

HISTORY 757.01
AAAS 755.01
AFRICAN AMERICANS IN EARLY AMERICA

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Course Description

This intensive reading and discussion seminar explores African American life and culture during the colonial, revolutionary, and early national eras. Specifically, we will examine the themes of culture, identity, community formation, slavery, and resistance among the enslaved and free populations. This course will be particularly useful to graduate students who are preparing for their general examinations, but it is open to all graduate students.

Course Requirements and Grading

Evaluation for this course will be evenly weighted in four areas: attendance and participation, weekly response papers, a short book review, and a lengthy historiographic essay.

Class Participation: Regular attendance and active participation in discussions is mandatory. As this is a graduate seminar, students are expected to attend every class, and be prepared to discuss the assigned reading. Grades will be based upon frequency and quality of participation, so bring specific questions or comments for consideration.

Guidelines for Papers:

It should go without saying that all papers should be double-spaced, written in 12-point font, with 1-inch margins. Please consult the descriptions listed below, along with the notes on style at the conclusion of the syllabus, for information about how to construct your papers.

Weekly Response Papers: In preparation for class each week, students are required to write a 1-2 page response to the reading assignment. Response papers should not be solely a summary of the readings, but rather, an analysis of the materials, and a reflection upon the historiographic methods the author(s) employed. Think of these papers as the opportunity to express your intellectual voice: What was the author attempting to do? Was s/he successful or convincing? What methods or sources did s/he utilize? What were the strengths and weaknesses in the author's approach?

Book Review: Attached to the syllabus is a list of recent studies on early African American life. Students are required to choose a book from this list and write a 3-4 page book review analyzing the study. If a student has a desire to select an alternative book, s/he must receive approval from the instructor. Rather than a traditional summary, the book review should focus mainly on historiographic analysis, and engage scholarly book reviews published in history or Black Studies journals, as well as the other readings we have completed during the quarter. See below for a listing of appropriate journals. You will want to consider a range of specific issues including:

1. The author's academic background and intellectual philosophy
2. The author's main thesis and conclusions—what are the central arguments?
3. The author's evidence. Does the author mostly rely on primary or secondary sources? What specific documents or materials does s/he use?
4. Offer your assessment of the study. What the strengths and weaknesses of the book? How does it compare with studies on similar topics? Are the arguments and evidence convincing, or unconvincing?
5. How has this study been received in the academic community? What opinions do other scholars have about this work? Students are strongly encouraged to consult academic journals like the Journal of African American History, Journal of the Early Republic, William and Mary Quarterly, and The Journal of American History to identify and discuss how other scholars have viewed the book you choose. You may want to review JSTOR for a listing of relevant journals.

Historiographic Essay: As with the weekly response papers and book review, the final essay should be primarily a discussion of historiography rather than a summary of the works. The essays should focus upon a particular historiographic trend and discuss that issue using 3-5 books from the course. Draw upon the guidelines above for specific details, and be sure to examine how the books interact or engage each other on similar themes. If you choose, you may also incorporate other outside reading that is relevant to your topic. The final paper, due during finals week by 5:00pm, should be approximately 12-15 double-spaced, typewritten pages.

Important Information

Students are welcome to talk with me about any aspect of the course, or the history department. You should feel free to attend my office hours, or contact me by email to set up an appointment.

In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course

will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Disability Services

Students who feel they may need an accommodation due to a disability should contact me to arrange an appointment as soon as possible.

During this meeting we can discuss the course format, anticipate your needs, and explore potential accommodations. We rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing strategies. If you have not previously contacted the Office for Disability Services, you may do so at: 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307 (V), 292-0901 (TDD); <http://www.ods.ohio-state.edu/>

Academic Misconduct

All forms of academic dishonesty or misconduct (e.g., cheating, plagiarism, or unauthorized collaboration) will be directed to the Committee on Academic Misconduct (COAM). Students found in violation of the Code of Student Conduct by COAM may receive a failing course grade and are subject to disciplinary probation, suspension, or expulsion from the Ohio State University (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct: http://studentaffairs.osu.edu/info_for_students/csc.asp

Statement on plagiarism

Anytime you use someone else's ideas as your own without acknowledging their contributions you are committing plagiarism, which is a case of academic misconduct. This includes all information obtained on the internet. **You must indicate all primary and secondary sources either in a footnote, or with some other method acceptable to the course instructor.**

Required Readings

All required readings are listed below, and are available for purchase at SBX. Books are also on reserve in the Ackerman Library, and can be checked out for a day. Please be sure to locate the book you have selected for your book review early in the quarter, to make sure that you have access to it in plenty of time. Most should be available in the OSU Library system, or can be ordered through OhioLink.

Weekly Class Schedule

Meeting 1

Introduction to Course

Meeting 2

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. Cambridge, Mass.: Harvard University Press /Belknap, 1998.

Meeting 3

Pierson, William. *Black Yankees: The Development of an Afro-American Subculture in Eighteenth Century New England*. Amherst: The University of Massachusetts Press, 1988.

Meeting 4

Sobel, Mechal. *The World They Made Together: Black and White Values in Eighteenth-Century Virginia*. Princeton: Princeton University Press, 1987.

Meeting 5

Morgan, Philip D. *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake & Lowcountry*. OIEAHC and University of North Carolina Press, 1998.

Meeting 6

Rucker, Walter. *The River Flows On: Black Resistance, Culture, and Identity Formation in Early America*. Louisiana State University Press, 2005.

Meeting 7

Frey, Sylvia. *Water from the Rock: Black Resistance in a Revolutionary Age*. Princeton: Princeton University Press, 1991.

Book Reviews Due

Meeting 8

Melish, Joanne Pope. *Disowning Slavery: Gradual Emancipation and "Race" in New England, 1780-1860*. Ithaca: Cornell University Press, 1998.

Meeting 9

Creel, Margaret Washington. *'A Peculiar People:' Slave Religion and Community-Culture Among the Gullahs*. New York: New York University Press, 1988.

Meeting 10

Rael, Patrick. *Black Identity and Black Protest in the Antebellum North*. Chapel Hill and London: The University of North Carolina Press, 2002.

Finals Week: Final Historiographic Essay Due

List of Eligible Books for Book Review

You may want to consult this list for relevant books for your final paper as well

Aptheker, Herbert. *The Negro in the American Revolution*. New York: International Publishers, 1940.

Berlin, Ira and Ronald Hoffman, eds. *Slavery and Freedom in the Age of the American Revolution*. University of Virginia Press, 1983.

Bolster, W. Jeffrey. *Black Jacks: African American Seamen in the Age of Sail*. Cambridge, Mass.: Harvard University Press, 1997.

Davis, Thomas J. *A Rumor of Revolt: The "Great Negro Plot" in Colonial New York*. Amherst: University of Massachusetts Press, 1990.

Egerton, Douglas R. *Gabriel's Rebellion: The Virginia Slave Conspiracies of 1800 and 1802*. Chapel Hill: University of North Carolina Press, 1993.

Foote, Thelma Wills. *Black and White Manhattan: The History of Racial Formation in Colonial New York City*. Oxford and New York: Oxford University Press, 2004.

Franklin, John Hope and Loren Schweninger. *Runaway Slaves: Rebels on the Plantation*. Oxford and New York: Oxford University Press, 2000.

Gomez, Michael. *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South*. Chapel Hill: University of North Carolina Press, 1998.

Greene, Lorenzo. *The Negro in Colonial New England, 1620-1776*. Holiday House, 1968.

Gutman, Herbert G. *The Black Family in Slavery and Freedom, 1750-1925*. New York: Random House, 1977.

Hall, Gwendolyn Midlo. *Africans in Colonial Louisiana: The Development of Afro-Creole Culture in the Eighteenth Century*. Baton Rouge: Louisiana State University Press, 1992.

