

**Last Updated** August 27, 2012

(Syllabus subject to change. Latest syllabus will be posted on blackboard)

Dr. Yevette Richards

Preferred contact method: E-mail through Blackboard ([courses.gmu.edu](http://courses.gmu.edu))

Phone: 703-993-2896, Women and Gender Studies Center, Johnson Center 240K

Office Hours: Tuesdays 12:30-2:30; Thursdays 12:00-1:00

Office Location: Johnson Center 240C

### **COURSE SYLLABUS**

Antebellum African American Women's History

WMST 600-001, HIST 615-009, GOVT 719-002

Paul Robeson Room 240A, Johnson Center

Tuesdays 4:30PM - 7:10PM

### **Course Description**

The course examines the history of African American women in antebellum America by exploring the general experiences of slave women and nominally free women, as well as the lives of noted women who were involved in the public arena as orators, writers, preachers, abolitionists and women's rights activists. Black women lived and labored under oppressive political, economic and social systems that cast doubt on their humanity and stripped them of any of the virtues associated with white women under the cult of domesticity. Free black women in the North labored as domestics, were denied decent education, and were met with daily insults in public. Elite Northern black women, while not suffering from economic deprivation, nonetheless found the burden of slavery at their door. The captive women of the South faced a brutal slave system that expropriated their labor, separated families, and blamed them for their sexual victimization. Black women were often gendered male in relation to productive labor but gendered female in the realm of sexual exploitation and in their economic role of reproduction of the enslaved people. Within the context of the national political debates and compromises that took place on the issue of slavery and the status of free blacks, the course examines how these women confronted the contradictions and boundaries that arose from living in a limited democracy that supported slavery, white male dominance, and class hierarchies. Among the topics covered are women's work and family life, color hierarchies among the enslaved, concubinage, experience of separation, vulnerability to sexual abuse, mother-daughter bonds, and resistance and abolition, and institution building.

### **Course Books**

Wilma King, *The Essence of Liberty: Free Black Women During the Slave Era*, University of Missouri Press, 2006

Annette Gordon-Reed, *The Hemingses of Monticello: An American Family*, W. W. Norton & Company, 2009

Marilyn Richardson, *Maria W. Stewart: America's First Black Woman Political Writer: Essays and Speeches*, Indiana Univ. Press, 1987

David Walker, *Walker's Appeal, in Four Articles; Together with a Preamble, to the Coloured Citizens of the World, but in Particular, and Very Expressly, to Those of the United States of America*. Written in Boston, State of Massachusetts, September 28, 1829  
View online as html file <http://docsouth.unc.edu/nc/walker/menu.html>

Deborah Gray White, *Ar'n't I a Woman?: Female Slaves in the Plantation South*, Revised Edition, February 17, 1999

Kate Clifford Larson, *Bound for the Promised Land: Harriet Tubman: Portrait of an American Hero*, One World/Ballantine, 2004

William L. Andrews, *Sisters of the Spirit: Three Black Women's Autobiographies of the Nineteenth Century*, Indiana Univ. Press, 1986

William L. Andrew, *Six Women's Slave Narratives*, Oxford Univ. Press, 1988

Anthony G. Barthelemy, *Collected Black Women's Narratives*, Oxford Univ. Press, 1990

Steven Weisenburger, *Modern Medea: A Family Story of Slavery and Child-Murder from the Old South*, Hill and Wang, 1999

Elizabeth Keckley, *Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House*, Oxford Univ. Press, 1989

### **Course Requirements and Methods of Instruction and Evaluation**

30% - Class participation

25% - One analytical essay - 7 to 10 pages

10% - Proposal and annotated bibliography

35% - Research paper - 18 to 20 pages

**Class participation:** This course follows a standard seminar format. Students are expected to attend class and contribute to each week's discussion of the readings. More than one absence from class requires makeup work in the form of a four-page essay on the literature for the missed class. This work cannot count toward the student's short essay.

