

UNIVERSITY OF TEXAS at AUSTIN
AFRICAN AMERICAN HISTORY TO 1861
History 357C, African American Studies 357C, American Studies 321
Fall 2013—11:00-12:30

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Office Hours
TTH, 10:00-11:00
TTH 12:30--2:00 PM
. By appointment

PURPOSE OF COURSE

Where is America today, 2013? Where is America going (politically, economically and societally) when issues of race, ethnicity, class and citizenship are factored in, i.e., not excluded from our nation's history? Indeed, can insights from the African American slave and free black historical experience before the end of slavery provide insight on why we are where we are today, still seeking to achieve a "post-racial" society?

This upper division course examines the history of African Americans in the United States from the West African Heritage to the Civil War and provides a critical examination on central issues under scholarly debate in the reconstruction of the Black experience in America before the 1865 Thirteenth Amendment. The course thus engages the debate on the evolution of African-American slavery as a social, economic and political institution, with a special focus on antebellum plantation slavery, industrial slavery, and urban slavery in addition to slave culture.

Also, the course assesses the institutional development of the free black community, during the age of slavery, with emphasis on free black protest activities, organizations, and leaders. Equally important, information is provided on the business and entrepreneurial activities of both slave and free blacks before the Civil War to underscore the long historic tradition of black economic self-help. Invariably, those slaves who purchased their freedom were slaves involved in various business enterprises. Also emphasized in the course are the various ways in which slave and free black women responded to slavery and racism before the Civil War, giving consideration to gender issues within the intersection of the dynamics of race, class, and sex.

The course format is primarily lecture, with informal class discussion, utilizing in part the Socratic method of teaching/pedagogy (especially useful for students who are pre-law), as we examine topics that broaden historical consciousness and critical thinking skills, such as: the role Africans played in the Atlantic slave trade; the historical forces that contributed to the origin of racism in Colonial America; the anomaly of black plantation slave owners in a race-based slave society; how white economic disparities and hegemonic masculinities were played out in class subordination and racial oppression; why race takes precedence over class in assessing the black historical experience; the extent to which judicial cases provide a pragmatic assessment of the realities of slave life; the extent to which American law supported the racial subordination of slave and free blacks; whether or not the economic and political imperatives that prompted antebellum African American settlement in West Africa can be considered colonialist in design and intent.

These and other questions will bring to the forefront the central issue of the agency of African Americans in their attempts to survive racism and slavery and to forge their own political and economic liberation. This course, consequently, emphasizes both the deconstruction of prevailing assessments and interpretations of the African American experience as well as provides information for a new reconstruction of the Black Experience from slavery to freedom. In each instance, emphasis will be on exploring different historical interpretations of the Black Experience.

African American slaves did not lead a monolithic slave experience. They shared life-time, hereditary, involuntary servitude, racial oppression and subordination. But many manipulated the institution and slave codes in attempts to mitigate that oppression. Others, such as Nat Turner and Dred Scott used other means to bring about an end to their servitude, while free blacks also fought to end slavery as well as improve their economic, societal and legal status.

The primary purposes of this course, then, are 1) to develop an understanding of the nature of historical inquiry; 2). to heighten historical consciousness 3), encourage critical thinking and analysis of historical material; and. 4) to recognizing the difference between what might have happened and what actually happened to people of African descent in America during the age of slavery to the Civil War.

REQUIRED BOOKS

Franklin, John Hope and Higginbotham, E. *From Slavery to Freedom: A History of African Americans*

Holt, Thomas, Barkely-Brown, E. and Patterson, T. *Major Problems in African American History, Vol 1 1619-1877- Documents and Essays*

Northup, Solomon, *12 Years a Slave: Illustrated Paperback – January 10, 2013, Randy DeCuir* Illustrator

Owens, Leslie, *This Species of Property: Slave Life and Culture in the Old South*

Schwartz, Marie Jenkins, *Birthing a Slave: Motherhood and Medicine in the Antebellum South*

