

Syllabus
HIST 153: African-American History
Victor Valley College
Spring 2019

Tue/Thu, 11:10 AM – 12:35 PM
Building 54 (Performing Arts), Room 212
Section #: 70437
Units: 3.00

Instructor: Lauren J. Golder
Instructor Email: lauren.golder@vvc.edu
Office Hours: by appointment

Course Description

This course is a political, social and cultural examination of the African American experience in the United States from the colonial era to the present day. We will critically examine the African American contribution to the development of the United States, and will also examine some of the many factors that contribute to the unique position of African Americans in this country.

Some of the specific topics covered will include African antecedents, colonial and antebellum slavery, the abolitionist movement, the free black experience, the Civil War, emancipation, Jim Crow segregation, racial violence, the civil rights movement, popular culture, and the role of race in contemporary politics. Ultimately student should gain an understanding of how America's history of enslavement and segregation has shaped political life in the twenty-first century.

Prerequisite

It is recommended that students successfully complete a minimum of English 45 before enrolling in this course.

Textbook

Please purchase or rent a copy of the course textbook (available at the Rams Bookstore and online):

White, Deborah Gray, et.al.. *Freedom on My Mind: A History of African Americans with Documents*, 2nd ed. New York: MacMillan, 2017, ISBN: 1319021336.

Reading is crucial to understanding the events and ideas of the history we're studying this semester. Each week you will be assigned 30-50 pages of reading from the textbook and other sources.

I strongly suggest you be an active reader by doing the following:

- Look for and keep track of main ideas (often in topic sentences) as you go
- Ask questions as you read (e.g., What's the author's point in each paragraph? How does a particular example the author uses relate to her or his main ideas?)
- Take notes as you read
- When finished reading, summarize in writing the key points. Writing a summary of key events, ideas, and points is the best way to learn them—and your summary provides a handy way to review later.

Course Goals

- Students will gain a better understanding of the history of race in the United States. Students will have a foundation of knowledge for understanding racial politics and issues in the present day, and be able to answer the question of “how did we get to this point?”
- Students will develop academic writing skills.
- Students will learn how to locate and critically evaluate sources.
- Students will learn how to “think like a historian” and apply historical thinking to contemporary issues.

Student Learning Outcomes

- Students will develop analytical skills in relation to historical time period, cause and effect with an emphasis on the African American experience in the United States.
- Students will be able to identify and discuss transformational people, institutions, and events that have been the basis for African American political, economic, social, and intellectual development in the United States from pre-colonization to the present.
- Students will be able to analyze how the issue of race impacted the political, social and economic development of the African American communities in the United States.

Assignments and Grading Policy

- **Participation:** You are expected to attend and participate in each class meeting. Participation includes thoughtful questions and insightful comments during discussion, all conveyed with civility and respect for others. Attendance will be included in your participation grade (see “Attendance Policy,” p. 6). Your participation grade will also include small in-class quizzes and writing assignments. Your lowest quiz grade will be dropped at the end of the course.
- **Annotated Bibliography (due March 14):** For this assignment, you will chose a historical issue or debate relevant to the course and create an annotated bibliography, which consists of a list of citations to books, articles, and documents, as well as a descriptive paragraph for each. You will receive additional information about this project during the semester.
- **Midterm Exam (April 4):** This exam will consist of multiple choice, short answer, and essay questions, and will cover material from the first half of the course.
- **Analytical Essay (due May 16):** For this assignment, you will be required to write a 5-6 page (1,200-1,500 words) essay on an important issue or debate in African American history. You will receive additional information about this project during the semester.
- **Final Exam (June 6):** This exam will consist of multiple choice, short answer, and essay questions, and will cover material from the entire course.

Your course grade will be based on the following:

Participation	10%
Annotated Bibliography	20%
Analytical Essay	20%
Midterm Exam	25%
Final Exam	25%

Grading Scale:	
A	90-100
B	80-89
C	70-79
D	60-69
F	0-60

Course Schedule and Reading Assignments

Read the listed text(s) before coming to class for that day. The schedule is subject to change at the instructor's discretion; any changes will be announced in class and/or over email. When there are multiple readings, please read them in the order listed.

