

## African American History: 1619 to 1865

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AFA 4222  
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Online

Office Hours: by appt

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### **Course Description:**

This course explores the history of African Americans before their arrival in the United States in 1619 to the end of the Civil War in 1865. It examines the experiences of enslaved Africans and African Americans, their resistance to slavery, and the various social, economic, and political forces that shaped their lives during this time period.

Through readings, lectures, discussions, and research, this course fosters the development of a deeper understanding of the ways in which slavery and racism impacted the lives of African Americans, as well as the ways in which they created and maintained their own communities, cultures, and traditions in the face of oppression. Topics covered in this course include African empires, the transatlantic slave trade, plantation slavery, slave culture, maroon societies, Black military service, and resistance.

Using primary and secondary sources, this course examines the various interpretations and representations of this history, including the ways in which it has been written, taught, and memorialized. Through critical analysis and engagement with primary and secondary sources, this course strengthens analytical and research skills, and the ability to think critically about the complexities of race, power, and social justice in American history.

Overall, this course aims to provide a comprehensive understanding of African American history to 1865 and encourages ongoing analysis of the legacies of this history in contemporary American society.

### **Objectives**

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

These general education objectives will be accomplished by:

1. Demonstrate a comprehensive understanding of the experiences of African Americans from 1619 to 1865, including their social, cultural, political, and economic status under slavery and the ways in which they resisted and challenged this institution.
2. Analyze the historical context and impact of key events and figures, such as the transatlantic slave trade, Nat Turner's rebellion, and the Emancipation Proclamation.
3. Evaluate primary and secondary sources related to African American history, including speeches, letters, memoirs, and historical accounts.
4. Engage in independent research and writing, demonstrating proficiency in academic writing and citation styles.
5. Analyze the social, cultural, and economic contributions of African Americans, including their music, art, religion, and intellectual traditions.

- Critically evaluate the role of race and racism in shaping American history and culture, and the ongoing legacies of slavery and discrimination in contemporary society.

### Required Readings and Course Content

ACHIEVE & LEARN: *Freedom on My Mind: A History of African Americans with Documents*, Volume 1, Third Edition, 2021, by Deborah Gray White, Mia Bay, and Waldo. E. Martin Jr.

PERUSALL: *Lose Your Mother: A Journey Along the Atlantic Slave Route*, 1e  
Sadiya Hartman  
Macmillan Trade (Farrar, Straus and Giroux)  
(ISBN 9781429966900)

PERUSALL: *Runaway Slaves: Rebels on the Plantation*, 1e  
Franklin & Schweninger  
Oxford University Press  
(ISBN 9780199840250)

All other required readings will be made available through Canvas. Class resources, announcements, updates, and assignments will also be made available through Canvas.

### Assignments:

- Achieve & Learn Readings – 100 points
- Perusall Readings – 150 points
- Primary Source Essay #1 – 150 points
- Primary Source Essay #2 – 200 points
- Research Paper Proposal – 100 points
- Final Research Paper – 300 points

<b>GRADE/POINT SCALE</b> Grading Scale Score	Percent	Grade	Grade Points
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0.00

### **REQUIREMENTS AND EVALUATION**

**Any use of generative AI in any of your work will result in an automatic failure of the assignment and a report to Student Conduct and Conflict Resolution.** <https://policy.ufl.edu/regulation/4-040/>

**MacMillan Achieve and Learn Readings:** You can access the course textbook and MacMillan readings using our canvas page. All readings on Achieve are required.

**Perusall Assignments and Readings:** All of the assignments, readings, and quizzes in perusall are required components of this course. Please set up your perusall account as soon as possible once enrolled in the course. You can access perusall from our Canvas course.

**Primary Source Essay 1:** The purpose of this assignment is to critically analyze **five** primary sources and **two** secondary sources related to section one's readings and write a **four**-page essay (four FULL pages). Students must conduct primary source research and analyze primary sources from academic databases. Your essay should be double-spaced and written in 12-point, Times New Roman font. Sources selected solely from online websites (such as news channels, encyclopedias, etc.) are inappropriate and will result in a zero on this assignment. You must conduct research from online archival sources, such as UF Libraries, the Library of Congress, and other .edu websites. You may use **two** primary sources within the Freedom on My Mind textbook, however, you must find **three** original primary sources from outside of the textbook.