Class participation includes general participation in class discussion, leading class sessions, peer feedback on proposals and a presentation of research. Students will help to

lead two class discussions. In order to facilitate widespread discussion, students should come prepared with at least one question for each class.

- Leading class discussion. Students will lead class discussion twice, once before **October 9** and once after that date. Students assigned to the same day may collaborate on how to present the readings and the class discussion. Students should post on blackboard a summary of the literature's argument(s) followed by questions based on the thesis and supporting evidence. Students should post this information on blackboard the day before class. Students should prepare a minimum of 8 questions in all.

**Analytical essay:** Students will write one short paper analyzing the readings of one class session. In addition to exploring the literature's arguments, students may structure essay in some of the following ways: What are the major themes covered in the literature? How well does the evidence support the argument or thesis? Are there any gaps in the argument? How do the themes and arguments of the literature fit in with other course readings? What are other approaches or questions that arise from the literature? Assess how thoroughly the author engaged an intersectional analysis.

- By **October 2** students should send a blackboard email to the professor about their choice of class readings to be covered for the short paper. **October 23** is the due date for all papers covering course material before that date. Otherwise the paper is due a week after the class of choice discussion.

**Proposal and annotated bibliography:** Students should use at least 10 scholarly sources for the research paper. Collect as many as 24 sources and then narrow the sources down to the ones that most meet the needs of your paper. Be sure to look at the bibliographies of the sources you find for any additional literature.

Posting: On **October 10** students should post their research proposal and annotated bibliography in the folder set up for that purpose. Bring a hard copy of the document to the professor by the next class meeting, October 16.

Peer Feedback: Between **October 10-15** students should read and comment on two of the proposals posted on blackboard. There should be no more than 2 students commenting on any one proposal. Students may at first note their intention of commenting on a particular proposal before giving the actual feedback.

For the research proposal and annotated bibliography, students should include the following information as thoroughly as possible given the amount of research conducted:

1. State the thesis or the question(s) you want to explore in your paper. What do you hope to get out of your research? Your thesis statement should be analytical, displaying your intention of making an argument related to a specific topic. Your paper should not just be descriptive but should focus on asking questions of your topic that address issues of ideology, tactics, strategy, bias, historiography, etc. (See websites below on thesis statements).

2. Explain the importance of the topic. Why is this topic worthy of research? Does the topic relate to current issues? What conclusions do you expect to reach?

3. Write an annotated bibliography of at least ten scholarly sources. Also include identifying information of all the partially relevant sources you find in your search. Summarize the text and then state how you believe it will help you with your research. Annotations should be brief, written in short paragraph form.

Tips and Examples for Writing Thesis Statements

<http://owl.english.purdue.edu/owl/resource/545/01/>

Annotated Bibliographies

<http://owl.english.purdue.edu/owl/resource/614/01/>

How to Prepare an Annotated Bibliography

<http://copia.library.cornell.edu/olinuris/ref/research/skill28.htm>

Critically Analyzing Information Sources

<http://copia.library.cornell.edu/olinuris/ref/research/skill26.htm>

Help with Writing a Research Paper

<http://mason.gmu.edu/~montecin/writ-pap.htm>

## **Reference Citations Styles**

APA style, common for the social sciences and sciences

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://library.williams.edu/citing/styles/apa.php>

MLA style, common for liberal arts and humanities

<http://owl.english.purdue.edu/owl/resource/747/1/>

<http://library.williams.edu/citing/styles/mla.php>

Chicago style, notes and bibliography style

literature, arts, history

<http://owl.english.purdue.edu/owl/resource/717/1/>

<http://library.williams.edu/citing/styles/chicago1.php>

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

<http://www.library.csi.cuny.edu/dept/history/lavender/footnote.html>

Chicago style, author-date style

physical, natural, and social science

<http://library.williams.edu/citing/styles/chicago2.php>

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

### **About Research**

Jen Stevens, English, Communication & Women's Studies Liaison Librarian is available to help anyone with research. [jsteven7@gmu.edu](mailto:jsteven7@gmu.edu)

A244 Fenwick Library 703/993-2211

You may also schedule individual consultations with librarians.