“White” refers to the textbook *Freedom on My Mind*, authored by Deborah Gray White.

Week One: Origins

Tuesday, February 12

Thursday, February 14

White, Chapter 1, “From Africa to America,” p. 2-36

(this chapter will also be available on Blackboard)

Week Two: The Colonial Period

Tuesday, February 19

White, Chapter 2, “African Slavery in North America,” p. 46-77

Thursday, February 21

White, p. 78-85

White, p. xxvii-xxxi

Week Three: The Age of Revolution

Tuesday, February 26

White, Chapter 3, “African Americans in the Age of Revolution,” p. 88-120

Thursday, February 28

White, p. 121-127

Thomas Jefferson, “Notes on the State of Virginia” (Blackboard)

Week Four: Chattel Slavery

Tuesday, March 5

White, Chapter 4, “Slavery and Freedom in the New Republic,” p. 130-161

Thursday, March 7

David Walker, “Appeal to the Coloured Citizens of the World” (Blackboard)

White, 162-165

Week Five: Challenges to Slavery

Tuesday, March 12

White, Chapter 5, “Black Life in the Slave South,” p. 172-205

Thursday, March 14 – **Annotated Bibliography DUE** via Blackboard at 5:00pm

The Statement of Nat Turner (Blackboard)

Week Six: The Pre-Civil War Period

Tuesday, March 19

White, Chapter 6, “The Northern Black Freedom Struggle and the Coming of the Civil War,” p. 214-247

Thursday, March 21

White, p. 248-257

Week Seven: The Civil War

Tuesday, March 26

White, Chapter 7, "Freedom Rising: The Civil War," p. 260-287
Thursday, March 28
Alexander H. Stephens, "Corner Stone Speech" (Blackboard)
White, p. 288-295

Week Eight: Reconstruction

Tuesday, April 2
White, Chapter 8, "Reconstruction," p. 298-332
Thursday, April 4 - **MIDTERM EXAM**

SPRING BREAK April 8-12, **NO CLASS**

Week Nine: Post-Reconstruction

Tuesday, April 16
White, Chapter 9, "Black Life and Culture during the Nadir," p. 342-377
Thursday, April 18
Ida B. Wells-Barnett, excerpt from National Negro Conference Speech (Blackboard)
White, 378-387

Week Ten: The "New Negro"

Tuesday, April 23
White, Chapter 10, "The New Negro Comes of Age," p. 390-427
Thursday, April 25
White, 428-435
Marcus Garvey, "Declaration of the Rights of the Negro People of the World" (Blackboard)

Week Eleven: WWII Era

Tuesday, April 30
White, Chapter 11: Fighting for a Double Victory in the WWII Era," p. 438-466
Thursday, May 2
White, 467-475
Bayard Rustin, "Jim Crow Army"
https://www.blackpast.org/major_speeches/1948-bayard-rustin-jim-crow-army/

Week Twelve: The Civil Rights Movement

Tuesday, May 7 – **Draft of Analytical Essay due IN CLASS**
White, Chapter 12, "The Early Civil Rights Movement," p. 480-514
***Peer review of analytical essay, bring printed draft to class
Thursday, May 9
Martin Luther King, "Letter from a Birmingham City Jail (Excerpts)"
<http://teachingamericanhistory.org/library/document/letter-from-birmingham-city-jail-excerpts/>
Fannie Lou Hamer, "The Special Plight and Role of Black Women" (Blackboard)
SNCC Position Paper, "Women in the Movement" (Blackboard)

Week Thirteen: Civil Rights to Black Power

Tuesday, May 14
White, Chapter 13, "Multiple Meanings of Freedom," 524-556
Thursday, May 16 – **Analytical Essay DUE** via Blackboard at 5:00pm
White, 557-566

Week Fourteen: US Racial Policies After the 1960s

Tuesday, May 21

White, Chapter 14, “Radical Progress in an Era of Backlash and Change,” p. 570-602

