

## History of the African American People since 1877

HIST 260

Fall 2021

Huntley 323

T/R 9:45 AM – 11:15 AM

Instructor: Professor Nneka D. Dennie

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Office Hours: Tuesdays and Thursdays 2:00 PM – 3:00 PM and by appointment

Office Number: Newcomb 221

### Course Description

This course is an introduction to African American history from Reconstruction to Black Power. Drawing on primary and secondary sources including essays, interviews, speeches, newspaper articles, and more, students will learn how to engage in historical analysis. Key topics for consideration include Black organizing, Black intellectual thought, and Black radicalism. Specific attention will be devoted to Black women's experiences and Black women's activism. Of particular significance will be Black people's ongoing efforts to critique the limits of American democracy, claim their freedom, and exercise the rights of citizenship.

### Learning Objectives

- Summarize how anti-Black racism and Black activism have impacted United States history from the nineteenth to twentieth centuries
- Identify major figures, laws, and ideologies in African American history and explain their significance
- Analyze the relationships between race, gender, and class
- Apply historical modes of analysis to the study of Black people in the United States
- Synthesize primary and secondary sources about African American history
- Develop familiarity with archival research methods

### Required Texts

- John Hope Franklin and Evelyn Brooks Higginbotham, *From Slavery to Freedom: A History of African Americans*, 9<sup>th</sup> edition (2011). **The 2011 version of this book is the one that is required for this class. You do not need to purchase the more recent (and more expensive) 10<sup>th</sup> edition released in 2020.**

The required text is available at the college bookstore. All other readings will be available through Canvas or as e-books on the library website. To access Canvas, go to <http://canvas.wlu.edu>. Films will occasionally be required. While some will be available on YouTube, you may occasionally need to watch it through a paid service (i.e. Netflix or rent it on Amazon Prime for \$3.99). Films are marked with an asterisk (\*) on the reading schedule.

## Academic Misconduct

All students are expected to abide by the Honor System. Instances of academic misconduct may result in failing the assignment. Academic misconduct includes but is not limited to: aiding and abetting academic misconduct; cheating; fabrication; plagiarism; and violating ethical or professional standards. For further information, see <https://my.wlu.edu/executive-committee/the-honor-system/plagiarism/plagiarism-pamphlet>.

## Disability Resources

I am committed to ensuring equitable access to course content for all students. Reasonable accommodations are available for students with disabilities. Contact Lauren Kozak, Title IX Coordinator and Director of Disability Resources, at [kozakl@wlu.edu](mailto:kozakl@wlu.edu) or 540-458-4055 to confidentially discuss your individual needs and the accommodation process. More information can be found at <https://www.wlu.edu/disability-accommodations/undergraduate-accommodations>.

If you have already been approved for accommodations, please meet with me within the first two weeks of the term so we can develop an implementation plan together. It is important to meet as early in the term as possible; this will ensure that your accommodations are implemented early on. If you have accommodations for test-taking, please remember that arrangements must be made at least a week before the date of the test or exam.

## Community Health Expectations

Our collective responsibility as a University community in the face of COVID-19 applies equally to students, faculty, staff, and members of the Lexington and Rockbridge County community. Specifically, our responsibilities with respect to classroom behavior are as follows:

- **Masks (or face shields where approved) *must be worn over your mouth and nose*** in the classroom at all times while our local area is considered a substantial or high transmission area by the CDC. You will be asked to leave the building if you do not comply. Please go here (<https://my.wlu.edu/covid-19-resources>) to find the latest university masking requirements.
- **DO NOT attend class or other in-person course meetings if you are sick.** Anyone with new onset of possible symptoms of COVID-19 should stay home in their residence hall room or apartment and call the Student Health Center for COVID-19 testing and evaluation (540-458-8401).
- **Any student placed in isolation due to COVID-19 illness, or any unvaccinated student placed into quarantine due to COVID-19 exposure, must be cleared by a Student Health Center official or a designated Campus Official before returning to class.** It is the responsibility of the student to communicate with faculty about how they can keep up with their studies and make up missed work.

## **Attendance Policy**

Class attendance is mandatory. Material that we cover in class, including lectures, small-group discussions, and in-class assignments will be essential to developing a comprehensive understanding of African American history. However, due to the unpredictability of the ongoing COVID-19 pandemic, we will need to be flexible. In the event that you will miss class, please email me in advance so that I can plan accordingly. I encourage you to prioritize your health and do not expect you to attend class if you are ill, whether it is from the coronavirus, a chronic illness, or simply the common cold. I do not require a doctor's note and will take you at your word if you are sick. In turn, I trust that you will attend our classes if you are well enough to do so. Tardiness and repeated absences for reasons other than illness or emergencies will affect your daily class participation grade. A student who is absent from more than one-fourth of the course meetings (six classes) may receive a zero for class participation.

