AFRICAN AMERICAN HISTORY SURVEY 1400-1860

The course explores the events and circumstances that brought Africans to the Americas. A significant part of the course will focus upon the Atlantic world examining both sides of the Atlantic Ocean from 1400 to 1776. North America and the community that became the United States of America will also be examined. Blacks in the Atlantic world marks the beginning of the course examining the three great West African empires before Western European expansion. European mercantilism, the Trans-Atlantic Slave Trade, and Western European settlement in the Americas that resulted in the transport and enslavement of Africans in the Americas. Africans in these colonial enclaves carved out a culture within a new but oppressive environment that they helped define despite the rules of bondage. Africans in British colonial America and the new nation-state, the United States, also molded the contours of freedom for both blacks and whites. They did this as the region, evolved from colony to the first of two nations in the Western Hemisphere created by revolution. Free Blacks also contributed to American freedom as their citizenship rights decreased with the nation’s westward expansion. By 1860 was the United States their home or were they strangers in a foreign land?

COURSE GOALS

A. Encourage students to examine the Black American experience in the Western Hemisphere and the United States from its colonial period to the eve of the second American Revolution, the United States Civil War through extensive reading, intensive writing, discussion, observation, and listening.

B. Stimulate students to review their self-perception and views of diverse sets of cultures in the United States and the Americas of the Western Hemisphere. Course topics involve complex issues and historical interpretations requiring discussion and examination. Feel free to discuss these questions with the instructor and fellow students.

C. Encourage students to refine their communications skills and analytic capabilities through extensive reading, intensive writing, observation, discussion, and listening. As the student, you need to do more than take notes. Examine the black experience in depth. Utilize the course skills to examine and evaluate the questions, issues, and interpretations from the instructor, the texts, supplementary readings, and other course sources. Listening and hearing will also be critical skills.

D. Assist students in setting goals and objectives that they desire to attain in the course.

E. This course at one time satisfied General Education Goal III: UNDERSTANDING VALUES: for students entering UNC Charlotte before implementation of Liberal Studies courses for entering freshmen in 2003 and the freshmen classes that follow them. This is not a Liberal Studies course.

UNC CHARLOTTE graduates under the pre-2003 General Education curriculum should confront the dynamics of personal and community interrelationships by:

1. Recognizing the assumptions, beliefs, and values underlying one’s conduct. Recognizing the historical context and assessing the consistency of one’s own values.

2. Recognizing differences in the assumptions, beliefs and values underlying the conduct of others.

3. Recognizing the implications of decisions made on the basis of values.
F. UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

THE COURSE

This is a one-semester college lecture-discussion course presenting the first half of a two-semester survey of African-American history. The course requires students to do a great deal of reading, intense writing, listening, and in depth examination. The student is responsible for completion of all reading and writing assignments before each class meeting because the lectures will not repeat the narrative of the texts on most occasions. To complete your assignments on time follow the course outline for course readings and assignments. The student must combine lecture, readings, text, and other course materials to make the course complete and comprehensive. The lecture-discussion format is a sharing experience between instructor and students. In such an atmosphere questions are welcome during lecture. I will also ask questions of students that are intended to get students to think more deeply about the lecture, discussion, student presentations, and readings. I will also expect students to write with detailed examples that prove their arguments established within a strong thesis that is supported by historical evidence documented in the History format. (For examples of this writing and learning style see Mary Lynn Rampolla A Pocket Guide to Writing in History 5th edition) As a result, students are responsible for their learning in this course so get to know each other, plan, study, read, write, and discuss.

ASSIGNMENTS

Course assignments include: The First Essay will be a typed double spaced 4 page paper footnoted (100 points—September 18, 2013). There will also be an in-class blue-book examination in October during one class period—75 minutes. (First Test 200 points.) The last examination will be the Take-Home Final Essay: eight typed double-spaced-pages, footnoted in the History format addressing two questions provided by the instructor. The Final Essay is 250 points.

The First Essay and a Take-Home Final Essay at the end of the semester must be typed, double spaced and documented/footnoted in the History manner. (See Mary Lynn Rampolla A Pocket Guide to Writing History (recommended), Kate Turabian A Manual for Writers of Term Papers, Theses, and Dissertations in the Library, or on the History Department web site, course web site, or purchase Rampolla or Turabian in the book store) For each of these examinations the student will address two questions provided by the instructor.

