“Would America have been America without her Negro people?”


This class will examine the history of African Americans through the end of Reconstruction. Beginning with an examination of precolonial Africa, the course will explore the rise of the Atlantic slave trade, the establishment of systems of slavery in colonial America, the rise of African-American cultures, the search for freedom during the age of revolution, African-American religion and resistance, the coming of the Civil War, and the transition to freedom. Through a combination of primary and secondary documents, we will focus on African Americans’ active responses to often-harsh conditions and their attempts to gain and consolidate freedom in America.

These required books are available for purchase at the University Bookstore in Reitz Union or may be acquired from your favorite internet bookseller:


Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, ed. Houston Baker (Penguin, 1982).


These readings will be supplemented occasionally with additional sources available online or by handouts. http://www.pbs.org/wgbh/aia/http://hitchcock.itc.virginia.edu/Slavery/
**Requirements**

1. Two five-page papers (due Feb. 18 and March 24) on specific assigned questions handed out in advance by the instructor.

2. Two book quizzes on specific assigned questions (Feb. 4 and March 17).

3. Examinations. There will be one mid-term and a final exam, both consisting of a combination of essay and identification questions.

4. Class attendance and participation. Students will be expected to attend class regularly and to keep up with reading assignments, which average about 75 pages per week. Everyone is allowed two absences regardless of the reason; no excuse or physician’s note is needed (except for a missed exam). Each subsequent absence, however, will result in a drop of half a letter grade in the final average for the term (students who are forced to miss more classes because of serious or chronic medical problems or family emergencies should consult with the instructor). The course will be lecture-based approximately two-thirds of the time, but there will also be a number of class discussions in which students should participate based on course readings. No digital devices in class, please.

Your final grade (based on a 10-point scale) will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Final exam</td>
<td>30%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>2 5-p papers</td>
<td>30% (15% ea.)</td>
</tr>
<tr>
<td>2 quizzes</td>
<td>15% (7.5% ea.)</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
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**Schedule**


Reading: Colin Palmer, “The First Passage,” chap. 1 in Kelley and Lewis, *To Make Our World Anew*

Reading: selections from “The Interesting Narrative of the Life of Olaudah Equiano”


Reading: Peter Wood, “Strange New Land,” chap. 2 in Kelley and Lewis, 
To Make Our World Anew

Reading: Carretta, Phillis Wheatley

Quiz on Phillis Wheatley Feb. 4


Reading: Daniel Littlefield, “Revolutionary Citizens,” chap. 3 in Kelley and Lewis, 
To Make Our World Anew

Week 7. Feb. 16-18. After the Revolution

Reading: Schafer, Anna Kingsley

Paper due on Schafer, Anna Kingsley Feb. 18


Spring Break Feb. 27 - March 5

Week 9. March 8-10. The Second Middle Passage

Reading: Deborah Gray White, “Let My People Go,” chap. 4 in Kelley and Lewis, 
To Make Our World Anew.
Week 10. March 15-17. Resistance and Abolitionism

Reading: Rediker, *The Amistad Rebellion*

**Quiz on *Amistad Rebellion* March 17**

Week 11. March 22-24. World of the Slave Labor Camps

Reading: Frederick Douglass, *Narrative*

**Writing assignment:** 5-page paper on Douglass due March 24


Reading: Noralee Frankel, “Breaking the Chains,” chap. 5 in Kelley and Lewis, *To Make Our World Anew*

Week 13. April 5-7. Contested Freedom


Reading: Ta-Nehisi Coates, “The Case for Reparations,” *The Atlantic*, June 2014 (Online)

Week 15. April 19. Conclusions

**Final exam Friday, April 29, 10 a.m. - noon**