

**University of California, Merced**  
**History 124—African American History from Slavery to Civil Rights**

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Office Hours: Tuesday, 10a-1p, COB 202

Summer 2012  
MWF 10:00am - 12:20 pm  
Classroom: COB 263

**Required Text/Resources:**

The Interesting Narrative and Other Writings, Equiano, Olaudah (any version).  
All other required readings will be provided as PDF files via UCM CROPS.

**Course Description:** *African American History from Slavery to Civil Rights* examines the history of African Americans from the era of slavery through emancipation, Jim Crow segregation, and the Civil Rights and Black Power movements. Topics include the development of a distinct African American culture as well as political movements ranging from abolitionism to black nationalism.

*Prerequisite: Junior standing or consent of instructor. Letter grade only.  
Lower division survey in American literature or history recommended.*

**Student Learning Outcomes:**

Upon completion of this course, students will be able to

- 1) Identify the major characters and events involved in African American History.
- 2) Analyze the events, legislation, ideologies, and major characters involved in the Atlantic slave trade, Colonial and American Slavery, the Civil War and Reconstruction, Jim Crow, the Civil Rights and Black Power Movements, and current racial issues.
- 3) Discuss the impact of the creation of the modern concept of *race* and its application in and implications to American society.
- 4) Examine the various components of Africana Studies as a discipline.
- 5) Write a research paper using primary and/or secondary sources displaying the ability to summarize, analyze, and apply critical thinking skills.

**Make up and late work:**

Make up exams will be allowed upon arrangement **ONLY** in the case of a legitimate emergency and within one week of your return to class. **Late papers will NOT be accepted for any reason.**

**Attendance:**

Attendance is required to successfully complete any college course. Therefore, you need to attend each class meeting and stay for the entire period. A student with excessive absences (more than two classes) may be dropped from the class unless he or she has consulted with me first.

### **Classroom Standards:**

This course will include a great deal of in-class discussion. Part of your grade depends upon your participation in small and large group discussion. In order for this to work, you must treat each other with respect. Agree to disagree. Personal attacks and name-calling is not allowed.

### **Student Conduct:**

- You must follow the student code of conduct. If you plagiarize, or otherwise cheat, on any exam or assignment, you will fail this course and your transcript will note your violation of the academic honesty policy. Plagiarism involves intentionally representing someone else's words or ideas as your own. If you use outside sources—either in the form of quotes or ideas—you must cite them to indicate where they come from.
- It is important that everyone in the class treat each other with respect. Students should feel free to express their viewpoint during class discussions without fear of incivility or rudeness from other students.
- Arriving to class late, leaving to use the restroom (unless due to medical necessity), talking or reading during lectures or movies, and allowing a cell phone to ring all disrupt the class and interfere with the ability of other students to learn and must be avoided.
- You may not send text messages during class because it is distracting both to me and other students.
- You may not use your computer to take notes as too many students abuse this privilege and distract other students by surfing the internet. I will allow exceptions to this rule when use of the computer is recommended by the Disability Services Center or the student's doctor.

### **Students with Disabilities**

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Services Center. All accommodations MUST be approved through Disability Services (Kolligian Library, West Wing Suite 109). Please stop by or call 209-228-6996 to make an appointment with a disability specialist.

### **Grading Scale:**

90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, 59%-under=F

### **Grading Rubric**

Participation	100
Slave Narrative, Biography, or Culture Paper	100
Critical Thinking Papers (3 @ 35)	100
Midterm	100
Final	<u>100</u>
<b>Total</b>	<b>500</b>