E-mail Reference Service <http://library.gmu.edu/research/email/>

Call Fenwick Library 703/993-2210, Johnson Center Library 703/993-9070

### **About Writing Skills**

Students may elect to visit the Writing Center on their own to get help with writing strategies. After your first writing assignment, I may recommend students to visit the writing center. These services are valuable and free.

“The Writing Center will not proofread your work for you, but we will work with you to develop revision and editing strategies that can last a lifetime. Our tutors want to emphasize positive attitudes and helpful ways of thinking about writing. We want you to become more confident and effective writers across the curriculum and in your personal and professional lives.” <http://writingcenter.gmu.edu/>  
703-993-1200 [wcenter@gmu.edu](mailto:wcenter@gmu.edu)

### **About Blackboard**

This management system is a very important tool for the course. I will post on blackboard the syllabus, instructions for all course assignments, links to relevant web sites and literature, photographs, and selected campus services. If any changes occur in the syllabus, I will post an updated document on blackboard. I also will announce any changes to the syllabus in class and through email.

### **About Email**

Please note that Mason email should be the only email system used for communication about the course. Please activate and check your Mason email regularly so as not to miss any important announcements.

### **University-wide Grading System**

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

\* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

[http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad\\_poli](http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad_poli)

## PLEASE NOTE: COURSE POLICIES

### 1. George Mason University Honor System and Code Honor Code

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee.

#### **Plagiarism** (statements from Mason Web Site)

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit.

<http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions.

<http://mason.gmu.edu/~montecin/plagiarism.htm>

### 2. Class Registration

Students are responsible for verifying the accuracy of their own schedules. Students need to check PatriotWeb regularly to verify that they are registered for the classes that they think they are. This is particularly important since students are no longer dropped for nonpayment. Faculty may not allow a student who is not registered to continue to attend class and may not grade the work of students who do not appear on the official class roster.

Deadlines each semester are published in the Schedule of Classes available from the Registrar's Web Site [registrar.gmu.edu](http://registrar.gmu.edu)

#### **The add and drop deadlines for classes:**

Last day to drop with no tuition penalty: Sept. 4

Last day to add: Sept. 4

Last day to drop (67% tuition penalty): Sept. 28

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

### 3. Accommodations for students with disabilities:

If you are a student with a disability and you need academic accommodations, please see

me and contact the Office of Disability Resources at 703-993-2474. All academic accommodations must be arranged through that office.

The need for accommodations should be identified at the beginning of the semester and the specific accommodation has to be arranged through the Office of Disability Resources. Faculty cannot provide accommodations to students on their own (e.g. allowing a student extra time to complete an exam because the student reports having a disability).

### **George Mason University: Diversity Statement**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

### **Women and Gender Studies Commitment to Diversity Statement**

The Women and Gender Studies program seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material

personally, but to also be open to exploring and learning from experiences different than their own.



## CLASS SCHEDULE

### August 28

Introduction and sign up for leading class discussions for the term, once before October 9<sup>th</sup> and once after that date.

### Contradictions of Freedom in the New Nation

#### September 4

Wilma King, *The Essence of Liberty*, 5-115, 141-169.

#### September 11

David Walker, *Walker's Appeal*

View online as html file <http://docsouth.unc.edu/nc/walker/menu.html>

Marilyn Richardson, *Maria W. Stewart: America's First Black Woman Political Writer: Essays and Speeches*, preface to page 76.

### Women with a Religious Mission

#### September 18

Wilma King, "'Whom do You Serve, God or Man?' Spiritualists and Reformers," *The Essence of Liberty*, 116-140.

William L. Andrews, *Sisters of the Spirit*,

*The Life and Religious Experience of Jarena Lee, A Coloured Lady, Giving an Account of her Call to Preach the Gospel, Revised and Corrected from the Original Manuscript, Written by Herself*, 25-48.

