HIS 150 - African American History and People
Fall 2009 – East Campus
Darryl E. Graham, Instructor
CRN: 15049
Location: E4-408; Time: T/Th. 8:40 – 9:55AM
Office Hours: M/W 8:45-9:45AM; T/Th 2:30 – 3:30PM
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Course Description:

This course provides the student with an introductory survey of African-American history from the colonial period to the present. The scope of this course includes an analysis of concepts of identity, double consciousness, culture and arts, and political protest.

This is a reading-intensive course. It is essential that students understand that a three-credit college transfer course requires a minimum of nine hours of weekly preparation and review. I will expect students to review all materials required for this course. The exams will cover the required readings, films, and library exercises. During the first week of class, I will distribute relevant questions pertaining to the reserved readings and in-class films.
Course Examinations:

Students must complete THREE EXAMS. Students will complete all three exams on campus as per the following schedule.

EXAM #1: Thursday, September 24th
This exam will review the following:

1. Becoming African American
2. Middle Passage
3. Black People in Colonial North America
4. Rising Expectations: African Americans and the Struggle for Independence
5. African Americans in the New Nation
6. Life in the Cotton Kingdom

Exam #2: Thursday, October 22nd

This exam will review the following:

1. The Black People in Antebellum America
2. Opposition to Slavery
3. Let Your Motto Be Resistance
4. “And the Black People Were at the Heart of It”: The United States Disunites Over Slavery
5. Reconstruction
6. The Nadir of the Negro
7. Black Migration
Exam #3: Thursday, December 17th

This exam will cover the following:

1. The Great Depression and World War II
2. The Black Revolution
4. African Americans at the Dawn of a New Millennium

Article Review:

Students will be responsible for reading the following articles included in Packet #2. This packet will be distributed during class.

Reconstruction 1863 – 1877

“Carl Schurz Reports on the Condition of the Defeated South”

1. How did racial views of white Southerners influence their responses to emancipation? Why did they almost universally insist that ‘You cannot make the negro work, without physical compulsion?’
2. Schurz reported that white Southerners had’ a desire to preserve slavery in its original forms as much as possible.’ What evidence of that desire did Schurz report?

Elias Hill – Testimony before Congressional Committee Investigating the Ku Klux Klan, 1871

1. To what extent did the Klan’s campaign of terror against black Republicans like Hill confirm or contradict the report of Schurz?

The Sheriff’s Children

1. Who were the mulattoes in the Reconstructed South?
2. What did the existence of a mulatto class say about the interconnection between race and sexuality?
3. Why were the charges of rape a necessary tool in the South?

Richard Pratt – ‘Kill the Indian…and save the man,” 1892

1. Why did Pratt oppose reservations? How would schools achieve Pratt’s goals to “Kill the Indian…and save the man?
2. What lessons did Pratt draw from the experiences of African Americans? Did he believe they represented a success story for goal ‘citizenizing’? To what extent did Addams think that social settlements would serve the interests of educated middle-class women, as well as immigrants? Booker T. Washington on Racial Accommodation – The Atlanta Exposition Address, 1895

1. What did Washington mean by “Cast down your bucket where you are?
2. In what ways did Washington’s argument appeal to his white audience? Would his speech have been different if he had been addressing a black audience? If so, how and why?

Hiram W. Evans – The Klan’s Fight for Americanism, 1926

1. What did Evans mean by the “American Race”? How was such a “race” formed? Who composed it?
2. Why was “hyphenism” important? In what sense was “the melting pot” …a ghastly failure? Why? How might an immigrant have responded to Evan’s argument?

“Do We Need A Common American Identity?”

1. Has the melting pot served the African American community?
2. What evidence exist in contemporary society that Americans continue to hold on to their ethnic and cultural heritages? Be specific.

Each exam has a total value of 100 points.

During this semester students will also complete:
1. One quiz = 25 points (tba)
2. One library assignment = 25 points-see page 6

Total Points available in this course: (350) 😊

All exams, quizzes, and library assignment dates are final.😊

Due to privacy concerns and the need for more effective communication, I do not telephone students at their homes or place(s) of employment. I do however respond to e-mails between 9AM and 4PM on Mondays through Fridays. E-mails received during the weekend will be addressed on the next weekday that the college is open for business.

NOTE: The grade of “W” designates an official withdrawal. The student is responsible for initiating a “W” grade by completing a withdrawal form. Students must complete this process before the official withdrawal deadline.

Please be advised that the Family Educational Rights and Privacy Act of 1974 protects the privacy of student records. Therefore, college policy prevents me from discussing grades or student performances over the telephone, via the internet, or with a third party.

ADA STATEMENT:

“If you have a disability that requires special accommodations, you are strongly urged to notify the instructor at the beginning of the semester so that reasonable accommodations can be made in a timely manner. You must also see a Disabled Student Resource Specialist to have your disability documented for accommodations.” (206-7699)

Please be advised that all students in this class will abide by the Student Code of Conduct.

http://www.pima.edu/studentserv/studentrights/student-conduct/index.shtml
Throughout this semester students should check MYPIMA for pertinent announcements regarding this course. When corresponding with students, I will only use the MyPima account. Students may need to contact our computer center to help them with their account.
ESSAY ASSIGNMENT [25 POINTS] Due December 3rd

How has the U.S. Supreme Court’s ruling in Brown v. The Board of Education of Topeka, Kansas (1954) altered the political, social, and legal landscape of the United States? What specific evidence exists in present-day society that supports your position?

Key points to consider-

• Consider the social environment of the 1950s, and the Court’s view of public education and its role in society.
• Looking beyond the field of education, this case opened the doors in other spheres of American society.
• Historians consider the Brown Decision a “watershed” in American history.

a. Students will submit a three to four page typed essay in which they analyze what is arguable one of the most significant legal rulings in the history of modern society.

b. While completing this assignment students must cite:
   1. Four academic or scholarly resources
   2. Seek the advice/assistance and signature of a Pima College Librarian
      Students may use any one of the Pima College Libraries
   3. Students must attach this page to their typed assignment.

Student Name (print)__________________________________________

Librarian (print)________________________________________________

Librarian (sign)_______________________________________________Date________
Identifications

1. Ella Baker
2. Ida B. Wells
3. Marcus Garvey
4. Mary McLeod Bethune
5. Adam Clayton Powell, Jr.
6. Dixiecrats
7. Southern Manifesto
8. Indenture Servant
9. miscegenation
10. Jim Crow
11. Benjamin Banneker
12. Elijah Lovejoy
13. Richard Allen
14. A. Phillip Randolph
15. Thurgood Marshall
16. Thirteenth through the Fifteenth Amendments
17. Civil Rights Act of 1964
18. *Plessy v. Ferguson*
19. Executive Order 8802
20. White Flight

Please be advised:

Students should exchange e-mail addresses and form study groups. The instructor will not review work that was covered in a previous meeting.

a. Students are responsible for adhering to the course syllabus.
b. All e-mail correspondence should include a student’s full name, this course CRN, and a subject heading.
c. Unless otherwise stated in writing, students must adhere to all deadlines, without exception.