## **Instructor Communication**

I look forward to working with you throughout the semester to ensure that you have a fulfilling learning experience. I will hold drop-in office hours twice a week and you are more than welcome to stop by. I encourage students to speak to me during office hours about any questions or concerns regarding the course. You can make an appointment for office hours at <https://calendly.com/nnekadennie>.

Please consult the syllabus, Canvas, and your classmates prior to sending emails about class procedures and requirements. If we have not resolved your issue after exchanging three emails, meet with me during office hours. I will respond to emails within three business days. This includes emails sent after 5 PM on weeknights or any time on weekends. I will not answer last minute questions via email the night before an assignment is due.

## **Evaluation of Students**

Class Participation (15%)  
Discussion Board Posts (25%)  
Archival Research Analysis (15%)  
Two In-Class Quizzes (20%)  
Final Exam (25%)

### Class Participation (15%)

All students are expected to contribute to discussion consistently. Students will receive a participation grade for each class. A rubric is available on the handout titled "Class Participation Guidelines" on Canvas. Participation can take various forms, like asking questions, agreeing or disagreeing with classmates during whole-group discussions, or offering your opinion in small group discussions. You may also tweet during class for participation points using **#hist260f21**. Your tweets must be public for me to see them. Feel free to make a separate Twitter account specifically for class if you want your existing account to remain private.

### Discussion Board Posts (25%)

Throughout the semester, write five discussion board posts about the assigned readings and five responses to classmates. You may choose which days you would like to write a post or a response. Each post should be approximately 200-250 words long and each response should be approximately 100-150 words. Discussion board posts are due by **9 AM the day before we are scheduled to discuss the readings as a class**. Responses are due by **9 AM on the day of class**. For example, if you are writing a post about Tuesday's readings, you must turn it in by 9:00 AM on Monday morning and responses must be submitted by 9 AM on Tuesday. I will monitor the discussion board, but will not participate. Late discussion board posts/responses will not be accepted. Please refer to the Discussion Board Guidelines document on Canvas for further information.

### Archival Research Analysis (15%)

The Special Collections and Archives Department has compiled a digital collection of primary sources about African American history at W&L, in Lexington, and in Rockbridge County. The list of documents with links to each source is available on Canvas. Browse through the documents and select **one** source using the Archival Document Sign-Up Sheet on Canvas. Each student needs to choose a different primary source. Write a 2-3 page paper analyzing the document. This essay is due on Canvas by 5:00 PM on **Friday, October 1**. Additional instructions are available on Canvas in the Archival Research Assignment document.

### Two In-Class Quizzes (20%)

There will be two short in-class quizzes, each worth 10% of your final course grade, on **Thursday, October 21** and **Thursday, November 18**. Quizzes will assess your understanding of the readings and the concepts we discuss in class. Quizzes will cover lectures, discussions, and assigned readings. Each quiz will take approximately 20 minutes.

### Final Exam (25%)

The final will be an open-book, open-note exam comprised of identifications/short answers and essays. You must work independently and are not permitted to consult others about material on the exam. The final will be self-scheduled.

### Extra Credit

Extra credit will be available until the last day of class by writing a maximum of two response papers to campus or community events related to African American history. All of the events that are part of the year-long Africana Studies lecture/event series are eligible for extra credit, as well as other events on a case-by-case basis. In a 250-300 word paper, describe the event and connect it to themes we examine in this course. Extra credit must be submitted no more than a week after your event occurs. Successful completion of an extra credit assignment will raise one of your quiz grades by 1/3 of a letter grade.

## Grading Scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	0-59
B	83-86	C-	70-72		

## Late Policy and Extensions

Late submissions will be penalized by 1/3 of a letter grade per day (i.e. A- becomes B+ after one day; A- becomes B after two days). Everyone is permitted to use a maximum of one extension for the primary source analysis or final exam. If requesting an extension, you must do so at least 48 hours in advance of the deadline. If you will miss an in-class quiz, you must notify me at least 48 hours in advance so that we can schedule a time for you to take it within a week of the original quiz date. Due to the COVID-19 pandemic, an additional extension will be available under extenuating circumstances only (i.e. illness or emergency). Extensions will not be available for discussion board posts.

I reserve the right to edit this syllabus. In the event of any changes, I will notify you in a timely manner.