Harris, Leslie Maria. *In the Shadow of Slavery: African Americans in New York City, 1626-1863*. Chicago and London: University of Chicago Press, 2003.

Hinks, Peter P. *To Awaken my Afflicted Brethren: David Walker and the Problem of Antebellum Slave Resistance*. College Station: Penn State University Press, 1997.

- Horton, James O. and Lois E. Horton. *In Hope of Liberty: Culture, Community, and Protest among Northern Free Blacks, 1700-1860*. New York: Oxford University Press, 1998.
- Kaplan, Sidney. *The Black Presence in the Era of the American Revolution, 1770-1800*. Amherst: The University of Massachusetts Press, 1989.
- Kulikoff, Allan. *Tobacco and Slaves: The Development of Southern Cultures in the Chesapeake, 1680-1800*. Chapel Hill: The University of North Carolina Press, 1988.
- Levine, Lawrence. *Black Culture, Black Consciousness: Afro-American Folk Thought from Slavery to Freedom*. New York and Oxford: Oxford University Press, 1978.
- Littlefield, Daniel. *Rice and Slaves: Ethnicity and the Slave Trade in Colonial South Carolina*. Urbana and Chicago: University of Illinois Press, 1991.
- Litwack, Leon. *North of Slavery: the Negro in the Free States, 1790-1860*. Chicago: The University of Chicago Press, 1965.
- Miller, Floyd J. *The Search for A Black Nationality: Black Emigration and Colonization, 1787-1863*. Urbana: University of Illinois Press, 1975.
- Morgan, Edmund. *American Slavery, American Freedom: The Ordeal of Colonial Virginia*. New York: W.W. Norton and Company, 2003.
- Mullin, Gerald. *Flight and Rebellion: Slave Resistance in Eighteenth Century Virginia*. New York and Oxford: Oxford University Press, 1974.
- Nash, Gary B. *Forging Freedom: The Formation of Philadelphia's Black Community, 1720-1840*. Cambridge: Harvard University Press, 1988.
- and Jean R. Soderlund. *Freedom By Degrees: Emancipation in Pennsylvania and Its Aftermath*. New York: Oxford University Press, 1991.
- Phillips, Christopher. *Freedom's Port: The African American Community of Baltimore, 1790-1860*. Urbana and Chicago: University of Illinois Press, 1997.
- Quarles, Benjamin. *The Negro in the American Revolution*. Chapel Hill: The University of North Carolina Press, 1961.
- Taylor, Quintard. *In Search of the Racial Frontier: African Americans in the West, 1528-1900*. New York: W.W. Norton and Company, 1998.
- Thornton, John. *Africa and the Africans in the Making of the Atlantic World, 1440-1680*. Cambridge: Cambridge University Press, 1992.

White, Shane. *Somewhat More Independent: The End of Slavery in New York City, 1770-1810*. University of Georgia, 1995.

Wilkins, Roger. *Jefferson's Pillow: The Founding Fathers and the Dilemma of Black Patriotism*. New York: Beacon Press, 2002.

Winch, Julie. *Philadelphia's Black Elite: Activism, Accommodation, and the Struggle for Autonomy, 1787-1848*. Philadelphia: Temple University Press, 1993.

Wood, Peter. *Black Majority: Negroes in Colonial South Carolina from 1670 to the Stono Rebellion*. New York: Norton, 1975.

Zilversmit, Arthur. *The First Emancipation: The Abolition of Slavery in the North*. Chicago: The University of Chicago Press, 1967.

Instructions on Writing Style

1. Good grammar, spelling, and punctuation are essential in any paper. Carefully check your spelling and grammar before submitting your papers. Papers that have not been reviewed appear sloppy and reduce the overall quality. If necessary, consult the Writing Center on campus (located in 475 Mendenhall Laboratory) to get revision tips before turning in papers.
2. Take time to consciously organize your thoughts and arguments. You should carefully consider how you want to present your information and arrange your ideas. Make sure that each paragraph fully develops an idea, and makes an effective transition into the next.
3. Keep your paragraphs reasonable in length, usually four to six sentences. Do not write one-sentence paragraphs, or ones that consume nearly an entire page.
4. Avoid the overuse of quotations. You should only use direct quotes when they truly enhance your argument, or when paraphrasing would diminish the power or clarity of the point.
5. When you choose to use a quote, be sure to provide proper context. Quotations do not effectively “stand alone,” rather it is essential that you explain what information you want the reader to take from the quote. In other words, what is the central message or idea in the quote that you want your reader to remember?
6. It is absolutely essential that properly cite the primary and secondary sources you use in your papers. Any time you employ the words or ideas of another person, you must cite it! Historians generally use the Chicago Manual of Style, so please consult this source if you are unsure about proper citation format.
7. Be sure to write your papers in a formal, scholarly fashion. The use of contractions (like don't, can't, wouldn't, etc...) is not appropriate in your work. Similarly, you should not use any slang expressions or colloquialisms unless they are part of a direct quote.
8. Be specific in your language. Do not use expressions like “Most scholars agree...” or “It is believed...” Instead, state exactly who presented certain ideas and then cite them properly.
9. Avoid passive voice as much as possible. For example, instead of writing “5 Black people were lynched by a mob in 1890,” you should state “A mob lynched 5 Black people in 1890” or “In 1890, a mob lynched 5 Black people.”

History 757.02
AAAS 755.02
African Americans during the Nineteenth Century

Professor: Stephanie J. Shaw
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Course Description

The nineteenth century was a tumultuous century in the history of African Americans. While at the beginning of the century, half of the country had abolished, or was in the process of abolishing, slavery, the other half embraced it vigorously. Nineteenth-century black activist traditions in the North and in the South challenged general conditions not only for slaves but also the free. Still, probably, few people at the beginning of the century (still touting the rhetoric of the American Revolution) could imagine that pro-slavery sentiment would become so deep that, by mid-century, it would be the root cause of a Civil War. Probably few freedpeople at the end of that war anticipated the creation of a system that would be almost as constraining as slavery had been. But that happened, also. Along with Jim Crow, however, came a resolve on the part of black Americans to develop their own institutions and to chop away at the restrictions that seemed to define their lives.

This course explores, in some detail, these aspects of the century. But it does not focus on the oppression that is without-a-doubt an important part of the context. It focuses, instead, on black Americans, the leaders and the led; black institutions, secular and sacred; black work, formal and informal, waged and unwaged, organized and improvised; and, in general, the way this incredibly diverse group of black Americans attempted to live—and lead—their lives. The point is to provide a somewhat detailed survey of the African-American experience during the nineteenth century and to begin to examine how some historians have addressed aspects of this experience. Consequently, you will notice that the required readings suggest both content and historiography. They include one source, which, while possessing historiographical significance, is characterized by broad, general coverage, followed by a more narrowly focused study of the phenomenon. And, finally, because the “slavery” topics course is a very popular one, and plantation slavery is probably the most developed topic historiographically (i.e., Phillips, Stampp, Elkins, Fogel and Engerman, Blassingame, Stuckey, Levine, Gutman, Genovese, White, etc.), our reading of slavery studies will draw much of your attention to other equally important aspects of slavery.

STUDENT CONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “Academic Misconduct” includes

all forms of unethical practices on the part of the student wherever committed illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of academic misconduct to the Committee. Students found in violation of the Code of Student Conduct may receive a failing course grade and are subject to disciplinary probation, suspension, or expulsion from the Ohio State University (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

DISABILITY SERVICES

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue, telephone 292-3307 (<http://www.ods.ohio-state.edu>)

ENROLLMENT

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

COURSE OBJECTIVES

This course is designed for graduate history/humanities students, especially those preparing major and minor fields in American and African-American history and studies. Upon the completion of the course, students should have a clear understanding of :

1. the broad, general history of black America during the nineteenth century.
2. the development of free black institutions and their contexts.
3. the history and development of early organized efforts in the struggle for freedom and equality.
4. the history of slavery beyond the plantations.
5. the diverse array of questions, sources, and methods that have helped to uncover the history of black Americans.
6. the process of critically reading and reviewing any work of history.

