

HURON UNIVERSITY COLLEGE
DEPARTMENT OF HISTORY
History 3311F
African American History from Slavery through Reconstruction
Tuesdays 10:30-12:30 and Thursdays 10:30-11:30, W18

Dr. Nina Reid-Maroney

Email: nreidmar@huron.uwo.ca

Office Hours: Tuesdays and Thursdays, 2:30-3:30, and other times by appointment.

Office A305. Take the stairs by the Library/Chapel to the 3rd floor and turn left

Telephone extension: 358

Course Description and Objectives

History 3311F explores themes in the African American past, beginning with the histories of North American racial slavery and resistance, and concluding with histories of emancipation and Reconstruction following the constitutional end of racial slavery in 1865. The materials on which our work is based are rich and rewarding when studied with care. Through discussion, films and lectures, we examine topics such as: ideas about race and the origins of slavery; work, family, religion and culture under slavery; rebellion and resistance; free communities; the roots of abolition, and the meaning of emancipation. Throughout the course, we will pay particular attention to the implications of studying the history of abolition and emancipation in the context of local history, recalling that race, slavery, and the movements to abolish slavery powerfully shaped the history of Southwestern Ontario in the nineteenth century.

You are asked to approach the course material critically, asking questions not only of the past but of historians, who interpret the past. Many of the readings centre on important debates about race, interpretive voice, and the relationship between historical consciousness, cultural power, commemoration, and historical memory. By the end of the course, you should:

1. Have an overview of major themes in African American history.
2. Be able to interpret and use primary sources to support your own conclusions about the past.
3. Be able to identify major historiographical issues in African American history and defend your own point of view.
4. Recognize the agency and power of people, both ordinary and exceptional, in the face of oppression.
5. Understand the contemporary relevance of historical debates over race, slavery, the meaning of freedom.

Required Reading

Harvey Armani Whitefield, *North to Bondage: Loyalist Slavery in the Maritimes*

Hannah Crafts, *The Bondwoman's Narrative*

Stephanie Camp, *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*

Other readings are posted as PDFs or available through the links on our class OWL site.

Course requirements: (details for all written assignments follow on a separate handout)

Participation (see details below)	20%
Critical Book Review	15% (October 26)
Final Exam (take home)	30%
<i>Reframing Resistance</i> project:	
Proposal & bibliography	5% (Sept. 28)
Research outcome	15% (Nov. 30)
Communication & reflection	15% (Dec. 5)

Class Schedule and Assigned Reading

Sept. 7 Introduction: Slavery, History and Memory

Read: Ira Berlin, "American Slavery in History and Memory and the Search for Social Justice"

Sept. 12-14 Atlantic Trade

Read: Davis Eltis, "A Brief Overview of the Trans-Atlantic Slave Trade"

<http://slavevoyages.org/tast/assessment/index.faces>; Olaudah Equiano, *Interesting Narrative of the Life of Olaudah Equiano* (selected); Venture Smith, *Narrative of the Life and Adventures of Venture Smith*

Sept. 19-21 "Societies with Slaves"

Read: Harvey Armani Whitefield, *North to Bondage*

Rebecca Anne Goetz, "Rethinking the 'Unthinking Decision': Old Questions and New Problems in the History of Slavery and Race in the Colonial South"

Sept. 26-28 "Slave Societies" (proposal & bibliography due)

Read: Whitefield, *North to Bondage*

Ira Berlin, "Time, Space, and the Evolution of Afro-American Society on British Mainland North America" *The American Historical Review*, Vol. 85, No. 1 (Feb., 1980): 44-78

Oct. 3-5 Cultures of Resistance

Read: Camp, *Closer to Freedom*

R.J.M. Blackett, "Dispossessing Massa: Fugitive Slaves and the Politics of Slavery After 1850"

FALL READING WEEK

Oct. 17-19 Oberlin Field School

Read: Carol Lasser, "How Did Oberlin Women Students Draw on Their College Experience to Participate in Antebellum Social Movements, 1831-1861" and selection of accompanying documents

Oct. 24-26 Abolition (Oct. 26 book review due)

Read: No new reading this week

Oct. 31-Nov. 2 **Black Press and Print Culture**
Colored Convention Project; Hannah Crafts, *Bondwoman's Narrative*

Nov. 7-9 **1858**
Hannah Crafts, *Bondwoman's Narrative*

Nov. 14-16 **Civil War & Emancipation**
Read: Stephen Hahn, "Did We Miss the Greatest Slave Rebellion in Modern History?"

Nov. 21-23 **Emancipation**
Read: Eric Foner "Rights and the Constitution in Black Life during the Civil War and Reconstruction"

Nov. 28-30 **Reconstruction** **(research outcome due)**
Read: Blight, David W. Blight, "For Something beyond the Battlefield: Frederick Douglass and the Struggle for the Memory of the Civil War"

December 5-7 **Final Considerations (communication/reflection due Dec. 5)**

Notes on Class Participation:

Because this is a seminar course, your participation is required, and is weighted at 20% of your final grade. (Attendance 5% ; regular participation in discussion of the assigned reading 15%) Participation grades are based on the cumulative evidence that you have thought critically about the reading, and are engaged in the work of voicing your views and listening to others. This means that sometimes you may be asked to offer brief written (in-class) assessments of the reading, or to take the lead in a discussion.

Research Project:

The research project, *Reframing Resistance: John Price and Sylvanus Demarest and the Antislavery Culture of the Great Lakes* asks you to complete 3 components:

1. A proposal and annotated bibliography 5 %
 2. A defined research outcome (as outlined in your proposal—this can take the form of a written contribution; analysis of census or land records; scholarly photo essay; scholarly video essay; interviews with local historians/activists; digital project, etc. Run with it.) 15%
 3. Communication (poster, brief paper, or presentation) and 3-page reflection 15%
- More detail is found on the project handout.

Critical Book Review:

A 1200-word book review on either *Closer to Freedom* or *North to Bondage* is due on Oct. 26.

Mark your calendars for the Oberlin Field School:

On October 19-20, we will travel to Oberlin College to conduct field work and research for the class project. The trip is an amazing opportunity, but don't worry if you are unable to go. You will be able to do community-based research closer to home to complete your part in the project. Details follow on the project description handout.

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and*

Responsibilities at: <http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

- a. **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found

at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found

at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

b. Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

c. Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained

in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>