

HIST 231: Introduction to African American History

Dr. Adam Arenson

Fall 2023

Mon-Thu at 12:00pm-1:15pm in MGL 214

Student Hours (Office Hours) in MGL 414: Wed 10:00-10:45am and 1:00-1:45pm, Mon and Thu 1:15-1:45pm, or email me to set up a Google Meet or phone conversation. I am very responsive on email, all waking hours 6 days a week: adam.arenson@manhattan.edu

READ THIS SYLLABUS CAREFULLY.

IF SOMETHING SEEMS UNCLEAR, ASK ME FOR HELP

We should work together to build community—to serve as a space for exchanging information, asking important questions, changing our minds, and supporting and advocating for one another, throughout the College.

I am committed to working with each of you, and all of you, to create the conditions in which you feel supported in doing the assignments.

As issues arise that impact your learning, please let me know, and let's find solutions together.

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If you are experiencing financial hardship, have difficulty accessing sufficient food to eat every day, or you do not have a safe and stable place to live, please let me help you find the best resources to help you through this.

Prepare now to vote if you are able – and consider voting early. More information for all states: <https://vote.gov/>

Course Description

This course is a survey of the African American experience from before Columbus until the present, focusing on what is now the United States. It will discuss the African American struggles for freedom and equality through periods of racial discrimination, the trans-Atlantic slave trade, enslavement, emancipation, Reconstruction, Jim Crow, Black life under segregation, the civil rights struggles, and continuing civil rights struggles in our time, including police reform, and reforming prison policies and drug laws.

Required Book: Always bring the book to class sessions. **NOTE: It must be 3rd Edition and Combined Volume.**

Deborah Gray White, Mia Bay, and Waldo E. Martin Jr., *Freedom on my Mind*, 3rd edition, ***Combined Volume***, (Boston: Bedford/St. Martin's, 2021).

[https://www.macmillanlearning.com/college/us/product/Freedom-on-My-](https://www.macmillanlearning.com/college/us/product/Freedom-on-My-Mind/p/1319021336)

[Mind/p/1319021336](https://www.macmillanlearning.com/college/us/product/Freedom-on-My-Mind/p/1319021336) **NOTE: You only need the paper textbook, not the digital platform.**

ISBN: 9781319021337 or 9781319066048 or 9781319257606 **Price: starts at \$48 for paperback**

Classroom Health Policies

Masking, ventilation, and filtration of air are the proven methods to lessen the odds of infection with SARS-CoV-2 and other viruses. We will be utilizing this knowledge to create a safer classroom.

Workload Expectation Outside of Class

Federal guidelines state that classes should require at minimum 2 hours of out-of-class work per week per credit hour. For this course that means you should expect to spend at least 6 hours on out-of-class work each week (some weeks more, some perhaps a bit less). Consider a full schedule of courses like the obligations of a full-time job. Read more here:

<http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html#credit>

Statement on Technology in the Classroom

Our world is being transformed by a digital revolution, and computers and smartphones offer unprecedented power for research, connectivity, and connection. However, they also offer far too many distractions. In line with the latest education research (see for example <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368> and <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), laptops and/or other digital equipment may not be used in this class unless you have made special arrangements with the professor, in accordance with the Americans with Disabilities Act or other imperative. While we may, as a class, utilize our devices in some sessions, **in general all phones, laptops, etc. must be placed inside backpacks and out of view during class.**

Course Methods

Most people misunderstand what history is, and what historians do. Historians tell stories about the past, but they also make an argument about the causes, course, and consequences of the events they describe. They investigate changes over time, analyze trends and patterns, and seek to make connections between the past and present. In this class, you will learn to do historical work, and to read both primary sources and existing histories critically. Through repeating patterns of inquiry, students will have the chance to practice and improve their study strategies and writing ability. These skills are applicable to classes throughout your College career.

Academic Support

The [Center for Academic Success](#) (CAS) is committed to providing student-centered programs and initiatives designed to enhance learning and promote success and persistence for all Manhattan College students. Students will work collaboratively with qualified peers and professionals to develop knowledge, skills and strategies needed for success in the classroom and beyond. The Writing Center, is staffed by a group of trained undergraduate Writing Consultants from a variety of majors, including History. Writing Consultants provide one-on-one assistance with papers and written work from all disciplines at any stage of the drafting process—from brainstorming through final revision.

The CAS has three locations; the Learning Commons in Thomas Hall 3.11 and the Leo Learning Center in Leo 117/118, and a new collaborative learning space on the 6th floor of Lee Hall. **Services include online and in-person individual tutoring**, student academic success coaching, and online writing center services. All services are free of charge and available to all Manhattan College students.