Walker, Juliet E. K., *The History of Black Business in America: Capitalism, Race, Entrepreneurship, Vol 1*

| <u>COURSE REQUIREMENTS</u> | <u>DATE DUE</u> | <u>PERCENT OF GRADE</u> |
|-----------------------------------|------------------------|--------------------------------|
| EXAM I (take-home Oct 17 | OCT 22 | 30% |
| SOLOMON NORTH CRITICAL REVIEW | NOV 26 | 10% |
| RESEARCH PAPER | DEC 3 | 30% |
| EXAM 2 (Take-Home Dec 3) | DEC 7 | 30% |

As Frederick Douglass said:

“If there is no struggle, there is no progress. Those who profess to favor freedom and deprecate agitation, are men who want crops without plowing up the ground, they want rain without thunder and lightning.

People might not get all they work for in this world, but they must certainly work for all they get.”

EXAMS

Both exams are **TAKE-HOME ESSAY EXAMS**, Your answers must be supported by specific factual information obtained from assigned readings and class lectures. Class lecture outlines to guide your study, are distributed each week and include “consider” questions, some of which will be on the exams. **Students are strongly encouraged to prepare for the exams by answering the “consider” questions at the end of each week’s lectures.** Students are also encouraged, but not required, to discuss their answers with me for information on whether answers are correct. Also, each exam will include questions on the video documentaries shown in class. **NO LATE EXAMS ARE ACCEPTED! MAKE-UP EXAMS ARE IN-CLASS FOR 75 MINUTES AND NO SOURCES, BOOKS, LECTURE NOTES CAN BE USED.**

ASSIGNMENT MOVIE “SOLOMON NORTHRUP” CRITICAL REVIEW

Students are required to read the assigned *Solomon Northup* book and to see the movie:

“What's it all about?” <http://www.theguardian.com/film/2013/aug/21/oscar-predictions-2014-12-years-a-slave>

12 Years a Slave is the [memoir of Solomon Northup](#), born free in upstate New York but sold into bondage in 1840s Louisiana. Directed by the British artist [Steve McQueen](#), the film version casts Chiwetel Ejiofor as Northup and [Michael Fassbender](#) (the star of McQueen's two previous features) as plantation owner Edwin Epps. Northup protests his innocence and demands his freedom. But the north is a memory and, amid the cotton plantations outside New Orleans, he realises that he is merely one of many faceless, stateless pieces of property.”

The film shot in Louisiana in the summer of 2012 with a reported budget of \$20m (£12m). Co-stars include [Benedict Cumberbatch](#) as a Baptist preacher, Quvenzhané Wallis (Oscar-nominated for *Beasts of the Southern Wild*) as Northup's daughter and co-producer [Brad Pitt](#) in a supporting turn as a Canadian carpenter and outrider for the abolitionist cause. **The movie will open in Austin in mid-October.**

Up to ten (10) points on the following assignment.

ASSIGNMENT—From your perspective, based on the assigned readings on slaves and free blacks, write a three-four page comparative critical review assessment of the extent to which the movie did or did not expand your knowledge of the historical conditions of both slave and free blacks in the three decades before the Civil War including: one page summarizing the movie; the second page and third pages critiquing it from the perspective of: a) how the movie did or did not broaden your knowledge of the topic beyond the book; and, b) how, from your assigned readings, class lectures and the movie, the combination of historical information from these various sources strengthened your intellectual assessment of historical information on the historical reality of African Americans, both slave and free before the Civil War. .

RESEARCH PAPER

The research paper (TOPICS TO BE DISCUSSED IN CLASS AND DURING OFFICE HOURS) will be based on both primary and secondary source materials. .

A Research Paper Guide will be provided with specified dates that must be met in researching and writing term paper. You will have ten weeks to research and write your paper. Research topics can be on issues