Required Reading:

Leon F. Litwack, *North of Slavery: The Negro in the Free States, 1790-1860* (University of Chicago Press, 1961)

Patrick Rael, *Black Identity and Black Protest in the Antebellum North*, (University of North Carolina, 2002)

Richard C. Wade, *Slavery in the Cities: The South, 1820-1860* (Oxford University Press, 1972)

Christopher Phillips, *Freedom's Port: The African American Community of Baltimore, 1790-1860* (University of Illinois, 1997)

Charles Dew, *Bond of Iron: Master and Slave at Buffalo Forge* (W. W. Norton, 1995)

Thomas C. Buchanan, *Black Life on the Mississippi: Slaves, Free Blacks, and the Western Steamboat World* (University of North Carolina Press, 2004)

Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction, 1863-77* (Knopf, 2006)

Leslie A. Schwalm, *A Hard Fight for We: Women's Transition from Slavery to Freedom in South Carolina* (University of Illinois Press, 1997)

Gerald David Jaynes, *Branches Without Roots: Genesis of the Black Working Class in the American South, 1862-1882* (Oxford University Press, 1986)

Course Schedule and reading assignments:

Week One – Introduction to the course

Week Two –Read Litwack

Week Three –Read Rael

Week Four—Read Wade

Week Five –Read Phillips

Week Six –Read Dew

Week Seven—Read Buchanan

Week Eight —Read Foner

Week Nine—Read Schwalm

Week Ten – Read Jaynes

Final Exam Day: There will be no final exam, but class will meet on this day at the time of the scheduled exam.

Evaluation (Writing assignments)

1. For 20% of the final grade, you are to write reviews (which we will discuss in detail on the first day of class) of three of the nine books listed in the required readings. These reviews must be no more than three pages long (approximately 300 words per page). You must choose for your reviews: Litwack or Rael, Wade or Phillips; Dew or Buchannan; Foner, Schwalm, or Jaynes. The review will be due on the day of the discussion of that book at the beginning of the class.
2. For 40% of the final grade, you are to write two extended reviews (which we shall discuss in class), up to six pages in length. This pair may not include any of the books you reviewed or will review for one of the single book reviews. You should review Litwack and Rael, or Wade and Phillips, or Dew and Buchannan; or Foner and Schwalm , or Foner and Jaynes. In addition to a brief summary of the works (very brief) you should consider how these books relate analytically to each other. In those cases in which one work is broad and general and the other narrow and specific (this will be the case in all pairings except the Dew/Buchannan pairing), have the questions, methods, analyses, sources,

conclusions changed? Why? With what result? Which work is best? Be sure to judge the work justly—for what it is. Broad, general works have different objectives when compared to works focused on narrower, specific topics. Avoid simple conclusions based on which work you liked or enjoyed more. For all of the pairings, which work best accomplishes what it should have, given the nature of the work? How has time (and timing) of the analyses mattered? (That is, what difference has the forty years made in the conceptualization Rael's book when compared to Litwack's? Can you "date" the book by its questions, methods, etc.?) Are the authors using the best methods and asking the best questions considering their topics?

Due date for both assignments is the day of the discussion of the last work in the group under review.

NOTE: AT LEAST ONE OF YOUR SINGLE-BOOK REVIEWS AND ONE OF YOUR DOUBLE-BOOK REVIEWS MUST BE COMPLETED BEFORE THE MID-TERM.

3. For 40% of the final grade, you are to write a final paper, up to 20 pages in length. For this final paper, you should choose one topic for discussion that appears to be salient throughout the nineteenth-century African American experience. That is to say that you may choose "institution building" but not "slavery." You could choose "protest" but not "anti-slavery." The paper should trace the topic across the nineteenth century, based on the required reading and any other works you choose to add. Although historiographical issues may enter into your discussion, this is not an historiographical essay. Here, the focus should be the phenomenon (e.g., protest, labor, family, inter-racial relations, community, or intra-racial relations, education, etc.) and its manifestations across time and place. The paper should define the topic clearly, trace its history and development across time and place, offer critical assessments of the process, people, events, where appropriate. How have its manifestations changed across time? Why? What about it has not changed? How do you account for that? Where appropriate, what is the relationship between what is going on among black Americans and national or international developments? What, related to the topic, is missing? That is, what questions related to this topic have not been explored adequately or at all? Where do we go from here? (Be careful to make this a scholarly exploration rather than a personal/political one. Your personal politics may inform, but should not define, your discussion.) This paper is due at the beginning of the class hour reserved for the final exam. There will be no exam.
4. This is a discussion class. Therefore, class attendance and participation are expected.

Supplementary Sources

Topic: Black Northerners before the Civil War

Dorothy B. Porter, "The Organized Educational Activities of Negro Literary Societies, 1828-1846," *JNE* 5 (1936), 555-76

William B. Graveley, "The Rise of African Churches in America, 1776-1822:

- Re-examining the Contexts," *J. of Religious Thought* 14 (1984), 58-73
- Emma Jones Lapansky, "Friends, Wives and Strivings: Networks and Community Values among Nineteenth Century Philadelphia Afro-American Elites," *Penn. Mag. Of Hist. and Bio.* 108 (1984), 3-24;
- James Oliver Horton, "Freedom's Yoke: Gender Conventions among Antebellum Free Blacks," *Feminist Studies* 12 (Spring 1986), 51-76
- Shane White, "It was a Proud Day: African American Festivals and Parades in the North, 1741-1834," *JAH* 81(1989), 13-50 [numerous others of Shane White and Shane White and Graham White's work introduce many important topics related to institutions and identity, especially in the North, but many of the works focus on the 18th century. Please consult them if they might be useful to you.
- Benjamin Quarles, *Black Abolitionists* (1969)
- Howard Holman Bell, *A Survey of the Negro Convention Movement, 1830-1861* (1969) [a primary source collection]
- Floyd J. Miller, *The Search for Black Nationality: Black Emigration and Colonization, 1787-1863* (1974)
- Charles Wesley, "The Negroes of New York in the Emancipation Movement," *JNH*
- Leonard P. Curry, *The Free Black in Urban America, 1800-1850: The Shadow of a Dream* (1981)
- Harry Reed, *Platforms for Change: The Foundations of the Northern Free Black Community, 1776-1865* (1994)
- James Oliver Horton, *Free People of Color: Inside the African American Community* (1993) (also includes some discussion of southern cities)
- James Oliver Horton and Lois E. Horton, *In Hope of Liberty: Culture, Community and Protest among Northern Free Blacks, 1700-1860* (1997)
- Keith P. Griffler, *The Front Line of Freedom: African Americans and the Forging of the Underground Railroad in the Ohio Valley* (2004)
- Julie Winch, *Philadelphia's Black Elite: Activity, Accommodation, and the Struggle for Autonomy, 1787-1848* (1988)
- W. Jeffrey Bolster, "'To Feel Like a Man': Black Seamen in the Northern States, 1800-1860," *JAH* 76 (1990): 1173-99.
- [Also note the recent books of Leslie Harris and Graham Russell Hodges, that focus on New York, New Jersey, and/or New England but begin in the colonial period.]