Students will have the option of doing an archives project and in-class oral presentation or a book review and in-class oral presentation.

Those students doing the archives assignment will learn how historians examine primary sources in the archives. Students will individually engage an archives collection focused on colonial or antebellum American archival sources in Atkins Library’s Special Collections. Students will examine one box of archival material based on the approval of the instructor in consultation with the Special Collections archivist. This will be a time consuming project so you must plan your time accordingly. Upon approval and examination of the collection students selecting this option will write a three-page essay with a thesis paragraph and body paragraphs that is documented in the History manner describing the process of utilizing an archive, the content of the assigned box, process of documenting a primary source, and connect the archival source to course texts. The archives project is 200 points.

Those students doing a book review will learn how historians assess the work of colleagues in the field. Students will select a book to review on any black Atlantic world or African-American topic between 1400-1860. This is the other option for this writing and oral presentation assignment. Select your book early, bring it to class for approval, but be sure it is the one you want to read. The review is
200 points. Students selecting this option will select a book to review (with the instructor’s approval) of at least 250 pages. (There are occasional exceptions but only with the instructor’s approval.)

A penalty of 50 points will be levied upon students who fail to inform the instructor concerning the specific archives collection to be examined or which book they will read and review. You must bring the book to class for examination and acceptance by the instructor. Those doing the archives project must bring the library card catalogue citation indicating the collection that they will examine. The due date is listed on the syllabus. (No exceptions) Due on or before September 9, 2013.

Students will also present an in-class oral presentation of their archives project or book review book. and there will be opportunities for voluntary un-graded presentation of course text or video for extra credit. (the amount of credit will be determined by the instructor.)

BOOK REVIEW

You will select a book on any black Atlantic world or African-American topic during the period 1400 to 1860 as the outside reading assignment. The book should be at least 250 pages and must be approved by the instructor BY THE DEADLINE ON THE SCHEDULE OR THE STUDENT WILL BE PENALIZED 50 POINTS. (September 9, 2013). The review will be no more than 3 typed double spaced pages in proper book review form and format. (See The Journal of Negro History/Journal of African American History, Journal of American History, Journal of Southern History, or American Historical Review). The proper format must be followed. Your grade will be determined by how closely you adhere to ALL COMPONENTS OF THE BOOK REVIEW FORMAT. Each journal can be found in Atkins Library AND BE SURE YOU EXAMINE THEM CAREFULLY. Late reviews will be penalized a letter-grade.

The book review is a critical assessment of a book. It does not summarize a book. The book report presents a summary of the work it is not a review. Your review evaluates the job the author attempted to achieve in proving the thesis of the work. You are making a judgment as to whether the author proved the projected thesis. You are also evaluating sub-themes in the monograph.

Your review must include the following:

No handwritten reviews will be accepted. The due date is on the lecture schedule. Consult the syllabus section: "How to Read a Book" as well as the Journal of Negro History/Journal of African American History, Journal of American History, Journal of Southern History, or American Historical Review book review section for proper form and format.

A. Identify the author's main theme/thesis. You as reviewer must make this clear in your paper in the opening paragraphs.

B. Use specific examples from the book to support the author's main theme/thesis. Also cite page numbers of your example, in proper book review form, (p. 1) on all points that you make. This is the way you document/footnote in a book review. See the journals for sample book reviews.

C. Evaluate whether the author proved his point(s). Provide examples to support your stand. If the author does not prove his point/theme supply evidence that illustrates this. You must include a detailed explanation supporting your arguments or criticism.

D. What were the strengths and weaknesses of the work beyond the book being boring or dry? Be specific with your examples.

E. What could the author have done to enhance/improve the work, be specific. Also be sure to include information about the author, and why this work was written. See the Library staff for assistance.

