

History 390: Blacks in the South

Dr. Jen Hanley
Cherry Hall 223B
Jennifer.Walton-Hanley@wku.edu
(270) 745-4723

Office Hours
Monday 2:00-4:30
Wednesday 2:00-4:30
Also by appointment

Course Description

From the first arrival of African slaves in 1619 to the modern calls of Black Lives Matter, the experience of African American has shaped and influenced the narrative of American history. Using a combination of race, class, and gender through the lens of regionalism, this course explores the important contributions of black Americans have made to the development of United States over the past three hundred years.

Trigger Warning

The history of American race relations is one that is filled with violence. Many of the documents, images, videos, etc. that we will be analyzing in this class contain sensitive materials—language, images, and brutality-- that people may find offensive or difficult to hear. Historical documents are rife with terms that today are downright offensive and should not be used out of their historical context. If you are struggling or upset, please contact the professor directly to share your concerns.

Required Textbooks

Zandria Robinson, *This Ain't Chicago: Race, Class, and Regional Identity in the Post-Soul South*
Marie Jenkins Schwartz, *Born in Bondage: Growing Up Enslaved in the Antebellum South*
Nate Powell et al., *March*
Preston Lauterbach, *The Chitlin' Circuit and the Road to Rock 'n Roll*

Required Blackboard Readings

The 1619 Project http://pulitzercenter.org/sites/default/files/full_issue_of_the_1619_project.pdf

John Sheldon Reed, "The South: Where is it? What is it?"

<http://xroads.virginia.edu/~DRBR/REED/tears.html>

USA Today, "Slavery's Explosive Growth in Charts,"

https://www.usatoday.com/pages/interactives/1619-african-slavery-history-maps-routes-interactive-graphic/?fbclid=IwAR3-5pulWpGiWzatQ1tBLxqJaTCSl6rrVKl4qBaRahIyZ8K_cV85VaB6E

Robert Sternberg, "Giving Employers What They Don't Really Want,"

<https://www.chronicle.com/article/Giving-Employers-What-They/139877>

Hart Research Associates, "Falling Short"

<https://www.aacu.org/sites/default/files/files/LEAP/2015employerstudentsurvey.pdf>

Matt Shipman, "Where Exactly is the South?" <https://bittersoutherner.com/folklore-project/2018/where-exactly-is-the-south-matt-shipman>

Race: The Power of an Illusion, https://www.pbs.org/race/000_General/000_00-Home.htm

Martha McCartney et al., *A Study of the Africans and African Americans at Jamestown*, <https://www.nps.gov/jame/learn/historyculture/upload/African%20Americans%20on%20Jamestown%20Island.pdf>

John Rolfe, "John Rolfe Recounts the Arrival of Africans in Virginia"

<https://d1lexza0zk46za.cloudfront.net/history/am-docs/rolfe-slaves.pdf>

Slavery Images, "Landing Negroes at Jamestown,"

<http://slaveryimages.org/s/slaveryimages/item/1974>

Kelley Deetz, "400 Years Ago Enslaved Africans First Arrived in Virginia."

<https://www.nationalgeographic.com/archaeology-and-history/magazine/2019/07-08/virginia-first-africans-transatlantic-slave-trade/>

E. R. Shipp, "1619: 400 Years Ago A Ship Arrived in Virginia Bearing Human Cargo,"

<https://www.usatoday.com/story/news/investigations/2019/02/08/1619-african-arrival-virginia/2740468002/>

Diagram of a Slave Ship, <https://www.bl.uk/learning/timeline/item106661.html>

Bridget Ford, "Black Spiritual Defiance and the Politics of Slavery in Louisville,"

<http://web.b.ebscohost.com/libsrv.wku.edu/ehost/pdfviewer/pdfviewer?vid=0&sid=50107669-b0ff-4c8e-873a-538b56822651%40sessionmgr102>

Frederick Douglass, "What to the Slave is the Fourth of July"

<https://liberalarts.utexas.edu/coretexts/files/resources/texts/c/1852%20Douglass%20July%2004.pdf>

Thomas Garrett, "Letter to Harriet Tubman" <http://www.harriet-tubman.org/letter-by-thomas-garrett/>

Steven Hahn, *A Nation Under Our Feet*, excerpts

Booker T. Washington, "The Atlanta Exposition Speech" from *Up From Slavery*,

<https://teachingamericanhistory.org/library/document/up-from-slavery-excerpt/>

Martin Luther King, "Letter From a Birmingham Jail,"

https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

"Born That Way," <https://bittersoutherner.com/born-that-way-aisha-pinky-cole-slutty-vegan>

Graded Assignments

Blackboard Discussions: 30%

Exams: 30% (3 @ 10% each)

Writing Assignments: 40% (4 @ 10% each)

Grading Scale

Please note grades are not rounded in this class under any circumstances. If at the end of the semester you have an 89.9% you have earned a B. This is non-negotiable and will be adhered to without exception.

