

History of Black America  
His 11500-01  
Kauke Hall 137  
TR 9:30-10:50 am  
Spring 2019  
[sking@wooster.edu](mailto:sking@wooster.edu)

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Prof. Shannon King  
Off. Kauke Hall 114  
Off. hrs. M: 1:30-3pm  
W: 10:30-noon



**Course Description:**

*History of Black America* is an introduction to African American history, covering periods from the Transatlantic Slave Trade to the present. The objective of the course is to assess watershed periods, such as Slavery in Colonial and Antebellum America, Reconstruction, Jim Crow, the Great Migration and World War I; the Great Depression, World War II, the Cold War, and Civil Rights and the Black Power movements.

**Format:** Attendance and participation during class meetings and discussion section are mandatory (25%).\* More than **three** unexcused absences, as well as a **pattern** of tardiness, will result in a lowered final grade. Each student is required to complete two examinations (identifications, short essays, and multiple choice) worth 20% each (40% total of the final grade). In addition, students will complete at least 5 blog posts (10%/at least 200 words each). And the final exam (25%) will be based on the last several weeks of course material, including lectures, the articles, and the primary sources. The final exam will be made up of two sections: short essay, 2-4 pages and an in-class examination (ids & multiple choice) **Or** a take home essay.

All assignments must be submitted on time; failure to do so will result in a lowered grade on the assignment. All essays must be double spaced, 1" margins, and in 12 point font (Times New Roman).

**Classroom Expectations:**

Students are expected to read and to be prepared for participation in class discussion during each meeting, including analysis of documents, articles, literature, films, and other source material. Throughout the semester, I will also assign groups of students to be responsible for particular readings. This engagement with the material must be based on, but not limited to, the readings and other assigned source material (this, of course, does not include wikipedia and similar online search engines, such as ). Students are also encouraged to offer questions about the reading by

email. In addition to engaging in class discussion, students must respect their peers, always using a tone and language appropriate in a classroom.

**Written Assignments:**

All writing assignments must be written in essay form. Using your historical understanding of the past, students are expected to have a thesis (major point/position), evidence or support (source material), and an analysis of the evidence that proves or substantiates their position.

First Exam/1 blog  
Second Exam/3 blogs  
Final Exam/5 blogs

Feb. 14  
April 4  
May 7@noon

Students are expected to use their lectures, primary sources, and other source material as preparation for their examinations. Additional material can be used, but it must derive from scholarly journals and books. Information from Wikipedia and other search engines are not acceptable. Students are, however, permitted to use primary documents from websites. If this is the case, students must properly cite the website. This course will be run by an honor system, by which I trust you will abide. However, if I am given cause to believe that you have presented me with work that in good faith cannot be called your own, I will adhere strictly to the procedures listed under the “Code of Academic Integrity” as specified on The College of Wooster’s website. If you are unclear about how to cite sources properly, you should make an appointment to meet with me or work with someone in the Writing Center on campus.

**Readings:** All readings will be available on *Voices & Woodle*.

**W 1 Jan 15& 17**

T- Introduction and *Understanding History*

R- Trans-Atlantic Slave Trade & Africa

Readings: Saidiya Hartman, “The Tribe of the Middle Passage” and Olaudah Equiano in *The Classic Slave Narratives*, 29-63.

**W 2 Jan 22&24**

T- Watch: [Traces of the Trade: A Story from the Deep North](#) and Stephanie E. Smallwood’s *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*, chapters 1 & 2

R- Readings: Short editorials from various media sources

Prompts: Apologies for Slavery? Is it too late? Unnecessary? Should the descendants of slaves receive reparations?

**W 3 Jan 29 & Jan 31**

T- Documents: Thomas Jefferson, *Notes on the State of Virginia*, (1781-3); Benjamin Banneker, Letter to Thomas Jefferson (1791); and *Narrative of the Life of Frederick Douglass*, 383-415; and excerpt from Harriet Jacobs, *Incidents in the Life of A Slave Girl*; See [Whitney Plantation Slavery Museum](#); Daina Ramey Berry “Adolescence, Young Adulthood, and Soul Values” in *The Price For Their Pound of Flesh*.

*Slavery, Slaves, and Resistance*

R- Stephanie Camp, "Pleasures of Resistance: Enslave Women and Body Politics in the Plantation South, 1830-1861" *Journal of Southern History* 68, no. 3 (August 2002): 533-572.

**W 4 Feb 5-7**

T- Secession & the Civil War & Emancipation

Read: Documents from *Apostles of Disunion*

R-The Civil War, Documents: Abraham Lincoln, Address on Colonization to a Committee of Colored Men, August 14, 1862; Lincoln, Appeal to Border-State Representatives for Compensated Emancipation, Washington, D.C. & Lincoln's exchange w/Horace Greeley

**W 5 Feb 12 & 14**

T-Review

R-Exam 1

**W 6 Feb 19 & 21**

Reconstruction & The Makings of Jim Crow

T- Read: Abraham Lincoln's Last Speech, April 11, 1865; Jane Dailey, "Deference and Violence in the Postbellum Urban South: Manners and Massacres in Danville, Virginia."

R- sources: Dubois, Of Mr. Washington and Others, Booker T. Washington, "Cast Down Your Buckets," the Richard Wright "The Ethics of Jim Crow"; Ida B. Wells, *Southern Horrors* and

**W 7 Feb 26 & Feb 28**

T- sources: W.E. B. Dubois, "The African Roots of War" & Marcus Garvey & Garveyism

R- sources: Langston Hughes, "The Negro Artist and the Racial Mountain" and George Schulyer "The Negro-Art Hokum"

**W 8 March 5 & 7**

T- Great Depression and Civil Rights Unionism: Beth T. Bates "Double V for Victory" in *Freedom North*, eds. Jeanne F. Theoharis and Komozi Woodard, 17-40.

R-Review

**Spring Break W 9 & 10**

**W 11 March 26 & 28**

T- World War II and the Double V Campaign, sources: A. Philip Randolph, "A Reply to My Critics"

R- Cold War, Civil Rights, Mary Dudziak, "Brown as a Cold War Case"

**W 12 April 2 & 4**

T- Review

R- 2<sup>nd</sup> exam

**W 13 April 9 & 11**

*Civil Rights Struggles in the South*

T- sources: MLK, Jr. "Letter from a Birmingham Jail" and Anne Moody, *Coming of Age to Mississippi*, chapter 10-21?

R- cont'd, Moody, *Coming of Age Mississippi*, chapter 22-completion & "I Have a Dream"?

**14 April 16 & 18**

T- read: Adina Back, "Exposing the 'Whole Segregation Myth,'" in *Freedom North* & Malcolm X, "The Ballot or the Bullet"

R-Thomas Sugrue's "Affirmative Action from Below" in *Journal of American History* 91, no. 1.

**W 15 April 23 & April 25**

T- Read: Stokely Carmichael (Kwame Ture), "Black Power" & Bayard Rustin "From Protest to Politics" & Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*, Chapter 1.

R- Taylor, Chapters 2&3

**W 16 April 30 & May 2**

*Black Politics in the Obama Era*

T- Taylor, Chapters 4&5

R-Taylor, Chapters 6 & 7

**W17 Finals**

May 7<sup>th</sup> at noon