

**Hist 170/ AAS 141/141W Fall 2019 African-American
History to 1900—[Remote]**

<https://rochester.zoom.us/j/98378936843> ID 983 7893 6843

Time: 11:05-12:20

Instructor: Hudson

Office Hours: Wednesday 11:00-1:00pm. (Or by
appointment) <https://rochester.zoom.us/j/91766998968> ID: 917 6699 8968

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Course Syllabus

The focus of the course will be a close scrutiny of free and enslaved African Americans as they expressed themselves socially and culturally. Course readings will be selected from autobiographies by Africans and African Americans, supplemented with brief selections from secondary texts. Using the autobiographies as historical source material, we will critique the historical representations of African Americans and evaluate the ways in which they built the foundations of black American communities and a dynamic black culture.

Course Requirements: Three Class Papers (30%) [first class paper 2-3 sides; 2nd and 3rd papers 3-5 sides]; 2 Take Home. Tests (10%); Participation & Presentations (10%); Research paper Proposal (10%); Paper 10-12 sides (40%). **Due Dates:** Paper one (2/23); Paper Two (3/23); Paper Three (4/6) March) Take Home Test (3/9 & 4/13); Research Paper Proposal (4/27); Research Paper (5/6) (Electronic copies required for all written assignments).

For your Information:

University of Rochester COVID-19 regulations: The University is committed to protecting the health and safety of the entire community - students, faculty and staff. For this reason, it is mandatory that everyone wear a mask in University buildings and observe appropriate social distancing, including classrooms. Masks have been provided to students, faculty and staff and classrooms have been specifically assigned to allow for social distancing to support these requirements. You must wear a mask appropriately (e.g. over nose and mouth) if you are attending class in person, and you must do this for every class session and for the entire duration of each class session. If you fail to do this, you will be politely reminded of the requirement and then asked to leave if you do not comply. If you do not want to wear a mask, you may consider taking the course remotely (online). This may require you to complete a set of online requirements different from the in-person requirements, although these will be equivalent in their learning objectives.

The College's credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in Hist 170 will be expected to spend at least one hour each week engaged in close reading of assigned and relevant course texts; compiling details notes that will be discussed in class, and provide source material for course written assignments.

Note-Taking and Research:

As the material from the Assigned Readings will inform our discussions throughout the course, as well as constitute the major sources on which you will draw for your written assignments, you are strongly encouraged to **maintain clear and detailed notes on all class readings.**

The faculty of the Department of History considers class attendance essential to the mastering of the content of its courses and the production of quality history papers. Students who have to miss class should inform the instructor of the reason for their absence, in advance whenever possible. In addition, students

should come to class prepared to comment on and discuss the assigned readings.

Academic honesty: All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined at <http://www.rochester.edu/College/honesty/>.

Students with disabilities: The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the [Office of Disability Resources](#) at: disability@rochester.edu; (585) 276-5075; Taylor Hall.

Reference Librarian

Please take time to introduce yourself to the library specialist in African-American History: Kristen Totleben, ktotleben@library.rochester.edu 585-275-9304

Reading Assignments will be drawn primarily from the following Assigned Texts:

Frederick Douglass, Narrative of the Life of Frederick Douglass an American Slave & Harriet Jacobs, Incidents

in the Life of a Slave Girl, Introduction by Kwame Anthony Appiah, Modern Library, 2000

Darlene Clark Hine, William C. Hine, and Harold Stanley (editors), African Americans: A Concise History, (5th. Edition Paperback)

Course Outline

Section One Week One Tuesday 2 February

Introduction and Course Objectives

Names and Naming Exercise

Week Two Tuesday 9 February **History and the Problems of History**

Reading Assignments: [E. H. Carr](#), What is History? Chap. 1 (Blackboard).

Darlene Clark Hine, William C. Hine, and Harold Stanley (editors), African Americans: A Concise History, chap. 1

Thursday 11 February

Webinar: "Slavery, Race, and the Black Lives Matter Movement," Professor Steven Hahn, New York University

Week Three Tuesday 16 February **Writing African American History**

Reading Assignments:

Carr, What is History? chap. 2.

Hine et al, African Americans, chaps. 2-3

First Class Paper Prep. (See Handout) Paper due Thursday 2/23 (electronic copies)

Week Four Tuesday 23 February **Medieval Africa**

Reading Assignments:

Hine, et al, African Americans, chaps. 4-5.

Take Home Test Prep. Another Word on Notetaking

Test List (1) Take Home Test Due by 3/9

Week Five Tuesday 2 March **African-Americans: Life and Culture**

Hine, et al, African Americans, chaps. 6-9.

Section Two

Week Six Tuesday 9 March **Frederick Douglass: Representative Black Man**

Reading Assignment:

Frederick Douglass, Narrative of the Life of Frederick Douglass

Week Seven Tuesday 16 March **Douglass the Historian: What does teach us about black life in America?**

Reading Assignment:

A] Frederick Douglass, Narrative of the Life of Frederick Douglass

B] [John Blassingame](#), "Status and Social Structure in the Slave Community: Evidence from New Sources," pages 137-151. [Blackboard]

Hine, et al, African Americans, chaps. 10-12.

(Second Class Paper-The World of Frederick Douglass

(See Handout) Due Date 3/23.

Section Three

Week Eight Tuesday 23 March **Women in Slavery and Freedom**

Reading Assignment: Harriet Jacobs, Incidents in the Life of a Slave Girl (chaps. 1-22)

Week Nine Tuesday 30 March Study Break

Gender, Class, and Status in the Black Community (North and South)

Reading Assignment: Jacobs, Incidents in the Life of a Slave Girl (chaps. 23-30)

Third Class Paper—Jacobs' World: A Gendered Slavery""
(See Handout) Due Tuesday 4/6

Week Ten Tuesday 6 April

Reading Assignment:

Take Home Test Prep. (List Two)

Hine, et al, African Americans, chaps. 13-16.

Test Due Date 4/13

Section Four Research Paper

Week Eleven Tuesday 13 April

Hine, et al, African Americans, chaps.

Week Twelve Tuesday 20 April

Research Paper Proposals Prep 2

Week Thirteen Tuesday 27 April

Research Paper Proposals (See Handout) Due 4/27

Research Paper (Work-in-Progress) Presentations (1)

Week Fourteen Tuesday 4 May

Research Paper (Work-in-Progress) Presentations (2)

Thursday 6 May Last Class

Research Paper Presentations Research Paper Due.

Additional Readings

Writing and Footnoting Guide: [Quick and Dirty Guide to Effective Prose](#)

Some Possible Term Paper Topics

John Thornton, Africans In America in the Making of the Atlantic World, 1400-1800, chap. 1

Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself, chaps. 1-2.

Graham Russell Hodges, Slavery and Freedom in the Rural North: African Americans in Monmouth County, New Jersey, 1665-1865, chap. 4.

[James and Lois Horton](#), Black Bostonians: Family Life and Community Struggle in the Antebellum North, chaps. 2-3.

Susie King Taylor, Reminiscences of my Life in Camp with the 33D United States Colored Troops Late 1st. South Carolina Volunteers

Booker T. Washington, Up From Slavery: An Autobiography

Dorthie Cross, et al, "Trauma exposure, PTSD, and Parenting in a Community Sample of Low-income, Predominantly African American mothers and children," Psychol Trauma, vol. 10, no. 3, (May 2018), 327-335.