A: 100-90

B: 89.99999-80

C: 79.99999-70

D: 69.99999-60

E: 59.99999-0

Grade Negotiations

I do not engage in grade negotiations and as per the policy outlined on the syllabus do not round grades. If you have questions about grades I will be happy to explain to you how your grade was tabulated provided you complete the following steps. 1) E-mail me to schedule an appointment—this can be in person or via telephone. 2) You have thoroughly read all of the comments and feedback provided. 3) You have specific questions prepared in advance. 4) The purpose of the meeting is to help you improve on your next assignment, there will be no grade changes on the assignment/exam except in extreme circumstances.

Online Classroom Considerations

While this class is being offered in an online setting, it is important for students to recognize that successful completion of this course requires the exact same amount of work and effort as a traditional face-to-face classroom. This means that students should expect to spend a significant amount of time preparing, participating, and completing classroom assignments. Discussion boards are designed to replace the traditional 3 hours of week in-class time, so students should expect to put in a significant amount of effort in completing them. Students enrolled in this class are expected to complete all reading assignments and will be tested on the assigned materials in both quiz and exam format. Standard university policies for academic dishonesty and plagiarism are used and students who violate these policies in any assignment, including discussion boards, will receive a failing grade for the class. It is the student's responsibility to complete all

Academic Honesty

All turned in assignments must be your own original work. As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University's "Student Life Policies on Student Rights and Responsibilities" in the WKU Student Handbook and available online at <http://www.wku.edu/judicialaffairs/student-rights-responsibilities.php>. Violations of the academic code include, but are not limited to, cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying), copying (submitting work completed for another class) and plagiarism. Plagiarism consists of turning in work that is not your own—including, but not limited to, copying from a book/article, pasting text from webpages, using an internet source to obtain all or part of a paper and quoting material in a paper and not crediting the original author with proper citation. Citation format must conform to Chicago Manual of Style. Information detailing this format can be found the History Department's Style Sheet for Citations available online at <http://www.wku.edu/history/documents/wku-history-citation-guide.pdf>. Cases of academic dishonesty may be referred to The Office of Judicial Affairs for review, where the sanctions for academic dishonesty outlined in the WKU Student Handbook and available online at <http://www.wku.edu/judicialaffairs/sanctions.php> may be applied. Students who engage in academic dishonesty will receive a failing grade for the entire semester.

Exams

Exams will be comprised of short answer and essay questions drawn from lectures, the textbook, videos and document readings. Make up exams will be offered only under special circumstances with appropriate documentation and must have prior approval from the professor. Students must contact the professor within 24-hours of the exam when requesting a make-up. Vacations, doctor's appointments, etc. are not considered valid excuses for a make-up test. There are no re-takes under any circumstances.

Discussion Boards

There are numerous in-class discussion board assignments over the course of the semester. These assignments can ONLY be completed during the week they are assigned, and if you fail to complete one you will receive an automatic zero. These assignments may take one of the following formats: a document analysis, questions over the assigned readings, a broad context question, although there may be other options as well. These assignments CANNOT be made up under any circumstances. Discussion boards will open Monday morning and will close on Saturday.

Discussion Board Etiquette and Requirements

All students are expected to maintain a professional demeanor in discussion board participation. While you are actively encouraged to offer constructive criticism, disagree, and challenge your classmates; it is not okay to levy personal insults or make sarcastic and snide remarks. Anyone who violates Blackboard etiquette will forfeit their grade for that particular discussion board.

Discussion boards are the main forum for classroom discussion and as such are an important part of the learning process. In every discussion board, students are expected to do the following:

- 1) Provide responses that are no less than 25 words

- 2) Use complete sentences paying attention to spelling and grammar.
- 3) Include parenthetical citations for information drawn from the readings or videos
- 4) Respond to posts by using the person to whom you are responding's first name
- 5) Demonstrate a clear understanding of the assigned readings and videos. You must draw on the classroom materials to get full credit for your discussion boards.