Appointments are preferred but walk-ins are welcome when available. To make an appointment, students can log into their [Jasper Connect](#) account or visit the CAS/Writing Center in Thomas Hall, 3.10. Students can also contact success@manhattan.edu with any questions. For more information about these services please visit the CAS webpage: <https://inside.manhattan.edu/academic-resources/center-for-academic-success/index.php>

Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline

Manhattan College Academic Integrity policy: <https://inside.manhattan.edu/student-life/dean-of-students/code-conduct.php#academicintegrity>

For this course, assignments will be submitted to Turnitin, an international plagiarism-detection database, via Moodle. ***You must cite, reference, or quote information obtained from other sources, so you give credit where credit is due.*** Do NOT copy any material into your own work. Do NOT submit work under your name if you did not complete it entirely yourself. In accordance with College policy, we will report instances of plagiarism and dishonesty to the Dean's office. Consider taking this self-quiz for practice: <http://abacus.bates.edu/cbb/quiz/>

All assignments submitted in History 206 must contain your own original work with citations documenting all obligations to other sources. Submission of work that uses AI tools without approval can be considered cheating, fabrication, plagiarism, or all three. When AI tools are approved, they must be acknowledged as tools used in the paper with a footnote. In History 206 spell check, grammar check, and advice on paper structure are approved AI tools. Accessibility tools and assistive technology tools such as speak-to-text and predictive text (such as Kami) are also approved. Zotero may be used for citation style and source management. Tools that compose text, perform research, formulate arguments, or otherwise create papers, such as ChatGPT and certain AI functions of Grammarly, Microsoft Word, or Google Docs, are not permitted in this course.

Accessibility

Manhattan College seeks to provide reasonable accommodations for all qualified individuals with disabilities, including learning disabilities. This College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with Specialized Resource Center in Miguel 301B <http://manhattan.edu/academics/specialized-resource-center> within the first two weeks of classes, and inform the faculty member to arrange for appropriate accommodations.

Title IX and Non-Discrimination Notice

Manhattan College is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex, gender, race, color, national origin, religion, age, disability, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status.

The College will not tolerate harassing, violent, intimidating or discriminatory conduct by its students, employees or any other member of or visitor to the College community, which includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

The College encourages individuals to report all gender-based misconduct immediately to the Title IX coordinator, one of the deputy coordinators or another College staff member. The College will fully and promptly investigate all allegations of gender-based misconduct and will impose disciplinary measures, or take similar actions, as may be appropriate. Title IX and the College strictly prohibits retaliation.

It is estimated that 20-25% of college women and 6% of college men will be the victims of sexual assault during their college careers. If you or someone you know has experienced sex- or gender-based violence or harassment, here are some important resources. You can use any or all of these resources, at your discretion. Contact campus Title IX Coordinator: Vicki Cowan, Mem 305, 718.862.7392, vicki.cowan@manhattan.edu or others listed here: <https://manhattan.edu/about/human-resources/title-ix/who-to-contact-on-campus>

Learn more via Not Alone <https://www.notalone.gov/> and EROC: End Rape On Campus (<http://endrapeoncampus.org>).

Assignments

All assignments are submitted on Moodle (lms.manhattan.edu).

Class Preparation and Participation

240 points

This course has an active-learning, “flipped” model—you read the secondary and primary sources outside of class, and prepare your questions, and then class time is a discussion and explanation of the content. (I try hard not to lecture.) You need to demonstrate your preparedness, so you will earn 5 points per session for attending without participating, and up to 10 points each session for active participation.

In-class points can be supplemented by discussion-forum points, *submitted to Moodle online the night before class*. “What” questions will earn up to 1 point per class session; “how/why” questions will earn up to 2 points; explaining links, memes, and connections to contemporary events will earn up to 3 points (a list of suggested sources is on Moodle); replying in the discussion forum to answer classmate questions will earn up to 5 points.

College policy dictates that *all* students attend *all* scheduled classes. If you have to miss class, we will discuss a closed-book quiz to earn the points for that session. If you are regularly missing class, this will be reported to JasperConnect and your dean. *Please do not come to class when you are sick – illness will count as an excused absence.*

Entry Survey

10 points

This brief entry survey, submitted in the first week of the class, helps identify what you do or do not know about the subjects covered in this class—and helps tell me what you want to find out.