## READING SCHEDULE

### Week 1: Welcome and Introduction

September 9

- No readings required

### Week 2: Black Lexington

September 14

- Visit the on-campus historical marker for enslaved peoples between Robinson and Tucker Halls
- Thavolia Glymph, *Time Longer Than Rope: A Century of African American Activism, 1850-1950*, "Liberty Dearly Bought: The Making of Civil War Memory in Afro-American Communities in the South," pg. 111-130

September 16

*Class will meet at Liberty Hall Ruins (by the athletic fields) for a walking tour of Liberty Hall Plantation. I recommend wearing close-toed, comfortable shoes for a brief tour stop in the woods.*

- Watch [Slavery by Another Name](#)\*

### Week 3: The Nadir

September 21

- FSTF Chapter 12, “The Color Line,” pg. 260-286

September 23

- Ida B. Wells, “[Lynch Law in All its Phases](#)”
- Mary Church Terrell, “[Lynching from a Negro’s Point of View](#)”
- Listen to any 2 of the following versions of “Strange Fruit” (YouTube)\*
  - Billie Holiday
  - Nina Simone
  - Bettye LaVette

### Week 4: Racial Uplift

September 28

- FSTF Chapter 13, “The Era of Self-Help,” pg. 287-326
- W.E.B. Du Bois, *Souls of Black Folk*, “[The Talented Tenth](#)”

September 30

- Frances Harper, “[Woman’s Political Future](#)”
- Anna Julia Cooper, *A Voice from the South*, “[Womanhood: A Vital Element in the Regeneration and Progress of a Race](#),” pg. 9-45

October 1 – PRIMARY SOURCE ANALYSIS DUE BY 5 PM ON CANVAS

### Week 5: Black Organizations: The NAACP, UNIA, and CPUSA

October 5

- FSTF Chapter 15, “Voices of Protest,” pg. 351-379
- Amy Jacques Garvey, “[Women as Leaders](#)”

October 7

- FSTF Chapter 17, “The New Deal Era,” pg. 433-440
- Hosea Hudson, excerpts from *Narrative of Hosea Hudson*
- Claudia Jones, “[An End to the Neglect of the Problems of the Negro Woman](#)”

## Week 6: W&L Museums

October 12

*Class will meet at the Reeves Gallery*

- No readings required

October 14 – Reading Day; No Class

## Week 7: The New Negro Movement

October 19

- FSTF Chapter 16, “The Arts at Home and Abroad,” pg. 380-416
- Alain Locke, “The New Negro”

October 21 – IN CLASS QUIZ TODAY

- George Schuyler, “[The Negro Art Hokum](#)”
- Langston Hughes, “[The Negro Artist and the Racial Mountain](#)”
- W.E.B. Du Bois, “[Criteria of Negro Art](#)”

## Week 8: Race and the New Deal

October 26

- FSTF Chapter 17, “The New Deal Era,” pg. 417-433
- Ira Katznelson, *When Affirmative Action was White: An Untold History of Racial Inequality in Twentieth-Century America*, Chapter 2: Welfare in Black and White, pg. 25-41

October 28

- Katznelson, Chapter 2, pg. 41-54
- Katznelson, Chapter 5, “White Veterans Only,” pg. 113-141

## Week 9: African Americans and World War II

November 2 – Election Day; Class cancelled

*Class is cancelled in order to provide eligible voters sufficient time to exercise their right to participate in our democracy. If you are able, I encourage you to go vote!*

November 4

- FSTF Chapter 18, “Double V for Victory,” pg. 449-472
- James G. Thompson, “[Should I Sacrifice to Live ‘Half American?’](#)”

- Claudia Jones, “[Lift Every Voice – for Victory](#)”
- Memorial Hall Museum Online, listen to [Ray Elliot Interview](#)

#### Week 10: The Civil Rights Movement

November 9

- FSTF Chapter 20, “We Shall Overcome,” pg. 510-548
- Martin Luther King, Jr., “[Letter from Birmingham Jail](#)”

November 11

- Danielle L. McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance—A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*, Prologue, pg. xv-xx
- McGuire, Chapter 1, “They’d Kill Me if I Told,” 1-18
- McGuire, Chapter 6, “A Black Woman’s Body was Never Hers Alone,” pg. 156-173
- Listen to Mississippi Goddam by Nina Simone (YouTube)\*

#### Week 11: The Civil Rights Movement, cont.

November 16

- Bayard Rustin Interview, “What It Was Like to be Gay in the Civil Rights Movement”
- Barbara Ransby, *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*, Introduction and Chapter 6: “The Preacher and the Organizer: The Politics of Leadership in the Early Civil Rights Movement,” pg. 18-26, 147-171 (e-book on library website)

November 18 – IN-CLASS QUIZ TODAY

- Listen to Martin Luther King, Jr., “[The Other America](#)” (YouTube)\*

#### Week 12: Thanksgiving Break

*Enjoy your break!*

#### Week 13: Black Power

November 30

- FSTF Chapter 21: “Black Power,” pg. 549-579
- Listen to Malcolm X, “[The Ballot of the Bullet](#)” (YouTube)\*

December 2

- [Black Panther Party for Self Defense Ten-Point Program](#)



- Elaine Brown, *A Taste of Power: A Black Woman's Story*, "A Woman's Revolution," pg. 356-371
- Ashley Farmer, *Remaking Black Power: How Black Women Transformed an Era*, Chapter 2: "The Black Revolutionary Woman, 1966-1975," pg. 50-92

#### Week 14: Wrap Up

December 7

- Watch *I am Not Your Negro* (Netflix)\*

December 9

- No readings required