regarding slavery as well as topics regarding comparative slavery. Also, antebellum newspapers, both black and white can be used as primary sources, comparing the difference in information on particular historic events. Research papers can include topics on free blacks, including information on the goals of black leaders, both men and women, organizations to which they belonged, if any, their various kinds of protest activities, supporters, opposition, including a discussion of their successes and/or failures. Also, the paper will assess the realities of their protest within the historic conditions of the times and whether or not their protest made a difference. Other research paper topics that can be considered are: Causes of Civil War; White or/and Black Attitudes Towards Slavery; Blacks and International Issues, Emigration/Colonization; Abolitionism; Dred Scott Decision; John Brown's Raid; Lincoln's Election; Black/Native American relationships, Free Blacks in the South/West/North/Texas. Or, students can compare the economic conditions of blacks before the Civil War with those of Mexicans in Texas and California and Chinese in California. Also, students can compare 19th century conditions of slaves and free blacks in USA with those in Latin America. Another comparison can be that of the conditions of fugitive slaves to those of undocumented immigrants as well as a comparison of fugitive slave laws with today's immigrant laws. Also, students can make comparisons or show parallel conditions of blacks during age of slavery with blacks in 21st century, such as in kinds of business participation...

The research paper will include footnotes. Additional information will be provided. Also, students are encouraged to discuss their paper with the Professor. Also, students are encouraged to provide a finished draft of the paper for comments. Successful research papers will include both **primary and secondary sources**. **The research paper must be a minimum of eight pages in addition to the endnotes page/s, rather than placing footnotes in the main body of the paper, and a bibliography, at the end of the paper.**

Parenthetical citations in the main body of the paper are not used in history papers.

For appropriate documentation, quotations, footnote/endnote and bibliographic forms, see, Kate L. Turabian, A MANUAL FOR WRITERS OF TERM PAPERS, THESES AND DISSERTATIONS

Students are encouraged to use the resources of the Undergraduate Writing Center (UWC).

Please find below a summary of the UWC's services that may be added to your class syllabus or course schedule:

"I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://uwc.utexas.edu/>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing.

Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work."

COURSE OUTLINE

AFRICAN AMERICAN HISTORY FROM Africa to America: The First Diaspora

| <u>DATE</u> | <u>LECTURE TOPICS AND ASSIGNED READINGS</u> |
|--------------------|--|
| Aug 29 | INTRODUCTION TO COURSE: SOME PERSPECTIVES ON AFRICAN AMERICAN HISTORY, CHRONOLOGY, HISTORIOGRAPHY |
| Sept 3 | <u>INTERPRETING AFRICAN AMERICAN HISTORY</u> Holt/ Barkley-Brown, E. MAJOR PROBLEMS, 1-35 |
| Sept 5 | <u>“ANCESTRAL AFRICA”</u> Franklin, chap. 1 |
| Sept 10, 12 | <u>West and West Central African Political Economy and Culture</u> Franklin, chap. 2 Walker, pp. 1-20 |
| Sept 17,19 | <u>Transatlantic Slave Trade/Africans and Atlantic World</u> Franklin, chaps. 3, Holt/ Barkley-Brown, 36-81 “Ship of Slaves : The Middle Passage” |
| Sept 24, 26 | <u>African Survivalisms, Slaves and Free Blacks in Colonial America</u> Franklin, chap. 4 Holt/ Barkley-Brown, 83-155 Walker,. Chap. 2 |
| Oct 1,3 | <u>Revolutionary War America, Blacks and Slavery</u> Franklin/, chap.5 Holt/ Barkley-Brown, 158-193 |
| Oct 8, 10 | <u>The Constitution, Slavery, Masters and Property</u> Freehling, “Founding Fathers and Slavery, on reserve/Blackboard |