Papers

300 points

There are two papers during the course of the semester, submitted via Turnitin on Moodle. Topics are below. They each will be graded on a 150-point scale from the rubric provided at the end of the syllabus. Drafts are welcomed and can be reviewed by the professor multiple times, if time allows, before the deadline. Late papers will be accepted but penalized. You will have the opportunity to raise a low grade with additional points from a revised paper. **Citations from class materials are mandatory for all evidence, whether direct quotation or paraphrase.** You can earn 5 extra points by reading and responding to my comments on the graded paper.

#1 (due Oct. 15): Transcribe five advertisements on the <https://freedomonthemove.org> website, and add them to the course Google Sheet. For the paper, reflect on what you have learned from all of the runaway ads that the course transcribed, and argue for how best to use these sources to subvert their original purpose and give us evidence of what it was like to be self-liberating from enslavement. Use as many transcribed ads in our Google Sheet as you require for evidence--but be sure to include citations and evidence from at least six ads. Full citations need to include newspaper name, date, and location.

#2 (due Nov. 11) Read the documents in the Chapter 12 Document Project. Why did the Communist Party of the USA (CPUSA) appeal to African Americans in the 1920s and 1930s? What were the limits of that appeal before 1939? Prove your argument.

In-Class Exams

150 points

There will be three in-class exams, spaced throughout the semester. Each will require five term identifications and an essay outline. The third of these hour exams will be scheduled for Finals Week, along with Final Essay #4.

Final Essays

250 points

There are two final essays; one in class, and one on Moodle. *Draft outline of essay #4 is recommended; I am here to help you. A 3x5 card will be allowed in to the in-person final.*

3. On Moodle: Reflect on your answers to the “Engaging History” and “Engaging the African American Past” parts of your entry survey. What have you learned in this course that would change these answers? Write at least 500 words. (25 points)

4. What is the dominant theme or themes in African American history from 1492 until now? In about 2000 words, choose at least seven turning points, *spread out over the entire course*, that provide evidence for your argument. Referencing both primary and secondary sources (primary sources preferred, but also the textbook, class notes, and the lectures), provide an overarching argument about why you argue what you do.. (75 points)

Paper Guidelines for throughout the course:

- Your paper should have a title that reflects its argument, using a subtitle to add specifics when needed.
- The best papers will be at least five paragraphs, introducing at least three evidence and analysis paragraphs to support the main argument, which should be introduced in the first sentence and concluded in the final paragraph.
- Each paper should be at least 800 words in length.
- The paper must be turned in on Moodle at the time and on the day specified. Late papers will be accepted but penalized, two full letter grades per week.
- The paper will be graded on a 100-point scale, in the rubric provided at the end of the syllabus. Additional comments will also be provided. If your paper shows that you have done the reading and have thought seriously about it, you will receive at least 50 points. Additional points will depend on the quality of your title, your argument, your evidence, your analysis, your grammar, and your citations.
- *If you complete these two papers* (one each on Oct. 17 and Nov. 14), you will have the opportunity to replace a low grade with a revised paper.
- Your paper should be based **ONLY** on the assigned readings and notes from lecture, and each evidence paragraph must quote primary sources.
- Provide citations to any idea that derives from the reading as well as all quotations. *History papers often have a citation on almost every sentence.*
- Please use Chicago Style footnotes throughout. There is a guide at http://www.chicagomanualofstyle.org/tools_citationguide.html The books listed above are properly formatted in Chicago Style; note that the proper format for a document within an edited collection is:

W. P. Dabney, *Cincinnati Union*, in W.E.B. DuBois, “Negro Editors on Communism: A Symposium of the American Negro Press,” 1932, in Deborah Gray White, Mia Bay, and Waldo E. Martin Jr., *Freedom on my Mind*, 3rd edition, *Combined Volume*, (Boston: Bedford/St. Martin’s, 2021), 483.

Schedule of Meetings

Week 1	Aug. 28	Introductions: Humans First “Ignorance is Bliss” and the Naturalistic Fallacy Writing, Thinking, Revising – and What AI Can and Cannot Do * Course Outline * Racial Illiteracy, White Fragility, and a Space to Learn History, Truth, and Justice What is African? American? History? “Black History = Black Protest” * Our Key Themes and Your Final Exam * Keys to Succeed: Participation, Note-taking, Essay Writing Writing Skills Briefing James Baldwin and Arturo Schomburg (in class) * DUE after class: Entry Survey
	Aug. 31	Reading and participation DUE: Chapter 1 Text, pp. 2-29 * Textbook Reading: What are the events? What are the arguments and key terms? How do they relate to course themes?
Week 2	Sept. 4	LABOR DAY – CLASSES DO NOT MEET
	Sept. 7	Reading and participation DUE: Chapter 2 Text, pp. 36-62 * Textbook Reading: What are the events? What are the arguments and key terms? How do they relate to course themes?
Week 3	Sept. 11	Reading and participation DUE: Chapter 2 Document Project, pp. 63-71 and Felipa de Santiago (on Moodle) * Primary Source Reading: Why do these documents exist? What do they say? What don’t they say? Are they convincing? Why? How do they relate to course themes? EXTRA CREDIT OPPORTUNITY: Tuesday September 13, Costello Lecture, Kelly Commons 5B, 4:30pm
	Sept. 14	Reading and participation DUE: Chapter 3 Text and Documents, pp. 72-113 * Primary Source Reading: Why do these documents exist? What do they say? What don’t they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes?

