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African American History to Emancipation, AKA: History in the Early Modern Atlantic World

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CUNY City College

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City College of New York

African American History to Emancipation BLST 31137-E (56619)/HIST 36300-E (39278)

AKA: *History and Memory in the Early Modern Atlantic World*

Fall 2021

Day and Time: Monday & Monday 5:00pm – 6:15pm

Classroom: NAC 4/209

Office Location: NAC 5/129B

Office Hours: TBA

Email: lwoodard@ccny.cuny.edu

Office Phone:

Cell/Text:

Mailbox: NAC 5/144

Description

During the Fall 2021 semester, African American History to Emancipation, AKA: *History and Memory in the Early Modern Atlantic World*, will operate as a HyFlex class. HyFlex means that I will be in an oversized classroom, wearing a mask and socially distancing, with any students who wish to attend class in person. Those students are required to wear a mask and practice social distancing as well. We will be using technology – the MEETING OWL PRO and ZOOM – so that those of you who wish to join the class remotely may do so. Everyone – both in person and remote – will be able to see and hear me and all of the other students, as well as anything I write on the board or share from my laptop. Everyone will be able to participate fully and safely.

We will also use BLACKBOARD. There will be both synchronous and asynchronous components of the class. We will all meet via MEETING OWL PRO and ZOOM at the same time (synchronously). And, I will post information on BLACKBOARD weekly, which you will be able to access at your convenience (asynchronously).

We will explore the history, memory, and representation of enslavement and abolition in the United States. The key questions we are posing are: how do we recover the unrecoverable and how do we remember the “unrememberable?” We will consider the history of enslavement in the Atlantic World, its legacies in the United States, the gaps in our knowledge, the global trauma of Atlantic World Slavery, and contemporary and contemporaneous representations. Key themes include: the formation of the Atlantic World, enslavement, the transatlantic slave trade, slavery in the United States, the formation of African American cultures, the emergence of race and racism, resistance and rebellion, abolition, emancipation, and the meaning of freedom.

Objectives and Learning Outcomes:

The combination of historical data coupled with textual analysis will provide students with a foundation for understanding and interpreting African American history prior to emancipation and the ways in which that history continues to influence social, cultural and political relations today. Students will also hone critical thinking, research and writing skills.

Requirements

Students are required to complete weekly reading assignments and to be prepared to discuss them during class meetings. To facilitate discussion students will post 2 analytical questions about the assignment on blackboard by 10pm the night before the discussion. These questions might address the argument, themes, style, evidence, and/or technique of the primary text and should provide a point of engagement with the material.

Students will also write one 4-page analytical essay, a 2-page proposal, with an annotated bibliography, and a final 14-page research paper that will entail usage of at least 1 primary source. There will be unannounced quizzes drawn from the reading, a midterm exam drawn from the class lectures, and a final cumulative exam drawn from the readings and the lectures.

Evaluation/Grading

Attendance, class participation, and discussion questions	10%
Analytical Essay	15%
Proposal	10%
Reading Quizzes	10%
Midterm	15%
Research Paper	20%
Final Exam	20%

Class Policies

Be on time.

Attendance (either in person or virtually) is mandatory.

If you have a compelling reason for missing class, talk to me **in advance and complete make-up work**. Three unexcused absences **will** result in a full letter grade reduction of your final grade.

All papers will be submitted online.

Late papers will be reduced by 1/3 of a letter grade per day.

Please remember to silence your cell phones.

You may take notes on a laptop or other device. Please be gracious: no texting, surfing, Facebook, games, etc.

Academic Integrity

In accordance with College policy, plagiarism and other forms of academic dishonesty will not be tolerated in this class. Plagiarism entails copying material from another source or failing to provide quotation marks or citations to work that is not your own. The College policy on academic integrity and cheating may be found here: <http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>

All forms of academic dishonesty, including turning in work that was written by someone else or reusing a paper produced for another class, will result in a failing grade and could lead to sanctions or expulsion.

AccessAbility Center

In compliance with CCNY policy and equal access laws, appropriate academic accommodations are offered by the AccessAbility Center. Students who are registered with the AccessAbility office and are entitled to specific accommodations must arrange to have the office notify the professor in writing of their status at the beginning of the semester. If specific accommodations are required for a test, students must present the instructor with a form from the AccessAbility office at least one week prior to the test date in order to receive their accommodations.

For additional information please refer to: www.ccny.cuny.edu/accessability/

Counselling Center at CCNY

The Counseling Center sponsors free workshops on numerous topics (stress management, test anxiety, time management, conflict resolution, and others) and provides high quality counseling services that are accessible to all CCNY students. For more information on these workshops and services, call the center at (212) 650-8222, send them an email to counseling@ccny.cuny.edu, visit them at the Marshak Science Building room J-15, or check online at: www.ccny.cuny.edu/counseling/

Writing Center at CCNY

The CCNY Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline. Visit them whenever you need someone to listen to your ideas, discuss your topics or assignments, or read your drafts. Writing consultants will work with you on planning, drafting, and revising, which are all important steps in your writing process. More information is available at: www.ccny.cuny.edu/writing

Texts: This course uses Open Education Resources (OER)/Zero cost course material.

