



# **BUI 301-015 SLAVERY, EMANICIPATION, AND THE UNIVERSITY OF ALABAMA**

This course introduces students to the major themes, issues, and questions related to slavery and emancipation at the University of Alabama and surrounding Tuscaloosa community. Students will explore this unique and often underappreciated topic of campus history, lives of the enslaved, and consequences for the postwar African American and University communities through readings, in-class discussions, field trips to university archives and museums, written assignments grounded in primary and secondary sources, and a group pop-museum exhibit centered on the postbellum lives of formerly enslaved African Americans

**Fall  
2018**

**Tuesday and  
Thursday,  
11:00am-12:15pm  
Oliver-Barnard 105**

**HILARY N GREEN**

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Department of Gender and  
Race Studies

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## Required Text and Materials:

- Brophy, Alfred L. *University, Court, and Slave: Pro-Slavery Thought in Southern Colleges and Courts and the Coming of Civil War*. New York: Oxford University Press, 2016. ISBN: 9780199964239.
- Fitzgerald, Michael W. *Reconstruction in Alabama: From Civil War to Redemption in the Cotton South*. Baton Rouge: Louisiana State University Press, 2017. ISBN: 9780807166062.
- Williams, Heather A. *Help Me to Find My People: The African American Search for Family Lost in Slavery*. Chapel Hill: University of North Carolina Press, 2012. ISBN: 978087835548.

In addition to these books, we will read occasional articles and other documents available on the course's Blackboard site. All documents designated below with an asterisk (\*) will be available under "Course Documents" as either pdf documents or Url linked content.

**Other Course Materials:** Chicago Manual of Style, 17<sup>th</sup> Edition Online, UA Libraries' website

## Student Learning Outcomes:

- Students will be able to evaluate primary and secondary sources in order to understand varying historical interpretations.
- Students will be able to employ primary and secondary sources in crafting their own interpretations of historical evidence.
- Students will be able to employ analytical reasoning/critical thinking skills in addressing global issues and historical problems revolving around the study of slavery as practiced at antebellum southern campuses, the lived African American experience, and the post-emancipation struggles for memory and a racially inclusive campus and its surrounding Tuscaloosa County community.
- Students will be able to analyze and compare political economic, social and intellectual institutions, structures and processes across a range of historical periods through written assignments and in-class discussions.

**Course Objectives:** Over the course of the semester,

- Professor will teach students how to use primary and secondary sources and a variety of methodologies necessary for improving critical thinking and writing skills.
- Professor will familiarize students with major themes, chronology, problems and historical issues of the African American experience, especially as it intersects with a group's identity defined by race, class, and gender.
- Professor will enable students to hone their abilities to create and defend well-reasoned written and oral arguments as well as critique arguments that are unsound.
- Professor will employ Blackboard, MS Word, digital humanities projects and other technologies in order to enhance the student learning experience inside and outside of the classroom.

## Grading Policy:

Assignment	Due Date	Number of Points for Assignment	Percent of Final Grade
1. Attendance and Classroom Participation	Ongoing	100	10%
2. Weekly Response Journals (3 in total)	See course outline	100	15%
3. UA Slavery Paper	Rough Draft: 9/27/18; Paper: 10/4/18	100	20% (15% for paper; 5% for rough draft)
4. Pop Museum Exhibit: "After Slavery: Understanding the Long Reconstruction Era in Tuscaloosa, 1865-1890"	11/29/18 (This is a required evening public history presentation)	100	30% (20% individual component; 10% group component)
5. Final Paper: Documenting the Long Reconstruction Era in Tuscaloosa, 1865-1890	12/14/18, 5pm	100	25%
Total			100%

Over the course of the semester, extra-credit opportunities will be made available (i.e. attendance at lectures and other cultural events deemed appropriate for the course). I will announce the specifics and deadlines for submissions through both email and a Blackboard folder. These opportunities are open to all enrolled students. That being said, I **will not** entertain end-of-the-semester requests for extra credit for raising individual course grades.