Week 4	Sept. 18	Reading and participation DUE: Chapter 4 Text and Document Project, pp. 114-155 and pp. A1-A2 * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? EXTRA CREDIT: Costello Lecture, Tuesday September 19, 4:30-6:00pm, Kelly 5A
	Sept. 21	FIELD TRIP: VAN CORTLANDT HOUSE MUSEUM Take notes for related question on the exam <i>House is in Van Cortlandt Park; cross Broadway at 242nd or Manhattan College Parkway, and proceed to the large gray stone building; about 10 minute walk</i>
Week 5	Sept. 25	Exam #1 Independent Review
	Sept. 28	Exam #1 * DUE after class: Mid-Course Evaluation
Week 6	Oct. 2	Reading and participation DUE: Chapter 5 Text and Document Project, pp. 156-197 and pp. A3-A10, A33 AND WATCH MY VIDEO: How to find and transcribe ads at FreedomontheMove.org * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * DUE after class: First two transcriptions in the course Google Sheet
	Oct. 5	Reading and participation DUE: Chapter 6 Text and Document Project, pp. 198-237 * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? DUE after class: all FreedomontheMove transcriptions

Week 7	Oct. 9	Fall Break – classes do not meet
	Tuesday Oct. 10	Reading and participation DUE: Chapter 7 Text and Document Project, pp. 238-281 and p. A20-A21 * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes?
	Oct. 12	Reading and participation DUE: Chapter 8 Text and Document Project, pp. 282-321 * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? Paper #1 due Saturday night October 15
Week 8	Oct. 16	Reading and participation DUE: Chapter 9 Text and Document Project, pp. 322-365 and pp. A11-A12 and A14-A15 * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes?
	Oct. 19	Reading and participation DUE: Chapter 10 Text and Document Project, pp. 366-413 and p. A21, A24-A26 * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? EXTRA CREDIT: LGBTQ+ History Month movie, 430pm, Hayden 100

Week 9	Oct. 23	Exam Review
	Oct. 26	Exam #2
Week 10	Oct. 30	Reading and participation DUE: Chapter 11 Text and Document Project, pp. 414-455 * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes?
	Nov. 2	This class does not meet.
Week 11	Nov. 6	Reading and participation DUE: Chapter 12 Text, pp. 455-480 * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes?
	Nov. 9	Reading and participation DUE: Chapter 12 Document Project, pp. 481-487 * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? Paper #2 due Saturday night November 11
Week 12	Nov. 13	Reading and participation DUE: Chapter 13 Text and Document Project, pp. 488-529 * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes?
	Nov. 16	This class does not meet. LAST DAY TO WITHDRAW FROM ANY CLASSES IS NOV. 17

Week 13	Nov. 20	Reading and participation DUE: Chapter 14 Text and Document Project, pp. 530-573 and p. A22 * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes?
	Nov. 23	NO CLASS-THANKSGIVING BREAK
Week 14	Nov. 27	Reading and participation DUE: Chapter 15 Text and Document Project, pp. 574-619 and pp. A13, A15-A19 * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes?
	Nov 30	Reading and participation DUE: Chapter 16 Text and Document Project, pp. 620-661 and pp. A22-A24, * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes?
Week 15	Dec. 4	Reading and participation DUE: Chapter 17 Text and Document Project, pp. 662-718 and pp. A26-A32. * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes?
	Dec. 7	Exam preparation – IDs and essays – finalizing on Google Drive Discussion of Final Essay #4 drafts. Optional Paper Revision DUE.
Week 16	Tuesday Dec. 12	FINAL EXAM and ESSAY #4 in class; ESSAY #3 submitted online

