

Charley M. Nelson
2007-2008
Northland High School
Conference 1st period Monday through Friday by appointment only
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FROM SLAVERY TO EMANCIPATION

COURSE DESCRIPTION AND OBJECTIVES

This is an introductory lecture and discussion course in the history of African Americans in the United States. Beginning with Emancipation, the course traces the evolution of black culture and identity and the continuing struggle for freedom and equality. Topics will include the tragedies and triumphs of Reconstruction, interracial violence, black political and institutional responses to racism and violence, the Harlem Renaissance, Jazz, Blues, and the Civil Rights and Black Power movements. In August 1619 “twenty and odd negars” were traded for food by the crew of a Dutch sailing vessel. That commercial transaction represented the first recorded incident of a permanent African presence in America. Over the next 146 years this population of Africans would grow to create an African American population of over four million. The overwhelming majority of this population was enslaved. This course will be an examination of those enslaved millions and their free black fellows, who they were, how they/ lived, and how the nation was transformed by their presence and experience. Particular attention will be paid to the varieties of African American experience and how slavery and the presence of peoples of African descent shaped American social, political, intellectual and economic systems. Students will be presented with a variety of primary and secondary sources materials; timely and careful reading of these sources will prepare students for class discussions. Students will be confronted with conflicting/ bodies of evidence and challenged to analyze these issues and arrive at conclusions for themselves.

REQUIRED READINGS

- *Textbook: Darlene Clark Hine, *The African American Odyssey*, vol. Combined, 2nd ed
- * Olaudah Equiano, *Life of Olaudah Equiano*
- * Eugene D. Genovese, *Roll, Jordan, Roll: The World the Slaves Made*
- * James L. Roark and Michael P. Johnson, *Black Masters*
- * Sylvia Frey, *Water from the Rock: Black Resistance in a Revolutionary Age*
- * W. Jeffrey Bolster, *Black Jacks: African American Seamen in the Age of Sail*
- * Articles and occasional handout.

EVALUATION

1. Class participation and discussion 10%.
2. Mid term examination (short answer/identifications and an essay question) 20%.
3. Non-cumulative final examination (short answer/identifications and several essay. 40%
4. Research paper and Oral Presentation (On a topic of the student's choice, subject to instructor approval.) 30%

RESPONSIBILITIES

Attendance: Each student is expected to attend class regularly and on time. Roll will be taken and more than three unexcused absences during the semester will result in the deduction of a full letter grade.

Class meetings: Students are expected to have read the assigned material, and to be fully prepared to discuss the same. The class participation grade will be based on student participation in classroom, which will include a one-page response paper on the major themes of each Friday's readings. (The response will be written on the **front side of a single 5 x 8 index card** .)

Students must submit at least **six** response cards to receive full credit for class participation (**one card per week to begin approximately the third week of class**). Response will be graded Pass/Fail. Please don't talk while I am lecturing, I will extend you the same courtesy.

Research Paper: Each student will provide the instructor with a proposal for a double-spaced, 7-10 page research paper. Students may choose any topic, which is relevant to the issues and time period under examination. Papers must have a clear thesis and use both primary and secondary source materials. All sources should be cited in footnotes; footnotes and all other matters of style must conform to the *Chicago Manual of Style* (14 th ed.) or *A Manual for Writers of Term Papers, Theses and Dissertations* (6 th ed.) by Kate L. Turabian. (Both are available at the public library). Students must also provide an annotated bibliography describing the sources that will be consulted.

Students will write their papers using a 12-point *Times New Roman* font, with page margins of one inch on the top, bottom and both sides of each page. Each paper must have a cover page; each page must be numbered, and the entire paper must be stapled or bound in some fashion. Grading of this paper will be based on the clarity of the thesis, the construction of the argument and grammar. I will review proposals/drafts, provided they are submitted **no later than Nov. 27th**. This assignment is due on **Dec. 10th**.

Students should make a copy of their research paper for their own records, and to assist them when doing their oral presentation.

Examinations: Students should arrive on time with plenty paper, and pens with blue or black ink. Failure to attend class on an examination date without prior notice/permission will require the student to provide a note of excuse.