### Exams and Assignments:

**Attendance and Class Participation:** Continuous attendance and engagement with ideas of the course are essential for your success in this class. Students are expected to come to class each day prepared to discuss the assigned readings. On occasion, students will participate in field trips to specific research collections and sites of memory, go on the Hallowed Grounds alternative campus walking tour, and conduct in-class research. Therefore, students are allowed **three** absences without penalty. Excessive absences will negatively impact this grade. For each additional absence (even with notes from a physician), 1/3 of a letter grade will be deducted from the final participation grade.

**Weekly Response Journals (WRJs):** Weekly response journal entries are both descriptive and analytical papers and are based entirely on the readings assigned for the week. These two-page papers must have a thesis and a series of paragraphs backed by detailed evidence and persuasive reasoning.

Weekly responses are for several reasons:

1. Improve critical thinking and writing skills.
2. Familiarize you with my expectations of analytical paper using primary sources.

The papers must be typed in Times New Roman 12 point font, double spaced with one-inch margins using Microsoft Word and submitted as either a docx or pdf file. You must include in-text citations for all sources employed using the Chicago Manual of Style, 16<sup>th</sup> Edition Online, UA Libraries' website.

For each response journal, you must answer the question provided. Responses are due by 11:59pm on Friday in the online journal for full credit. You will receive an automatic 10 points if received by 11:59pm by Sunday. These deductions are non-negotiable. The submission link will automatically disappear from Blackboard after the last deadline. ***I will not accept any journals after the Sunday deadline.***

Notwithstanding any late penalties, the grade per entry will be either a "0" (did not submit or evidence of plagiarism), "50" (did not meet either formatting or content requirements), "75" (did not meaningfully incorporate the assigned readings), or "100" (fulfilled all requirements). The grade is entirely based on submission by the date due and meeting all of the assignment's instructions. Make up assignments will not be accepted.

Over the course of the semester, you will complete three journals. The weekly response journals will be worth 15% of your final grade. *See course outline for specific due dates.*

**UA Slavery Paper:** Using your assigned decade of UA slave receipts, online Hallowed Ground documents, and the Brophy readings, craft a 5-7 page paper that explores the experiences of enslaved individuals who labored at the University during your assigned decade, the nature of the labor performed, and their interactions with students, faculty, and administration. If possible, you should include information on their owners.

Rough drafts (2 hard copies brought to class and one submitted via Blackboard): **September 27, 2018.**

The paper is due via the Blackboard submission link no later than 11:59pm on **October 4, 2018.**

**Pop Museum Exhibit - "After Slavery: Understanding the Long Reconstruction Era in Tuscaloosa, 1865-1890":** This assignment has two components:

1. Organized in small groups of 3-4 members, each member is responsible for identifying, providing captions, and 2-paragraph contextualization for THREE visual cultural artifacts that explore a person, institution, and/or event that best explains their assigned Long Reconstruction era in Tuscaloosa theme. Students are not allowed to use any of the existing Hallowed Grounds online documents as their cultural artifacts.

2. As a group, members will craft the opening and concluding display text for their assigned theme, placement of the artifacts at the pop-museum (using standard photo frames or formal mounted poster board) on their assigned theme tables, and answer the questions raised by attendees at the mandatory evening exhibition. Each group will be responsible for both set up and break down of the exhibit. This public event is opened to entire University community and general public.

All students are required to participate in the pop-museum exhibition. Plan accordingly. Dr. Green will provide official notes, if requested, by November 1, 2018.

In terms of grading, part 1 will be graded individually and is worth 20% of the total grade. This is not a collaborative grade. Your work must be original and unaided. Part 2 is a group grade and is worth 10% of the total grade. Collaboration is a must for this portion only. Collectively, this assignment is worth 30% of your final course grade. It will also form a portion of your final paper assignment.

*Mandatory Public Exhibition and Oral Presentation (10%):* November 29, 2018, 5:30pm to 7:00pm, location TBA, set up at 5:00pm.