F. Your conclusion about the importance of the work in the context of the field the author is writing about, i.e., its historical significance must also be included. Is the work important and why? Be specific. Did it
add or subtract from an understanding of the subject/topic. Cite specific examples and document in book review format. (p. 5) 100 points: (Due November 4, 2013)

G. You will present in-class a 5-minute (dependent upon how large the class is this may be reduced to 3 minutes) oral presentation. You will be evaluated on the following: title, author, publisher, publication date, pages, major thesis, sub-themes, creativity, eye-audience contact, diction, time management and evaluation of the book. 100 points (November 18, 23, 25, December 2, 4, 2013)

Archives Paper—three page typed double-spaced documented in the History manner (see Rampolla or Turabian) with a thesis, body paragraphs, conclusion. This paper is based on your personal examination of an archival collection in Atkins Library Special Collections. The archivist in Special Collections may or may not assign a specific collection for you to examine for this assignment. Your paper will be exclusively focused on your examination and use of this collection. You will go to the Atkins Library Special Collections and follow all procedures for entering, utilizing, and requesting archival materials—ie the care and nurturing of the archivist—a researcher’s best friend or enemy—your behavior will make the difference between being a friend or foe. You will look over the inventory of the collection assigned to you. Become familiar with the contents of the collection and evaluate these materials for their utility in constructing and writing a paper on African American history 1400-1860. Due November 4, 2013.

Question to Address in the Archives Paper:

1. Develop a thesis that describes the essence of the primary sources that you examined and how they fit within the history you are reading and thinking about this semester.
2. Describe in a paragraph the process a patron must go through to access an archival collection. Be specific as to locations, forms, time at the archives, archivist you worked with. Explain also why you and the archivist selected the collection you reviewed for this assignment.
3. Describe the major contents of the collection/s. You will need to do a careful examination of the inventory. What is an inventory and what is its purpose. Speculate as to why the papers were arranged for the collection. Write a brief biographical overview of the person or institution for whom the collection is named in your own words. DO NOT SIMPLY COPY THE INVENTORY DESCRIPTION. To do this determine who “created” the collection—the person or institution composing the letters, reports, or correspondence. This is not the archivist who processed the collection.
4. You must examine extensively the contents of at least one box in your assigned collection. Describe how it is arranged, the kinds of primary source materials in the files (letters, financial accounts, diaries, government documents, reports, photographs, or printed material). Based on the inventory, biographical materials, and your findings in the boxes you examine select three items per box that you believe tell the story of the individual or institution. All items must be documented following the rules of History documentation of the specific primary source. (See Rampolla or Turabian)
5. Determine what time period of African American history between 1400 and 1860 that the three primary sources that you selected for focused study belong. Explain why you have selected the time period in question and what is the historical importance of the primary source in explaining an important moment in African American history before the Civil War.
6. You will present in-class a 5-minute (dependent upon how large the class is the time may be reduced to 3 minutes) oral presentation. You will be evaluated on the following: title of collection, time period of collection, location of collection in special collections—its official library designation, type of primary source, author of the source, inventory information, place in African American History, creativity, eye-audience contact, diction, time management. 100 points (November 18, 23, 25, December 2, 4 2013)
THE ESSAY IN A HISTORY CLASS

Each student develops responses in essay form that includes:

A thesis paragraph is a vital part of your essay because it establishes the topic to be examined and what you think based on the evidence is the major issue you are going to explore. It announces to an audience unfamiliar with the topic what it is that you intend to explore and why you want the unfamiliar reader to take this journey with you. The thesis states clearly what the problem is and how you propose to address it with the course sources at your disposal. The thesis also tells your audience who is unfamiliar with the topic the ideas, images, and issues you want them to see, understand, examine, and conclude about your thesis. Remember, I am unfamiliar with you and how you digest course material. So you must be specific and explain your points clearly when you write your essay.

The body paragraphs follow the thesis statement. Within the body paragraphs you develop the arguments with generalizations that are proven with specific examples that confirm your thesis and generalization, answer the selected question, and critique text themes. Vague superficial responses do not address the question. Detailed examples only are suitable means of addressing essay questions. You document your ideas and positions with course sources (no outside sources are acceptable use of such will automatically mean a grade reduction) with a footnote/endnote in your paper. Otherwise you are plagiarizing and the consequences are very negative as far as completing the course successfully.

The conclusion rounds out the paper detailing what you have proven and what you want the audience to conclude based on the thesis paragraph and the arguments of proof in the body of the essay.

You are writing and discussing, as historians in an active writing voice—noun and action verb—using the past tense. This also means that more than one source in the course will be required to address a question. You will have to incorporate clear examples in complete sentences that prove your generalizations in each paragraph. To write a thesis-based essay the student must construct a written document composed in the active voice past tense that has a thesis, body of paragraphs, conclusion, and documentation. You will be graded on how well you construct your essay and utilize course resources within these guidelines. Questions consult the syllabus, instructor and Mary Lynn Rampolla, A Pocket Guide to Writing in History 5th edition.

