

First Exam, his of black American spring 2018

### 1. Emancipation Proclamation

-Freed slaves in rebelling states—not in the border slave states still supporting the Union.  
-(preliminary ep) 1862 & 1863; contraband, confiscation acts, etc . . .

Significance:

Military strategy, ward off foreign nations from supporting the Confederacy, inspire escapes in rebellion states, replenish military ranks among soldiers, committed the Union to ending slavery.

### 2. Contraband

-blacks escape from Confederates lines to Union lines were viewed as “stolen property” or illegal property, that is, despite liberating themselves before the EP, they escaped while the war was primarily about “preserving the Union” and not “freeing the slaves.”

Significance:

Demonstrates African Americans’ efforts to escape slavery during the war—that is, that they freed themselves well before it was a political strategy of Lincoln’s, as well as Lincoln’s attempts to maintain the legitimacy of slavery and black people in the South as property before the Emancipation Proclamation.

### 3. Frederick Douglas

-Abolitionist, author of *Narrative of the Life of Frederick Douglas*, antebellum and civil war era.

Significance:

Black male experience of slavery; offered severe critique of slavery & demonstrated black resistance.

### 4. Society with Slaves

Generally in the north from the colonial era and just after the American Revolution; gradual emancipation meant that some blacks in the North were still slaves in the 19<sup>th</sup> c.; states where slave labor existed alongside of an array of different kinds of labor and industries; these societies were not dependent upon slavery.

Significance:

These societies were instrumental to the economic and political life of slavery in general as well as northerners; as we saw in *Trances of the Trade*, the north remained deeply implicated in the trans-Atlantic Slave trade, despite the U.S.’s ban in 1807.

### 5. Internal Slave Trade

-also known as the Middle Passage; it was the kidnapping of free black people from the North, the selling of slaves across the South, and physical (often violent) demands and pressure on black women to reproduce a labor force; it became essential after the Revolution and when King Cotton became the major cash crop of the South.

Significance:

After the banning of the slave trade in 1807, this trade was major way the new cotton economy was replenished with slave labor

Ex. Credit: Fugitive Slave Act of 1850

-required citizens to capture escaped slaves in the north.

Significance: apart and concession to the “compromise” of 1850, which made California a free labor state.

Short Essays:

1. Explain the transformation of the slave trade in Africa over the course of time: What was the slave trade like in Africa before the Atlantic slave trade? And what was it like on account of the Atlantic slave trade? What roles, if any, did “race” play?

**Ans:**

Slavery in Africa was not based on race. Before the trans-Atlantic slave trade, enslaved Africans were generally prisoners of war and criminals; slavery in the Americas was for life and eventually based on race. Because of the emergence of profitability of tobacco and other crops in the mid-17<sup>th</sup> c., and the high cost of indentured labor, African labor became the predominate labor.

The second part of the prompt is essentially a before and after kind of question. Also, the question is about the trade itself not slavery in Africa. The best answers addressed the shift from a trade dependent upon small wars to those dependent upon Africans states creating institutions—capture, enslavement, regulation, and taxation—for the trans-Atlantic trade; as we discussed in class over the course of time, the trade becomes more efficient and organized because of these institutions (see Equiano, Gates/Gomez/PP, Slavery and Slave Trade in W. Africa).

2. Explain the economic elements of slavery in 19<sup>th</sup> c. America. Explain the physical and psychological aspects of the relationship between the master and the slave? What were some of the gender aspects of this relationship?

**Ans:**

Slavery included the trans-Atlantic and domestic trade, as well as blacks as property and producers of crops, etc.; in the south, slaves lived in a slave society; in the north, they lived in a society with slaves. The prompt asks about the “aspects of the relationship between the master and the slave.” Therefore, the best answer included equal analysis of whites and blacks, as well as men and women. We know about the violence directed against women (Jacobs & her mistress), but we also know that gender is about men, as well; the example we discussed was the fight between Covey and Douglass, which was as much about masculinity for Covey as it was for Douglass.

3. Why was Abraham Lincoln reluctant to free the slaves before 1863? What were some of the steps he took before issuing the Emancipation Proclamation? Why did Lincoln eventually issue the Emancipation Proclamation?

**Ans:**

In 1861, Lincoln aimed to “save the union not the slaves.” Over the course of 1862, he tried an array of strategies. The quick answer is, he needed blacks to win the war and his other strategies failed. We know that Lincoln spoke the border-states and offered them reparations for gradually freeing the slaves; he also spoke with free blacks, urging them to emigrate since they would never be treated as equals in the U.S.; we know about the Confiscation Acts, too; finally, we know that he issued the

preliminary EP in September and then the final EP in January 1, 1863, not only free blacks in confederate states but also for enrollment into military service; while he became more invested in ending slavery, he also needed military reserves and to consider the potential of England joining the side of the Confederacy in the war for economic purposes.