African American History

History & Black Studies 1410

University of Missouri

Spring 2018, MWF 12-12:50

001 Arts & Sciences

Dr. Keona K. Ervin

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Read Hall 308

Office Hours: Monday 2-3 or by appointment

**DESCRIPTION**

This course is a survey of African-American history from the fifteenth century to the present. Eras and topics include the trans-Atlantic slave trade, slavery, the Civil War and emancipation, segregation, the Great Migration, the Great Depression, World War II, the modern black freedom struggle, and the “post-civil rights” era. The class emphasizes how African-Americans "made themselves” in a harsh and often hostile environment, created livelihoods, formed families and networks, fashioned cultures, and consistently defied notions of a monolithic "black community."  *African-American History* explores spirituality, music, art, dance, folklore, rituals, symbols, traditions, and a vast array of social and political ideologies. Centering on the words, actions, movements, musings, and artistic creations of African-Americans themselves, the course investigates how African-Americans shaped and were shaped by social, economic, and political developments in the United States and the world.  
  
The first half of this introductory course focuses on the historical foundations of the African-American experience from the arrival of the first Africans to North America to the emancipation era of the mid-nineteenth century. The second half covers Reconstruction to the twenty-first century.

**GOALS**

Upon successful completion of this class, you will be able to:

* Identify the essential *chronological*, *causative*, and *contextual* dimensions of African-American historical experiences.
* Model the historian’s craft by critically analyzing primary sources.
* Demonstrate critical thinking, reading, writing, and speaking skills.

**REQUIRED TEXT**

Deborah Gray White, Mia Bay, and Waldo E. Martin, Jr., *Freedom On My Mind: A History of African Americans with Documents,* 2nd ed*.* (New York: Bedford/St. Martin’s, 2017). ISBN-10: 1-319-02133-6; ISBN-13: 978-1-319-02133-7. If you foresee a problem with purchasing this text, please see your professor immediately.

**ICLICKER CLOUD SUBSCRIPTION**

I will be using iClicker Cloud this semester to conduct polls, quizzes, and attendance in class. This will help me understand what you know and give everyone a chance to participate in class. This will also give you feedback on how well you are comprehending course concepts and help you master the challenging material in this class, and allow you to review material after class.

You are required to bring a device to participate in my iClicker sessions during class. I will be allowing the use of iClicker Reef on a smartphone, tablet or laptop OR iClicker remotes.

It is your responsibility to properly register your iClicker Reef device or iClicker remote in a timely fashion. It is also your responsibility to regularly check your iClicker grades for any discrepancies and bring them to my attention quickly.

**Registration Instructions**

Regardless of which device you use in class, you must create an iClicker Reef account–or use your existing Reef account if you already have one–to ensure that your grades sync to my iClicker gradebook. You can do this by downloading the mobile app via the App Store or Google Play, or by visiting iclicker.com.

*Then, you must connect your Reef account within our learning management system*. To do this, you must navigate to the iClicker Reef registration link in Canvas, click the link, then sign into your Reef account from the window that opens. This will automatically add our class to your Reef account. It is also recommended that you enter your Canvas student ID accurately in the Student ID field of your Reef profile.

Upon signing up with iClicker Reef, you will have a 2-week free-trial period. After that point, you will need to purchase a Reef subscription or obtain access code if you want to participate in iClicker sessions with your mobile device, tablet, or laptop. **Be sure to do this during the 2-week window so your use of iClicker Reef is not interrupted**. Students who fail to properly set up their iClicker Reef accounts will miss out on polling points. It is your responsibility to make sure your account is in working order, and to regularly check your grades for any discrepancies and bring them to my attention immediately. If you already have a Reef account, simply add my course to it. **Do not create a duplicate account.**

[Click here to learn about your options for purchasing a Reef subscription or obtaining an access code](https://community.macmillan.com/docs/DOC-8486-iclicker-reef-purchasing-options) (https://community.macmillan.com/docs/DOC-8486-iclicker-reef-purchasing-options)

If you are using iClicker remotes to participate in class, you must also register your remote in the profile section of your Reef account by entering the 8-character ID from the back of your iClicker remote into your Reef profile. **You will not need to pay for a Reef subscription or obtain an access code if you are only using an iClicker remote**, and can therefore ignore the “Buy or Extend Subscription” message that will appear in your Reef account.   
  