## **Course Schedule**

### **Week 1: Monday, May 21**

LECTURE: Syllabus Review

LECTURE: Introduction

### **Week 1: Wednesday, May 23**

LECTURE: Racism, Bigotry & Eugenics

LECTURE: How to write a paper for the Social Sciences

LECTURE: Slavery Pt. 1

READ: A1 Slave Trade

READ: John Woolman

READ: Halford H. Fairchild's *Why Black History is Not Just for Blacks*

### **Week 1: Friday, May 25**

LECTURE: Slavery Pt. 2

READ: *The Life of Olaudah Equiano, or Gustavus Vassa, the African*

**DUE: Critical Thinking Paper #1**

### **Week 2: Monday, May 28**

LECTURE: Early Black Voices

READ: Frederick Douglas excerpt

READ: Sojourner Truth excerpt

READ: Harriet Tubman Biography

### **Week 2: Wednesday, May 30**

LECTURE: The Black Church

READ: *Rough Draft of the Declaration of Independence*

READ: *Thomas Jefferson on Slavery*

READ: John C. Calhoun's *Slavery a Positive Good*

READ: *Dred Scott Decision* excerpt

### **Week 2: Friday, June 1**

LECTURE: Jim Crow

READ: *Senate Unanimously Approves Apology for Slavery*

READ: *Slavery Reparations: What Happened?*

READ: *Driving White*

READ: *Are Whites Physically Afraid of Black Men*

READ: *How to Stay Alive While Being Black*

READ: *White Privilege*

**DUE: Critical Thinking Paper #2**

### **Week 3: Monday, June 4**

LECTURE: Harlem Renaissance

Receive Midterm Question(s)

READ: Booker T. Washington excerpt

READ: W. E. B. DuBois excerpt

READ: Marcus Garvey excerpt

**Week 3: Wednesday, June 6**

LECTURE: Two World Wars and the Great Depression

READ: *Growing Up Black in the 1930s*

READ: *Three Generations*.

**Week 3: Friday, June 8**

**MIDTERM**

**Week 4: Monday, June 11**

LECTURE: Civil Rights Pt. 1

READ: *I Have a Dream* excerpt

READ: *The Ballot or the Bullet* excerpt

**Week 4: Wednesday, June 13**

LECTURE: Civil Rights Pt. 2

LECTURE: Local African American Topics

READ: *Pap Singleton the Moses of the Colored Exodus*

READ: *The Black Okies*

READ: *The Politics of Going Home*

**Week 4: Friday, June 15**

LECTURE: Black Power

READ: *Racial Disparities in Prison Sentencing*

READ: *Race and Prison*

READ: Angela Davis Speech

**DUE: Critical Thinking Paper #3**

**Week 5: Monday, June 18**

LECTURE: Blacks in Film

READ: *Blacks in American Film*

READ: *Blacks as Scenery*

**Week 5: Wednesday, June 20**

LECTURE: Blacks on Television

READ: *Harvard Professor Arrested*

READ: *Police Draw Gun – Black Baseball Player*

READ: *Obama Haters*

READ: *Obama Win Prompts Wave of Hate Crimes*

**Week 5: Friday, June 22**

LECTURE: Black Music & Entertainment

**DUE: CULTURAL, BIOGRAPHICAL, OR SLAVE NARRATIVE PAPERS**

**Week 6: Monday, June 25**

LECTURE: Black Superheroes

READ: **Any Comic Book** or **Graphic Novel** where the central character is Black. **Bring your reading to class**, as we will break up into small groups to discuss each of them. Additionally, there will be a lecture. We may schedule an off-site viewing of either Blade or Hancock to discuss the implications on race of the treatment of these characters in film and how that differs from their depiction in comic books/graphic novels.

**DUE: Extra Credit Paper: Blacks on Film**

**Week 6: Wednesday, June 27**

Catch Up and Review for Final

**Week 6: Friday, June 29**

FINAL

**Final:** Your midterm and final will consist of some combination of multiple choice, multiple answer, short essay, identification, and true/false questions.

### **Critical Thinking Paper #1**

Using the format explained in detail, below and focusing on the critical thinking questions, you will write a 2-3 page critical thinking paper in which you analyze the readings and lecture from the first week. You will include your readings from the Slave Trade Article and the excerpt from John Woolman, along with the book, "The Life of Olaudah Equiano, or Gustavus Vassa, the African."

### **Critical Thinking Paper #2 (option 1)**

Using the format explained in detail, below and focusing on the critical thinking questions, you will write a 2-3 page critical thinking paper in which you analyze the following readings from week two: *The rough draft of the Declaration of Independence*, *Thomas Jefferson on Slavery*, John C. Calhoun's *Slavery a Positive Good* and the excerpt from the *Dred Scott Decision*, OR...