The first page of your essay should include an introductory paragraph with your thesis and the documents' historical context. The body of your essay will analyze the sources. You can quote the source, but make sure that you do not use too many quotes and no block quotes. I want to read your interpretation of the source. Try not to quote longer than a sentence. To write a critical essay, you must critically read the source and develop a theme and a thesis. For example, as you are reading, ask yourself, what is the author's perspective? Keep in mind the author's perspective on race, class, gender, and political ideology, liberal, conservative, or radical. You should also think about the language and tone of the document. Avoid simply describing events; incorporate your analysis of the primary source documents throughout your essay. What do these primary sources prove about society at the time?

Your conclusion should summarize your essay and restate your thesis. A two-sentence conclusion is inappropriate. Write fully developed paragraphs.

**Please refer to the writing rubric attached to the end of this syllabus for detailed information on how your essays will be evaluated.** You will be evaluated on your use of primary sources, your analysis of the sources, how well you researched your chosen topic and your grammar. Be sure to utilize topic and transition sentences throughout your essay. Additional details can be found on the attached rubric.

**Upload your first primary source essay to Canvas on Sunday, September 20, 2024 by 11:59pm.**

**Primary Source Essay 2:** The purpose of this assignment is to critically analyze **five** primary sources and **two** secondary sources related to section one's readings and write a five-page (five FULL pages) essay. The same instructions written above for primary source essay 1 apply to this essay. Students must conduct primary source research and analyze primary sources from academic databases. Your essay should be double-spaced and written in 12-point, Times New Roman font. **Primary Source Essay #2 due on Oct. 18, 2024 by 11:59pm.**

**Research Paper Proposal:** For this research paper proposal assignment, you will be asked to propose a topic for your research paper on African American history from 1619 to 1865. The purpose of this

assignment is to help you develop your research question, identify potential sources, and begin to formulate a thesis statement for your paper.

Your proposal should include the following elements:

1. **Research Question:** Begin by proposing a research question that you would like to explore in your paper. Your research question should be specific and focused and should be phrased in a way that allows for a clear and concise answer.
2. **Background and Context:** Provide some background and context for your research question. What is the historical significance of your topic? What are some of the key events, figures, and trends that are relevant to your research question?
3. **Potential Sources:** Identify some potential primary and secondary sources that you plan to use for your research. These could include books, articles, primary source documents, or other types of historical sources. Explain why these sources are relevant to your research question, and how you plan to use them in your analysis.
4. **Thesis Statement:** Finally, propose a preliminary thesis statement for your research paper. Your thesis statement should articulate the main argument or claim that you will be making in your paper and should be supported by the evidence and analysis that you will present in your research.

Your research paper proposal should be approximately 2-3 pages in length and should be double-spaced, with 1-inch margins and a 12-point font. Be sure to proofread your proposal carefully and to cite your sources using appropriate citation style. You will receive feedback on your proposal from the instructor, which you should use to refine your research question and thesis statement before beginning your research paper.

**Please upload your proposal to Canvas on Friday, November 1, 2024, by 11:59pm.**

### **Final Research Paper:**

For this final research paper assignment, you will be asked to write a research paper on a specific topic related to African American history from 1619 to 1865. The purpose of this assignment is to help you develop your research skills, deepen your understanding of African American history, and refine your ability to present a well-supported argument in written form.

Your research paper should include the following elements:

1. **Introduction:** Begin with an introduction that provides an overview of your research question, explains the significance of your topic, and presents your thesis statement. Your introduction should be clear, concise, and engaging and should set the stage for the rest of your paper.
2. **Background and Context:** Provide some background and context for your research question. This could include an overview of key historical events, figures, and trends that are relevant to your topic, as well as an explanation of how your research question fits within the broader context of African American history.
3. **Analysis and Discussion:** Present a well-supported argument in favor of your thesis statement. Use evidence from your research to support your claims and provide a detailed analysis of the historical context and significance of your topic.
4. **Evidence:** You should include no FEWER than 10 primary sources and 4 secondary sources.
5. **Conclusion:** End with a conclusion that summarizes your main argument and key findings and explains the broader implications of your research for our understanding of African American history.

Your research paper should be approximately 8-10 pages in length and should be double-spaced, with 1-inch margins and a 12-point font. Be sure to proofread your paper carefully and cite your sources using the appropriate citation style (Chicago Manual of Style). Your paper will be evaluated based on the strength of your argument, the depth of your research, the clarity of your writing, and your ability to engage with the material in a thoughtful and critical way. Additional details on how you will be evaluated can be found on the rubric at the end of this syllabus.

**Please upload your assignment to Canvas on Monday, December 9, 2024, by 11:59pm.**

## **Course Schedule**

Readings are due the day that they appear on the outline. I reserve the right to change my syllabus at any time. Students are responsible for any work or handouts that I may add.

