AFR 460/HIST 460:
Slavery and the Old South
(Semester: Spring 2013; TR: 2-3:15pm; Class Location: Quigley 208)

Course Description & Objectives
This course surveys the rise and fall of racial slavery in the United States. Through a diverse selection of readings, lectures, and structured discussions, we will pay particular attention to the variety of experiences under slavery, the multiracial abolitionist movement, the gendered aspects of slave life and resistance, and the final collapse and destruction of the institution during the Civil War. We will also examine the different approaches historians have taken in studying slavery and the consequences of those choices.

Upon successful completion of this course, students will:
1. understand the major historical figures, key events, chronology and lasting consequences involving slavery in American history.
2. grasp the central roles that racism and race consciousness have played in American history.
3. possess the critical thinking, reading, and writing skills necessary to become effective and responsible interpreters of the past.
4. have a solid historical perspective that enables them to better analyze and understand the origins of contemporary American struggles over race and racism.

Required Texts
The required books for this course are:
Stephanie Camp, Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South
Henry Louis Gates, Jr. ed. The Classic Slave Narratives
Vincent Harding, There Is a River: The Black Struggle for Freedom in America
Walter Johnson, Soul by Soul: Life Inside the Antebellum Slave Market
Stephanie Smallwood, Saltwater Slavery: A Middle Passage from Africa to American Diaspora

*Additional essays, primary source documents, and films on the history of slavery in the United States will complete your required course readings. The articles will be made available to students on Desire2Learn (D2L). The films listed in the syllabus will be shown in class.
Assignments, Exams, and Grading

Undergraduate students in this course will be evaluated based on their attendance, class participation, a 4-page essay, a mid-term examination, a 6-8 page creative writing assignment, and a final examination.

Graduate students in this course will be evaluated based on their attendance, class participation, two review essays, and one historiographical essay.

The percentage breakdown for the undergraduate student’s final grade is listed below:

- Attendance: 10%
- Participation/Discussion Questions: 15%
- 4-Page Essay: 15%
- Mid-Term Examination: 20%
- 6-8 Page Creative Writing Assignment: 20%
- Final Examination: 20%

The percentage breakdown for the graduate student’s final grade is listed below:

- Attendance: 10%
- Participation/Discussion Questions: 15%
- 2 Review Essays: 25%
- Historiographical Essay: 50%

Reading for this course is mandatory. Students are expected to complete all of the assigned readings for each class and be prepared to discuss the readings in class. On the designated discussion days, all students are required to submit at least one discussion question to the course’s forum on D2L by 11am on the day of class.

Students with learning disabilities documented through SIU-Carbondale’s Disability Support Services (DSS) office must meet with the professor during the first week of class to discuss any special accommodations that the student might require for the course.

Grading Scale

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59

Attendance Policy

Class attendance is mandatory. Attendance will be taken at each class. More than three (3) unexcused absences will result in the lowering of your final grade by one letter, (i.e. A to B). More than three (3) unexcused tardies will result in the lowering of your final grade by one letter. More than five (5) absences will result in automatic failure.

If a student suffers a medical or family emergency, please notify the professor as soon as possible to arrange for make-up exams and/or assignments, if necessary.
*Students absent from class for medical reasons must provide the professor with a signed note from the physician or medial professional who treated you to have your absence counted as excused.

**Policy on Classroom Etiquette**

All students are expected to conduct themselves in a manner becoming of responsible individuals in the pursuit of higher education. Learning is a communal process in which the student as much as the professor has a responsibility to foster an optimal learning environment for the entire class.

In an effort to maintain a collegial and productive classroom environment, **all cell phones, pagers, I-Pods, and any other devices that may cause disruptions must be turned completely off** before entering the classroom. Any student whose **cell phone rings during class time** will **lose three points** from his or her **final course grade** for each occurrence.

Any student who **takes a phone call, is caught sending text messages, or is caught surfing the Internet during class time** will promptly be **asked to leave** for the remainder of the class period and **will automatically lose five points** from his or her **final course grade** for each occurrence.

**Statement on Academic Dishonesty and Plagiarism**

Any student who submits a plagiarized written assignment for this course or is caught cheating on a reading quiz or exam will automatically receive a zero (0) for the respective offence. The incident will also be reported to the student’s major program director as well as the SIUC Dean’s Office. In other words, **please don’t cheat!**

It is your responsibility to become familiar with the University’s policy on academic misconduct, which can be found on page 8 of the SIUC **Student Conduct Code** online. Please see the following link for more information: [http://libguides.lib.siu.edu/plagiarism](http://libguides.lib.siu.edu/plagiarism)

**Statement on Civil Discourse & Respectful Dialogue**

Throughout this course, we will be reading, viewing, and discussing material from some of the brightest and darkest chapters in our nation’s history. Much of this material will likely arouse deep emotions within us all. It should also provoke several stimulating and meaningful scholarly discussions.

