations of research if necessary.