Thursday, May 23

White, 603-611

Week Fifteen: The Present and Future of Race in the United States

Tuesday, May 28

White, Chapter 15, “African Americans and the New Century,” 614-652

Thursday, May 30

White, 653-668

Week Sixteen: Review

Tuesday, June 4

In-class exam review session, bring questions

Thursday, June 6 - **FINAL EXAM**

Course Policies

Attendance Policy

I care about whether you come to class and the role you play in it; our class will be most rewarding if you attend regularly and if you are an active student. I expect you to come on time, to listen, and to participate. After three absences, the participation part of your grade will decrease one point (1% of final grade) for each additional absence; if you have a long-term health issue or any kind of emergency that is going to keep you out for two class sessions or more in a row, be in touch so we can work out alternate arrangements. When you miss class, contact a classmate, and then come to me with questions about the reading or things you'd like to discuss.

Late Work Policy

For each day an assignment is late, your grade for that assignment will be lowered by three percentage points. If you have special circumstances that will cause you to turn in an assignment late, please talk to me as soon as possible.

Academic Integrity

The term “cheating” includes, but is not limited to:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations.
- Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, or acquisition, without permission, of tests or other academic material belonging to a member of the VVC faculty or staff.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined below.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Because VVC is an institution of higher learning, plagiarism and cheating offenses are taken very seriously. A verbal warning may/or may not be issued prior to a disciplinary action. Disciplinary actions may include, short-term or long-term suspension and/or expulsion. The

instructor maintains the right to give a verbal warning; give the plagiarized or cheated work a zero or an “F”; or report the student for further disciplinary action (see aforementioned actions).

Withdrawal Policy

A student may drop or withdraw (or be dropped by an instructor), before the 44% point (3/30/19) of the completion of the class. Students may not drop or be dropped after this point, and instructors must issue a grade beyond this point. A student who drops a class (or who is dropped by an instructor) on or prior to 20% of the course (2/25/19) will have no record of that class on their permanent transcript, although they may still be responsible for payment of fees. Drops that occur after 20% of the course, and on or before 44% of a course, will result in a W symbol being entered. Students may be dropped for lack of attendance or for ‘good cause’ as defined in the Education Code, Article 3, Sect. 76033.

Last day to drop without receiving a “W”: 2/24/19

Last day to drop and receive a “W”: 3/30/19

Technology Policy

I understand that some of you may learn better by taking notes on a laptop or other device. I ask that you use these devices in a way that is mindful of other students so as not to create a distraction in class (e.g. no watching videos, online shopping, social media, etc.). If your eyes are glued to a device and it seems like you are not engaged in class activities, I will ask you to put the device away.

Gender Pronouns

All people deserve to be addressed in accordance with their identity, ranging from preferring a nickname to your gender pronouns. Students are encouraged to notify me of their gender pronouns so I can address you correctly (she, he, they, ze, etc.), especially if you have reason to believe I may refer to you by the incorrect pronoun. I use she/her/hers pronouns.

Children in Class

I understand that some of you are parents, and I do not want you to have to choose between caring for your children and attending class. If for some reason you cannot secure childcare for a particular class session, you are welcome to bring your child to class with you on occasion. You will be responsible for the behavior of your child on campus.

Statement of Access

Students with special needs are encouraged to meet with instructors to discuss the opportunity for academic accommodation and referral to Accessibility Coordination Center and Educational Support Services (ACCESS) per Administrative Procedure (AP 3440).

VVC Spring Calendar

Spring Term Begins	February 11
Presidents Day Lincoln (college closed)	February 15
College Closed (no classes)	February 16
Presidents Day Washington	February 18
Spring Break (no classes-offices open)	April 8 – 12
College Closed (no classes)	April 13
Spring Break Holiday (college closed)	April 19
College Closed (no classes)	April 20
Memorial Day Holiday (college closed)	May 27
Commencement	June 7
Spring Semester Ends	June 8
Sixteen (16) week term	February 11 – June 8
Off-Campus Twelve (12) week term	February 11 – May 10
First Twelve (12) week term	February 11 – May 11
Second Twelve (12) week term	March 11 – June 8
First Eight (8) week term	February 11 – April 6
Second Eight (8) week term	April 15 – June 8