If you want the option of using both an iClicker remote and iClicker Reef on a smart device, you can purchase a Reef subscription in addition to an iClicker remote and simply register the remote in Reef. The iClicker system will record your responses to sessions regardless of which device you use to vote.

You have the option to rent an iClicker remote. Visit the Macmillan Learning Student Store to view iClicker rental information, which also includes an option to purchase access to the iClicker Reef mobile app at a discounted rate.

**Grading Information**

Class attendance/polls not quizzes in this case, will be worth 15% of your final grade. Likely, about 1-5 questions will be asked in a 50-minute lecture period. Your final grade will be calculated as (questions you respond to)/(total number of questions) x 100. This percentage will be synced automatically from iClicker Reef into Canvas once you properly set up your iClicker Reef account, but you can also view your points on the iClicker Reef website or iClicker Reef app.

**Academic Integrity Information**  
iClicker activities fall under the provisions of our campus's academic honesty policy. Students must not engage in academic dishonesty while participating in iClicker activities. This includes but is not limited to answering polling questions while not physically in class, looking at other students' devices while answering live questions, or using more than one iClicker remote or account at a time.

Any student found to be in violation of these rules will lose polling points for the entire term and may be reported to the Dean of Student Discipline.

**Need Help?**  
You can find the answers to many of your questions by visiting iclicker.com/studentsupport at any time. If you continue to experience issues, please contact iClicker support via phone (866.209.5698) or email (support@iclicker.com). Live support is available Monday - Thursday from 9AM - 11PM, ET and Friday from 9AM - 9PM, ET.

**ASSIGNMENTS**

Participation (15%)

Includes attendance/iClicker polls and contributions to class discussions and activities.

Archival Research (20%)

Select a primary source from Special Collections in Ellis Library. Complete a form about the source. Deadline: **April 20**

Quizzes (20%)

Over the course of the semester you will take 5 multiple-choice quizzes using iClicker. You will earn 2 points for each correct question you answer. There are 10 questions per quiz.

Quiz 1 (Chapters 1-3): **February 7**

Quiz 2 (Chapters 4-6): **February 23**

Quiz 3 (Chapters 7-9): **March 16**

Quiz 4 (Chapters 10-12): **April 11**

Quiz 5 (Chapters 13-15): **April 27**

Document Projects (20%)

You will need to complete two document projects of your choice, one based on the pre-1865 period and one based on the post-1865 period. Deadline for pre-1865 project: ***anytime*** **before March 9**; Post-1865: ***anytime*** **before Wednesday, May 2**.

Exams (25%)

Over the course of the semester you will take 2 exams that are each worth 100 points. The exams may include matching, multiple choice, chronology, short answer, and essay. Pre-1865 Exam 1: **March 5**; Post-1865 Exam 2: **May 2**

**GRADING SCALE**

Level 1: Master: A: 90-100 (94-100 = A; 90-93 = A-)

Level 2: Distinguished: B: 80-89 (87-89 = B+; 84-86 = B; 80-83 = B-)

Level 3: Proficient: C: 70-79 (77-79 = C+; 74-76 = C; 70-73 = C-)

Level 4: Intermediate: D: 60-69 (67-69 = D+; 64-66 = D; 60-63 = D-)

Level 5: Novice: F: 59 and below

Extra credit opportunities will be available.

**GUIDELINES/ETIQUETTE**

* You will succeed in this course to the extent that you read closely, regularly attend lectures, actively listen, participate in class discussions, take (good) notes, construct thoughtful and thorough assignments, ask many questions, and talk with your professor during office hours.
* A pattern of tardiness or leaving class earlier will lower your grade.
* Excused absences usually include *severe illness*, personal or family emergencies such as a death in one’s immediate family, and an inability to reach campus due to severe weather or a car accident. A formal letter from a physician or medical professional or some other form of official documentation is required to receive an excused absence. Unexcused absences will lower your grade.
* If absent, it is your responsibility to learn the material you missed by securing lecture notes from someone in the class. You are also responsible for making up any assignments you missed. You should make new arrangements with your professor as soon as possible.
* Papers should be turned in on the date and at the time they are due. Papers will receive a half-grade grade deduction for each day (24 hours) that they are late (e.g., A- to B+). Extensions for papers and exams will be granted only in case of emergencies.
* Every assignment has a 24-hour grace period, which means that you can turn in an assignment within the 24 hours after it is due and receive no penalty.
* All assignments except quizzes and exams will be entered through Canvas.
* Do not work on assignments for other classes, fall asleep, or engage in any other behavior that is distracting to our learning process. Use of electronic devices for activities unrelated to class activities and discussion is strictly prohibited. Refrain from checking your email, engaging social media, web surfing, or gaming. **Turn off or silence all cell phones before class begins.** Those who use electronic devices for purposes that are not connected to our learning will have their grade lowered. If such activity continues, then you will be required to leave class and meet with the instructor and a representative of the Office of Student Conduct before returning.
* This is a learning community committed to the open exchange of ideas and arguments supported by evidence. Bullying, hate speech, or personal attacks will not be tolerated. In order to protect our learning community, we must all practice civility in class activities and discussions. Should a student engage in any of the behavior outlined above, then the student will be asked to leave the class and must meet with the instructor and a representative from the Office of Student Conduct before returning to class.