ESSAY TIPS—Especially for the In-Class Blue Book Examination

A. Cardinal Rule: be specific! BE SPECIFIC! BE SPECIFIC!!!
   1. Read through the entire test before you write anything!
   2. If you are given a choice of questions make your choice carefully and quickly. Do not change your mind later.
B. Essays test not only knowledge, but also your ability to think, to organize, and to write.
   1. Begin with a thesis statement—at least a paragraph noting what you propose to examine in detail.
   2. The body or several paragraphs of grammatical complete sentences, which explain your thesis by developing generalizations that prove the main theme. The generalizations must be supported by specific examples that prove your point/s concerning the thesis and the generalizations. These paragraphs also address subthemes that verify the thesis as well as explain exceptions to your contentions.
   3. The concluding or conclusion paragraphs summarize your points from the body of the essay and define how your thesis has been proven.
   4. Proof read and correct your exam—especially examinations that are typed and where documentation is required—First Essay and Take Home Essay.
   5. Leave margins and space for comments by the instructor.
   REMEMBER TO BE SPECIFIC:

HOW TO SELECT AND READ A BOOK

1. Read the title, table of contents, preface, introduction, and back cover and then think about what the book may be about. Also establish who published the book and when.
   a. One or all of these should alert you as to what the thesis of the work is to be. The thesis is central to an understanding of any scholarly work. It is a statement or theory put forward and supported by arguments by the author. Keep in mind that every chapter is written to prove the author’s thesis.
There are occasional works that do not establish their thesis until the middle or end of the work.  
b. As you read keep the thesis in mind. **Take notes** on the way the thesis is supported. Does the author use convincing evidence to prove the thesis? **Summarize** each chapter with 3-5 sentences in your notes. **Each chapter is there to prove the thesis.**

2. When you discuss the author's **thesis** orally or in a book review you should be able to give examples drawn from the work. Keep in mind that there will be **subthemes**, which will argue additional points, but also serve to support the **thesis**. You should be able to use those in your discussion too.

**Volunteer Oral In-Class Presentations**

1. The five minute **presentation** should identify the **main thesis** or message of the work. To do this you will need to **concisely** set out the steps of the author’s argument and choose selections from the text that you thought were particularly significant or effective, and tell us why you chose them.

2. The presentation should compare the work under consideration with works we have already covered in the course. To do this you will need to make connections with previous texts and discuss points of agreement or disagreement. You should also be able to state how the present work adds to or changes our understanding of the course.

3. The presentation should **evaluate** the work. To do this you will need to indicate whether the **argument** made by the author is convincing to you and explain why. Among the things you need to consider are the **quality and appropriateness of the evidence(footnotes)** that the author uses, how it fits with other readings and does it make sense. Feel free to pose questions for your classmates to discuss.

**EXAMINATIONS**

- **13%—FirstEssay—In-Class September 18, 2013**  
  4 typed double spaced documented pages
  **What is Black History?**

- **18%—First Test In-Class examination Blue books**  
  required for full class period examination  
  **October 14, 2013**

- **20%—Book Review or Archives Assignment due**  
  **November 4, 2013**  
  3 typed double spaced pages  
  in proper form and format—100 points for the 3 page
  In-class oral presentation—100 points
  6%Attendance: points subtracted for absences—50 points
  25%—Take-Home Final 8 typed double space/foooted—250 points

**100 %Total**

**800 points**

**ALL EXAMINATIONS WILL BE ESSAY. INK and printing REQUIRED OF IN-CLASS ESSAY.**

A=100-90(50-45) B=89-80(44-40) C=79-70(39-35) D=69-60(34-30) F=59(29)
A=250-225(125-113)B=224-200(112-100)C=199-175(99-87)D=174-150(86-75) F=149(73)
A=200-180 B=179-160 C=159-140 D=139-120 F=118
A=800-720 B=719-640 C=639-560 D=559-480 F=479

**ALL PAPERS TYPED AND FOOTNOTED IN THE HISTORY MANNER. NO EXCEPTIONS**

These papers will be due at the beginning of class. Late papers will be penalized up to a full letter grade.