**Final paper - Documenting the Long Reconstruction Era in Tuscaloosa, 1865-1890:** Craft a 10-page paper that explores a person, institution, and of event that best explains their assigned Long Reconstruction in Tuscaloosa theme using the three cultural artifacts previously identified for the Pop-Up Museum assignment. In the last two pages of the assignment (pages 9 and 10), assess how the experiences of Pop-Up Museum event contribute to the ongoing process of reconciliation of the legacy of slavery and its aftermath at the University and surrounding Tuscaloosa community.

### **Other Policies:**

**Policy for Missed Assignments:** Students must complete any missing work within one week of the original absence. If not received, it is up to instructor's discretion whether or not to accept the work. This rule does not apply for the pop-up museum exhibition and final paper assignments.

**Notification of Changes:** The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

**Emergency Contact Information:** UA's primary communication tool for sending out information is through its web site at [www.ua.edu](http://www.ua.edu). In the event of an emergency, students should consult this site for further directions. Additional course information will be posted using Blackboard Learn.

**Severe Weather Protocol:** The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies, which anticipate every weather-related emergency. These

guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the [National Weather Service](#) and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at <http://wvua23.com/weather>. In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

**Statement on Academic Misconduct:** All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: “I promise or affirm that I will not at any time be

involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.” See the [Code of Student Conduct](#) for more information.

**Statement on Disability Accommodations:** If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 1000 Houser Hall to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 1000 Houser Hall, before receiving academic adjustments.

**Pregnant Student Accommodations:** Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University’s FAQs on the [UAct website](#).

**Religious Observances:** Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).

**Classroom Decorum:** The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct. Disruptive/obstructive behavior is not limited to but may include the following: physical abuse, verbal abuse, threats, stalking, intimidation, harassment, hazing, possession of controlled substances, possession of alcoholic beverages, use of cell phones and beepers in class, reading of newspapers, talking to fellow students during faculty or student presentations.

**UACT:** The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website ([www.ua.edu/uact](http://www.ua.edu/uact)) provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud.

## Module 1: Slavery and the University of Alabama

Aug 23: Introductions

Aug 28: Hallowed Grounds Alternate Campus Tour – Meet Directly at the Gorgas House Marker (strongly recommend that you bring water as well as wear comfortable shoes and clothing).

Aug 30: Gorgas House Tour – You will tour this important site of memory during normal class period while Dr. Green is attending an out-of-town conference. Roll will be taken and submitted directly to Dr. Green upon her return to campus. Be prepared to discuss the tour at the oldest campus structure, specifically discussion of slavery, the long history of the site, and Reconstruction, during the September 4 lecture.

Assignment:

WRJ 1: In two to three pages, introduce yourself (background, major, etc.), explain your reason(s) for taking the class? Where do you see yourself in 5 years and 10 years? How do you see the class in helping to achieve these long-term goals?

Sep 4: Antebellum Slavery and the Internal Slave Trade: An Overview

Readings:

\*Berry, *The Price For Their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation* (Boston: Beacon Press, 2017), 1-9.

Williams, *Help Me to Find My People*, 22-116.

Sept 6: Slavery and the Campus: A Comparison of Southern Institutions

Readings:

Brophy, *University, Court, and Slave*, 48-130.

\*UA Faculty Minutes Selections, <http://hgreen.people.ua.edu/faculty-minutes-extracts.html>.

Sept 11: Slavery and the Campus: Students and Faculty at the University of Alabama

Readings:

Brophy, *University, Court, and Slave*, 146-156.

\*Sharony Green, “Alabama’s Female Academies: Educating Young Women Before and After the Civil War,” *Alabama Heritage* no. 129 (Summer 2018): 36-43.

\*Visualizations (RG 1 Slave Receipts), <http://hgreen.people.ua.edu/visualization-rg-1-slave-receipts.html>.

\*Bill of Sale (Moses), 1845, <http://hgreen.people.ua.edu/bill-of-sale-moses.html>.