Topic: Slaves and Slavery in the antebellum South

- Stephanie J. Shaw, "The Maturation of Slave Society and Culture," in John B. Boles, ed., *Blackwell Companion to the American South* (Consider all the works discussed in this essay as major works. They are not listed separately below.)
- Ira Berlin, "Time, Space, and the Evolution of Afro-American society in British Mainland North America," *AHR* (Feb. 1980) 44-78
- John T. O'Brien, "Factory, Church, and Community: Blacks in Antebellum Richmond," *JSH* 44 (1978), 509-36
- John Hope Franklin, *The Militant South, 1800-1861* (1956, 2002)

- Cheryl A. Cody, "There was no 'Absalom' on the Ball Plantations: Slave-Naming Practices in the South Carolina Low Country, 1720-1865," *AHR* 92 (1987), 563-96
- Wilma King, *Stolen Childhood: Slave Youth in Nineteenth Century America* (1995)
- Brenda Stevenson, *Life in Black and White: Family and Community in the Slave South* (1996)
- Marie Jenkins Schwartz, *Born in Bondage: Growing Up Enslaved in the Antebellum South* (2000)
- Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (1998)
- Ira Berlin, *Generations of Captivity: A History of African American Slaves* (2003)
- Christopher Morris, "The Articulation of Two Worlds: The Master-Slave Relationship Reconsidered," *JAH* (December 1998), 982-1007
- Sharla M. Fett, *Working Cures: Healing, Health, and Power on Southern Slave Plantations* (2003)
- Stephanie M. H. Camp, *Closer to Freedom: Enslaved Women and Everyday Resistance in the Antebellum South* (2004)
- Dylan C. Penningroth, *The Claims of Kinfolk: African American Property and Community in the Nineteenth-Century South* (2003)
- Jonathan D. Martin, *Divided Mastery: Slave Hiring in the American South* (Cambridge, Mass: Harvard University Press, 2004)
- Robert H. Gudmestad, *A Troublesome Commerce: The Transformation of the Interstate Slave Trade* (2003)
- William Dusi Berre, *Them Dark Days: Slavery in the Antebellum Rice Swamps* (1996)
- Walter Johnson, *Soul by Soul: Life inside the Antebellum Slave Market* (1999)

Topic: Free black southerners during the antebellum era

- Ira Berlin, *Slaves without Masters: The Free Negro in the Antebellum South* (New York, 1974), chapters 5-11
- Whittington B. Johnson, "Free African-American Women in Savannah, 1800-1860: Affluence and Autonomy Amid Adversity,"
- Suzanne Lebsack, *The Free Women of Petersburg: Status and Culture in a Southern Town, 1784-1860* (1984)
- Loren Schweninger, *Black Property Owners in the South, 1790-1915* (1990) (This book is not entirely about free blacks but also about slave property owners.)

Topic: Emancipation and Reconstruction Eras

- William A. Dunning, *Reconstruction: Political and Economic, 1865-1877* (1907)
- W. E. B. Du Bois, *Black Reconstruction in America, 1860-1880* (1935)
- Vernon Wharton, *The Negro in Mississippi, 1865-1890* (1947)
- Willie Lee Rose, *Rehearsal for Reconstruction: The Port Royal Experiment* (1964)
- Thomas Holt, *Black over White: Negro Political Leadership in South Carolina during Reconstruction* (1979)
- Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (1988)
- Noralee Frankel, *Freedom's Women: Black Women and Families in Civil War Era Mississippi* (1999)
- Berlin, Miller, and Rowland, "Afro-American Families in Transition from Slavery to Freedom," *Radical History Review* 42 (1988), 89-121.
- Julie Saville, *The Work of Reconstruction: From Slave to Wage Laborer in South Carolina, 1860-1870* (1994)
- Donald R. Shaffer, "'I do not suppose that Uncle Sam Looks at the Skin': African Americans and the Civil War Pension System, 1865-1934," *Civil War History* 46 (2000), 132-47
- Armstead Robinson, *Bitter Fruits of Bondage: The Demise of Slavery and the Collapse of the Confederacy, 1861-1865* (2005)
- Roger C. Ransom and Richard Sutch, *One Kind of Freedom: The Economic Consequences of Emancipation* (1977)
- Robert Fogel and Stanley Engerman, *Without Consent or Contract: The Rise and Fall of American Slavery*, 2 vols., (1991) (also note that there are at least three additional volumes edited by Fogel OR Engerman and others related to issues pertaining to slavery, freedom, and the emancipation process)
- Sharon Holt, *Making Freedom Pay: North Carolina Freedpeople Working for Themselves*, (2000)
- Joseph T. Glatthaar, *Forged in Battle: The Civil War Alliance of Black Soldiers and White Officers* (1990)
- John David Smith, ed., *Black Soldiers in Blue: African American Troops in the Civil War Era* (2002)

Topic: Post-emancipation free labor and institutions (to the turn of the 20th century)

- Herbert Gutman, "Schools for Freedom: The Post-Emancipation Origins of AfroAmerican Education," in *Power and Culture: Essays on the American Working Class*, ed. Ira Berlin, (1987), 260-297
- Kathleen C. Berkeley, "Colored Ladies also Contributed: Black Women's Activities from Benevolence to Social Welfare, 1866-1896," in Fraser, Saunders, and Wakelyn, ed., *The Web of Southern Social Relations: Women, Family and Education* (1985)
- Elsa Barkley Brown and Gregg D. Kimball, "Mapping the Terrain of Black Richmond," *Journal of Urban History* (March, May 1995)
- Leon Litwack, *Been in the Storm So Long: The Aftermath of Slavery* (1979)
- Janice L. Reiff, Michael R. Dahlia, and Daniel Scott Smith, "Rural Push and Urban Pull: Work and Family Experiences of Older Black Women in Southern Cities, 1880-1900," *Journal of Social History* 16 (Summer 1983), 39-48.
- Peter Rachleff, *Black Labor in Richmond, 1865-1890* (1989)
- Eric Arnesen, *Waterfront Workers of New Orleans: Race, Class, and Politics, 1863-1923* (1991)
- James Borchert, *Alley Life in Washington: Family, Community, Religion, and Folklife in the City, 1850-1970* (1980)
- Tera W. Hunter, *To `Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War*, (1997)
- W. Fitzhugh Brundage, *Lynching in the New South: Georgia and Virginia, 1880-1930* (1993)
- W. Fitzhugh Brundage, *Lynching in the New South, Georgia and Virginia, 1880-1930* (1993)
- David M. Oshinsky, 'Worse than Slavery': *Parchman Farm and the Ordeal of Jim Crow Justice* (1996)
- Mary Ellen Curtin, *Black Prisoners and their World, Alabama, 1865-1900* (2000)
- Ann Field Alexander, *Race Man: The Rise and Fall of the 'Fighting Editor'*" (2002)
- Timothy B. Tyson, *Blood Done Sign My Name: A True Story* (2002)



History 757.03

AAAS 755.03

African Americans during the Twentieth Century

Instructor: Dr. Hasan Kwame Jeffries
Email: Jeffries.57@osu.edu

Office: 348 Dulles Hall
Office Phone: (614) 688-4120

COURSE OVERVIEW

This reading intensive and discussion driven graduate seminar examines the African American experience during the 20th century. Each week we will read and discuss a text on African American life and culture during a particular era in the 20th century. The readings are arranged chronologically, beginning with W. E. B DuBois' *Souls of Black Folk*, his classic text on the color line published in 1903, and concluding with a recent book on the politics of contemporary African American cultural productions. In addition, we will study in detail the multiple manifestations of the African American struggle for civil and human rights, from Garveyism in the rural South, to Black Power in the urban North.

COURSE OBJECTIVES

This course is designed for graduate history and humanities students, especially those preparing major and minor fields in African American and American history. Upon completing this course, students should have a clear understanding of the general history of African Americans during the 20th century; African American life during the Jim Crow era; African Americans' transition from farm to factory; and African American protest during the conventional civil rights and Black Power eras. Students should also have gained keen insight into the diverse array of questions, sources, and methods that have helped uncover African American history, and developed the skills necessary for critically reading and reviewing any work of history.