Amanda Smith, *An Autobiography, The Story of the Lord's Dealings with Mrs. Amanda Smith the Colored Evangelist; Containing an Account of Her Life Work of Faith, and Her Travels in America, England, Ireland, Scotland, India, and Africa, as an Independent Missionary*: Electronic Edition.

<http://docsouth.unc.edu/neh/smitham/smith.html>

17-36, 50-59, 73-88, 147-148, 156-159, 198-204, 215-220, 241-252, 378-392, 412-413, 451-453.

### Enslaved Women's Plight

#### September 25

Deborah Gray White, *Ar'n't I a Woman?*

*Concubinage*

#### October 2

Annette Gordon-Reed, *The Hemingses of Monticello*, 47-62, 77-90, 99-110, 141-148, 264-275, 312-352, 360-375, 554-561, 586-605, 640-662.

**October 9** no class

*Struggles for Freedom*

**October 16 Paper prospectus due**

Anthony G. Barthelemy, *Collected Black Women's Narratives*:

-Louisa Picquet, the Octoroon, or, Inside Views of Southern Domestic Life

-Reminiscences of My Life in Camp with the 33d United States Colored Troops, Late 1st S.C. Volunteers

**October 23**

Steven Weisenburger, *Modern Medea*, 3-176.

**October 30**

Steven Weisenburger, *Modern Medea*, 177-286.

**November 6**

**ELECTION DAY**

William L. Andrews, *Six Women's Slave Narratives*:

-The Story of Mattie J. Jackson: Her Parentage, Experience of Eighteen Years in Slavery, Incidents During the War, Her Escape from Slavery: A True Story

-Lucy A. Delaney, *From the Darkness Cometh the Light or Struggles for Freedom*

**November 13**

Kate Clifford Larson, *Bound for the Promised Land: Harriet Tubman*, 1-228.

*Reputation and Livelihood*

**November 20**

Elizabeth Keckley, *Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House*.

**November 27** Presentation of Papers

**December 4** Presentation of Papers

**December 11 (Tuesday)**

**Final Paper Due:** 2PM, Women and Gender Studies Center, Johnson Center, 240K

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**Additional Sources for Research**

**Politics**

“‘The Right to Enter Every Other State’ – The Supreme Court and African American Mobility in the United States,” *Mobilities* 5, 3 (2010)

David Thomas Konig et al., ed. *The Dred Scott Case: Historical and Contemporary Perspectives on Race and Law*, Ohio Univ. Press; 1 edition (June 8, 2010)

Lea VanderVelde, *Mrs. Dred Scott: A Life on Slavery's Frontier*, Oxford Univ. Press, 2010

David Waldstreicher, *Slavery's Constitution: from Revolution to Ratification*, Macmillan, 2010

James Oakes, *The Radical and the Republican: Frederick Douglass, Abraham Lincoln, and the Triumph of Antislavery Politics*, W. W. Norton & Co., 2008

Ann Dexter Gordon and Bettye Collier-Thomas *African American Women and the Vote, 1837-1965*, Univ. of Massachusetts Press, 1997

Rosalyn Terborg-Penn, *African American Women in the Struggle for the Vote, 1850-1920*, Indiana Univ. Press, 1998

Eric Foner, Joshua Brown, *Forever Free: The Story Of Emancipation and Reconstruction*, Knopf, Nov 1, 2005

Clarence Lusane, *The Black History of the White House*, City Lights Publishers, 2011

### **Abolitionism and Reform Movements**

Jean Fagan Yellin and John C. Van Horne, ed. *The Abolitionist Sisterhood: Women's Political Culture in Antebellum America*, Cornell Univ. Press, 1994

Teresa Zackodnik, *Press, Platform, Pulpit: Black Feminist Publics in the Era of Reform*, Univ. Tennessee Press, 2011

Beth A. Salerno, *Sister Societies: Women's Antislavery Organizations in Antebellum America*, Northern Illinois Univ. Press, 2008

Stacey M. Robertson, *Hearts Beating for Liberty: Women Abolitionists in the Old Northwest*, Univ. of North Carolina Press, 2010