Papers:

Papers must use the Chicago Manual of Style citation for formatting footnotes and the bibliography. For a handy reference to this latter style sheet, use the following link: http://www.chicagomanualofstyle.org/tools_citationguide.html. Papers will analyze primary documents and must be double spaced, use 12pt. font size and use Times New Roman font. In addition, students must provide a detailed description of all substantive changes they have made based on writing center feedback. Students must follow the writing style guidelines posted on Blackboard. Fixing grammar and footnotes is not enough. There are no re-writes or extensions for any graded assignment and late papers will not be returned until finals week and may not contain any substantive comments. Late papers will be docked 5% per day including week-ends.

Paper Submissions

Students are required to submit each classroom assignment via Blackboard at the beginning of class. Assignments will be filtered through anti-plagiarism software. Plagiarism in any form will result in academic discipline.

Incompletes

There will be no incompletes given for this course excepting drastic medical reasons with appropriate documentation. You have ample time to complete all graded assignments. There are no exceptions—don't even ask.

Participation

Students are expected to complete several quizzes document analyses, and actively engage in classroom discussions. Your participation grade will be a compilation of your scores on all of these elements. **Students are required to log onto the Blackboard course site once a week.**

Attendance Policy

Attendance is mandatory. Students who fail to log onto Blackboard less than the required weekly expectation should not expect to receive a grade higher than a C.

Technical Issues

All assignments must be submitted as .doc or they will not be accepted. Corrupted files, blank documents, or any other technical issue will be treated as late papers and are therefore subject to late paper policies and deductions. It is the student's responsibility to guarantee that the professor can access all submitted assignments.

If you are having problems with Blackboard please do not contact the professor, please contact WKU's IT help service. Computer problems are not a valid excuse for late work and students should not expect extensions or make up assignments for technical problems.

Vacations

Vacations are not a valid excuse for missing class, make up exams, or paper extensions. In the event you are going on a holiday you will be subjected to the same attendance rules as the rest of the class. Any assignments that are due during your absence should be submitted prior to your departure and you will not be permitted to make up any missed in-class activities, quizzes, writings, etc. Should you miss an exam, you will receive an automatic zero.

Title IX

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

Student Disability Service

In compliance with university policy, students with disabilities who require accommodations (academic adjustments, an/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Dero Downing Student Union A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from or instructor without a letter of accommodation from the OFSDS.

Reading and Discussion Board Schedule

Aug. 26-31: **Introduction**, "Giving Employers What They Don't Really Want" "Falling Short"

Theory

Sept. 2-7: **Regional Considerations**, Reed, "What is the South" Shipman, "Where Exactly is the South?",

Sept. 9-14: **The Story of Race**, Race: The Power of an Illusion;

First Writing Assignment Due

Foundations

Sept. 16-21: **Slavery Comes to the USA**, 1619 Project, pp 14-22; 70-77; African Americans at Jamestown, chs. 5-7 (inclusive)

Sept. 23-28: **Remembering**, Deetz, “400 Years Ago,” “1619, 400 Years Ago”

Sept. 30- Oct. 5: **Primary Source Exercises**, John Rolfe, “Arrival of Africans”; “Landing Negroes at Jamestown”; “Diagram of a Slave Ship”

Second Writing Assignment Due

Oct. 7-9: **First Exam—Due Wednesday by midnight**

Nineteenth-Century Southern Life

Oct. 14-19: Childhood Enslaved, Schwartz, Born in Bondage, Introduction-Ch. 4 (inclusive)

Oct. 21-26: Family, Schwartz, Finish

Oct. 28-Nov. 2: Freedom and Liberty, Ford, “Black Spiritual Defiance;” Douglass, “What to the Slave”; 1619 Project, pp 30-44; Garrett, “Harriet Tubman”

Second Exam due Saturday by Midnight

The Nadir

Nov. 4-9: Reconstruction, Hahn, pp 163-313

Nov. 11-16: The Modern Era, Washington, “*The Atlanta Exposition Speech*”

Third Writing Assignment due Saturday by midnight

Civil Rights, Culture

Nov. 18-23: Black Music, Lauterbach, Chitlin’ Circuit, Introduction-Ch. 5 (inclusively)

Nov. 25-26: Black Culture, Latuterbach, Finish, 1619 Project, pp. 60-67

Final Writing Assignment: Book Critique due by midnight

Dec. 2-7: Civil Rights, Human Rights, March; Letter From a Birmingham Jail, Born That Way

Dec. 10: **Final Exam due by Midnight**

