

African American History, 1890-Present
Hist 334-002 (CRN 52569)/Afri 323-002 (CRN 52570)
Stalker Hall 108
Fall 2013

Professor: Dr. Lisa Phillips (Lisa.Phillips@indstate.edu)

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Required Texts

Robin D.G. Kelley, ed., *To Make Our World Anew: A History of African Americans from 1880* (Oxford, 2000)

Jacqueline Royster, *Southern Horrors and Other Writing: The Anti-Lynching Campaign of Ida B. Wells* (Bedford, 1997)

Arwin D. Smallwood, *The Atlas of African-American History and Politics* (Boston: McGraw-Hill, 1998)

Carter G. Woodson, *The Mis-Education of the Negro* (Tribeca, [1933])

Course Description

Afri 323/Hist 334 is designed to encourage students think about the world of “race” and race-based distinctions from a wide variety of perspectives. Each historical development examined helps students identify the race-based assumptions upon which people made (and make) their decisions. The course asks students to think critically about race, i.e. about assumptions attached to skin color. By examining people’s varying reactions to key events in U.S. History including: sharecropping, chain gangs, Jim Crow segregation, the Back to Africa Movements, the emergence of Black theology, the Great Migration, war and the push for integrated military units, the modern Civil Rights Movement, the rise of Black conservatives during the Reagan Era, the controversy surrounding Clarence Thomas’ nomination to the Supreme Court, and racial profiling, students develop their ability to think critically about a range of important issues. Assignments ask students to analyze historical documents and create their own by interviewing people they know (and having someone interview them) who engage in race-based practices. Students will complete the course knowing how to critically assess the assumptions upon which decisions are made that are based on skin color and “racial” background.

Course Aims

This course satisfies Indiana State University’s Ethical and Social Responsibility requirement for the Foundational Studies program.

Ethics and Social Responsibility Objectives

Courses that satisfy the Ethics and Social Responsibility requirement are designed to prepare students to be responsible citizens. Responsible citizens identify problems in the society in which they live and act to solve those problems. They are engaged in their community or communities at the local, state, and/or federal levels. They think critically about the decisions that are being made at varying levels of authority and they act to influence those decisions in ways they see fit. Responsible citizens are also able to articulate the ethical basis for their recommendations in both written and oral formats. Courses in Ethical and Social Responsibility provide students with several opportunities to hone their responsible citizenship skills.

The following are the specific Ethics and Social Responsibility Objectives developed at ISU

1. Understand the historical and philosophical bases of ethical decision-making and social responsibility;
2. Use independent thinking, critical analysis, and reasoned inquiry when assessing personal, professional, and societal issues;
3. Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from the study of ethics and theories of social responsibility; and
4. Articulate how one’s framework and understanding of social responsibility shape one’s actions.

Foundational Studies Objectives

Because this course is part of the larger Foundational Studies Program, it is important to place its goals within the context of the program's goals. By the conclusion of your Foundational Studies Program at ISU, you will be able to...

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

Skilled and Applied Learning Objectives The program is also designed to build skills for applied learning. These Skill and Applied Learning Objectives require that the course contribute to

1. Developing critical thinking skills
2. Developing information literacy skills
3. Developing your writing skills (by including a graded writing component)

Skilled and Applied Learning Objectives specific to Ethics and Social Responsibility Skilled and Applied Learning Requirements of the Foundational Studies Ethical and Social Responsibility Category also require that the course

1. Must give students the opportunity to apply what they are learning to real world scenarios
2. Must include opportunities for experiential learning or community engagement
3. Must give students the opportunity to identify and solve problems
4. Must incorporate opportunities for students to critically read and analyze text-based materials beyond textbooks (e.g, novels, classical literature, primary sources, science journals, poems, lyrics, blogs, etc.)

Course Learning Objectives for Afri 323

The following outlines how students in this class will meet all of the Ethics and Social Responsibility objectives, including the Skilled and Applied Learning Objectives that pertain to Ethics and Social Responsibility courses, and most of the Foundational Studies objectives.

Content Objectives

By the end of this course, students will have...