COURSE REQUIREMENTS

Class Participation

Since this course is a discussion seminar, you are expected to participate regularly in all class discussions by sharing your thoughts on the readings, answering questions posed by the professor and your classmates, and asking questions of your own design. This class can only work if everyone participates.

Attendance

Your presence is required at every class. Failure to show for class will result in a severe grade deduction. In the event that you cannot attend class, notify the professor as far in advance as possible. Also, make every effort to arrive in class on time; lateness is both distracting and disruptive. If you are tardy, please enter as unobtrusively as possible. Similarly, if you know you will need to leave early, please notify the professor before class and seat yourself close to an exit so that you can leave without disrupting class.

Student Presentations

Each student will be required to make one presentation on an assigned reading during the quarter. This presentation must be 15-20 minutes in length and ought to include a summary of the author's main arguments, an analysis of the author's evidence, a critique of his or her conclusions, and an overall impression of the book. Presenters must also field questions from the class at the end of the presentation and initiate the class conversation by posing discussion questions. On those occasions when more than one person is presenting, the presenters must coordinate their presentations in advance.

Book Reviews

Each student will be assigned to one of three groups (A, B, or C) and will write a book review for each of the three books assigned to his or her group. The reviews ought to be from 750 to 1,000 words in length. They are due no later than 5:00 pm the night before class and must be uploaded to the course website (Carmen) as an MS Word document. Each review ought to address the following questions:

1. What is the purpose and scope of the work under review?
2. On what principle(s) does the author select and arrange the material included, and how appropriate and effectual is this method of presentation?
3. What, specifically, are the work's strengths and weaknesses?
4. How does this work compare to others that address similar or related subjects?
5. For what audience / readership is this work most useful?
6. Does the work achieve its objectives to the reviewer's and / or the reader's satisfaction?

The following information should precede each review in the following format:

Full Title: Subtitle , Author's Name. City of Publication, State of Publication: Publisher,
Year of Publication, xxx pp. \$xx.xx, cloth or paper.

Weekly Reflections

On those weeks when a student is not writing a book review, he or she is to write a stream-of-consciousness reaction to the week's reading that is not to exceed one single spaced page. The reflection should include a general impression of the book. These assignments are due no later than 12:00 pm the day of class and must be uploaded to the course website as an MS Word document.

Historiographical Essay

An historiographical essay of approximately 15-20 pages is due during finals week. The essay must be uploaded to the course website as an MS Word document. No paper will be accepted after the due date unless prior agreement has been reached with the professor. Failure to deliver the paper and/or to make alternative arrangements with the professor will result in a failing grade for the paper. The essay must be based on one of the weekly discussion themes, such as the African American experience during the Nadir, or the African American experience during World War II. The assigned reading for the weekly discussion theme that you select will serve as the starting point for a detailed analysis of the way scholars have examined the African American experience during a particular moment in time. You will also include in your essay a close look at the way scholars have addressed one or more of the key characteristics of the African American experience in the 20th century such as black protest or black political participation. Further instructions will be given at a later date.

Student Evaluation

Grades for the course will be calculated as follows:

Class Participation (including attendance):	20%
Student Presentation:	20%
Book Reviews:	30%
Historiographical Essay:	30%

Grading Scale:

A:	93 and above	C+:	77-79
A-:	90-92	C:	73-76
B+:	87-89	C-:	70-72
B:	83-86	D+:	67-69
B-:	80-82	D:	63-66
		E:	62 and below

Required Texts

All books listed below are required and are available at local textbook sellers and through most online retailers. The books are listed in the order that we will read them in class. Remember to bring all books to class on the day they are discussed.

1. W. E. B. Dubois, The Souls of Black Folk (Norton Critical Editions) [Henry Louis Gates, editor]. New York: W. W. Norton & Company, 1999. \$12.80.
2. Paul Ortiz, Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Bloody Election of 1920. University of California Press, 2005. \$17.33
3. Robin D. G. Kelley, Race Rebels: Culture, Politics, and the Black Working Class. Free Press, 1996. \$19.95

4. Robert Rodgers Korstad, Civil Rights Unionism: Tobacco Workers and the Struggle for Democracy in the Mid-Twentieth Century South. University of North Carolina Press, 2003. \$27.50
5. Martha Biondi, To Stand and Fight: The Struggle for Civil Rights in Post War New York City. Harvard University Press, 2003. \$36.40
6. Thomas F. Jackson, From Civil Rights to Human Rights: Martin Luther King, Jr., and the Struggle for Economic Justice. Philadelphia: University of Pennsylvania Press, 2006. \$26.37
7. Charles Payne, I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle. University of California Press, 1995. \$24.95
8. Peniel E. Joseph, Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America. New York: Henry Holt, 2006. \$18.97
9. Jelani Cobb, To the Break of Dawn: A Freestyle on the Hip-Hop Aesthetic. New York: NYU Press, 2007. \$15.61

UNIVERSITY POLICIES

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Academic Honesty

This course adheres to The Ohio State University's Academic Misconduct Policy. All acts of dishonesty in any work constitute acts of academic misconduct. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. For additional information, see the OSU Code of Student Conduct at: http://studentaffairs.osu.edu/resource_csc.asp. For a discussion and explanation of what constitutes plagiarism see: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm. If you need assistance with writing, visit the OSU Writing Center homepage at: <http://cstw.osu.edu>.

Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform Dr. Jeffries as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

BOOK REVIEW GROUP ASSIGNMENTS

<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

COURSE SCHEDULE

Week 1. Introduction and course overview

Week 2. *African Americans at the start of the 20th Century*

Du Bois, Souls of Black Folk

Book Review: Group A

Presentation: _____

Week 3. *African Americans during the Nadir*

Ortiz, Emancipation Betrayed

Book Review: Group B

Presentation: _____

Week 4. *African Americans during the Depression and the New Deal Era*

Kelley, Race Rebels

Book Review: Group C

Presentation: _____

Week 5. *African Americans during World War II*

Korstad, Civil Rights Unionism

Book Review: Group A

Presentation: _____

Week 6. *African Americans during the Cold War*

Biondi, To Stand and Fight

Book Review: Group B

Presentation: _____

Week 7. *African Americans during the Civil Rights Era – Part I*

Jackson, From Civil Rights to Human Rights

Book Review: Group C

Presentation: _____

Week 8. *African Americans during the Civil Rights Era – Part II*

Payne, I've Got the Light of Freedom

Book Review: Group A

Presentation: _____

Week 9. *African Americans during the Black Power Era*

Joseph, Waiting 'Till the Midnight Hour

Book Review: Group B

Presentation: _____

Week 10. *African Americans during the Post-Black Power Era*

Cobb, Till the Break of Dawn

Book Review: Group C

Presentation: _____

SELECT BIBLIOGRAPHY

Turn of the 20th Century

Hahn, Steven. A Nation under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration

Litwack, Leon. Been in the Storm So Long: The Aftermath of Slavery

Mandle, Jay. Not Slave, not Free: The African American Economic Experience Since the Civil War

McGlynn, Frank and Seymour Drescher eds., The Meaning of Freedom: Economics, Politics and Culture After Slavery

McMillen, Neil R. Dark Journey: Black Mississippians in the Age of Jim Crow

Rabinowitz, Howard. Race Relations in the Urban South, 1865-1890

The Nadir

Anderson, James D. The Education of Blacks in the South, 1860-1935

Ceceskli, David and Tim Tyson, eds. Democracy Betrayed: The Wilmington Race Riot of 1898 and its Legacy

Cronon, Edmund David. Black Moses: The Story of Marcus Garvey and the Universal Negro Improvement Association

Harlan, Louis. Booker T. Washington: the Making of a Black Leader 1856-1901 and Booker T. Washington: The Wizard of Tuskegee, 1895-1915

Gottlieb, Peter. Making Their Own Way: Southern Blacks' Migration to Pittsburgh

Grossman, James. Land of Hope: Chicago, Black Southerners, and the Great Migration

Gilmore, Glenda. Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina

---. Jumpin Jim Crow

Hunter, Tera. To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War

Litwack, Leon. Trouble in Mind: Black Southerners in the Age of Jim Crow

Meier, August. Negro Thought in America, 1880-1915: Racial Ideologies in the Age of Booker T. Washington

Meier, August. Negro Thought in America, 1880-1915.