### **Week 1: Introduction to African American History**

Overview of course and syllabus

Syllabus Quiz

Perusall Reading: "A Black Studies Manifesto: Characteristics of a Black Studies Mind" by Darlene Clark Hine, due August 28, 2024 by 11:59pm.

### **Week 2: The Ancestral Origins of Black Americans**

Ancient Societies of Africa

"African Origins: Beginnings to ca. 1600 C.E." in Freedom on My Mind.

Perusall Reading: Runaway Slaves – Chapter 1, due August 29, 2024 by 11:59pm.

### **Week 3: The Middle Passage**

The Atlantic Slave Trade and the Middle Passage

"From Africa to America, 1441-1808" in Freedom on My Mind.

Perusall Reading: Runaway Slaves – Chapter 2, due Sept. 5, 2024 by 11:59 pm.

### **Week 4: The Colonial Era, 1619-17**

"Slavery in North America, 1619-1740" in Freedom on My Mind.

Perusall Reading: Runaway Slaves – Chapter 3, due Sept. 12, 2024 by 11:59pm.

### **Week 5: Racial Ideology and the Plantation Economy, 1700-1775**

"African Americans in the Age of Revolution, 1741-1783" in Freedom on My Mind.

Perusall Reading: Runaway Slaves – Chapter 4, due Sept. 19, 2024 by 11:59pm.

**Primary Source Essay #1 is due on Canvas Sept. 20. By 11:59pm.**

### **Week 6: The Revolutionary Era, 1775-1783**

Perusall Reading: Between Slavery and Freedom: Virginia Blacks in the American Revolution by Sylvia R. Frey, due Sept. 26, 2024 by 11:59pm.

Perusall Reading: Runaway Slaves – Chapters 5 & 6, due Sept 26, 2024 by 11:59pm.

"Slavery and Freedom in the New Republic, 1775-1820" in Freedom on My Mind.

### **Week 7: Slave Life and Culture**

"Black Life in the Slave South, 1820-1860" in Freedom on My Mind.

Perusall Reading: Runaway Slaves – Chapters 7 & 8, due Oct. 3, 2024 by 11:59pm.

### **Week 8: The Politics of Slavery, 1840-1860**

"The Northern Black Freedom Struggle and the Coming of the Civil War, 1830-1860" in Freedom on My Mind.

Perusall Reading: Runaway Slaves – Chapters 9 & 10, due Oct. 10, 2024 by 11:59pm.

### **Week 9: Abolition and Black Activism, 1830-1860**

Perusall Reading: Militant Abolitionism: Douglass, Emerson, and the Rise of the Anti-Slave by Len Gougeon, due oct. 17, 2024 by 11:59pm.

Perusall Reading: Runaway Slaves – Chapter 11 & Appendices, due Oct. 17, 2024 by 11:59pm.  
**Primary Source Essay #2 is due on Oct. 18, 2024, by 11:59pm.**

### **Week 10: The Birth of American Gynecology**

Perusall Reading: The Birth of American Gynecology, due Oct 24, 2024 by 11:59pm.

Perusall Reading: Lose Your Mother – Intro, Chapters 1 & 2, due Oct 24, 2024 by 11:59pm.

### **Week 11: Women Slave Owners**

Perusall Reading: Masterful Women: Colonial Women Slaveholders in the Urban Low Country, due Oct. 31, 2024 by 11:59pm.

Perusall Reading: Lose Your Mother – Chapters 3, 4, & 5, due Oct. 31, 2024 by 11:59pm.

**Research Paper Proposal due on Canvas Nov. 1, 2024, by 11:59 pm.**

### **Week 12: The Civil War, 1861-1865**

“Freedom Rising: The Civil War, 1861-1865” in Freedom on My Mind

Perusall Reading: Lose Your Mother – Chapters 6, 7, & 8, due Nov. 7, 2024 by 11:59pm.

### **Week 13: Blacks in the Military**

Perusall Reading: Give Them Their Due: A Reassessment of African Americans and Union Military Service in Florida during the Civil War, due Nov. 14, 2024 by 11:59pm.

Perusall Reading: Lose Your Mother – Chapters 9, 10, & 11, due Nov. 14, 2024 by 11:59pm.

### **Week 14: Reconstruction**

Perusall Reading: Lose Your Mother – Chapter 12, due Nov. 21 2024 by 11:59pm.