- Gained an understanding of the relationship between people's assumptions about race and the customs, policies, and legal decisions that emerge from those assumptions by analyzing historical documents related to key moments in U.S. History that expose race-based assumptions [Ethics and Social Responsibility Objectives (ESRO) 1,2 and 4; Foundational Studies Objectives (FSO) 8]
- Examined the variation in people's experiences based on racial, class, and gendered backgrounds in the United States. While the course is focused on the experiences of African American men and women, a significant amount of material is related to "white" people as a way to better contextualize assumptions about race. By examining people's varied experiences in the United States, students will be understand that people's actions, while related to assumptions about race, are rarely if ever a monolithic expressions based on their racial background are dependent upon the interplay between the larger context and their own personal experiences. [ESRO 1, 2, 3, 4; FSO 2, 6, 7, 8]

- Gained some comprehension of the ways in which societal institutions are organized around assumptions about race. The course asks students to analyze the ways in which local custom, government policies, and federal law influence the ways in which they, as citizens of the society that is governed by these forces, are influenced by the assumptions about race embedded in them. [ERSO 1, 2,4; FSO 3, 5, 8]

Skill Objectives

By the end of this course, students will have been given...

- **the opportunity to apply what they have learned to real world scenarios** by conducting oral interviews with people (including themselves) who engage in race-based practices students will analyze the assumptions upon which the practice is based and develop a new set of assumptions upon which the race-based practice might change. For example, during the week we read about racial profiling, part of the “New Jim Crow” phenomenon, students will be asked to talk about the assumptions we all engage in upon observing a “stranger’s” behavior, what those assumptions are based upon, how they frame the types of interaction we engage in, whether those assumptions are detrimental to the people involved, and what would have to happen to change the ways in which people’s behavior is viewed. [SLO-ERSO 1, 3; FSO 1, 2, 5, 7, 8]
- **opportunities for experiential learning and community engagement;** students will be asked to conduct oral interviews with their friends, family members, and interview themselves (or have someone interview them) about their family’s histories. The interviews will become a “primary source,” similar to the historical documents they read throughout the semester. They will be asked to apply the same types of analysis to the oral interview as they do with the historical documents used in class, seeking to uncover the assumptions upon which decisions are based. [SLO-ERSO 2, 3; FSO 1, 2, 5, 8, 9]
- **the opportunity to identify and solve problems;** in addition to reading historical documents and conducting oral interviews, students will read *The Mis-Education of the Negro* and analyze Carter Woodson’s arguments about the educational system. Students will be encouraged to think about the structural and societal pressures that created the educational system in its various forms, how it affected the students who went through the system, along with current statistics regarding gender and race-based patterns not only in education but in subsequent housing and employment patterns as well. [SLO-ERSO 3, 4; FSO 1, 3, 4, 5, 6, 7, 8, 10]
- **opportunities to critically read and analyze text-based materials beyond textbooks** In addition to the novel and textbooks, students will analyze historical sources for each class period. They will read “un-interpreted” documents and will be asked both in class and in written assignments to think critically about the reasons why people made the decisions they did, about the context surrounding those decisions, about the assumptions about race embedded in the decisions, and about their impact. As part of oral interview projects, students will be asked to incorporate non-print material (blogs, websites, etc.) as a way to tap into “current” opinion on the race-based practices they are examining. [SLO-ERSO 4; FSO 2, 6, 7, 8]

Attendance and participation: *Regular attendance is a pre-requisite for succeeding in this course and is an essential responsibility of all students in the class.* You are expected to attend every class, to come to class prepared to discuss the material you have read, and to participate fully in any class activities and discussions. Aside from consideration for the instructor and fellow classmates, attendance allows you the opportunity to maximize your learning potential while missing class puts you at a disadvantage. For example, many points I will discuss in lecture are not included in the text. I will take attendance daily. You are allowed 3 absences. If you are absent more than 3 times for ANY reason (doctor’s appointments, illnesses, family emergencies, etc.) I will deduct 5 points for each absence over 3 from your final grade. There are no “excused” absences in this class beyond the 3 “freebies” I allow. **THE LECTURES ARE A CENTRAL FORM OF “HOMEWORK”.** THEY SHOULD NOT BE MISSED.