Susan Zaeske, *Signatures of Citizenship: Petitioning, Antislavery, and Women's Political Identity*, Univ. of North Carolina Press, 2003

Kathryn Kish Sklar, *Women's Rights Emerges Within the Anti-Slavery Movement, 1830-1870: A Brief History with Documents*, Palgrave Macmillan, 2000

Patrick Rael, *Black Identity and Black Protest in the Antebellum North*, Univ. of North Carolina Press, 2002

Bruce Dorsey, *Reforming Men and Women: Gender in the Antebellum City*, Cornell Univ. Press, 2006

Philip S. Foner and Josephine F. Pacheco, *Three Who Dared: Prudence Crandall, Margaret Douglass, Myrtilla Miner--Champions of Antebellum Black Education*, Greenwood Press, 1984

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

### **Resistance**

Stephaine M. H. Camp, *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation*, Univ. of North Carolina Press, 2004

Edward E. Baptist, Stephanie M. H. Camp, ed., *New Studies in the History of American Slavery*, Univ. of Georgia Press, 2006

Victoria E. Bynum, *Unruly Women: The Politics of Social and Sexual Control in the Old South*, UNC Press Books, 1992

Peter P. Hinks, *To Awaken My Afflicted Brethren: David Walker And the Problem of Antebellum Slave Resistance*, Penn State Press, 1996

Mark Reinhardt, *Who Speaks for Margaret Garner?* Univ. of Minnesota Press, 2010

Melton Alonza, *Celia, a Slave*, Univ. of Georgia Press, 1991

Renee K. Harrison, *Enslaved Women and the Art of Resistance in Antebellum America*, Macmillan, 2009

Arnold Taylor, Rose, *A Woman of Colour: A Slave's Struggle for Freedom in the Courts of Kentucky*, iUniverse, 2008

Arnold Taylor, *Suing For Freedom in Kentucky*, Booklocker.com, Inc., 2010

Loren Schweninger, *The Southern Debate over Slavery, Volume 2: Petitions to Southern County Courts, 1775-1867*, Univ. of Illinois Press, 2008

Herbert Aptheker, *American Negro Slave Revolts*, International Publishers Co, 1983

Jacqueline Jones, *Saving Savannah: The City and the Civil War*, Random House Digital, Inc., 2008

### **Social/Cultural History**

Emily West, *Chains of Love: Slave Couples in Antebellum South Carolina*, Univ. of Illinois Press, 2004

Rebecca J. Fraser, *Courtship and Love Among the Enslaved in North Carolina*, Univ. Press of Mississippi, 2007

Anthony E. Kaye, *Joining Places: Slave Neighborhoods in the Old South*, Univ. of North Carolina Press, 2009

Marie Jenkins Schwartz, *Born in Bondage: Growing Up Enslaved in the Antebellum South*, Harvard Univ. Press, 2001

V. Lynn Kennedy, *Born Southern: Childbirth, Motherhood, and Social Networks in the Old South*, JHU Press, 2009

### **Medicine**

Marie Jenkins Schwartz, *Birthing a Slave: Motherhood And Medicine in the Antebellum South*, Harvard Univ. Press, 2006

Herbert C. Covey, *African American Slave Medicine: Herbal and Non-Herbal Treatments*, Lexington Books, 2008

Todd Lee Savitt, *Medicine and Slavery: The Diseases and Health Care of Blacks in Antebellum Virginia*, Univ. of Illinois Press, 1981

Todd Lee Savitt, *Race and medicine in nineteenth- and early-twentieth-century America*, Kent State Univ. Press, 2007

Thavolia Glymph, *Out of the House of Bondage: The Transformation of the Plantation Household*, Cambridge University Press, 2003

Elizabeth Fox-Genovese, *Within the Plantation Household: Black and White Women of the Old South*, UNC Press Books, 1988

Sterling Stuckey, *Slave Culture: Nationalist Theory and the Foundations of Black America*, Oxford Univ. Press, 1988