**POLICY STATEMENTS**

**Academic Dishonesty**

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

**Americans with Disabilities Act (ADA)**

Students with Disabilities:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (http://disabilityservices.missouri.edu), S5 Memorial Union, 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

### **Intellectual Pluralism**

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Departmental Chair or Divisional Director; the Director of the [Office of Students Rights and Responsibilities](http://osrr.missouri.edu/) (http://osrr.missouri.edu/); or the [MU Equity Office](http://equity.missouri.edu/) (http://equity.missouri.edu/), or by email at equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

### **Executive Order #38, Academic Inquiry, Course Discussion and Privacy** University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, **students may not make audio or video recordings of course activity**, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

**SCHEDULE**

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| Week | Date | Topic | Assigned Readings |
| 1 | January 17 | Doing African-American History in the 21st Century | *Freedom on My Mind* (*FM*), xxvii-xxxii |
|  | January 19 | **CLASS CANCELED** | \*\*Complete Questionnaire on Canvas by 1 p.m. |
| 2 | January 22 | African Origins  The Rise of the Transatlantic Slave Trade | *FM,* Chapter1: From Africa to America, 1441-1808, 2-20 |
|  | January 24 | The Long Middle Passage | *FM* Chapter 1: From Africa to America, 1441-1808, 20-33 |
|  | January 26 | Slavery and Freedom in Early English North America | *FM* Chapter 2: African Slavery in North America, 1619-1739, 46-64 |
| 3 | January 29 | Slavery in the Middle Atlantic Colonies  Frontiers and Forced Labor | *FM* Chapter 2: African Slavery in North America, 1619-1739, 64-77 |
|  | January31 | African American Life in Eighteenth-Century North America | *FM*, 3: African Americans in the Age of Revolution, 1740-1783, 88-100 |
|  | February 2 | The African American Revolution | *FM*, 3: African Americans in the Age of Revolution, 1740-1783, 101-112 |
| 4 | February 5 | Slaves, Soldiers, and the Outcome of the Revolution | *FM*, 3: African Americans in the Age of Revolution, 1740-1783, 112-120 |
|  | February 7 | The Limits of Democracy & Slavery  Freedom outside the Plantation South | *FM*, 4: Slavery and Freedom in the New Republic, 1783-1829, 130-150  **\*\*Quiz 1 (Chapter 1-3)\*\*** |
|  | February 9 | Free Black Life in the New Republic | *FM*, 4: Slavery and Freedom in the New Republic, 1783-1829, 150-161 |
| 5 | February 12 | The Expansion and Consolidation of Slavery | *FM*, 5: Black Life in the Slave South, 1820-1860, 172-183 |
|  | February 14 | Black Challenges to Slavery | *FM*, 5: Black Life in the Slave South, 1820-1860, 183-190 |
|  | February 16 | Everyday Resistance to Slavery  Survival, Community, and Culture | *FM*, 5: Black Life in the Slave South, 1820-1860, 190-204 |
| 6 | February 19 | The Boundaries of Freedom  Forging a Black Freedom Struggle | *FM*, 6: The Northern Black Freedom Struggle and the Coming of the Civil War, 1830-1860, 214-235 |
|  | February 21 | Slavery and the Coming of the Civil War | *FM*, 6: The Northern Black Freedom Struggle and the Coming of the Civil War, 1830-1860, 235-247 |