\*Bill of Sale (Isaac), 1853, <http://hgreen.people.ua.edu/bill-of-sale-issac.html>.

Sept 13: Slavery and the Campus: Alumni, Fugitive Slave Law, and Its National Consequences

Readings:

Brophy, *University, Court, and Slave*, 159-211.

Assignment:

WRJ 2: Drawing on the Brophy and Green readings, how did the institution of slavery influence the antebellum educational developments, and to what extent did the institution of slavery shape the lived experiences of the enslaved people laboring at these public and private schools?

Sept 18: Slavery and the Campus: Alumni and Shaping Legal Thought

Readings:

Brophy, *University, Court, and Slave*, 195-274.

Sept 20: Slavery and the Campus: The Documents (Meet directly at W. S. Hoole Special Collections Library, 2<sup>nd</sup> floor of Mary Bryant Hall).

Assignment:

Bring laptops with you to class to complete in-class group assignment. You will build on this assignment for your midterm paper project (UA Slavery Paper).

Sept 25: Slavery and the Campus: Alumni and the Secession Crisis

Readings:

Brophy, *University, Court, and Slave*, 275-295.

Assignments: Work on your rough drafts for the in-class peer review exercise on Thursday.

Sept 27: Writing Workshop: In-Class Peer Reviews

Readings:

Bring TWO hard copies of your rough drafts for in-class peer review AS WELL AS submit the draft via the Blackboard submission link for comments by Dr. Green.

Oct 2: Slavery and the Campus: The Civil War and April 4, 1865

Readings:

\*Slavery and Civil War Documents, <http://hgreen.people.ua.edu/civil-war-era-documents.html>.

\*James B. Sellers, *History of the University of Alabama, vol. I, 1818-1902* (Tuscaloosa, University of Alabama Press, 1953), 281-288.

Fitzgerald, *Reconstruction in Alabama*, 13-54.

Assignment: Work on your midterm paper – UA Slavery Paper.

Oct 4: No class – Dr. Green is attending an out-of-town conference.

Assignment: Your midterm paper is due no later than 11:59pm via the Blackboard submission link.

## **Module 2: Emancipation and The Long Reconstruction Era**

Oct 9: Reconstruction: An Overview (In-Class Documentary – Reconstruction: America's Second Civil War, Part 1)

Readings:

Fitzgerald, *Reconstruction in Alabama*, 55-103.

Oct 11: Defining Freedom: Information Wanted Ads and Reunifications

Readings:

Williams, *Help Me to Find My People*, 119-188.

Oct 16: Defining Freedom: Education, Religion, and Community Institutions

Readings:

\*Defining Freedom in Tuscaloosa - Religion Documents,

<http://hgreen.people.ua.edu/reconstruction-religion.html>.

\*Defining Freedom in Tuscaloosa – Education Documents,

<http://hgreen.people.ua.edu/reconstruction-public-schools.html>.

\*Defining Freedom in Tuscaloosa - Competing Visions Documents,

<http://hgreen.people.ua.edu/reconstruction-identity.html>.

Oct 18: Reconstruction in Tuscaloosa: The Documents (Meet directly at W. S. Hoole Special Collections Library, 2<sup>nd</sup> floor of Mary Bryant Hall).

Assignment:

Bring laptops with you to class to complete in-class group assignment. You will build on this assignment for your Pop Up Museum project and final paper.

WRJ 3: Drawing on the Williams reading and Defining Freedom in Tuscaloosa documents, assess the most significant person, institution, and/or event defining freedom in the Tuscaloosa, Alabama.

Oct 23: Reconstruction Acts of 1867 and Political Mobilization

Readings:

\*Defining Freedom in Tuscaloosa - Politics Documents,

<http://hgreen.people.ua.edu/reconstruction-identity.html>.

Fitzgerald, *Reconstruction in Alabama*, 107-132.

