



**Faculty of Arts  
Department of History  
Course Outline  
Fall 2022**

**HTST 493.03 L02  
US Black History to 1865**

**Instructor:** Professor Harvey Amani Whitfield

**Email:** Harvey.whitfield@ucalgary.ca

**Office Hours and Location/Method:** Monday 12:30-1:30 and Friday 12:30-1:30.

**Class Room Location, Days and Times:** MS 211, M/W/F 11-11:50

**Course Delivery:** In person

**Description:**

This course provides an overall study of black people in the United States from their African origins to the American Civil War. We will also explore some aspects of Black Canadian history. It is important to note that nothing in North American history made the institution of slavery inevitable. Indeed, certain groups of people made decisions that resulted in the mass importation of Africans during the eighteenth and nineteenth centuries. We will examine the reasons underlying the development of slavery and racism. From its earliest roots in mainland British America, slavery became the defining characteristic of the American economy, culture, and identity. Although this is an African American history course, it is important to remember that without the mutual interactions of Native peoples, Africans, and Europeans the United States and Canada would not exist, as we know it today. In this course, we will pay particular attention to the diversity of experiences within black history. African Americans represented many different sectors of the United States' population. What do I mean? African Americans were slaves, free people, slave owners, patriots, Loyalists, Unionists, and Confederates. In this class, we will all walk away with a deeper understanding and appreciation of the cultural and economic interactions that defined the United States before the Civil War.

**Learning Outcomes:**

Understand the significance of slavery to the history of the United States

Understand the contributions of African Americans to the development of the United States

Understand the complexity of American Race Relations

Understand the myriad roles that Black and White women played in slavery  
Understand Black Canadian history and the history of enslavement in Canada  
Improve your writing and researching skills  
Improve your oral communication skills  
Understand how history might inform some of the racial issues we face today

## Reading Material

TH Breen and Stephen Innes, *Myne Owne Ground*  
Melton McLaurin, *Celia, A Slave*  
Peter Hinks, *David Walker's Appeal to the Colored Citizens of the World*

## Assessment

| Method              | Due Date           | Weight     |
|---------------------|--------------------|------------|
| First Paper         | October 21         | 30%        |
| <b>Second Paper</b> | <b>November 18</b> | <b>35%</b> |
| Final Take home     | December 10        | 35%        |

All students should use the drop box in D2L to submit their papers on the due date by the start of class. I am willing to consider extensions on a case-by-case basis. I usually require written documentation of an illness.

Everyone in this class can do well. I am not here to weed students out of this university. I am willing to help you in any way possible. For example, if you are not comfortable writing papers, please feel free to show me a rough draft of the first page of your work. I will not read rough drafts the day before the assignment is due.

**First Paper Due, October 21:** What does *Myne Owne Ground* tell us about race and slavery in Early Virginia? Why is this important? You can also use class notes for context. Do not use internet sources for this paper. (If you truly find an important source online that you would like to use to supplement---not replace—the class reading please come see me for permission).

**Second Paper Due November 18** What were the similarities and differences between Celia and Walker's lives? What do their lives tell us about African American experiences in the early to mid-nineteenth century? You must use McLaurin and Greenberg. You can also use class notes for context. Do not use internet sources for this paper. (If you truly find an important source online that you would like to use to supplement---not replace—the class reading please come see me for permission).

The Final Take home exam, Due during Final's: the questions will be based on your class notes. You will receive the take home several weeks before it is due.

### **Grading Policies**

All grades in this class are given as percentages and will also be converted into letter grades for your convenience, following the standard History Department grading scale found below.

### **Details on Methods of Assessment**

**First Paper:** A full explanation of the topic and nature of the paper will be distributed and discussed after the course starts. ( ). I expect this paper to be between five to seven double spaced pages (you can write more than seven pages if you want). First, your paper must clearly answer the essay question/questions. These questions are carefully designed to help you write and develop a cogent and organized argument. Also, take time to make sure that you do not simply repeat facts. The papers are graded on both writing mechanics and content (spelling, grammar, etc.). All papers **MUST HAVE CITATIONS**. Every paper should have at least 15 to 20 (if not more) and most of your citations must be from the assigned book, but you can also use your lecture notes for context. The use of citations is important because they constitute evidence for you to support your argument. If you do not use citations, then you will get an F on the paper. Moreover, if most of your citations are from the same four pages, you will not do well on the assignment.

The easiest way to approach writing an essay is to remember that it should include a clear thesis, organized paragraphs, and a conclusion that ties everything together. It is also helpful to select a title that reflects the contents of your individual paper.