Late Work: **All assignments are due at the beginning of class. Assignments received after this point will be downgraded 10 points.** Exceptions will be granted in cases of dire circumstances. (I will not grant exceptions because your printer did not print, you lost the diskette, or you had eight five other assignments due at the same time (Prepare your work in advance.)

Examinations: Failure to attend class on an examination date without prior notice/ permission will require the student to provide a note of excuse from the Principal (Mr. Bland), in order to schedule a make-up examination. Permission to take the final examination on a date or time other than that scheduled must also be obtained from the Principal.

COURSE SCHEDULE

Aug. 29 - 31 Orientation

Africa

Sept. 3 No School

Sept. 4 - 5 Hine, pp. 3-21

Sept. 6 Discussion: “The Afro-American, National Character and Community: Toward a New Synthesis,” and “Integrating Afro-American History into American History”

Middle Passage

Sept. 7 - 10 Hine, pp. 25-37

Sept. 11 - 12 Hine, pp. 37-45

Sept. 13 Discussion: Equiano, *Life of Olaudah Equiano*

Black People in British North America, 1619-1763

Sept. 14 - 17 Hine, pp. 47-58

Sept. 18 - 19 Hine, pp. 58-68

Sept. 20 Discussion:

Rising Expectations: African Americans and the Struggle for Independence, 1763-1783

Sept. 21 - 24 Hine, pp. 71-80

Sept. 25 - 26 Hine, pp. 80-89

Sept. 27 Discussion: Frey, *Water From the Rock*

African Americans in the New Nation, 1783-1820

Sept. 28 – Oct. 1 Hine, pp. 93-103

Oct. 2 - 3 Hine, pp. 103-112

Oct. 4 Discussion: Roll, Jordan, Roll

Read sections: Paternalism, Slave Family Life, Relations With Masters Mistresses, Overseers and Drivers. (See Subject Index) We will also look at routines of specific occupations within the plantation hierarchy.

Life in the Cotton Kingdom

Oct. 4 - 5 Hine, pp. 119-27

Oct. 8 - 9 Hine, pp. 127-37

Oct. 10 Discussion: Genovese, *Roll, Jordan, Roll*

Oct. 11 **Reading Day**

Oct. 12 **Reading Day**

Oct. 15 Discussion: Genovese, *Roll, Jordan, Roll*

Free People in Antebellum America.

Oct. 16 - 17 Hine, pp. 141-52

Oct. 18 - 22 Hine, pp. 152-62 (Oct. 19 - No School)

Oct. 23 Discussion: Genovese, *Roll, Jordan, Roll*

Oct. 24 - 25 **Mid Term Review.**

Oct. 26 Mid Term Exam

Opposition to Slavery, 1800-1833

Oct. 29 - 30 Hine, pp. 165-72

Oct. 31 – Nov. 1 Hine, pp. 172-80, John Russworm, “Colonization Endorsed,” and Peter Williams, Jr. “Colonization Rejected”

Nov. 2 – Nov. 5 Discussion: David Walker, *Appeal to the Coloured Citizens of the World*

Let Your Motto Be Resistance, 1833-1850

Nov. 6 - 7 Hine, pp. 183-94

Nov. 8 – 9 Hine, pp. 194-201

Nov. 12 Discussion: Bolster, *Black Jacks*

“And Black People Were at the Heart of It”: The U.S. Disunites Over Slavery.

Nov. 13 - 14 Hine, pp. 205-13

Nov. 15 - 16 Hine, pp. 213-23

Nov. 19 Discussion: Roark and Johnson, *Black Masters*

**Liberation: African Americans and the Civil War
(United States Marine Corps Birthday).**

Nov. 20 - 21 Hine, pp. 229-43 and Frederick Douglass, “Men of Color, To Arms”

Nov. 22 – 23 Thanksgiving Holiday

Nov. 26 - 27 Hine, pp. 243-53

Nov. 28 Discussion: Jim Cullen, “I’s a Man Now: Gender and African American Men”
and Martha Hodes, “Wartime Dialogues on Illicit Sex: White Women and Black Men”

Nov. 29 (Last day to review proposals and drafts)

The Meaning of Freedom: The Promise of Reconstruction, 1865-1868

Nov. 30 Reading Day (Hine, pp. 257-68)

Dec. 3 Reading Day (Hine, pp. 268-79)

Dec. 4 Discussion: Cullen, Hodes, and Hine pp. 257-279

Dec. 5 – 6 Hine, pp. 280-94

Dec. 7 Discussion: (Handout Provided by Instructor) **Research Papers Due**

Dec. 10 – 14 Oral Presentations 10 minute max. (We will go in alphabetical order.)