Course Policies: Make sure to do the reading each week, keep up with the study guides, and turn everything in by the deadline. Also, please be respectful of yourself, your classmates, and me. Please disagree with each other; disagreement creates the best discussions but, when you do, listen openly and learn from each other’s points of view.

I do not accept work late or offer make up exams. Keep to the deadlines! (You’ll thank me for this later) I will not accept assignments that are e-mailed or faxed.

Do not plagiarize (see the guidelines below). In practical terms, do not copy information directly from the book or from each other. If you plagiarize, it will trigger disciplinary action as stipulated in the Student Code of Conduct. See below for more information.

Laptops are NOT permitted (see official statement below).

Turn your cell phones off when you arrive for class. I do not allow phone calls or text messaging in class. As with laptops, if your phone goes off continually or if I see that you're texting, I will ask you to leave and you will be counted absent for the day.

For Students with Disabilities: Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, please notify your instructor immediately. Look for evacuation procedures posted in your classroom.

Laptop Usage Policy: Laptops are NOT permitted: failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

Academic Integrity: Academic integrity is a cornerstone of academic life. As stated on ISU's website (<http://www.indstate.edu/academicintegrity>): "All students are expected to maintain professional behavior, which includes the highest standard of integrity and honesty." Students are encouraged to visit this site for guidelines on academic integrity and plagiarism. The penalty for academic dishonesty, including plagiarism, can include a failing grade on the assignment, a failing grade in the class, and/or referral to Student Judicial Programs. Academic dishonesty includes, but is not limited to:

1. Plagiarism.
2. Cheating.
3. Fraud.
4. Using another person's material as one's own.
5. Knowingly allowing another person to use one's own work as their own.

If a student enrolled in this course engages in any form of academic dishonesty, he or she will fail the course and the incident will be reported to the Chair of the History Department, the Dean of Students, and to the Student Judicial Program. For more information, please see the Student Code of Conduct available on the web at: <http://www.indstate.edu/academicintegrity/studentguide.pdf> .

Academic Freedom: "Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." The preceding comes from the American Association of University Professors' statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty. See the following link for an extended discussion of academic freedom <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

COURSE OUTLINE AND READING ASSIGNMENTS:

Below is our schedule. Make sure to come to class each week having already completed the reading and assignments for the week.

Course Outline and Reading Assignments: Be prepared for class each Tuesday and Thursday by having done the reading PRIOR to class on Tuesday. We will be reading approximately 50-80 pages/week, sometimes more. Make sure to begin reading *The Mis-Education of the Negro* right away.

1. Week of August 19: Introductions: What's going to happen in class for the next 16 weeks?

Discussion: What are your assumptions about African-American history, about "racism"?

Read and listen to the interview with Nell Irvin Painter on the course website

Watch in class: Stephen Colbert's interview w/Nell Irvin Painter about "the history of white people" (5 min--on course website)

2. Week of August 26: Slavery

Read *To Make Our World Anew* (MWA), "Preface to Volume Two"

Read map 21 "The Native American Slave Trade ..."

Read the following historical document on the course website: Douglass, "Whipping Slaves"

In-class lecture and discussion: The Planter Class: John Henry Hammond

Quiz #1

3. Week of Sept 2: The Civil War

Read map 48 "The Cotton Kingdom"

Read the following document on the course website: William Summerson, "Fleeing to Union Lines"

Lecture: The Civil War, Was it about Slavery?

List of Family Members (3) You Will Interview for the Oral Interview Project Due

Quiz #2

4. Week of Sept 9: Reconstruction

Read map 76 "Establishment of Black Colleges and Universities in the South during Reconstruction"

Read map 80 "Southern White Resistance to Reconstruction"

Read document "A Letter to My Old Master" (on course website)

Lecture: Reconstruction: Promises Lost

Watch in class: segments of the PBS documentary on *Reconstruction*

Exam #1

5. Week of Sept 16: Jim Crow Segregation

Read MWA, ch. 1 "Though Justice Sleeps"

Read map 89 "Plessy v. Ferguson and the Rise of Jim Crow Laws in the South"

Read document Pauli Murray, "Jim Crow Signs" (on course website)

