UNIVERSITY OF TEXAS at AUSTIN
AFRICAN AMERICAN HISTORY TO 1860
History 357C, African American Studies 357C, American Studies 321
Fall 2011

Professor Juliet E.K. Walker
Office: Garrison 2-136
512-471-5581
jekwalker@mail.utexas.edu

Office Hours
T 7:30 AM-10:30; 2:00-3:00
TH 9:45-10:45 AM
W By appointment

Research Assistant
Lady Jane Acquah
Office: Garrison 2-136

Office Hours
T TH by appointment
ljane26@gmail.com

PURPOSE OF COURSE

This upper division course examines the history of Blacks 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. 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 slavery, including 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 in attempts 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 and 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 blacks, both slave and free blacks during the age of slavery to the Civil War.

**REQUIRED BOOKS**

Camp, Stephanie M. CLOSER TO FREEDOM: ENSLAVED WOMEN AND EVERYDAY RESISTANCE IN THE PLANTATION SOUTH

Horton, James Oliver, FREE PEOPLE OF COLOR: INSIDE THE AFRICAN-AMERICAN COMMUNITY

Owens, Leslie, THIS SPECIES OF PROPERTY: SLAVE LIFE AND CULTURE IN THE OLD SOUTH

Walker, Juliet E. K., FREE FRANK: A BLACK PIONEER ON THE ANTEBELLUM FRONTIER

Walker, Juliet E. K., THE HISTORY OF BLACK BUSINESS IN AMERICA: CAPITALISM, RACE ENTREPRENEURSHIP Vol 1


<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
<th>DATE DUE</th>
<th>PERCENT OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MID-TERM EXAM (take-home)</td>
<td>OCT 11</td>
<td>20%</td>
</tr>
<tr>
<td>(In-class exam question)</td>
<td></td>
<td>5% (Total 25%)</td>
</tr>
<tr>
<td>RESEARCH PAPER</td>
<td>NOV 29</td>
<td>30%</td>
</tr>
<tr>
<td>EXAM 2 (Take-Home)</td>
<td>DEC 4</td>
<td>35%</td>
</tr>
<tr>
<td>CLASS CONTRIBUTION</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

**EXAMS**

Class lecture outlines 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 show their answers to the TA or Professor for information on whether answers are correct. Also, each exam will include questions on the video documentaries shown in class.

Your research papers, due Nov 29. **NO LATE PAPERS ACCEPTED**
The Second Exam is a take-home exam, distributed Thursday, Dec 1; due by Saturday, Dec.3 11:00AM-2:00 PM.

**NO LATE EXAMS ACCEPTED!**
EXTRA CREDIT

Up to ten (10) extra points on the following assignment (five points each) can be added to the total of your four grades from the above requirements.

Assignment One—Write a two-page review of one of the video documentaries—one page summarizing the documentary; the second page, critiquing it from the perspective of: a) how it broadened your knowledge of the topic; or, b) how, from your readings and lectures, additional historical information could have strengthened your intellectual assessment of historical information in the documentary.

Assignment Two Write a two-page review summarizing a lecture related to the topics in the course Extra credit assignments must be turned in on November 18.

RESEARCH PAPERS

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 illegal immigrants as well as a comparison of fugitive slave laws with today's illegal 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...

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

The research paper will include footnotes. Additional information will be provided. Also, students are encouraged to discuss their paper with both the TA and 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 six pages in addition to the endnotes page, at the end of the paper, rather than placing footnotes in the main body of the paper. For appropriate documentation, quotations, footnote/endnote and bibliographic forms, see, Kate L. Turabian, A MANUAL FOR WRITERS OF TERM PAPERS, THESES AND DISSERTATIONS.
CONGRESSIONAL RECORD RECOGNITION OF FREE FRANK
A TRIBUTE TO FREE FRANK McWORTER -- HON. RICHARD J. DURBIN
(Extension of Remarks - October 03, 1990)
[Page: E3103]

---

HON. RICHARD J. DURBIN
in the House of Representatives
WEDNESDAY, OCTOBER 3, 1990

- Mr. DURBIN. Mr. Speaker, on Saturday I will attend a ceremony honoring Free Frank McWorter whose pioneering spirit and entrepreneurship led to freedom from slavery for himself, his family, and many others he helped escape through the underground railroad.