- Neverdon-Morton, Cynthia. Afro-American Women of the South and Advancement of the Race, 1895-1925
- Shaw, Stephanie. What A Women Ought To Be and To Do: Black Professional Women Workers During the Jim Crow Era.
- Taylor, Ula. The Veiled Garvey: The Life and Times of Amy Jacques Garvey

The Depression and the New Deal Era

- Anderson, Jervis. This Was Harlem: A Cultural Portrait, 1900-1950
- Carter, Dan T. Scottsboro: A Tragedy of the American South
- Cohen, Lisabeth. Making a New Deal: Industrial Workers in Chicago
- Hamilton, Charles V. Adam Clayton Powell, Jr.: The Political Biography of an American Dilemma
- Harris, Robert. African American Reactions to the war in Ethiopia, 1936-1941
- Hart, R. Douglas. African American Life in the Rural South, 1900-1950
- James, Winston. Holding Aloft the Baner of Ethiopia: Caribbean Radicalism in Early Twentieth Century America
- Jones, James. Bad Blood: The Tuskegee Syphilis Experiment
- Kelley, Robin D.G. Hammer and Hoe: Alabama Communists During the Great Depression
- Naison, Mark. Communists in Harlem During the Depression
- Painter, Nell Irvin. The Narrative of Hosea Hudson: His Life as a Negro Communist in the South
- Sitkoff, Harvard. A New Deal for Blacks: The Emergence of Civil Rights as a National Issue
- Sullivan, Patricia. Days of Hope: Race and Democracy in the New Deal Era
- Wolcott, Victoria W. Remaking Respectability: African American Women in Interwar Detroit.
- Wolters, Raymond. Negroes and the Great Depression: The Problem of Economic Recovery

World War II

- Dalfiume, Richard M. Desegregation of the United States Armed Forces: Fighting on Two Fronts, 1939-1953
- Garfinkel, Herbert. When Negroes March: The March on Washington Movement in the Organizational Politics for FEPC
- McNeil, Genna Rae. Groundwork: Charles Hamilton Houston and the Struggle for Civil Rights
- Phillips, Kimberly. AlabamaNorth: African American Migrants, Community and Working Class Activism in Cleveland, 1915-1940
- Wynn, Neil. The Afro-American and the Second World War.

The Cold War

- Burk, Robert. The Eisenhower Administration and Civil Rights
- Dudziak, Mary. Cold War Civil Rights
- Plummer, Brenda Gayle. Rising Wind: Black Americans and US Foreign Affairs, 1935-1960
- Von Eschen, Penny. Race Against Empire: Black Americans and Anticolonialism, 1937-

1957

Whitfield, Stephen. A Death in the Delta: The Story of Emmett Till

Civil Rights and Black Power

Branch, Taylor. Parting the Waters: America During the King Years, 1954-1963

---. Pillar of Fire: America in the King Years, 1963-65

---. At Canaan's Edge

Carmichael, Stokely and Charles Hamilton. Black Power: The Politics of Black Liberation in America

Carmichael, Stokely with Michael Thelwell. Ready for Revolution: The Life and Struggles of Stokely Carmichael (Kwame Ture)

Carson, Clayborne. In Struggle: SNCC and the Black Awakening of the 1960s

Chafe, William. Civilities and Civil Rights: Greensboro North Carolina and the Black Struggle for Freedom

Collier-Thomas, Bettye, and V. P. Franklin, eds. Sisters in the Struggle: African American Women in the Civil Rights – Black Power Movement

Crawford, Vicki L., Jacqueline Anne Rouse, and Barbara Woods, eds. Women in the Civil Rights Movement: Trailblazers & Torchbearers, 1941 – 1965

D'emilio, John. Lost Prophet: The Life and Times of Bayard Rustin

Davis, Angela. Angela Davis: An Autobiography

de Jong, Greta. A Different Day: African American Struggles for Justice in Rural Louisiana, 1900-1970

Dittmer, John. Local People: The Struggle for Civil Rights in Mississippi

Eskew, Glenn T. But for Birmingham: The Local and National Movements in the Civil Rights Struggle

Gaines, Kevin. Uplifting the Race: Black Leadership, Politics and Culture in the Twentieth Century

Garrow, David. Protest at Selma: Martin Luther King and the Voting Rights Act of 1965

Horne, Gerald. Fire This Time : The Watts Uprising and the 1960s

Honey, Michael K. Southern Labor and Black Civil Rights: Organizing Memphis Workers

Jones, Charles E., ed. The Black Panther Party [Reconsidered]

Kluger, Richard. Simple Justice: The History of Brown vs. Board of Education and Black America's Struggle for Equality

Lawson, Steven. Black Ballots: Voting Rights in the South, 1944-1969

McAdam, Doug. Freedom Summer

Meier, August and Elliott Rudwick. CORE: A Study in the Civil Rights Movement, 1942-1968

Morris, Aldon. The Origins of the Civil Rights Movement: Black Communities Organizing for Change

Ransby, Barbara. Ella Baker and the Black Freedom Movement: A Radical Democratic Vision

Robinson, Armstead L. and Patricia Sullivan, eds. New Directions in Civil Rights Studies

Strain, Christopher. Pure Fire

Theoharis, Jeanne F. and Komozi Woodard, with Matthew Countryman. Freedom North: Black Freedom Struggles Outside the South, 1940-1980

Tyson, Timothy. Radio Free Dixie: Robert F. Williams & the Roots of Black Power

Van Deburg, William. New Day in Babylon: The Black Power Movement and American Culture, 1965-1975

Woodward, Komozi. A Nation within a Nation: Amiri Baraka (LeRoi Jones) and Black Power Politics

The Post Black Power Era

Baker, Lee. From Savage to Negro

George, Nelson. The Death of Rhythmn and Blues

Gilroy, Paul. Small Acts

---. There Ain't No Black in the Union Jack

Gwaltney, John. Drylongso: A Self-Portrait of Black America

Holt, Thomas. The Problem of Race in the Twentieth-First Century

James, Joy. Transcending the Talented Tenth

Jennings, James. The Politics of Black Empowerment: The Transformation of Black Activism in Urban America

Landry, Bart. The New Black Middle Class

Loury, Glenn. The Anatomy of Racial Inequality

Lusane, Clarence. Pipe Dream Blues: Racism and the War on Drugs

Massey, Douglas S. and Nancy Denton. American Apartheid: Segregation and the Making of the Underclass.

O'Neill, Timothy. Baake and the Politics of Justice

Reed, Adolph, Stirrings in the Jug: Black Politics in the Post-Segregation Era

Rose, Tricia. Black Noise: Rap Music and Black Culture in Contemporary America

Wilkinson, J. Harvie. From Brown to Baake:the Supreme Court and School Integration, 1954-1978

Scott, Daryl. Contempt and Pity: Social Policy and the Image of the Damaged Black Psyche, 1880-1996.

