Course Description

This course will examine the lives of people of African descent in the North American British colonies/United States from the moment of settlement to the end of Reconstruction. Core themes will include African origins, the trans-Atlantic slave trade, slavery, and (the fraught filled) freedom of the immediate post-emancipation era. We will explore and analyze the social, cultural, political, economic, and legal aspects of African Americans’ quotidian life but also their experiences during key moments of national upheaval to include the American Revolution and the Civil War.

This is a history course designed to engage interdisciplinary pedagogical forms including works of art, literature, music, and documentaries in addition to history texts. The reasons for this are twofold: first, these media offer different points of entry into history beyond the text and secondly, they enrich the learning experience as students gain and sharpen analytical and critical thinking skills.

Required Text

Suggested Text

Other readings available in D2L.
## Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Primary Source Document Analysis</td>
<td>10pts</td>
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<tr>
<td>Primary Source Document Transcription</td>
<td>10pts</td>
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<tr>
<td>Book Review</td>
<td>10pts</td>
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<td>Quizzes (3)</td>
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<tr>
<td>Midterm</td>
<td>15pts</td>
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<tr>
<td>Final Paper</td>
<td>15pts</td>
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<tr>
<td>Participation</td>
<td>10pts</td>
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## Class Schedule

### Week 1

#### Class 1 [Mon, January 11]
- Review syllabus

#### Class 2 [Wed, January 13]

#### Class 3 [Fri, January 15]
- “Book Review” from UNC Writing Center (D2L)

### Week 2

#### Class 1 [Mon, January 18th]
- Holiday, MLK Jr. Day

#### Class 2 [Wed, January 20th]

#### Class 3 [Fri, January 22nd]
- “Introduction for Students,” in *Freedom on My Mind* (xxvii-xxxii)

### Week 3

#### Class 1 [Mon, January 25th]
- Chapter 1, From Africa to America

#### Class 2 [Wed, January 27th]
- Chapter 1, Documents and Visual Resources

#### Class 3 [Fri, January 29th]
- **DUE:** Initial Primary Source Document Analysis

Suggested Reading:
On Assignments

Primary Source Document Analysis is a two-part assignment; only the final analysis will receive a grade. At the beginning of the semester you will select any primary document (relevant to the topic and era) and offer an assessment of the document. You will reassess the same document at the end of the semester; the final effort will be graded.

Primary Source Document Transcription will require the transcription of a primary source document, a manumission ledger, held at the Norlin library. While each person will be responsible for, and graded on, approximately 2-3 pages of transcription, the end product will be considered a collaborative effort.

Book Review: you will select a book from the suggested readings list, read it, write a review of it, and post it on the class website. Book reviews will be a topic of classroom discussion. We will discuss book review content and format in class.

Participation is weighted primarily by in-class participation. Articulating your thoughts is instrumental to individual student development and useful to class debates and discussions. Additionally, responses to book reviews will count toward the participation grade.

Week 4

Class 1 [Mon, February 1st]
⇒ Chapter 2, African Slavery in North America, 1619-1739

Class 2 [Wed, February 3rd]
⇒ Chapter 2, Documents and Visual Resources

Class 3 [Fri, February 5th]

Suggested Reading:

Week 5

Class 1 [Mon, February 8th]
⇒ Chapter 3, African Americans in the Age of Revolution, 1740-1783

Class 2 [Wed, February 10th]
⇒ Chapter 3, Documents and Visual Resources

On Assignments (cont.)

**Quizzes** will comprise reading and lecture materials. The format will be short answer and multiple choice.

**Midterm** will follow a similar format as quizzes.

**Final Paper** will be take-home and approximately 10-12 pages. The final paper is in lieu of a final exam. I will discuss details at length as due dates draw near.

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### Course Guide

You can access the HIST4437-001 course guide through Chinook, the CU Library online catalog. The course guide is an online directory to course specific resources constructed by CU-Boulder/Norlin Librarians. Please use the site for useful books, journals, historical newspapers, primary sources, websites, and citation aids.