Lecture: The White South "Redeems" Itself: Jim Crow

Interview Questions from three of your family members and yourself due

Quiz #3

6. Week of Sep 23: Ida B. Wells and Anti-Lynching Campaigns

Read *Southern Horrors*, Part Two, first section "Southern Horrors: Lynch Law in All Its Phases"

Lecture: Systemic Analysis as Wells Applied it to Lynching

In Class: How to Read (and NOT to read) Historical Documents

Quiz #4

7. Week of Sept 30: DEBATE: Leave? Accommodate? Protest?

Read documents by Henry McNeal Turner, Booker T. Washington, John Hope and WEB DuBois (on course website)

Lecture/Discussion: Art Essay, "What is Africa to Me"

Read map 87 "The African American Population in the U.S. (1890)"

Read map 91 "The Rise of the NAACP"

Read map 92 "The Rise of the National Urban League"

Exam #2

8. Week of Oct 7: World War I, the Great Migration, and the "New Negro"

Read MWA, "A Chance to Make Good"

Read documents by WEB DuBois, Zora Neale Hurston, and Alain Locke (on course website)

Read map 9 "The Black Exodus: The Great Migration"

Lecture: The Significance of the Great Migration

Quiz #5

9. Week of Oct 14: The Great Migration and its Impact

Read excerpts from *The Warmth of Other Suns*

Lecture: Jazz, Blues, the Harlem Renaissance

Your Interviews Due

10. Week of Oct 21 : The Great Depression

Read MWA ch 8 "From Raw Deal to a New Deal"

Read documents by Mary McLeod Bethune and Roy Wilkins (on course website)

Begin reading (first half) of *The Mis-Education of the Negro*

Lecture: Presidential Power: FDR, His Critics, His Supporters

Quiz #6

11. Week of Oct 28: World War II

Read map 107 "Race Riots in American Cities During WWII"

Finish *The Mis-Education of the Negro*

Lecture: Rosies and the Tuskegee Airmen

Exam #3

12. Week of Nov 4: The Early Years of the Civil Rights Movement

Read MWA ch 4 "We Changed the World"

Read documents by Rosa Parks and Elizabeth Eckford (on course website)

Lecture/Discussion: Preparing for Lunch Counter Sit-Ins

Quiz #7

13: Week of Nov 11: The 1960s

Read map 118 "African American Voter Registration in the South"

Read map 124 "Major Events of the Civil Rights Movement"

Watch in class: *At the River I Stand*

Lecture/Discussion: MLK After 1965

Quiz #8

14. Week of Nov 18: THANKSGIVING (No Class)

15. Week of Nov 25: Vietnam and the 1970s

Read MWA ch 5 “Into the Fire”

Read Forward through Ch. 9 (pp. 1-66) of *The Mis-Education of the Negro*

Lecture: Combat in Vietnam, an “Equalizer?”

Watch in class: Henry Louis Gates’ “African American Lives 2”

16. Week of Dec 2: : “The New Jim Crow” and the “Mis-Education of the Negro”

Read the rest of *The Mis-Education of the Negro*

Read selections from *The New Jim Crow* (on course website)

Lecture/Discussion: Civil Rights in the 1980s? Where are we today with regard to “the color line”?

17. Week of Dec 9: Finals Week: **Papers due** no later than 10:00 a.m., Thursday, December 12th

Grading:

Quizzes (8 at 50 points each)	=400 points
Exams (3 at 100 points each)	=300 points
Oral Interview Project (100 pts) and Final Paper (100 pts)	=200 points
Participation	=100 points

There are 1000 points possible in the course. Your final grade will be assigned based on how many points you earn out of 1000; your letter grade will be determined as follows:

By the end of the semester you will have accumulated between 0 and 1000 points. I will figure your final grade according to the following scale:

A	94-100% (940+)
A-	90-93% (900-939)
B+	87-89% (870-899)
B	84-86% (840-869)
B-	80-83% (800-839)
C+	77-79% (770-799)
C	76-74% (740-769)
C-	70-73% (700-739)
D+	67-69% (670-699)
D	64-66% (640-669)
D-	60-63% (600-639)
F	59% and below (599 and below)