|  | February 23 | The Coming of War and the Seizing of Freedom, 1861-1862  Turning Points, 1862-1863 | *FM*, 7: Freedom Rising: The Civil War, 1861-1865, 260-277  **\*\*Quiz 2 (Chapters 4-6)\*\*** |
| 7 | February 26 | Home Fronts and War’s End, 1863-1865 | *FM*, 7: Freedom Rising: The Civil War, 1861-1865, 277-287 |
|  | February 28 | A Social Revolution | *FM*, 8: Reconstruction: The Making and Unmaking of a Revolution, 1865-1885, 298-311 |
|  | March 2 | **CLASS CANCELED** | Complete Assignment on Canvas by 1 p.m. |
| 8 | March 5 |  | **\*\*Exam 1 (Chapters 1-7)\*\*** |
|  | March 7 | A Short-Lived Political Revolution  Opportunities and Limits outside the South | *FM*, 8: Reconstruction: The Making and Unmaking of a Revolution, 1865-1885, 311-330 |
|  | March 9 | Racism and Black Challenges | *FM*, 9: Black Life and Culture, 1880-1915, 342-355  **\*\*Pre-1865 Document Project due\*\*** |
| 9 | March 12 | Freedom’s First Generation | *FM*, 9: Black Life and Culture, 1880-1915, 356-367 |
|  | March 14 | Migration, Accommodation, and Protest | *FM*, 9: Black Life and Culture, 1880-1915, 367-376 |
|  | March 16 | The Great Migration and the Great War  The New Negro Arrives | *FM*, 10: The New Negro Comes of Age, 1915-1940, 390-414  **\*\*Quiz 3 (Chapters 7-9)\*\*** |
| 10 | March 19 | The Great Depression and the New Deal | *FM*, 10: The New Negro Comes of Age, 1915-1940, 414-426 |
|  | March 21 | The Crisis of World War II | FM, 11: Fighting for a Double Victory, 1939-1948, 438-448 |
|  | March 23 | African Americans on the Home Front  The Struggle for Citizenship Rights | *FM*, 11: Fighting for a Double Victory, 1939-1948, 448-466 |
| 11 | April 2 | Anticommunism and the Postwar Black Freedom Struggle | *FM*, 12: The Early Civil Rights Movement, 1947-1963, 480-488 |
|  | April 4 | The Transformation of the Southern Civil Rights Movement | *FM*, 12: The Early Civil Rights Movement, 1947-1963, 488-503 |
|  | April 6 | Civil Rights: A National Movement | *FM*, 12: The Early Civil Rights Movement, 1947-1963, 503-513 |
| 12 | April 9 | The Emergence of Black Power & the Struggle Transforms | *FM*, 13: Multiple Meanings of Freedom: The Movement Broadens, 1963-1975, 524-542  **\*\*Quiz 4 (Chapters 10-12)\*\*** |
|  | April 11 | Economic Justice and Affirmative Action  War, Radicalism, and Turbulence | *FM*, 13: Multiple Meanings of Freedom: The Movement Broadens, 1963-1975, 542-556 |
|  | April 13 | **CLASS CANCELED** | Complete Online Assignment on Canvas by 1 p.m. |
| 13 | April 16 | Opposition to the Black Freedom Movement | *FM,* 14: Racial Progress in an Era of Backlash and Change, 1967-2000, 570-580 |
|  | April 18 | The Persistence of the Black Freedom Struggle | *FM,* 14: Racial Progress in an Era of Backlash and Change, 1967-2000, 580-592 |
|  | April 20 | The Different Faces of Black America | *FM*, 14: Racial Progress in an Era of Backlash and Change, 1967-2000, 592-602  **\*\*Archival Research Assignment Due\*\*** |
| 14 | April 23 | Diversity and Racial Belonging | *FM*, 15: African Americans and the New Century, 2000-Present, 614-627 |
|  | April 25 | Trying Times | *FM*, 15: African Americans and the New Century, 2000-Present, 627-634  **\*\*Quiz 5 (Chapters 13-15)\*\*** |
|  | April 27 | Change Comes to America  Moving Forward | *FM*, 15: African Americans and the New Century, 2000-Present, 634-652 |
| 15 | April 30 | Wrap-up and Evaluations |  |
|  | May 2 |  | **\*\*Exam 2 (Chapters 8-15)\*\***  **\*\*Post-1865 Document Project due\*\*** |