### **Critical Thinking Paper #2 (option 2)**

Using the format explained in detail, below and focusing on the critical thinking questions, you will write a 2-3 page critical thinking paper in which you analyze the following readings from week two: *Senate Unanimously Approves Apology for Slavery* and *Slavery Reparations: What Happened?*, OR...

### **Critical Thinking Paper #2 (option 3)**

Using the format explained in detail, below and focusing on the critical thinking questions, you will write a 2-3 page critical thinking paper in which you analyze the following readings from week two: *Driving White*, *White Privilege*, *Are Whites Physically Afraid of Black Men*, and *How to Stay Alive While Being Black*.

### **Critical Thinking Paper #3 (option 1)**

Using the format explained in detail, below and focusing on the critical thinking questions, you will write a 2-3 page critical thinking paper in which you analyze the following three excerpts from Booker T Washington, W. E. B. DuBois, and Marcus Garvey, from week 3, OR...

**Critical Thinking Paper #3 (option 2)**

Using the format explained in detail, below and focusing on the critical thinking questions, you will write a 2-3 page critical thinking paper in which you analyze the following readings from week three: *Growing Up Black in the 1930s* and *Three Generations*, OR...

**Critical Thinking Paper #3 (option 3)**

Using the format explained in detail, below and focusing on the critical thinking questions, you will write a 2-3 page critical thinking paper in which you analyze the following excerpted speeches from week 4: Martin Luther King's *I Have a Dream* and *The Ballot or the Bullet*, from Malcolm X, OR...

**Critical Thinking Paper #3 (option 4)**

Using the format explained in detail, below and focusing on the critical thinking questions, you will write a 2-3 page critical thinking paper in which you analyze the following readings from week 4: *Pap Singleton the Moses of the Colored Exodus*, *The Black Okies*, and *The Politics of Going Home*, OR...

**Critical Thinking Paper #3 (option 5)**

Using the format explained in detail, below and focusing on the critical thinking questions, you will write a 2-3 page critical thinking paper in which you analyze the following readings from the week 4: *Racial Disparities in Prison Sentencing*, *Race and Prison*, and the *excerpt from the speech* by Professor Angela Davis.

**Critical Thinking Papers**

Each week you will read, as noted in the syllabus, one or more primary documents as the focus of a critical thinking paper. Some of these readings are longer than others, however, each week, they (usually) relate to the lectures and discussions. These papers are due at the beginning of class on the day they are assigned. In your paper, you will answer as many of the following questions, as possible:

**Critical Thinking Questions**

1. For each document, clearly state who wrote it, when was it written, and what was the intended audience.
2. For each document, identify the key question or thesis, the most significant supporting evidence and the author's conclusion (provide a BRIEF summary of the document).
3. Provide the historical context behind the creation of the documents. What was going on, at the time these documents were written that prompted their creation and why are they important to understanding that history? This should be the bulk of your paper. This is a history class – provide the historical context (HINT: This represents about 60% of the grade for these papers. If you do not focus on this part of the paper, your grade will suffer. You cannot get a passing grade on these papers if you do not address the historical context.

4. Finally: Why is this source significant for our understanding of American (not just African American) History?

We will discuss these papers and I expect that your performance will improve with each assignment. Please, note that I have specifically designated which papers can be used to write these papers. You cannot combine all of the papers assigned for reading in one week into one paper (as they do not always relate to one another, or there is simply too much material to cover effectively within the assignment). Pay close attention. The prompts for these papers are clearly defined in the syllabus.

### **Paper Format**

All papers will be word processed/typed on standard, white, 8½ x 11 inch paper using 12 point Times New Roman or Garamond typefaces, double-spaced, with one inch margins on all sides. Any variation from this standard will result in a reduction of your grade. Papers must include page numbers on every page except the first page. Your name, the date, your instructor's name, and the title of the class should all appear (single-spaced) on the upper left or right corner. You may include your last name with the page number on subsequent pages. Citations may be in-line, or in footnote style (you will use Chicago or Turabian format, see below). All works must include a "Works Cited" page. Do not place your papers in any sort of folder. Staple multiple pages together.

