



Syllabus for HIST 130B
History of Black America 1865 to Present
Department of History
Winter 2021
Online

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Office Hours: By appointment. Please email me and we will find a time to meet via Zoom.

Welcome to the class! I'm happy to have you in History 130B this winter session. I teach this class often, and I'm always excited to explore African American history with a group of intelligent, motivated students. Some of you might have quite a bit of experience studying African American history, to others of you this might be your first time studying the subject. Either way is fine, we're going to jump in and get to work this session.

About me

I'm currently an Associate Professor of History here at SIUE, where I've taught since 2010. My areas of specialization are African American history, Southern history, and the intersection between history and popular culture. As a scholar, I've published two books: the first, [The Saint Louis African American Community and the Exodusters](#) (2007) explores the migration of African Americans to the Midwest after the end of Reconstruction. My second book, [Southern History on Screen: Race and Rights, 1976-2016](#) (2019) is an edited volume examining how movies depict Southern history. I've also published numerous articles about African American history, the most recent being about the African American community in my hometown of Parsons, Kansas. Here at SIUE I am also the Director of the Universities Studying Slavery initiative, a program where we work with other universities to study the effects of slavery and its legacies. I received my BA from Baker University, MA from the University of Alabama, and Ph.D. from Saint Louis University. Before coming to SIUE, I taught at Winston-Salem State University in North Carolina. My wife Jenny and I live in the city of St. Louis. When it isn't a pandemic, we like to travel, both internationally and around the United States. In my free time I love to watch Cardinals baseball and Alabama football, explore new restaurants, and watch live music at venues around St. Louis.

About This Course

If the events of recent years have taught us anything, it is how important it is to understand the African American experience in the United States. This course examines the African American experience from emancipation to the present day, focusing on African American resistance to exclusion from American democracy and African American survival (both literally and culturally) within an oftentimes hostile society. One of the themes of this course will be mobility, encompassing physical movement, but also economic and social mobility as well. This course will make extensive use of primary source material and students are expected to interact with those materials regularly. Students will be asked to analyze, synthesize, and evaluate sources within a historic context. African American history is the story of America as a nation and a society; it is the story of our national past. The story is ongoing, but this course begins its telling and introduces students to its study. We will use a variety of sources in this study, making extensive use of both primary and secondary materials.

Teaching Philosophy

You are adults, I treat you as adults, and have high expectations. At the same time, I will support you to make you successful. I have a student-centered approach to teaching, which means I work to put your voices first. This also means you will be learning independently as well as while being part of a learning community, and discussing with your colleagues online, not simply sitting back passively while I impart information.

I understand that most of our students are balancing many responsibilities, and I take that into consideration when planning assignments. That being said, it is up to you to meet the deadlines in class. They are very clear and consistent, and are explained below.

This course is heavily based on assigned readings and other material. Students should complete the readings daily in order to effectively participate in the class discussions and online discussion and to do well on the quizzes, writing assignments, and exam.

Teaching Methodology:

This online course is heavily based on assigned readings and films. Students should complete the readings daily in order to effectively participate in the discussion boards and to do well on the quizzes, exams, and writing assignments. Students are allowed to work ahead, but if you fall behind, late work will not be accepted.

Course textbooks

- *Freedom on My Mind* by White, et al.
- *Four Hundred Souls* edited by Kendi and Blain

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information.

Other course materials

I will also assign articles, videos, recordings, and websites, these are available online via Blackboard. Unless otherwise noted, additional materials are available.

Course Goals and Objectives

There are three learning objectives for this course, all equally important:

The first is that students leave with an understanding and ability to articulate the significant social/political/economic developments in African American history and African American influence on these developments.

The second is for students to get “hands on” experience working as historians. History is not something that “is,” it is something that you “do.” This “hands on” method of doing history can be effectively done in an online setting. As a method of investigating objects and documents from the past, history extricates deeper meanings and significant patterns in human action and thought. Students will extensively analyze primary and secondary documents to build interpretations of the African American experience, and begin a study of African American historiography.