**CHEATING AND PLAGIARISM WILL NOT BE TOLERATED. I WILL FOLLOW THE UNIVERSITY RULES AND PROCEDURES REGARDING BOTH PROBLEMS. I ALSO RESERVE THE RIGHT TO FAIL A VIOLATOR EITHER FOR THAT SPECIFIC ASSIGNMENT IN WHICH THE VIOLATION OCCURRED AND/OR THE FOR ALL ASSIGNMENTS FOR THE SEMESTER.**

Academic honesty and integrity are essential to the existence and growth of an academic community. Without the maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining academic
standards of honesty and integrity is ultimately the formal responsibility of the instructional faculty, and this responsibility is shared by all members of the academic community. See http://www.legal.uncc.edu/policies/ps-105.html. For guidance on how to avoid plagiarism and its consequences, please visit http://history.uncc.edu/Student-Resources/plagiarism.html

ATTENDANCE
You are expected to attend all class meetings. It can make a difference between a lower or higher grade. There are forty-four class meetings. Absences totaling 4 will result in at least a letter grade deduction on your final grade. Anticipated absences must be presented to the instructor ahead of time. Late arrivals after the official commencement of class will be counted as an absence against your attendance grade should your late arrivals exceed 2. Be on time. Anyone who leaves class early without consulting the instructor in advance will be counted absent twice. Such behavior will not be tolerated and the penalty will double with each transgression. Extended emergency absences should be reported to the Dean of Students.

Time and Planning: There is a great deal of reading in any History course. STAY ON TOP OF YOUR ASSIGNMENTS!! It is critical due to the writing assignments and because the lectures do not duplicate the texts' narrative. It will be expected of you to blend all aspects of the course in your responses during the semester. To obtain the most from the course ask questions of yourselves, each other, and me. Above all enjoy your trek.

TEXT: ALL BOOK ON RESERVE AT ATKINS LIBRARY

4. Edward Countryman How Did American Slavery Begin?
5. James Walvin Atlas of Slavery
6. Jane Landers Atlantic Creoles in the Age of Revolution

On Reserve in Atkins Library
8. Jan E. Lewis and Peter S. Onuf Sally Hemings and Thomas Jefferson: History, Memory, and Civic Culture
10. John Hope Franklin Race and History: Selected Essays

See tentative schedule on next page
TENTATIVE LECTURE SCHEDULE*
*(SUBJECT TO DRAMATIC CHANGE)

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<td>Introduction</td>
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<td>Major Problems, Preface ch 1</td>
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<td>Race and History 41-58</td>
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<td>Defining History</td>
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**September 2  LABOR DAY—NO CLASS**

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<td>Carson ch. 1-2</td>
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<td>Chattel 3-42</td>
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<td>Walvin Introduction, ch 1</td>
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<td><strong>Discussion</strong>: Pride and Prejudice, Major Problems, Race and History 41-58, 277-292, Chattel, Countryman iii-viii, Walvin 1-5, Manhood 1-60, Carson ch 1</td>
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*Final Day to Submit Book Review Book or Archives Collection September 9*
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<tr>
<td>September 16-18</td>
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<td>Sweet, Mustakeem</td>
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<td>September 23-25</td>
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<td>Hemings 255-59</td>
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<td>September 30-October 2</td>
<td>Trans-Atlantic Slave Trade</td>
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**Association for the Study of African American Life and History Convention**

**October 2- 4, 2013**

**Jacksonville, Florida**

**FALL RECESS—OCTOBER 7-8, 2012**

**MONDAY October 7—NO CLASS**

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<td><em>Begin Landers</em></td>
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<td>October 14-16</td>
<td>Slavery in the Americas</td>
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**October 16, 2013 Africana Studies Symposium**