Oct 25: No Class – FALL BREAK

Oct 30: Reconstruction: Experiences in Biracial Governance

Readings:

Fitzgerald, *Reconstruction in Alabama*, 133-173 (note the first few pages are images).

Nov 1: Retreat From Reconstruction: An Overview (In-Class Documentary – Reconstruction: America's Second Civil War, Part 2)

Readings:

Fitzgerald, *Reconstruction in Alabama*, 174-204.

Nov 6: Redemption in Tuscaloosa and the State

Readings:

\*Curbing Black Freedom in Tuscaloosa – Violence (Non-Klan Incidents),

<http://hgreen.people.ua.edu/curbing-freedom-violence-non-klan.html>.

\*Curbing African American Freedom (Klan Incidents): Testimony of Edward Carter,

<http://hgreen.people.ua.edu/curbing-freedom-klan-violence-edward-carter.html>.

\*Curbing African American Freedom (Klan Incidents): Testimony of Robert Gleed, <http://hgreen.people.ua.edu/curbing-freedom-klan-violence-robert-gleed.html>.

\*Curbing African American Freedom (Klan Incidents): Intimidating White Supporters of Reconstruction, <http://hgreen.people.ua.edu/curbing-freedom-klan-violence-testimony-of-white-tuscaloosa-residents.html>.

Fitzgerald, *Reconstruction in Alabama*, 285-337.

Nov 8: Pop Up Museum: In-Class Group Planning Session

Assignment:

Bring laptops with you to class and all necessary materials for the exhibition.

### **Module 3: Reconciling the University's Slave Past**

Nov 13: Legacy: UDC's Campaign of Erasure and Forgetting

Readings:

\*Karen Cox, *Dixie's Daughters: The United Daughters of the Confederacy and the Preservation of Confederate Culture* (Gainesville: University Press of Florida, 2003), 49-72.

\*Transcription: Crimson White coverage during the dedication of the UDC Boulder, <http://hgreen.people.ua.edu/udc-boulder-dedication-coverage.html>.

\*Transcription: Crimson White coverage during the dedication of the UDC Memorial Stain Glass Window, <http://hgreen.people.ua.edu/transcription-udc-stain-glass.html>.

Nov 15: Legacy: Resisting the Integration of UA

Readings:

\* B. J. Hollars, *Opening the Doors: The Desegregation of the University of Alabama and the Fight for Civil Rights in Tuscaloosa* (Tuscaloosa: University of Alabama, 2013), 18-33; 151-159.

\*1961 Corolla Yearbook, <http://hgreen.people.ua.edu/legacy---1961-corolla.html>.

\*Vivian Malone Jones, Commencement Address, 2000, <http://hgreen.people.ua.edu/malone-commencement-address.html>.

Nov 20: No Class – Optional Office Hours to Discuss Pop-Up Museum and Final paper assignments.

Nov 22: No Class - Thanksgiving

Nov. 27: Pop-Up Museum: Logistics and In-Class Prep Time

Assignment:

Bring laptops with you to class and all necessary materials for the exhibition.

Nov 29: Pop-Up Museum: Oral Presentations of Reconstruction Exhibit Projects, 5:30pm to 7:00pm, location TBA, set up at 5:00pm.

Assignment:

Be prepared to set up your exhibitions no later than 30 minutes before the opening. Since this event occurs outside of normal class time, YOU MUST BE available from 5:00pm to 7:00pm. Dr. Green will provide upon request, notes for an excused absence by November 1, 2018. Failure to participate will affect both the group and individual grades.

Dec 4: Legacy: Steps toward Reconciliation at the University of Alabama

Readings:

\*Clarke, Max and Gary Alan Fine, "'A' for Apology: Slavery and the Collegiate Discourses of Remembrance – Cases of Brown University and the University of Alabama," *History and Memory* 22, no. 1 (Spring/Summer 2019): 81-112.

Dec 6: Final paper review and course evaluations (also complete the online University course evaluations).

**Final Reconstruction Project Paper is due on Friday, December 14, 2018 at 5pm via Blackboard submission link.**