For the proper way to do historical citations, please see [the History Students' Handbook](#). Also, I am happy to help students who need it.

**Second Paper:** Same as above.

**Final Take Home Exam:** This assignment will require students to take on a broad question about Black History before the Civil War. You will be graded on your ability to cogently put together an argument using several examples to back up your position. You will be required to use the course primary sources and class notes for your citations and like the papers, your final take home exam should have at least 15 to 20 citations. Please take care to develop a cogent and organized argument. Also, take time to make sure that you do not simply repeat facts. The take homes are also graded on both writing mechanics and content (spelling, grammar, etc.). I will give you the take home exam at least one month before it is due and we will have a review session.

### **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved

- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

## **Learning Technologies Requirements**

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L

## **Inclusiveness, Accommodation, Privacy, and Conduct**

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may

If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun, please contact the instructor by email or during office hours as soon as possible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

We will discuss slavery and race and how the meaning of racial issues has changed over the centuries. We can disagree without being disagreeable. We can have an honest discussion without being offensive.

## **Schedule**

At the beginning of each week, I will put up a weekly lecture outline (on D2L), so you have a good idea of what we will discuss. It is very important to take class notes because your final take home exam is based on your notes for the entire semester along with the assigned readings.

Week of September 5: Introduction to Slavery

Reading: Take it easy. We will use this week to ease into the semester and make sure the technology is working.

Week of September 12: Slave Trade

Reading: *Myne Owne Ground*

Week of September 19: Race and Slavery-The American Paradox

Reading: *Myne Owne Ground*

Week of September 26 (National Day of Truth and Reconciliation on Thursday): Colonial Slavery Part I

Reading: *Myne Owne Ground*

Week of October 3: Colonial Slavery Part II and American Revolution

Reading: *Myne Owne Ground*

Week of October 10 (Thanksgiving on Monday): American Revolution and Constitution

Reading: *Myne Owne Ground* —PLEASE finish the book by Thursday for our paper review session on Friday

Week of October 17: Early North America

Reading: Work on your paper

**First Paper Due, October 21**

Week of October 24: Cotton Kingdom/Enslavers/Canadian Slavery

Reading: *David Walker's Appeal to the Colored Citizens of the World and Celia*

Week of October 31: Christianity and Slave Women

Reading: *David Walker's Appeal to the Colored Citizens of the World and Celia*, extra reading packet on violence against slave women

Week of November 7: Term Break

Reading: *David Walker's Appeal to the Colored Citizens of the World and Celia*/Work on your paper

Week of November 15: Abolitionism and Racism

Reading: Work on your paper

**Second Paper Due November 18**

Week of November 21: Road to the Civil War, Mudsill/Cotton is King

Week of November 28: Road to the Civil War/Civil War

Primary Source: Excerpts from James Henry Hammond, Mudsill/Cotton is King

Week of December 5: Nothing, but Freedom

Classes End on December 7

Prepare for the final take home

**There is no registrar-scheduled final exam.**

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF  
HISTORY COURSE OUTLINES**

**Departmental Grading System**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

| Percentage | Letter Grade | Grade Point Value | Description  |
|------------|--------------|-------------------|--|
| 90-100     | A+           | 4.00              | Outstanding performance  |
| 85-89      | A            | 4.00              | Excellent performance  |
| 80-84      | A-           | 3.70              | Approaching excellent performance  |
| 77-79      | B+           | 3.30              | Exceeding good performance   |
| 73-76      | B            | 3.00              | Good performance   |
| 70-72      | B-           | 2.70              | Approaching good performance   |
| 67-69      | C+           | 2.30              | Exceeding satisfactory performance   |
| 63-66      | C            | 2.00              | Satisfactory performance   |
| 60-62      | C-           | 1.70              | Approaching satisfactory performance.  |
| 56-59      | D+           | 1.30              | Marginal pass. Insufficient preparation for subsequent courses in the same subject |
| 50-55      | D            | 1.00              | Minimal Pass. Insufficient preparation for subsequent courses in the same subject. |
| 0-49       | F            | 0                 | Failure. Did not meet course requirements.   |

***Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.*

**Writing**

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

**Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

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- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

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## **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

## **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

## **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

## **MEDIA RECORDING IN LEARNING ENVIRONMENTS**

### **Media Recording for Study Purposes (Students)**

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

### **Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

### **Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and

will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

### **Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

### **Other Useful Information**

Please see the Registrar’s [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

**Department of History Twitter @ucalgaryhist**

*Updated July 2022*