With that being said, all students are expected to engage in thoughtful and respectful dialogue in this course. Any person who engages in speech designed to disregard and/or deny the humanity and dignity of any person based on race, class, gender, sexuality, age, religion, physical ability, etc. will promptly and publicly be dealt with by the instructor. This is also true for persons who seek to distort and/or deny any aspect of our nation’s complicated (but nonetheless rich) history. **Hate speech will not be tolerated!**

**Class Schedule**

**Week 1 (January 14-18)**

Tuesday, Jan. 15: Course Introduction
Thursday, Jan. 17: Lecture - The Historiography of Slavery

Week 2 (January 21-25)

Tuesday, Jan. 22: Lecture - Slavery and the Slave Trade in the Old World

Thursday, Jan. 24: View “The Terrible Transformation” from Africans in America

Week 3 (January 28-February 1)

Tuesday, Jan. 29: Finish “The Terrible Transformation”

Thursday, Jan. 31: **Class Discussion:** The Transatlantic Slave Trade – Part One
*Paper Assignments Distributed*

Readings: Smallwood, Saltwater Slavery, Introduction through Chapter 4

Harding, There Is A River, Chapter 1

Week 4 (February 4-8)

Tuesday, Feb. 5: No Class: Designated Student Research Day

Thursday, Feb. 7: **Class Discussion:** The Transatlantic Slave Trade – Part Two
**Review Essay Due from Graduate Students at the Beginning of Class**

Readings: Remainder of Saltwater Slavery and The Life of Olaudah Equiano, Chapter 1-3

Week 5 (February 11-15)

Tuesday, Feb. 12: Lecture – “Slave Societies” and “Societies with Slaves” in Colonial America

Thursday, Feb. 14: No Class: Designated Student Research Day

Week 6 (February 18-22)

Tuesday, Feb. 19: **Class Discussion:** Slavery in the New England and Middle Colonies: A Forgotten History

Thursday, Feb. 21: Lecture - The American Revolution as the First Mass Slave Rebellion in U.S. History
Reading: Harding, There Is a River, Chapter 2
Week 7 (February 25-March 1)

**Tuesday, Feb. 26:**  Lecture – Race and Citizenship in the New Republic
   Harding, *There Is a River*, Chapter 3


**Thursday, Feb. 28:**  Mid-Term Examination

Week 8 (March 4-8)

**Tuesday, March 5:**  Lecture- The Domestic Slave Trade
   Reading: Johnson, *Soul by Soul*, Introduction to Chapter 3

**Thursday, March 7:**  **Class Discussion:** The Rise of the Cotton Kingdom and the “Chattel Principle”
   **Review Essay Due from Graduate Students at the Beginning of Class**

   Readings: Remainder of Johnson, *Soul by Soul*


Week 9 (March 11-15):  Spring Break – No Class

Week 10 (March 18-22)

**Tuesday, March 19:**  Lecture: The South’s “Peculiar Institution”

**Thursday, March 21:**  View: *Slavery and the Making of America*

Week 11 (March 25-29)

**Tuesday, March 26:**  Lecture: Slave Culture, Family, and Infrapolitics

**Thursday, March 28:**  **Class Discussion** – Slave Resistance
   Reading: Camp, *Closer to Freedom*, Introduction to Chapter 4

   Harding, *There Is a River*, Chapters 4-5

Week 12 (April 1-5):  

**Tuesday, April 2:**  Lecture: Free Blacks and the Radicalization of the Abolitionist Movement
   Reading: Harding, *There Is a River*, Chapters 6-8

**Thursday, April 4:**  Begin *Amistad*; 4-Page Essays Due at the Beginning of Class

Week 13 (April 8-12):  

**Tuesday, April 9:**  Finish *Amistad*
Thursday, April 11: Class Discussion: The Amistad Rebellion and Its Legacies

Week 14 (April 15-19)

Tuesday, April 16: Lecture: The Crises of the 1850s and the U.S. Civil War
Reading: Harding, There Is a River, Chapter 9-11

Thursday, April 18: Class Discussion: The Revolution the Slaves Demanded
Reading: Harding, There Is a River, Chapters 12-15

Week 15 (April 22-26)

Tuesday, April 23: Lecture: Black Reconstruction
***Undergraduate Creative Writing Assignment and Graduate Historiographical Essay Due at the Beginning of Class***

Thursday, April 25: Class Discussion: The Successes and Failures of U.S. Reconstruction
Readings: Harding, There Is a River, Chapter 16

Week 16 (April 29-May 3)

Tuesday, April 30: View: Slavery by Another Name

Thursday, May 2: Wrap-Up, Course Evaluations

****The Final Exam will be administered in class on Wednesday, May 8 from 3:10-5:10pm.****