## Sources

**Students must have at least four sources for their paper, including at least one primary source document.** A primary source is a source written by a contemporary, or person living during the time-period that is the subject of the paper. Students should keep in mind that discoveries are constantly being made, and so the newspaper (limited to contemporary issues) or academic journals can also serve as excellent sources. I expect students to use legitimate, academic sources for their research papers. Students should NOT use general encyclopedias, especially Wikipedia. If you have any questions or concerns, please feel free to contact me.

**Remember I do not accept late papers for any reason!**

**Major Essay/Paper:** You will write a *Slave Narrative Paper*, a *Biographical Paper*, or a *Cultural Paper*.

**Slave Narrative Paper:** You will write a 3-5 page paper in which you compare and contrast the lives of two African American slaves. You will do this by locating the transcripts of two slave narratives or oral histories on-line and writing a brief comparative summary of their lives. The narratives should be relatively short (10 pages, or less) and you should try to pick people who are, in some way different. For example, you might compare the stories of one man and one woman. You might pick one early slave narrative and an oral history recorded at the end of the nineteenth century.

**Biographical Paper:** You will write a 3-5 page paper about the life of a prominent African American. You will be required to utilize a minimum of four sources to write your paper. Sources should include traditional sources, such as books, journals, published letters or talks, newspapers or magazines, etc. Some websites are better than others. If you wish to use a website, PLEASE clear the website with your instructor. If you use a website that has NOT been approved you risk losing points on your final grade.

**Culture Paper:** You will write a paper on some aspect of African American Art and Culture (Music, Film, Dance, Theatre, Poetry, Fiction, Art, etc.). Optionally, you may also select African, Cuban, Caribbean, or related subjects. The paper should be 3-5 pages (before any included illustrations).



Name  
Course  
Date

### Required Paper Format Sample

As you can see, the header block should be kept very simple and small. Always single space your identifying information, at the top (either corner, although I prefer the upper left).

The rest of the paper should be double-spaced, with the first line of each paragraph indented one half inch. Do not insert blank lines between paragraphs. Do not include extra space before or after paragraphs (these are set in the Paragraph Format Dialog Box). Do not include any fancy formatting. The first paragraph should include a well thought out thesis statement. In the case of the Critical Thinking Papers, this paragraph should clearly state the main point contained within the reading and identify the selection (author, title, etc. – answer the first four or five critical thinking questions, in the first paragraph).

Subsequent paragraphs should include arguments that support your initial thesis statement. Remember, paragraphs have to include more than one sentence.

There are several points you need to include in most papers. Any analysis you provide should not be just an opinion, you need to support your ideas with other sources, facts or other supporting material. Any material you use, quoted or paraphrased, must be properly cited.

Failure to do so could result in an “F” on the paper, a failure in the course, academic probation, or expulsion from the college.

Your last paragraph should restate your thesis and summarize your proofs and arguments in a clear and well thought out fashion. It is often best to write the body of the paper first, followed by the conclusion. Once those are done, you can paraphrase the conclusion for a solid introduction, knowing what you wrote in the rest of the paper.

## Possible Subjects for Biographies

You are free to select any of the following for your biographical paper. If you elect to write about someone not on this list, you must clear your topic with your instructor. Failure to clear a topic will result in a full grade deduction (an A paper will receive a B, etc.).