West, Cornel. Race Matters

Wilson, William Julius. The Declining Significance of Race

History 757.04 and AAAS 755.04: African American Historiography

Instructor: Stephen G. Hall, Ph.D.
Office: 169 Dulles Hall
Office Telephone: 292-0156
Office Hours:
Email: hall.337@osu.edu (best method of contact)

Required Texts

John Ernest, *Liberation Historiography: African American Writers and the Challenge of History, 1795-1861* (Chapel Hill: University of North Carolina Press, 2003)

Mitch Kachun, *Festivals of Freedom: Memory and Meaning in African American Emancipation Day Celebrations, 1808-1915* (Amherst: University of Massachusetts Press, 2003)

Elizabeth Raul Bethel, *The Roots of African American Identity: Memory and History in Antebellum Free Communities* (New York: St Martin's Press, 1999)

Kirk Savage, *Standing Soldiers, Kneeling Slaves: Race, War and Monument in Nineteenth Century America* (Princeton: Princeton University Press, 1997)

Wilson Jeremiah Moses, *Afrotopia: The Roots of African American Popular History* (Cambridge: Cambridge University Press, 1998)

Benjamin Quarles, *Black Mosaic: Essays in Afro-American History and Historiography* (Amherst: University of Massachusetts Press, 1988)

Jacqueline Goggin, *Carter G. Woodson: A Life in Black History* (Baton Rouge: Louisiana State University Press, 1993)

Paul Cimbala and Robert Himmelberg, *Historians and Race: Autobiography and the Writing of History* (Bloomington: Indiana University Press, 1996)

Julie Des Jardins, *Women and the Historical Enterprise in America: Gender, Race and the Politics of Memory, 1880-1945* (Chapel Hill: University of North Carolina Press, 2003)

Maghan Keita, *Race and the Writing of History: Riddling the Sphinx* (New York: Oxford University Press, 2000)

Course Description

This course is designed to acquaint students with the origins and evolution of African American history from the late-eighteenth century up to the present. In addition to interrogating the basic questions of the field's origins, we will also chart its theoretical, interpretative and methodological trajectory and its relationship to American history and other minority histories. A substantial amount of the course will examine the traditional literature on black historiography as well as newer work in literary and cultural studies. Significant attention will be given to oral and textual constructions of history and the burgeoning literature in memory studies and commemorative culture and its relationship to reconstructing the black past. We will also explore the transnational implications as well as the centrality of race, class and gender in discussions of African American history. Through the exploration of this historiographical terrain, students will be given the opportunity to examine how the particular approaches described above have influenced their specific area of interest in African American history.

Course Requirements

Attendance is required at all sessions. Students must submit documentation in order to make up missed assignments. Each student is responsible for leading the discussion on one article during the quarter. The discussion should focus on the importance and relevance of the material to the larger historiographical thrust of African American history as well as important theoretical and methodological approaches of the material. All discussants must submit of 2-3 précis of the article. Students may request to discuss articles in person or by email. A final list will be generated once all students have selected an article. Students are also required to write one 7-9 page book review essay of one of the books on the book review essay list located at the end of the syllabus. Review essays should be patterned on those that appear in *American Quarterly*, *Reviews in American History* and the *American Historical Review*. The book review essay is due in the eighth week of class. Lastly, all students will be required to write a historiographical paper on a topic related to African American historiography, but is reflective of your own particular interests. You should develop this topic in consultation with the instructor. Topics should be identified no later than the 7th week of class. The final essay on the day of the final exam. All papers may be sent as attachments via email. It is your responsibility to confirm that I have received the material and to keep a confirmation letter from me.

STUDENT CONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "Academic Misconduct" includes all forms of unethical practices on the part of the student wherever committed

illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of academic misconduct to the Committee. Students found in violation of the Code of Student Conduct may receive a failing course grade and are subject to disciplinary probation, suspension, or expulsion from the Ohio State University (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

DISABILITY SERVICES

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue, telephone 292-3307 (<http://www.ods.ohio-state.edu>)

Method of Grade Determination

Attendance and Participation	200
Book Review Essay	300
Article Discussion (précis)	100
Historiographical Essay	400

Course Outline

(All articles are on Closed Reserve in the Library)

Week I: Jan 3rd

Introduction: Why African American Historiography?

African American History in the Late Eighteenth to the Mid-Nineteenth History

Week II:

Revisioning the Origins of African American History

Readings:

John Ernest, *Liberation Historiography: African American Writers and the Challenge of History, 1795-1861* (Chapel Hill: University of North Carolina Press, 2003)

Benjamin Quarles, “Black History’s Antebellum Origins” in Benjamin Quarles, *Black Mosaic: Essays in Afro-American History and Historiography* (Amherst University of Massachusetts Press, 1988), 109-135

John Hope Franklin, “On the Evolution of Scholarship in Afro-American Historiography,” in Darlene Clark Hine, ed., *The State of Afro-American History: Past, Present, and Future*. Baton Rouge, Louisiana State University Press, 1986

Week III: January 17th (no class)—The material for Week III will be discussed in conjunction with the material in week four)

Memory and the African American Past

Readings:

Elizabeth Raul Bethel, *The Roots of African American Identity: Memory and History in Antebellum Free Communities* (New York: St Martin’s Press, 1999)

Pierre Nora, “Between Memory and History: Les Lieux de Memoire (The Sites of Memory),” reprinted in Genevieve Fabre and Robert O’ Meally, *History & Memory in African American Culture* (New York: Oxford University Press, 1994). 284-300

Week IV

Emancipation Celebrations: Celebrating Freedom in African American Communities

Readings:

Mitch Kachun, *Festivals of Freedom: Memory and Meaning in African American Emancipation Day Celebrations, 1808-1915* (Amherst: University of Massachusetts Press, 2003)

Kathleen Clark, “Celebrating Freedom: Emancipation Day Celebrations and African American memory in the Early Reconstruction South,” in W. Fitzhugh Brundage, *Where the Memories Grow: History, Memory and Southern Identity* (Chapel Hill: University of North Carolina Press, 2000)

Benjamin Quarles, *Black Mosaic* (Read section on Blacks in the Revolutionary Period)

African American History: Mid-Nineteenth to the Early Twentieth Century

Week V: Jan 31st

African American History and Historical Representation in the Public Sphere

Readings:

Kirk Savage, *Standing Soldiers, Kneeling Slaves: Race, War and Monument in Nineteenth Century America* (Princeton: Princeton University Press, 1997)

Stephen G. Hall, "To Render the Public Private: William Still and the Selling of the Underground Railroad." *Pennsylvania Magazine of History and Biography* 127 (2003): 35-55.

W. Fitzhugh Brundage, "Meta Warrick's 1907 "Negro Tableaux" and Representing African American historical Memory," *The Journal of American History* 89 (2003): 1386-1400.

Laurie Maffly-Kipp, "Redeeming Southern Memory: The Negro Race History, 1874-1915 in Brundage, *Where the Memories Grow*. 169-190

Benjamin Quarles, *Black Mosaic*—(Read material on Blacks in Abolition and Civil War)

Professionalization and the Changing Meanings of History

Week VI: Feb 7th

Institutionalization and the Rise of Professional Black History

Readings:

Jacqueline Goggin, *Carter G. Woodson: A Life in Black History* (Baton Rouge: Louisiana State University Press, 1993)

Jacqueline Goggin, "Countering White Racist Scholarship: Carter G. Woodson and the *Journal of Negro History* 68(Autumn 1983): 355-375

Janette Hotson Harris, "Woodson, Wesley: A Partnership in Building the Association for Study of Afro-American Life and History *The Journal of Negro History* 83(Spring 1998), 109-119

August Meier and Elliott Rudwick, "J. Franklin Jameson, Carter G. Woodson and the Foundations of Black Historiography," *The American Historical Review* 89 (October 1984), 1005-1015

Benjamin Quarles, *Black Mosaic* (Read section on Blacks in the Twentieth Century and Black History)

Week VII.