- Oct 15, 17 **African Americas, the New Nation, and Westward Movement**
- Franklin/ chaps. 6,
Holt/ Barkley-Brown, E. MAJOR PROBLEMS 195-244
“Slavery and the making of America. 1740s-1830s” Videorecording
- Oct 17 **MIDTERM EXAM DUE (exam distributed Oct 17, due Oct 22. NO LATE EXAM ACCEPTED. Only 75 minutes’ in-class make-up exam accepted)**
- Oct 22, 24, **Antebellum Slavery and, Plantation Life**
- Franklin, chap. 7
Owens, THIS SPECIES OF PROPERTY: SLAVE LIFE AND CULTURE
- Oct 22,, 24 **Slave Women, Children, Health**
- Schwartz, *Birthing a Slave: Motherhood and Medicine in the Antebellum South*
- Oct 29, 31 **Slave Realities /Economic Resistance**
- Holt/ Barkley-Brown, E. MAJOR PROBLEMS, 246-291
Walker, History of Blk Bus. Chap. 3
“Slavery and the making of America. Volume 3, Seeds of destruction”
- Nov 5, 7 **Slave Activism**
- Holt/ Barkley-Brown, E. MAJOR PROBLEMS , Ch 7
[Nat Turner \[videorecording\] : a troublesome property](#)
- Nov 12, 14 **Antebellum Free Blacks and Protest Activism**
- Franklin, chap. 9
Holt/ Barkley-Brown, E. MAJOR PROBLEMS , chap 8
- Nov 19, 21 **Antebellum Free Blacks Economic Self-Help Enterprise and Entrepreneurship**
- Walker, History of Blk Bus. Chaps. 4 and 5
- Nov 26 **SOLOMON NORTH CRITICAL REVIEW ASSIGNMENT DUE**
- Nov 26, **Blacks, The Decade of Crisis and Civil War**
- Franklin, chap. 10

Nov 28

THANKSGIVING HOLIDAY

Dec 3

RESEARCH PAPER DUE

Dec 3, 5

Impact of Civil War on Blacks, Slave and Free North and South

Walker, chap. 6

Dec 5

TAKE-HOME EXAMINATION 2

Distributed Dec 5

DUE Dec 9 11:00 AM-2:00 PM (no late exams accepted; if exigencies prevent completion on due date, arrangements can be made to take the assigned three-hour in-class final exam according to UT exam schedule)

The course is designed so that each student will get an A grade, but only if one attends all classes (university regulations state a student who is absent more than three times must fail the course) and, studies diligently and consistently.

And, of course, A students are those who earn A grades on all assignments.

Most helpful will be to practice answer the “consider” questions each week provided on the lecture outlines and have your answers reviewed by me.

CLASS ATTENDANCE

University regulations mandate that students with more than three unexcused absences must be given an F grade. There are occasions when a student will miss class due to illness or personal problems. If illness or personal problems require you to miss more than three classes, you must present verification of these circumstances from your Physician, Dean or funeral director. If your circumstances prevent you from meeting class attendance requirements, please discuss with your Dean the necessity of dropping the course. If your absence is due to university obligations, arrangements must be made in advance to make up any missed work. When absent, it is your responsibility to get the class lecture notes from a classmate. Once this is done and, if you have questions on the lecture notes, see me.

Grading System:

| System for Fall '09 | | |
|---------------------|------|--------|
| A | 4.0 | 92-100 |
| A- | 3.67 | 89-91 |
| B+ | 3.33 | 88-90 |
| B | 3.0 | 82-87 |
| B- | 2.67 | 79-81 |
| C+ | 2.33 | 77-78 |
| C | 2.0 | 72-76 |

| | | |
|----|------|-------|
| C- | 1.67 | 69-71 |
| D+ | 1.33 | 67-68 |
| D | 1.0 | 62-66 |
| D- | 0.67 | 59-61 |
| F | 0.0 | 0-58 |

SPECIAL NEEDS

The University of Texas at Austin provides, upon request, academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259; 471-4641 TTY to certify your needs, which will allow me to make appropriate arrangements

Co-op CFO textbook rental program ...Rental books can either be returned at the Co-op buy back counter or purchased at a discount of the rental price. If needed, Kindle books

Emergency Evacuation Policy Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>

Classroom Instruction and Recommended Syllabus Information **To implement this policy and reinforce building evacuation procedures, each faculty member shall provide the following information and instructions to students:**

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

| HIS 357C AFRICAN AMERICAN HIST TO 1860 | Day | Time | Location |
|--|-----|---------------|-------------------------|
| Unique 39945 | TTH | 11:00 - 12:30 | BUR 220 |
| AFR 357C AFRICAN AMERICAN HIST TO 1860 | | | |
| Unique | Day | Time | Location |
| 30330 | TTH | 11:00 - 12:30 | BUR 220 |
| AMS 321E AFRICAN AMERICAN HIST TO 1860 | | | |
| Unique | Day | Time | Location |
| 30820 | TTH | 11:00 - 12:30 | BUR 220 |