Abernathy, Ralph	Garvey, Marcus	Patton, Charley
Ali, Muhammad	Gibson, Josh	Poage, George
Allen, Richard		Poitier, Sidney
Anderson, Marian	Handy, W.C.	Powell, Colin
Anderson, Michael	Hansberry, Lorraine	Pryor, Richard
Angelou, Maya	Holiday, Billie	
Armstrong, Louis	Horne, Lena	Radcliffe, Ted
Ashe, Arthur	House, Son	Rainey, Ma
Attucks, Crispus	Hughes, Langston	Randolph, A. Philip
	Hunter, Alberta	Rice, Condoleezza
Baker, Ella		Robinson, Jackie
Baker, Josephine	Jacobs, Harriet	Rustin, Bayard
Banneker, Benjamin	James, Etta	
Blount, Bessie	Jefferson, Blind Lemon	Smith, Bessie
Brown, James	Jemison, Mae	Stewart, Maria
Brown, Ruth	Johnson, Jack	
Brown, Sterling A.	Johnson, James Weldon	Taylor, John Baxter
	Joyner, Marjorie Stewart	Thomas, Debi
Carmichael, Stokely		Tubman, Harriet
Carver, George	King, Coretta Scott	Turner, Nat
Washington	King, Martin Luther, Jr.	Truth, Sojourner
Charles, Ray		
Coleman, Bessie	Larsen, Nella	Vaughan, Sarah
Cosby, Bill	Lewis, Carl	
Cullen, Countee	Louis, Joe	Walker, Madam C.J.
		Walker, David
Dandridge, Dorothy	Marshall, Thurgood	Washington, Booker T.
Davis, Angela	McCoy, Elijah	Washington, Denzel
Douglass, Frederick	Micheaux, Oscar	Waters, Ethel
Drew, Charles	Morgan, Garrett	Wells-Barnett, Ida
Du Bois, W.E.B.	Moses, Ethel	Wheatley, Phillis
		Williams, Burt
Evers, Medgar	Obama, Barack	Williams, Cathay
	Owens, Jesse	Woodson, Carter
Fauset, Jessie Redmon		
Fortune, T. Thomas	Paige, Satchel	X, Malcolm
	Parks, Rosa	

## History 34: Intro to Black Studies

### Extra Credit Paper

For 25 extra credit points, watch one of the following films and write a short (2-3 page) essay about the inherent racial issues depicted in the film. Unless specified, on this list, do not use remakes or later versions of these films. You must relate representations of African Americans, in these films, to the period in which the movie was made and how it related to the conditions in society both at the time it was made and about the time it depicts (if it is an *historical* film).

<b>1915</b>	<b>1942</b> (cont.)	<b>1968</b>
The Birth of a Nation	Lucky Ghost	For Love of Ivy
<b>1929</b>	Tarzan's New York	<b>1970</b>
Show Boat	Adventure	Cotton Comes to Harlem
<b>1932</b>	<b>1943</b>	<b>1971</b>
Tarzan, the Ape Man	Cabin in the Sky	Shaft
White Zombie	Cosmo Jones, Crime Smasher	<b>1972</b>
<b>1933</b>	I Walked with a Zombie	Blacula
Emperor Jones	Revenge of the Zombies	Buck and the Preacher
King Kong	Stormy Weather	Lady Sings the Blues
Rufus Jones for President	<b>1946</b>	Superfly
<b>1934</b>	Valley of the Zombies	<b>1973</b>
Imitation of Life	<b>1949</b>	Cleopatra Jones
Tarzan and his Mate	Pinky	Coffy
<b>1935</b>	<b>1954</b>	Scream Blacula Scream
Princess Tam Tam	Carmen Jones	<b>1974</b>
<b>1936</b>	<b>1957</b>	Foxy Brown
Revolt of the Zombies	Island in the Sun	<b>1975</b>
Tarzan Escapes	<b>1958</b>	Sheba Baby
<b>1938</b>	The Defiant Ones	<b>1976</b>
Spirit of Youth	<b>1959</b>	Car Wash
<b>1939</b>	Black Orpheus	<b>1977</b>
Gone with the Wind	Imitation of Life	Greased Lightening
Paradise in Harlem	<b>1961</b>	<b>1978</b>
Tarzan Finds a Son!	A Raisin in the Sun	The Wiz
You Can't Cheat an Honest	<b>1963</b>	<b>1989</b>
Man	Lilies of the Field	Driving Miss Daisy
<b>1940</b>	Purlie Victorious	<b>1995</b>
Drums of the Desert	<b>1965</b>	Once Upon a Time... When
<b>1941</b>	A Patch of Blue	we were Colored
King of the Zombies	<b>1967</b>	Devil in a Blue Dress
<b>1942</b>	Guess Who's Coming to	
Law of the Jungle	Dinner	
	In the Heat of the Night	

Any film by Oscar Micheaux (Silent or Sound)

Charlie Chan (any 1930-1950 episode featuring Mantan Morland)

Little Rascals/Our Gang (watch at least 4 episodes featuring Buckwheat, Farina, Stimey etc)

Other movies MAY be used for this assignment, however, you **MUST** have instructor approval before writing about any other film.