The Meaning of Freedom: The Failure of Reconstruction

Dec. 17 – 18 Hine, pp. 295-301

Dec. 19 Discussion: Leon Litwack, *Trouble in Mind*, pp. 280-325

Dec. 20	Course Reflections	
Dec. 21	Course Survey (School Close ½ hour early)	
Dec. 22 – Jan 6	Winter Recess	
Jan. 7 - 11	School Resumes (Begin Semester Review)	
Jan. 14	Semester Final Exam	
Jan. 15 - 18	Review Final Exam	
	1 st Semester Ends/2 nd Grading Period Ends	
Jan. 21	MLK Day – No	
Jan. 22	Overview of Content	2 nd
	Semester Begins/3 rd Grading Period Begins	

Research Paper & Presentation Due - 2nd Semester

Proposals and drafts due – March 30
 Research Paper due – May 16
 Oral Music Presentation due - May 19 -23

Racism in America Today

Jan. 23 - 25 Film: “Skin Deep”
 Jan. 28 - 29 Discussion: “Skin Deep” and racism today

White Supremacy Triumphant: African Americans in the South in the Late 19th Century

Jan. 30	Reading Day	Hine, pp. 302-17
Jan. 31	Reading Day	Hine, pp. 318-30

Black Southerners Challenge White Supremacy

Feb. 1 Discussion (TBA)

Feb. 4 - 5 Hine, pp. 331-44

Feb. 6 – 7 Hine, pp. 345-58

Feb. 8 Discussion: (TBA)

Conciliation, Agitation and Migration: African Americans in the Early 20th Century

Feb. 11 – 12 Reading Day! (Hine, pp. 359-75)

Feb. 13 – 14 Reading Day! (Hine, pp. 376-89)

Feb. 15 Discussion: DuBois, *Souls of Black Folks*

African Americans and the 1920s

Feb. 18 –19 Hine, pp. 390-403

Feb. 20 – 21 Hine, pp. 404-14

Feb. 22 Discussion: Lewis, *When Harlem Was in Vogue*

The Great Depression and the New Deal

Feb.25 – 26 Hine, pp. 419-31

Feb. 27 – 28 Hine, pp. 431-41

Feb. 29 Discussion (TBA)

Black Culture and Society in the 1930s and 1940s

Mar. 3 - 4 Hine, pp. 445-56

Mar. 5 – 6 Hine, pp. 457-68

Mar. 7 Discussion (TBA)

Mar. 10 – 13 Mid-Term Review

Mar. 14 Mid-Term Exam

The World War II Era and Seeds of a Revolution

Mar. 17 -19 Film "Soldiers Story"

Mar. 20 Discussion: "Soldier's Story"
(School closes ½ early)

Mar. 21 – Mar. 30 Spring Recess

Mar. 30 Review – "Soldier's Story"
Proposals & drafts due
School Resumes

April 1 – 2 Hine, pp. 471-82

April 3 – 4 Hine, pp. 482-93

April 7 Discussion: Moody, *Coming of Age in Mississippi*

The Freedom of Movement, 1954-1965

Apr. 8 – 9 Hine, pp. 501-14

Apr. 10 - 11 Hine, pp. 514-25

Apr. 14 – 15 Discussion: Baldwin, *The Fire Next Time*

The Struggle Continues, 1965-1980

Apr. 16 – 17 Hine, pp. 531-45

Apr. 18 – 21 Hine, pp. 545-57

April 22 Discussion: Cleaver, *Soul on Ice*

Modern Black America 1980-2000

April 23 – 24 Hine, pp. 563-74

April 25 – 28 Hine, pp. 574-85