The third is that students leave class with the ability to form and articulate a historical question and argument. History is not memorization of names and dates; it is a process of constant rethinking and reworking what to say about the past and how to say it, synthesizing the work of other historians as well as creating new interpretations through analysis of primary sources. This is the essence of “doing history,” and students in this class are acting as historians. By the end of this course, a successful student will be able to form a historical question and respond to that question using both primary and secondary sources. No matter your major, the ability to compile, analyze, interpret, and articulate information is essential.

Course requirements

In this course you are required to do four things—read, write, analyze, and discuss. Completing the readings, writing about the ideas presented in this course, and sharing those ideas with your colleagues are all necessary for success in this class.

Course activities/assessments

Statement for Lab-Designated Courses

History is not just a set of names and dates. History is a method of investigating evidence from the past to extract deeper meanings and observe significant patterns. Just as the astronomer uses her telescope or the biologist uses his microscope,

historians use a set of basic techniques to retrieve these meanings. We then subject our interpretations to the scrutiny of our peers and test the results.

This course will have regular history lab sessions throughout the semester. In these lab sessions, you will be asked to analyze historical “data” such as texts, maps, or objects. Using specific techniques, you will analyze these data to produce reasonable interpretations of the past.

Common Goals of a Lab Course

- A. “Contextualization”: Students will learn to identify and analyze the circumstances, surroundings, and backgrounds that determine, specify, or clarify the meaning of an event or source. They will learn to apply information from lectures, textbooks, or other course materials in order to build and analyze events or ideas within a defined historical framework.
- B. “Critical Analysis”: Students will learn to interpret textual and/or other sources by reading beyond face value with the goal of understanding an author’s audiences, purposes, intents, biases, formats, arguments, and limitations.
- C. “Causation”: Students will learn to interpret contingency and causation by learning how to construct chains of events that weigh proximate and long-term factors to explain why events happen when and where they did.
- D. “Change Over Time”: Students will understand the non-static nature of history by comparing historical materials in order to recognize and evaluate degrees of continuity and change over various time scales.
- E. “Periodization”: Students will understand how historians build chronological consensus by identifying significant historical patterns and turning points to make sense out of large amounts of data.
- F. “Historical Argumentation”: Students will be able to define and frame a historical question and use relevant primary and/or secondary evidence to construct a tenable historical thesis as a response to that question
- G. “Evaluating Historical Interpretations”: Students will recognize that historical debate exists and will be able to describe and evaluate differences in historical interpretations.

Submitting work

All assignments will be submitted electronically through Blackboard.

Grading

A—90 % B—80% C—70% D—60%

Activities

Source analyses:

History, the systematic study of the past, is a discipline that requires the ability to examine evidence, critically analyze information, and effectively communicate one’s findings. Primary sources are materials that come from the time period we’re studying—letters, diaries, government documents, autobiographies, business records, and ship’s logs are all examples of primary sources. Secondary sources are sources written by historians after the fact—textbooks, monographs, and journal articles are all examples of secondary sources. In secondary sources, historians make arguments based on their interpretation of evidence from primary sources. In this class, we will use both types of sources, primary sources and secondary sources.

Historians analyze primary sources for evidence and create arguments to write history. To help develop these skills, students will be required to complete numerous primary and secondary source analyses this semester. You will analyze evidence to produce interpretations of how and why people created and used these sources, what they mean, and how they can be understood by historians. Each analysis should incorporate information from class discussions and readings. Each analysis is worth 20 points.

Lab Reports:

In addition to the source analyses, there are two written lab reports (750-1000 words each) that are worth 50 points each. In this lab report, students will contextualize a primary source within a secondary source from the *Four Hundred Souls* text. More information about the lab reports is forthcoming.

Discussion Board: Every day there will be an online discussion board on Blackboard. In that discussion, I will ask a question about the day's material. Students will respond to my question, or will respond to one of their classmate's responses (think of it as a true discussion, where you are learning from each other as well as me or the reading). Students can earn up to 10 points during each discussion—a well-thought out comment, based in the reading and class discussion, might earn the entire ten points. Students are allowed to post multiple comments in an attempt to earn the full points for the day. I have set the discussion board to not accept late comments—the comments are due by their listed date. For example, the December 22 discussion board is due by midnight of December 22

Quizzes:

There will be regular quizzes given over the assigned reading. Each quiz is worth 10 points, and is due by midnight of its listed date. **NO MAKE UP QUIZZES WILL BE GIVEN UNLESS THERE ARE EXTRAORDINARY CIRCUMSTANCES (AS DETERMINED BY THE INSTRUCTOR).**

Final Reflection Paper:

A reflection paper of 500-1000 words is due by January 5. In this paper, students will choose two or more sources (primary, secondary, the textbook, outside readings, films, etc.) and discuss how African American history has evolved from emancipation to Black Lives Matter. How has freedom been defined (and is continuing to be defined)? This assignment is worth 30 points.