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**Class 3 [Fri, February 12th]**


Suggested Reading:

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**Week 6**

**Class 1 [Mon, February 15th]**

⇒ Chapter 4, Slavery and Freedom in the New Republic, 1783-1829

**Class 2 [Wed, February 17th]**

⇒ Chapter 4, Documents and Visual Resources

**Class 3 [Fri, February 19th]**


⇒ QUIZ #1

Suggested Reading:
### Week 7

**Class 1 [Mon, February 22nd]**
- Reading #1 on Primary Sources. Poetry Readings (D2L)

**Class 2 [Wed, February 24th]**
- Reading #2 on Primary Sources.
- **DUE:** First Group of Book Reviews (10)

**Class 3 [Fri, February 26th]**

### Week 8

**Class 1 [Mon, February 29th]**
- Chapter 5, Black Life in the Slave South, 1820-1860

**Class 2 [Wed, March 2nd]**
- Chapter 5, Documents and Visual Resources

**Class 3 [Fri, March 4th]**

Suggested Reading:
- Peter Wood, *Black Majority: Negroes in Colonial South Carolina from 923g through the Stono Rebellion* (New York: W.W. Norton, 1974).
- Daina Ramey Berry, *Swing the Sickle for the Harvest is Ripe: Gender and Slavery in Antebellum Georgia* (Urbana: University of Illinois, 2007).

### Week 9

**Class 1 [Mon, March 7th]**
- Chapter 6, The Northern Black Freedom Struggle and the Coming of the Civil War, 1830-1860

**Class 2 [Wed, March 9th]**
- Chapter 6, Documents and Visual Resources
Class 3 [Fri, March 11th]

Suggested Reading:

**Week 10**

Class 1 [Mon, March 14th]
⇒ Chapter 7, Freedom Rising: The Civil War, 1861-1865

Class 2 [Wed, March 16th]
⇒ Chapter 7, Documents and Visual Resources

Class 3 [Fri, March 18th]
⇒ Screen Movie: *Glory* (select scenes)
⇒ QUIZ#2

Suggested Reading:

**Week 11—HOLIDAY, Spring Break**

[Mon, March 21st—Fri, March 25th]

**Week 12**

Class 1 [Mon, March 28th]
⇒ Chapter 8, Reconstruction: The Making & Unmaking of a Revolution, 1865-85

Class 2 [Wed, March 30th]
⇒ Chapter 8, Documents and Visual Resources

Class 3 [Fri, April 1st]

Suggested Reading:
Week 13

Class 1 [Mon, April 4th]
⇒ Selections from W.E.B. Du Bois’s *The Souls of Black Folk* (D2L)

Class 2 [Wed, April 6th]
⇒ Selections from Booker T. Washington’s *Up From Slavery* (D2L)

Class 3 [Fri, April 8th]
⇒ Screen Documentary clips on Du Bois & Washington

Week 14—Readings on Local History

Class 1 [Mon, April 11th]
⇒ DUE: Final Group of Book Reviews (10)

Class 2 [Wed, April 13th]

Class 3 [Fri, April 15th]
⇒ QUIZ#3

Suggested Reading:

Week 15

Class 1 [Mon, April 18th]
⇒ Review the Reviews, 10 Books

Class 2 [Wed, April 20th]
⇒ Review the Reviews, 10 Books
Class 3 [Fri, April 22nd]
⇒ Final Primary Source Analysis Due

Week 16

Class 1 [Mon, April 25th]
⇒ Review the Reviews, 10 Books

Class 2 [Wed, April 27th]
⇒ Review the Reviews, 10 Books

Class 2 [Fri, April 29th]
⇒ Last Day of Class
⇒ Course Review
**Accommodation For Disabilities**

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with your professor.

**Religious Holidays**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, *(insert your procedures here)*

See campus policy regarding religious observances for full details.

**Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the student code.

**Discrimination And Harassment**

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder’s Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

**Honor Code**

The Boulder campus has an Academic Integrity Policy and a student Honor Code; individual faculty members are expected to familiarize themselves with its tenets and follow the approved procedures should violations be perceived. The campus has been working diligently to make this process work better and to provide guidance on ‘gray areas’ to be helpful to both faculty and students at the Honor Code website.

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible of violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at http://honorcode.colorado.edu.