- His great-great-granddaughter, Prof. Juliet E.K. Walker, has worked long and hard to secure Free Frank's place in history. Her efforts have made many people more aware of an aspect of African-American history and business that is little known to most Americans. Her most recent undertaking involves an effort to put his gravesite, in Barry, IL, on the map. She set out on September 20, to trace Free Frank's 1831 journey from Somerset, KY, which he left in search of better opportunities, to Barry, IL, where he is buried.

- Free Frank was a man with remarkable determination and courage. As a slave, he earned extra wages by hiring out his labors to other masters during the little spare time he had. Eventually, while still a slave, he established his own business, mining and selling saltpeter for the manufacture of gunpowder, which was in high demand during the War of 1812. He used the money he earned to buy his freedom and that of his wife, Lucy; two sons; two daughters; seven grandchildren; two great-grandchildren; and a daughter-in-law. The total cost of this struggle for freedom is estimated to have been $15,000.

- After their liberation, Free Frank and his family set out for Illinois, where land was cheap. They bought 160 acres from the Federal Government for $100, in what is now known as Pike County. It is believed that at age 53, Free Frank was the first black man to legally establish a town, which he called New Philadelphia, in this country. Free Frank and his family played an important role in shuttling runaway slaves to Canada through the underground railroad station in their basement.

- Ms. Walker's efforts to ensure her great-great-grandfather's place in history, including years of research leading to a book entitled 'Free-Frank: A Black Pioneer on the Antebellum Frontier'; and a listing of his gravesite in the National Registry of Historic Places, have generated public interest in Free Frank. A well-deserved profile of Free Frank appeared in the Chicago Tribune on September 28.

- It is my hope that the remarkable accomplishments of Free Frank McWorter will be read by many more people for years to come. He deserves to go down in history as the dedicated pioneer that he was.
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."

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPICS AND ASSIGNED READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 25</td>
<td>INTRODUCTION TO COURSE: SOME PERSPECTIVES ON AFRICAN AMERICAN HISTORY, CHRONOLOGY, HIISTORIOGRAPHY</td>
</tr>
<tr>
<td>Aug 30</td>
<td>INTERPRETING AFRICAN AMERICAN HISTORY: Purposes, Controversies, Expectations</td>
</tr>
<tr>
<td>Sept 1</td>
<td>West and West Central African Political Economy and Culture</td>
</tr>
<tr>
<td></td>
<td>Walker, History of Blk Bus, 1-20</td>
</tr>
<tr>
<td>Sept 6, 8</td>
<td>Transatlantic Slave Trade/Africans and Atlantic World</td>
</tr>
<tr>
<td></td>
<td>Walker, History of Blk Bus, 21-26</td>
</tr>
<tr>
<td></td>
<td>Wright, Kai, The African American Experience</td>
</tr>
<tr>
<td></td>
<td>“Ship of Slaves : The Middle Passage” Video</td>
</tr>
<tr>
<td>Sept 13, 15</td>
<td>African Survivalisms, Slaves and Free Blacks in Colonial America</td>
</tr>
<tr>
<td></td>
<td>Walker, History of Blk Bus., pp. 26-40 and Chap. 2</td>
</tr>
<tr>
<td></td>
<td>Wright, Kai, The African American Experience , pp</td>
</tr>
<tr>
<td>Sept 20-22</td>
<td>Revolutionary War America, Blacks and Slavery</td>
</tr>
<tr>
<td></td>
<td>Walker, FREE FRANK, chap. 1</td>
</tr>
<tr>
<td></td>
<td>Wright, Kai, The African American Experience , pp</td>
</tr>
</tbody>
</table>
Sept 27, 29
The Constitution, Slavery, Masters and Property
Freehling, “Founding Fathers and Slavery”, on reserve/Blackboard
Wright, Kai, The African American Experience, pp
“Slavery and the making of America. 1740s-1830s” Volume 2

Oct 4, 6
African Americans, Slave and Free in the New Nation, and Westward Movement
Walker, FREE FRANK, chaps. 2, 3, 4, 5