And

**Bertha Maxwell Roddy Lecture**
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</table>
| October 21-23| Slavery in the Americas/  
|              | British Colonial America  
|              | In-Class Viewing: “Africans in America: America’s Journey through Slavery Part One: The Terrible Transformation  
|              | Carson ch.4-5  
|              | Countryman, 85-119  
|              | Gomez ch 6  
|              | Manhood, 340-353  
|              | Race and History 206-227  
|              | **Landers**  
| October 28-30| British Colonial North America:  
|              | “Creating the Carolinas and Freedom”  
|              | Out of Class Viewing: “Africans in America: America’s Journey through Slavery Part Two: Revolution  
|              | Carson ch. 5-6  
|              | Countryman 65-84  
|              | Manhood, 130-205  
|              | Chattel 43-78  
|              | Hemings ch. 7, Walvin ch. 15  
|              | Race and History 206-227  
|              | **Landers end**  
| November 4-6 | Antebellum America  
|              | Archives and **Book Review DUE NOVEMBER 4, 2013**  
| November 11-13| Discussion I: “Africans in America Part I-II  
|              | Carson 9  
|              | Manhood 340-353  
|              | Walvin 17-18  
|              | Carson 3-6, Countryman Parts II, Chattel 43-78, 97-125,  
|              | Chattel 218-258, Manhood 61-205, 340-353, Walvin 15,  
|              | Race and History 206-277, Landers  
|              | Discussion II: Chattel 298-314  
|              | Hemings ch. 7, Manhood 274-305, 340-381  
|              | Manhood 274-305, 340-381, Landers  
| November 18-23, 25| Archives and Book Review Presentations  
|              | Carson 10, Hemings 7, 11  
|              | Manhood 382-437  
|              | Walvin 19-20  
|              | Countryman 65-84  
| November 27-30, 2013| **THANKSGIVING BREAK NOVEMBER 27-30, 2013**  
| December 2-4 | Archives and Book Review Presentations  
|              | Carson 10, Hemings 7, 11  
|              | Manhood 382-437  
|              | Countryman 99-118  
| Monday December 9, 2013—11am Final Examination Due  
|              | 125 Woodward Hall  
|              | **HAVE A JOYOUS AND SAFE HOLIDAY SEASON**

1. Gary Nash Forging Freedom
2. Deborah Gray White Aren’t I a Woman 2nd edition
3. Kenneth Stamp The Peculiar Institution
4. Leslie Howard Owens This Species of Property
5. John Blassingame The Slave Community
6. Wilma King—book on slave children
7. Harriet Jacobs
8. Harriet E. Wilson Our Nig
9. Frederick Douglass My Bondage and My Freedom
11. C. L. R. James Black Jacobins
12. Howard Jones Mutiny on the Amistad
13. Amistad
14. Brenda E. Stevenson Life in Black and White Family and Community in the Slave South
15. Adele Logan Alexander
16. Ira Berlin Cultivation and Culture: Labor and the Shaping of Slave Life in the Americas
17. Free Frank
18. Terry Alford Prince Among Slaves
19. Ira Berlin Slaves Without Masters
20. Masters Without Slaves
21. Gilbert Osofsky Puttin On Ole Massa
22. Albert Raboteau Slave Religion
23. Michael Gomez
24. Winthrop Jordan The White Man’s Burden or White Over Black
25. A. Leon Higginbotham In the Matter of Color
26. James L. Roark and Michael P. Johnson
27. Charles Joyner Down By The Riverside
28. Ivor Bernstein The New York City Draft Riots
29. Benjamin Quarles Blacks in the American Revolution or Black Abolitionist
30. Lorenzo Green
31. Edgar McManus
32. Herbert Aptheker American Negro Slave Revolts
33. Luther P. Jackson
34. Darlene Clark Hine We Specialize in the Wholly Impossible: A Reader in Black Women’s History Parts I-V
35. Darlene Clark Hine A Shining Thread of Hope: The History of Black Women in America
36. Nancy Prince A Black Woman’s Odyssey Through Russia and Jamaica: The Narrative of Nancy Prince
37. Whittington Johnson Black Savannah
38. Gretchen Gerzina Black London
40. Claudina Goldin
41. William L. Andrews Six Women’s Slave Narratives
42. Henry Louis Gates, Jr. The Classic Slave Narratives
43. Basil Davidson
44. David Northrup The Atlantic Slave Trade
45. Daniel P. Mannix and Malcolm Crowley Black Cargoes
46. Vincent B. Thompson The Making of the African Diaspora
47. David Cohen and Jack P. Greene Neither Slave Nor Free
48. Kathleen Brown
49. Vincent Harding There Is A River
50. Edmund S. Morgan American Slavery, American Freedom The Ordeal of Colonial Virginia
51. Leonard Curry
52. Solomon Northrup
53. Douglass Egerton Gabriel’s Rebellion
54. The Confessions of Nat Turner
55. Julie Winch Philadelphia Elite
56. Christopher Fort Freedom’s Port
57. Sylvia Frey Water From the Rock

Be sure to look at the bibliographies of such course texts as Gomez, Major Problems, and Promised Land.