“Reconstruction: The Making and Unmaking of a Revolution, 1865-1877” in Freedom on My Mind.

### **Week 15: The Memory and Legacy of Slavery: Conclusion and Review**

Perusall Reading: Legacies of American Slavery by David Blight due Dec 4, 2024 by 11:59pm.

**Final Research Paper is due Monday, December 9, 2024, by 11:59pm.**

## **COMMUNICATIONS**

**Please allow 24-48 hours during the week for responses to your emails. I do not check work emails during the weekend, so plan ahead.** Emails sent on the weekend will be answered the next Monday or Tuesday. Again, manage your crisis by being prepared—do not email the night before or a few hours before a deadline, as you probably will not get an answer.

## **ATTENDANCE POLICY AND MAKE UP POLICY**

Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation. Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence will be given a reasonable period of time to make up the late work. Otherwise, late work is not accepted.

## **STUDENTS WITH DISABILITIES**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **UNIVERSITY OF FLORIDA HONOR CODE**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

## **UF COUNSELING AND WELLNES CENTER**

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **OTHER CAMPUS RESOURCES**

Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit U.F. Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*U.F. Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the U.F. Health Emergency Room and Trauma Center website](#).

## **ACADEMIC RESOURCES**

*E-learning technical support:* Contact the [U.F. Computing Help Desk](#) at 352-392-4357 or via email at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

**WRITING STUDIO**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

**COURSE EVALUATION**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

**Essay and Research Paper Rubric**

Category	Excellent	Good	Fair	Poor
Argument (25%)	The paper presents a clear and well-developed argument that is original, complex, and nuanced. The argument is supported throughout the paper and shows a sophisticated understanding of the historical topic.	The paper presents a clear argument that is well-developed and mostly original. The argument is supported throughout the paper and shows a good understanding of the historical topic.	The paper presents an argument that is somewhat clear and developed. The argument may lack originality or nuance and may not be fully supported throughout the paper.	The paper presents an argument that is unclear or underdeveloped, lacking originality, nuance, or support throughout the paper.
Evidence and Sources (25%)	The paper provides substantial and relevant evidence from a variety of credible primary and secondary sources that effectively support the argument. The author demonstrates a sophisticated understanding of the sources and their	The paper provides relevant evidence from primary and secondary sources that mostly support the argument. The author demonstrates a good understanding of the sources and their relevance to the argument.	The paper provides some evidence from primary and secondary sources that may not be fully relevant or effective in supporting the argument. The author may not fully demonstrate an understanding of the sources and their relevance to the argument.	The paper provides little or no evidence from primary and secondary sources or uses sources that are not credible or relevant to the argument. The author does not demonstrate an understanding of the sources and their relevance to the argument.

Category	Excellent	Good	Fair	Poor
	relevance to the argument.			
Citations (15%)	The paper uses proper citation style consistently and accurately throughout the paper, including both in-text citations and a works cited page. All sources are properly cited and referenced.	The paper uses proper citation style mostly consistently and accurately throughout the paper, including both in-text citations and a works cited page. Most sources are properly cited and referenced.	The paper may have some inconsistencies or inaccuracies in citation style or missing citations for some sources.	The paper has significant inconsistencies or inaccuracies in citation style or missing citations for many sources.
Organization (15%)	The paper has a clear and logical structure that is easy to follow and supports the argument. Each paragraph supports the thesis and follows a clear organizational pattern.	The paper has a mostly clear and logical structure that supports the argument. Some paragraphs may not support the thesis or may lack a clear organizational pattern.	The paper has a somewhat unclear or illogical structure that does not fully support the argument. Paragraphs may not follow a clear organizational pattern or may not support the thesis.	The paper has an unclear or illogical structure that does not support the argument. Paragraphs do not follow a clear organizational pattern and do not support the thesis.
Clarity and Style (20%)	The paper is well-written, clear, and concise with a consistent and appropriate tone for the audience and purpose. The language is sophisticated and effective, and the paper has few or no errors in grammar, spelling, or punctuation.	The paper is mostly well-written, clear, and concise with an appropriate tone for the audience and purpose. The language is mostly effective, and the paper has minor errors in grammar, spelling, or punctuation.	The paper may have some clarity or style issues, including unclear or awkward phrasing, inappropriate tone, or numerous errors in grammar, spelling, or punctuation.	The paper has significant clarity or style issues, including unclear or awkward phrasing, inappropriate tone, or numerous errors in grammar, spelling, or punctuation.

Note: This rubric is meant to be a guideline and may be adjusted based on specific assignment requirements or course expectations.