Gender and the Making of African American History

Readings:

Julie Des Jardins, *Women and the Historical Enterprise in America: Gender, Race and the Politics of Memory, 1880-1945* (Chapel Hill: University of North Carolina Press, 2003)

Jacqueline Goggin, "Challenging Sexual Discrimination in the Historical Profession: Women Historians and the American Historical Association, 1890-1940" *The American Historical Review* 97(June 1992), 769-802

African American History: Beyond Institutionalization

Week VIII.

Afrocentrism and Popular History

Wilson Jeremiah Moses, *Afrotopia: The Roots of African American Popular History* (Cambridge: Cambridge University Press, 1998)

Dickson Bruce, "Ancient Africa and the Early Black American Historians, 1883-1915," *American Quarterly* 36 (Winter 1984), 684-699

Week IX:

Reading African American History Beyond the Nation State

Readings:

Maghan Keita, *Race and the Writing of History: Riddling the Sphinx* (New York: Oxford University Press, 2000)

Robin D.G. Kelley, "But a Local Phase of a World Problem: Black History's Global Vision," *The Journal of American History* 86 (June 1999): 1045-1077

Earl Lewis, "To Turn as on a Pivot: Writing African American History into a History of Overlapping Diasporas," *The American Historical Review* 100 (June 1995): 765-787

Week X.

Reflecting on African American History: Autobiography, Referee Reports and Final Comments

Readings:

Paul Cimbala and Robert Himmelberg, *Historians and Race: Autobiography and the Writing of History* (Bloomington: Indiana University Press, 1996)

Earl Thorpe, Review of August Meier and Elliott Rudwick *Black History and the Historical Profession, 1915-1980* in the *Journal of Negro History* 58 (Spring 1993): 123-127

David Thelen, "What We See and Can't See in the Past: An Introduction," *The Journal of American History* 83 (March 1997): 1217-1220

Joel Williamson, "Wounds Not Scars: Lynching, the National Conscience. And the American Historian," *Journal of American History*, 83 (March 1997): 1221-1253

Edward Ayers, et al "Referees' Reports," *The Journal of American History* 83 (March 1997), 1254-1267

Suggested Readings

Nina Baym, *American Women Writers and The Work of History, 1790-1860*. New Brunswick: Rutgers University Press, 1995

Elizabeth Raul Bethel, *The Roots of African American Identity: Memory and History in Antebellum Free Communities* (New York: St Martin's Press, 1999)

David Blight, *Frederick Douglass' Civil War: Keeping Faith in Jubilee*. Baton Rouge, 1989

Dickson Bruce, "Ancient Africa and the Early Black American Historians, 1883-1915," *American Quarterly* 36 (Winter 1984), 684-699

W. Fitzhugh Brundage, "Meta Warrick's 1907 "Negro Tableaux" and Representing African American historical Memory," *The Journal of American History* 89 (2003): 1386-1400.

Paul Cimballa and Robert Himmelberg, *Historians and Race: Autobiography and the Writing of History* (Bloomington: Indiana University Press, 1996)

Kathleen Clark, "Celebrating Freedom: Emancipation Day Celebrations and African American memory in the Early Reconstruction South," in W. Fitzhugh Brundage, *Where the Memories Grow: History, Memory and Southern Identity* (Chapel Hill: University of North Carolina Press, 2000)

Steven Conn, *History's Shadow's: Native Americans and Historical Consciousness in the Nineteenth Century*. (Chicago: University of Chicago Press, 2004)

Ralph L. Crowder, *John Edward Bruce: Politician, Journalist, and Self-trained Historian of the African Diaspora*. New York: New York University Press, 2004

Julie Des Jardins, *Women and the Historical Enterprise in America: Gender, Race and the Politics of Memory, 1880-1945* (Chapel Hill: University of north Carolina Press, 2003)

John Ernest, *Liberation Historiography: African American Writers and the Challenge of History, 1795-1861* (Chapel Hill: University of North Carolina Press, 2003)

Genevieve Fabre and Robert O' Meally, *History & Memory in African American Culture*. New York: Oxford University Press, 1994.

John Hope Franklin, "On the Evolution of Scholarship in Afro-American Historiography," in Darlene Clark Hine, ed., *The State of Afro-American History: Past, Present, and Future*. Baton Rouge, Louisiana State University Press, 1986

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Gerald Graff, *Professing Literature: An Institutional History*. Chicago: University of Chicago Press, 1987

Jacqueline Goggin, *Carter G. Woodson: A Life in Black History* (Baton Rouge: Louisiana State University Press, 1993)

Jacqueline Goggin, "Challenging Sexual Discrimination in the Historical Profession: Women Historians and the American Historical Association, 1890-1940" *The American Historical Review* 97(June 1992), 769-802

Stephen G. Hall, "To Render the Public Private: William Still and the Selling of the Underground Railroad." *Pennsylvania Magazine of History and Biography* 127 (2003): 35-55.

Janette Hotson Harris, "Woodson, Wesley: A Partnership in Building the Association for Study of Afro-American Life and History" *The Journal of Negro History* 83(Spring 1998), 109-119

Kenneth Janeken, *Rayford W. Logan and the Dilemma of the African American Intellectual* (Amherst: University of Massachusetts Press, 1993)

Mitch Kachun, *Festivals of Freedom: Memory and Meaning in African American Emancipation Day Celebrations, 1808-1915* (Amherst: University of Massachusetts Press, 2003)

Maghan Keita, *Race and the Writing of History: Riddling the Sphinx* (New York: Oxford University Press, 2000)

Robin D.G. Kelley, "But a Local Phase of a World Problem: Black History's Global Vision," *The Journal of American History* 86 (June 1999): 1045-1077

Maureen Konkle, *Writing Indian Nations: Native Intellectuals and the Politics of Historiography, 1827-1863*. Chapel Hill: University of North Carolina Press,

Laurie Maffly-Kipp, "Redeeming Southern Memory: The Negro Race History, 1874-1915 in Brundage, *Where the Memories Grow*. 169-190

August Meier and Elliott Rudwick, *Black History and the Historical Profession, 1915-1980*. Urbana: University of Illinois Press, 1986.

August Meier and Elliott Rudwick, "J. Franklin Jameson, Carter G. Woodson and the Foundations of Black Historiography," *The American Historical Review* 89 (October 1984), 1005-1015

Earl Lewis, "To Turn as on a Pivot: Writing African American History into a History of Overlapping Diasporas," *The American Historical Review* 100 (June 1995): 765-787

Shirley Wilson Logan, "*We are Coming:*" *The Persuasive Discourse of Nineteenth Century Black Women*. Carbondale: Southern Illinois Press, 1999

Wilson Jeremiah Moses, *Afrotopia: The Roots of African American Popular History* (Cambridge: Cambridge University Press, 1998)

Pierre Nora, "Between Memory and History: Les Lieux de Memoire (The Sites of Memory)," reprinted in Genevieve Fabre and Robert O' Meally, *History & Memory in African American Culture* (New York: Oxford University Press, 1994). 284-300

Nell Irvin Painter, *Southern History Across the Color Line*. Chapel Hill: University of North Carolina Press, 2002

William Palmer, *Engagement with the Past: The Lives and Works of the World War II Generation of Historians*. Lexington: University of Kentucky Press, 2004

Benjamin Quarles, *Black Mosaic: Essays in Afro-American History and Historiography* (Amherst: University of Massachusetts Press, 1988)

Christopher Robert Reed, "*All the World is Here!*" *The Black Presence at the White City*. Bloomington: Indiana University Press, 2000

Kirk Savage, *Standing Soldiers, Kneeling Slaves: Race, War and Monument in Nineteenth Century America* (Princeton: Princeton University Press, 1997)

Leonard H. Sweet, *Black Images of White America, 1784-1870*. New York: W.W. Norton and Company, 1976

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