Grading Rubric for Writing Assignments (150 points)				
Argument, Content & Development 100 points	Poor (up to 60%) - Argument is missing or unclear. - Content is incomplete. - Major points are not clear and /or persuasive. - Specific examples are not used. - Suggested questions are not used to structure assignment. 60	Fair (65-80%) - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address assignment. - Specific examples do not support arguments and/or are not related to arguments. 70	Good (80-90%) - Content is accurate. - Argument is persuasive. - Major points are stated. - Responses are adequate and address assignment. - Content and purpose of the writing are clear. - Specific examples are used to support arguments. 80	Excellent (up to 100%) - Content is comprehensive and accurate. - Argument is persuasive. - Major points are stated clearly and are well supported. - Responses are excellent, addressing the assignment and larger course concepts. - Content and purpose of the writing are clear. - Specific examples are used to support arguments. 100
Organization & Structure 10 points	Poor - Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts. 6	Fair - Structure of the paper is not easy to follow. - Paragraph transitions are awkward and need improvement. - Conclusion is missing, or if provided, does not flow from the body of the paper. 7	Good - Structure is mostly clear and easy to follow. - Paragraph transitions work. - Conclusion is logical. 8	Excellent - Structure of the paper is clear and easy to follow. - Paragraph transitions are logical and maintain the flow of thought throughout the paper. - Conclusion is logical and flows from the body of the paper. 10
Grammar, Punctuation & Spelling 10 points	Poor - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone. 6	Fair - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone. 7	Good - Rules of grammar, usage, and punctuation are followed with minor errors. - Spelling is correct. 8	Excellent - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure. 10
Citations 25 points	Poor - Citations are not used at all. 12.5	Fair - Citations are used for some but not other instances. 20	Good - Citations are used for primary sources, but not to other readings. 22.5	Excellent - Citations are used for all instances, both to primary source and other readings as needed. 25
Format 5 points	Poor - Paper lacks many elements of correct formatting. - Paper is inadequate/excessive in length. 2.5	Fair - Paper follows most guidelines. - Paper is over/ under word length. 3.5	Good - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. - Format is good. 4	Excellent - Paper follows all designated guidelines. - Paper is the appropriate length as described for the assignment. - Format enhances readability of paper. 5

Freedom on the Move Assignment

Transcribe five advertisements on the <https://freedomonthemove.org> website, and add them to the course Google Sheet. For the paper, reflect on what you have learned from all of the runaway ads that the course transcribed, and argue for how best to use these sources to subvert their original purpose and give us evidence of what it was like to be self-liberating from enslavement. Use as many transcribed ads in our Google Sheet as you require for evidence--but be sure to include citations and evidence from at least six ads. Full citations need to include newspaper name, date, and location.

Procedure:

- 1) Read the “About” information at <https://freedomonthemove.org/#about>
- 2) Go to <https://app.freedomonthemove.org/>
- 3) Click “Contribute,” and then “Sign in with Google,” and enter your Manhattan College email.
- 4) Click “Extract Data.”
- 5) For your first contribution, click “Start from Scratch.”
- 6) Closely read and then follow all of the instructions. (*Historians and the former enslaved people are counting on you!*)
- 7) Copy-paste the transcription into the Google Sheet: <http://bit.ly/231freedom>
- 8) Return to “Extract Data” and do four more advertisements, either choosing “Start from Scratch” or “Proofread & Correct.”
- 9) Each time, BEFORE YOU FINISH, transcribe it in the Google Drive: <http://bit.ly/231freedom>

What To Turn In:

- 1) Entry of the text into Google Doc: <http://bit.ly/231freedom>
- 2) Formal Essay (five-paragraph essay, with rubric used for grading)

Using as many transcribed ads in our Google Sheet as you can for evidence, argue for how best to use these sources to subvert their original purpose and give us evidence of what it was like to be self-liberating from enslavement.

The best papers will be shaped around a question:

What factors seemed to make escape more likely?

What seem to be factors for enslavers wanting someone back more?

What might enslavers describe or not describe about the escaped, and why?

In case you want to find new leads, this Voyant Tools analysis of the transcriptions might suggest ways into the analysis:

<https://voyant-tools.org/?corpus=47e0f224886bb8427a8cf857e3b03fa2&panels=corpusterm,reader,trends,summary,contexts>

Write about whatever question -- one I suggested, one you make up, etc. -- that you can do the most to prove. Ideas/examples: "Sex mattered more than age in changing prices on runaways." or "More runaways spoke French than Spanish." or "Ads described runaway women in more detail than men." or "Descriptions of scars in runaway ads show slavery led to more injuries in hands than stomachs."

You should highlight the strongest evidence you have found, and going deep around something unusual or unexpected is far better than trying to be comprehensive. If all your evidence is great around clothing, for example, you should just write about clothing if you can, bringing in at least five ads.