Deadlines: As stated above, there is very little flexibility in deadlines for this course. All due dates are known in advance, so plan your semester accordingly. Assignments will be submitted through Blackboard. I will not accept late assignments except under extraordinary circumstances. I take grading your assignments very seriously, and take my time in doing so, but I will return your assignments as quickly as possible. Please see the class calendar for all assignments and due dates.

Online class behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:

<https://www.siue.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Additional Support

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling [618-650-2842](tel:618-650-2842).

Technical Support

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

CLASS CALENDAR

Please complete all readings. Unless otherwise noted, chapters assigned are from *Freedom on My Mind*. Outside readings are available via Blackboard and are marked (BB).

CLASS CALENDAR (subject to change as necessary)

Day 1

Introduction to the course, discussion of African American history

Four Hundred Souls introduction

Syllabus Quiz (Quiz 1)

Discussion Board

Day 2

Introduction to primary sources

Four Hundred Souls essay

Jourdan Anderson letter primary source analysis

Quiz 2

Discussion Board

Day 3

Ch. 9 Reconstruction

Four Hundred Souls essay

Quiz 3

Political Cartoon primary source Analysis

Discussion Board

Day 4

Ch. 10 Black Life and Culture during the Nadir

Four Hundred Souls essay

Quiz 4

Discussion Board

Day 5

Without Sanctuary primary source analysis

Four Hundred Souls essay

Discussion Board

Day 6

Outside reading “Postcards from the Edge of the Color Line” (BB)

Four Hundred Souls essay

Jim Crow museum primary source analysis

Quiz 5

Discussion Board

Day 7

Outside reading “Alternative Strategies in the Jim Crow Era” (BB)

Four Hundred Souls essay

Quiz 6

Discussion Board

Day 8

Ch. 11 The New Negro Comes of Age

Four Hundred Souls essay

Quiz 7

Discussion Board

Day 9

“Letters from the Great Migration” Primary source analysis

Four Hundred Souls essay

Discussion Board

Day 10

Ch. 12 Fighting for a Double Victory

Four Hundred Souls essay

Quiz 8

Discussion Board

Day 11

Ch. 13 The Early Civil Rights Movement

Four Hundred Souls essay

View film “We’ll Never Turn Back” through SIUE Library’s Kanopy video service

Quiz 9

Discussion Board

Day 12

View film “Freedom Riders” through SIUE Library’s Kanopy video service

Four Hundred Souls essay

“We Are Not Afraid” (from Ch. 13) Primary source analysis

Discussion Board

Day 13

View film “Freedom Summer” through SIUE Library’s Kanopy video service

Four Hundred Souls essay

Quiz 10

Discussion Board

Day 14

View film “Negroes with Guns” through SIUE Library’s Kanopy video service

Four Hundred Souls essay

Quiz 11

Discussion Board

Day 15

Ch. 14 Multiple Meanings of Freedom

Four Hundred Souls essay

“Black Power: Expression and Repression” (from Ch. 14) primary source analysis

Quiz 12

Discussion Board

Day 16

Ch. 15 Racial Progress in an Era of Backlash and Change

Four Hundred Souls essay

Quiz 13

Discussion Board

Day 17

Watch film “Move on Up” through SIUE Library’s Kanopy video service

Four Hundred Souls essay

“Redefining Community” (from Ch. 15) primary source analysis

Quiz 14

Discussion Board

Day 18

Ch. 16 African Americans and the New Century

“#BlackLivesMatter” (from Ch. 16) primary source analysis

Four Hundred Souls essay

Quiz 15

Discussion Board

Day 19

View film “Whose Streets?” through SIUE Library’s Kanopy video service

“Segregated Cities Slideshow”

Four Hundred Souls essay

Quiz 16

Discussion Board

Final Paper Due

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.