

History Majors may apply only ONE 2000-level course to the major and should consult their History department advisor before taking one. If you think you may want to major in History but have not declared the major yet, do not take multiple 2000-level courses.

Hist. 2347: African American History

Dr. Stephanie Wright email: lilac670@yahoo.com

Office hours: MWF 2-2:50 and by appointment, Hellems, 373A

Revised syllabus – Spring 2010

Course Evaluation:

Mid-term*	25%
Final	25%
Essays (2)	50%

ESSAY 1: 3-4 page review of *Celia*, due **April 12**

ESSAY 2: Turn in a 3-4 page essay on one of the following topics:

- Review Walter Johnson's *Soul by Soul*
- Write an essay explaining the ways in which slavery was central to the founding of the United States.
- Write an essay explaining the centrality of slavery in the onset of the Civil War.
- Write an essay explaining the varying ways in which enslaved people survived and resisted slavery.
- Write an essay that explores the conflicting ways that African Americans, white northerners, and white southerners defined freedom.

DUE APRIL 28

*If you choose, you may average in your first exam grade with the take-home midterm.

Course Readings

March 15-19 Work on take-home examination

March 21-28 Spring Break

March 29 Colonial Slavery

March 31 The Racialization of Slavery, Excerpt from Thomas Jefferson, *Notes on the State of Virginia*, available at <http://www.pbs.org/wgbh/aia/part3/3h490t.html> and the poems of Phillis Wheatley at <http://www.vcu.edu/engweb/webtexts/Wheatley/phil.htm>. **Be prepared to discuss Jefferson's arguments for slavery, how he naturalized the enslavement of black people, and stereotypes that emerged about blacks. Use Wheatley to**

explore the response of some African Americans to arguments about their supposed inferiority.

- April 2 Post Revolutionary America/Antebellum Slavery: Review *Soul by Soul*
- April 5 Slave Resistance and Survival: Online reading, Brer Rabbit tales. Please read the following: "Brer Rabbit Meets Tar Baby," Brer Fox Catches Old Man Tarrypin," and "Brer Rabbit Falls Down the Well." Available at <http://www.americanfolklore.net/brer-rabbit.html>. **For our discussion, be prepared to discuss what enslaved people might have learned from the folktales. What was the purpose of passing these stories down from generation to generation?**
- April 7 Gender and Slavery: Discussion of *Celia*. Please bring in two passages that you believe reveal the most about the experiences of enslaved black women.
- April 9 Free Black People in Antebellum America, Review Ch. 7 in AAO
- April 12 The Establishment of African American Institutions
Essay 1: Turn in 3-4 page essay reviewing *Celia*
- April 14 African American Institutions and Colonization, Film: Part 3, "Africans in America." Reserve reading
- April 16 The Arguments for and against Slavery: Online Reading – <http://www1.assumption.edu/users/lknoles/douglasswritingasarg.html> and <http://www1.assumption.edu/users/lknoles/douglassproslaveryargs.html>
- April 19 Precursors to War, AAO, Ch. 10
- April 21 The Civil War: AAO, Ch. 11
- April 23 Defining Freedom
- April 26 Reconstruction, AAO, Ch. 12
- April 28 Reconstruction
- April 30 The Failure of Reconstruction, AAO, Ch. 13

Final Exam: Thursday May 6th 2010, 10:30 a.m. – 1:00 p.m.

Disability Statement: If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or <http://www.colorado.edu/disabilityservices/>

Decorum Statement: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Additional information may be found at <http://www.colorado.edu/policies/classbehavior.html>

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Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html>

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Religious Observance: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a potential class conflict because of religious observance, you must inform me of that conflict within three weeks of the start of classes. See policy details at http://www.colorado.edu/policies/fac_relig.html

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