Oct 11
MIDTERM EXAM DUE
The midterm take-home exam will be distributed in class Thursday Oct 6.
The exam is due Tuesday, October 11
NO LATE EXAMS ACCEPTED

Oct 11, 13
The New Nation, Slavery and Free Blacks
“Slavery and the making of America. Volume 3, Seeds of destruction” Video
Walker, FREE FRANK, chaps. 6, 7, 8

Oct 18, 20
Antebellum Plantation Slavery
Owens, THIS SPECIES OF PROPERTY: SLAVE LIFE AND CULTURE

Oct 25, 27
Slave Women, Families and Children
Camp, Stephanie M. CLOSER TO FREEDOM: ENSLAVED WOMEN AND EVERYDAY RESISTANCE IN THE PLANTATION SOUTH

Nov 1, 3
Slavery Realities /Slave Economic Resistance
Walker, History of Blk Bus. Chap. 3
Wright, Kai, The African American Experience

Guest Lectures: Jermaine Thibodeaux (UT History PhD Student)
“The Slave Driver”

Lady Jane Acquah (UT History PhD Student)
“African Muslim Slaves in Antebellum America”

Nov 1, 3
Antebellum Free Blacks and Protest Activism: The North
Horton, FREE PEOPLE OF COLOR: INSIDE THE AFRICAN AMERICAN COMMUNITY
Nov 8, 10  Antebellum Free Blacks  Enterprise and Entrepreneurship
   Walker, History of Blk Bus. Chaps. 4 and 5
   Walker, FREE FRANK, chaps. 6, 7, 8

Nov 15, 17  Antebellum Free Blacks  "In Their Own Words"  Student Assessments
   Wright, Kai, The African American Experience

Nov 22  Antebellum Black Protest and Leadership  The Decade of Crisis
   "Frederick Douglass, an American Life"  documentary

Nov 24  THANKSGIVING HOLIDAY

Nov 29  Research Papers Due—No Late Papers Accepted

Nov 29  Take-Home EXAMINATION 2 Distributed
   Distributed Dec 1
   DUE  Dec  3  11:00 AM-2:00 PM (no late exams accepted; if exigencies
        prevent completion, arrangements can be made to take the
        three-hour in-class final exam

Nov 29, Dec 1  Free Blacks, Slavery and the Impact of Civil War
   Walker, chap. 6

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), studies diligently and
consistently.

Most helpful will be to answer the "consider" questions each week provided on the lecture outline and have
your answers looked at by the TA or Professor.

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, please see me.
The New Grading System:

<table>
<thead>
<tr>
<th>System for Fall '09</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>4.0 92-100</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>3.67 89-91</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>3.33 88-90</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>3.0 82-87</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>2.67 79-81</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>2.33 77-78</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>2.0 72-76</td>
</tr>
<tr>
<td>C-</td>
</tr>
<tr>
<td>1.67 69-71</td>
</tr>
<tr>
<td>D+</td>
</tr>
<tr>
<td>1.33 67-68</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>1.0 62-66</td>
</tr>
<tr>
<td>D-</td>
</tr>
<tr>
<td>0.67 59-61</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>0.0 0-58</td>
</tr>
</tbody>
</table>

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.

NOTES: CHANGES, ADDENDUM

**Co-op CFO introduces textbook rental program at Student Government ...**
Apr 28, 2010 ... The book can either be returned at the Co-op buy back counter or purchased at a discount of the rental price. If needed the rental period ...
www.readthehorn.com/.../co op cfo introduces textbook rental program at student government meeting - Cached
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.

<table>
<thead>
<tr>
<th>Unique</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>39485</td>
<td>TTH</td>
<td>11:00 - 12:30</td>
<td>BUR 108</td>
</tr>
</tbody>
</table>

HIS 357C AFRICAN AMERICAN HIST TO 1860

AFR 357C AFRICAN AMERICAN HIST TO 1860

AMS 321E AFRICAN AMERICAN HIST TO 1860

<table>
<thead>
<tr>
<th>Unique</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>30205</td>
<td>TTH</td>
<td>11:00 - 12:30</td>
<td>BUR 108</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unique</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>30590</td>
<td>TTH</td>
<td>11:00 - 12:30</td>
<td>BUR 108</td>
</tr>
</tbody>
</table>