Available at the INTERNET ARCHIVE Open Library:

Hartman, Saidiya, *Lose Your Mother: A Journey Along the Atlantic Slave Trade*:

https://openlibrary.org/books/OL7423325M/Lose_Your_Mother

Morrison, Toni, *Beloved*

<https://openlibrary.org/books/OL2741128M/Beloved>

Available on Blackboard:

Advertisements for escaping enslaved men and women

Battuta, Ibn, Noel King, and Said Hamdun, *Ibn Battuta in Black Africa* (excerpt)
Douglass, F., *Narrative of the Life of Frederick Douglass, an American Slave
Written By Himself*
Equiano, Olaudah., *The Interesting Narrative of Olaudah Equiano*
Jefferson, Thomas, *Notes on the State of Virginia* (excerpt)
Johnson, Walter, *Soul by Soul: Inside the Antebellum Slave Market* (excerpt)
Leon-Portilla, Miguel, *The Broken Spears: The Aztec Account of the Conquest of Mexico*
(excerpt) and “Response to John F. Schwaller”
Morrison, Toni, “The Site of Memory”
Nash, Gary, *The Forgotten Fifth: African Americans in the Age of Revolution* (excerpt)
Shakespeare, William, *Othello*
Schwaller, John F. “Broken Spears or Broken Bones:
Evolution of the Most Famous Line in Nahuatl”
Walker, David, *Appeal... to the Coloured Citizens of the World*
White, Deborah Gray, *Ar’n’t I a Woman: Female Slaves in the Plantation South*

TRANS-ATLANTIC SLAVE TRADE DATABASE: <http://www.slavevoyages.org/tast/index.faces>

ON-LINE WRITING LAB: <http://owl.english.purdue.edu/owl/>

CITATION COMPARISON CHART:

https://docs.google.com/gview?url=http://owl.english.purdue.edu//media/pdf/20110928111055_949.pdf&chrome=true

LIBRARY SUBJECTS GUIDE: <http://subjectguides.library.american.edu/citation>

Recommended Texts:

Mary Lynn Rampolla, *A Pocket Guide to Writing History*, Seventh Edition.
Turabian, Kate L., *Student’s Guide to Writing College Papers*

WEEK ONE: INTRODUCTION

Wednesday, August 25th

Reading: “The Site of Memory”

WEEK TWO: ROOTS & ROUTES OF THE EARLY MODERN ATLANTIC WORLD

Monday, August 30th

Wednesday, September 1st

Reading: *Lose Your Mother* (prologue, ch 1-5)

WEEK THREE: HOLIDAY

Monday, September 11th – NO CLASS

Wednesday, September 13th – NO CLASS

WEEK FOUR: ROOTS & ROUTES OF THE EARLY MODERN ATLANTIC WORLD

Monday, September 13th

Reading: *Lose Your Mother* (ch 6-12)

Wednesday, September 15th – NO CLASS

WEEK FIVE: BEFORE HENRI – AFRICAN ROOTS

Monday, September 20th

Wednesday, September 22nd

Reading: *Ibn Battuta* (excerpt)

ANALYTICAL ESSAY DUE

WEEK SIX: BEFORE CRISTOFORO – AMERICAN ROOTS

Monday, September 27th

Wednesday, September 29th

Reading: *The Broken Spears* (excerpt); “Broken Spears or Broken Bones;” “Response to John F. Schwaller”

WEEK SEVEN: LORDS OF ALL THE WORLD – EUROPEAN ROOTS

Monday, October 4th

Wednesday, October 6th

Reading: *Othello*

RESEARCH PROPOSAL DUE

WEEK EIGHT: SUGAR ISLANDS

Monday, October 11th – NO CLASS MEETING

Wednesday, October 13th

MIDTERM

WEEK NINE: THE TRANSATLANTIC SLAVE TRADE

Monday, October 18th

Wednesday, October 20th

Reading: *The Interesting Narrative of Olaudah Equiano*

WEEK TEN: THE AGE OF REVOLUTION

Monday, October 25th

Wednesday, October 27th

Reading: *Notes on the State of VA (excerpt)*

WEEK ELEVEN: THE MARKET PLACE

Monday, November 1st

Wednesday, November 3rd

Reading: *Soul by Soul (excerpt)*

WEEK TWELVE: WOMEN AND ENSLAVEMENT

Monday, November 8th

Wednesday, November 10th

Reading: *Ar'n't I a Woman (excerpt)*

WEEK THIRTEEN: RESISTANCE

Monday, November 15th

Reading: *Advertisements for Escaping Men and Women*

Wednesday, November 17th

Reading: *Appeal... to the Coloured Citizens of the World*

WEEK FOURTEEN: ABOLITION

Monday, November 22nd

Wednesday, November 24th

Reading: *Narrative of the Life of Frederick Douglass*

WEEK FIFTEEN: THE CIVIL WAR

Monday, November 29th

Wednesday, December 1st

Reading: *The Forgotten Fifth (excerpt)*

WEEK SIXTEEN: EMANCIPATION

Monday, December 6th

Wednesday, December 8th

Reading: *Beloved*

WEEK SEVENTEEN: LEGACIES

Monday, December 13th

Wrap up & Review

Reading: *Beloved*

FINAL RESEARCH PAPER DUE