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

### **Religion**

Chanta M. Haywood, *Propheying Daughters: Black Women Preachers and the Word, 1823-1913*, Univ. of Missouri, 2003

Joycelyn Moody, *Sentimental Confessions: Spiritual Narratives of Nineteenth-Century African American Women*, Univ. of Georgia Press, 2003

Albert J. Raboteau, *Slave Religion: The "Invisible Institution" in the Antebellum South*, Oxford Univ. Press, 2004

Janet Duitsman-Cornelius, *Slave Missions and the Black Church in the Antebellum South*, Univ of South Carolina Press, 1999

Henry H. Mitchell, *Black Church Beginnings: The Long-Hidden Realities Of The First Years*, Wm. B. Eerdmans Publishing, 2004

Rita Roberts, *Evangelicalism and the Politics of Reform in Northern Black Thought, 1776-1863*, Louisiana State Univ, Press, 2011

John R. McKivigan, Mitchell Snay, *Religion and the Antebellum Debate over Slavery*, Univ. of Georgia Press, 1998

### **Illicit Sexual Relations**

Martha Hodes, *White Women, Black Men: Illicit Sex in the Nineteenth-Century South*, Yale Univ. Press, 1999

Kristen Fischer, *Suspect Relations: Sex, Race, and Resistance in Colonial North Carolina*, Cornell Univ. Press, 2002

Bernie D. Jones, *Fathers of Conscience: Mixed-Race Inheritance in the Antebellum South*, Univ. of Georgia Press, 2009

Kent Anderson Leslie, *Woman of Color, Daughter of Privilege: Amanda America Dickson, 1849-1893*, Univ. of Georgia Press, 1996

Bernie D. Jones, "Southern Free Women of Color in the Antebellum North: Race, Class, and a 'New Women's Legal History,'" *Akron Law Review*, Vol. 41, p. 763, 2008

Kenneth Aslakson, The "Quadroon-Plaçage" Myth of Antebellum New Orleans: Anglo-American (Mis)interpretations of a French-Caribbean Phenomenon, *Journal of Social History* 45, 3 (Spring 2012): 709-734.

Judith Kelleher Schafer, *Brothels, Depravity, and Abandoned Women: Illegal Sex in Antebellum New Orleans*, LSU Press, 2009

Jane H. Pease and William H. Pease, *Ladies, Women, and Wenches: Choice and Constraint in Antebellum Charleston and Boston*, Univ. of North Carolina Press, 1990

Norrece T. Jones, Jr., "Rape in Black and White, Sexual Violence in the Testimony of Enslaved and Free Americans," 93-116, in Annette Gordon-Reed, Winthrop D. Jordan, ed. *Slavery and the American South: Essays and Commentaries*, Univ. Press of Mississippi, 2003

Nancy Isenberg, *Sex and Citizenship in Antebellum America*, Univ. of North Carolina Press, 1998

Helen Lefkowitz Horowitz, *Attitudes Toward Sex in Antebellum America: A Brief History with Documents*, Bedford/St. Martin's, 2006

Peter Wallenstein, *Tell the Court I Love My Wife: Race, Marriage, and Law--An American History*, Palgrave Macmillan, 2002

### **Free Blacks**

Amrita Chakrabarti Myers, *Forging Freedom: Black Women and The Pursuit of Liberty in Antebellum Charleston*, Univ. of North Carolina Press, 2011

Virginia Meacham Gould, *Chained to the Rock of Adversity: To Be Free, Black, & Female in the Old South*, Univ. of Georgia Press, 1998

Erica Armstrong Dunbar, *A Fragile Freedom: African American Women and Emancipation in the Antebellum City [Philadelphia]*, Yale Univ. Press, 2008

Nancy Prince, *Black Woman's Odyssey Through Russia and Jamaica: The Narrative of Nancy Prince*, M. Wiener Publishers, 1850

Shirley Ann Wilson Moore and Quintard Taylor, *African American Women Confront the West, 1600-2000*, Univ. of Oklahoma Press, 2008

Ira Berlin, *Slaves without Masters; The Free Negro in the Antebellum South*, Pantheon Books, 1975

Ted Delaney and Phillip Wayne Rhodes, *Free Blacks of Lynchburg, Virginia, 1805-1865*, Warwick House Publishing, 2001)

Suzanne Lebsock, *The Free Women of Petersburg: Status and Culture in a Southern Town, 1784-1860*, W. W. Norton & Company, 1985

Bernard E. Powers, Jr. and Bernard Powers, *Black Charlestonians: A Social History, 1822-1885*, Univ. of Arkansas Press, 1994

Michael P. Johnson and James L. Roark, *Black Masters: A Free Family of Color in the Old South*, W. W. Norton & Company, 1986

Loren Schweninger, *Black Property Owners in the South, 1790-1915*, University of Illinois Press, 1997

John Hope Franklin, *The Free Negro in North Carolina, 1790-1860*, Univ of North Carolina Press, 1943

James Oliver Horton, "Freedom's Yoke: Gender Conventions among Antebellum Free Blacks," *Feminist Studies* 12, 1 (Spring, 1986): 51-76

Theodore Hershberg, *Free Blacks in Antebellum Philadelphia: A Study of Ex-Slaves, Freeborn, and Socioeconomic Decline*, *Journal of Social History* 5, 2 (Winter, 1971-1972): 183-209

Roger A. Fischer, *Racial Segregation in Ante Bellum New Orleans*, *The American Historical Review* 74, 3 (Feb., 1969): 926-937

### **Slave Narratives**

Susie King Taylor, *A Black Woman's Civil War Memoirs: Reminiscences of My Life in Camp With the 33rd U.S. Colored Troops, Late 1st South Carolina Volunteers*, 1902

Harriet A. Jacobs, *Incidents in the Life of a Slave Girl, Written by Herself*, Enlarged Edition, Now with John S. Jacobs, "A True Tale of Slavery," Jean Fagan Yellin, ed. Harvard Univ. Press; enlarged edition, 2000.

Louisa Picquet, *The Octoroon; or, Inside Views of Southern Domestic Life*, NY 1861  
<http://docsouth.unc.edu/neh/picquet/picquet.html>

Jennifer Fleischner, *Mastering Slavery: Memory, Family, and Identity in Women's Slave Narratives*, NYU Press, 1996

Jennifer Fleischner, *Mrs. Lincoln and Mrs. Keckly: The Remarkable Story of the Friendship Between a First Lady and a Former Slave*, Random House Digital, Inc., 2004

### **Labor**

Jennifer Morgan, *Laboring Women: Reproduction and Gender in New World Slavery*, Univ. of Pennsylvania Press, 2011

Jacqueline Jones, *Labor of Love, Labor of Sorrow: Black Women, Work, and the Family, from Slavery to the Present*, Basic Books, 2009

Daina Berry, "Swing the Sickle for the Harvest Is Ripe": *Gender and Slavery in Antebellum Georgia*, Univ. of Illinois Press, 2010



James D. Schmidt, *Free to Work: Labor Law, Emancipation, and Reconstruction, 1815-1880*, Univ. of Georgia Press, 1999

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<http://www.understandingslavery.com/teachingslavetrade/detail/useoflanguage/>

Race: Are We so Different? American Anthropological Association

<http://www.understandingrace.org/home.html>

I Will Be Heard! Abolitionism in America

<http://rmc.library.cornell.edu/abolitionism/index.htm>

African American Odyssey, Library of Congress

<http://memory.loc.gov/ammem/aahtml/exhibit/aointro.html>

African Americans in Boston

<http://www.primaryresearch.org/bh/>

Boston African American National Historic Site

<http://www.nps.gov/boaf/>

Slavery in the North

<http://www.slavenorth.com/index.html>

Museum of African American History, Boston and Nantucket

<http://www.afroammuseum.org/index.htm>

National Underground Railroad Freedom Center

<http://www.freedomcenter.org/>

African American Heritage Trail

<http://www.culturaltourismdc.org/info-url3948/info-url.htm>