

HISTORY 2: WORLD CIVILIZATIONS SINCE 1865
STUDENTS AND FACULTY IN THE ARCHIVES
SPRING 2013

Section 008 (TTH 9:30-10:45 AM); Section 009 (TTH 12:00-1:15 PM); Section 011 (TTH 1:30-2:45 PM)

Instructor: Dr. Kimberly F. Jones
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Office hours: Tu 3-5 and Th 3-4
Other hours by appointment.
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COURSE CREDITS

THREE

PREREQUISITES

NONE. However, it is strongly suggested that students take History 1 before History 2.

REQUIRED TEXTS:

- Darlene Clark Hine, William Hine, and Stanley Harrold, *The African American Odyssey*. 5th Edition with MyHistoryLab. (available as traditional text, etext, and loose-leaf text form)
- Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (paperback).
- Handouts will also supplement required texts.

COURSE DESCRIPTION FROM THE BULLETIN

The History of Civilizations Since 1500 examines the evolution of civilizations from the voyages of discovery through the scientific, political and industrial revolutions to the present. Emphasis is placed on the interaction of the Western and non-Western worlds.

COURSE DESCRIPTION:

Welcome to the History 2 section of Pathways to Freedom. This semester we will continue our exploration of larger the larger themes of world history through the lens of United States history, and even more specifically through the experiences of African Americans. The course will begin with the Reconstruction Period in the United States and conclude with the contemporary issues African Americans experience in this country. Whenever will use primary sources and film in an attempt to understand the lives of “ordinary” people. Thus, films in the form of documentaries, dramas, and docudramas form a major source of information and analysis in our examination of the African American experience in the United States.

This course is designed as combination lecture and informal seminar. It will be based on an examination and in-class discussion of significant interpretive historical scholarship. Discussion of these works will be supplemented by brief talks to be given by the professor and by in-class evaluation of important documents and writings from the past. Since one of the primary goals of this course is to give students an opportunity to become acquainted with the issues of African-American history, class members should approach the course with an open mind. Thought, discovery, and critical examination of the readings rather than memorization of facts and dates should be the primary focus.

COURSE OBJECTIVES

Upon the completion of World Civilizations: Pathways to Freedom, each student will be able:

1. To demonstrate a knowledge of the significant events and ideas in the United States and African-American History world from 1865 to the present;
2. To understand their contributions and their place in the world
3. To relate the themes studied to their personal development;
4. To distinguish between primary and secondary sources;

5. To read and analyze critically primary and secondary sources;
6. To utilize historical modes of thinking and historical analysis;
7. To complete written assignments utilizing historical modes of thinking and historical analysis;
8. To cite both primary and secondary sources in their written work;
9. To demonstrate archival research skills; *
10. To demonstrate source inquiry and analysis skills; *
11. To demonstrate digital technology creation skills.

These objectives are specific to the SAFA project.

ASSIGNMENTS:

Attendance	100	points
BHS Pre-Visit Blog	50	points
BHS Post-Visit Blog	50	points
BHS Visit Project	100	points
Historical Essay #1	100	points
Historical Essay #2	100	points
Book Review	100	points
Quizzes	100	points
Research Project	300	points
TOTAL	1000	points

GRADING

A	940-1000
A-	900-939
B+	880-899
B	830-879
B-	800-829
C+	780-799
C	740-779
C-	700-739
D	600-699
F	Below 600
W	Student has officially withdrawn from the course
WF	Student has officially withdrawn with a failing grade
UW	Student did not officially withdraw but stopped attending class
I	Student did not complete the requirements of the course and must complete them before the end of the next semester, at which time, if the student does not do so, the grade will become an F. Please note that an Incomplete is reserved for students with good attendance records who have kept up with their work, but experience an emergency that prohibits completion of the coursework.

COURSE OUTLINE

Week One

Dates:

January 22 and 24

Topic:

Reconstruction, Redemption and Jim Crow

Read:

Hine, *African American Odyssey*, Chapters 12-13

MyHistoryLab Documents:

Chapter 12

Reconstruction: The Struggle with the Meaning of Freedom

The Freedman's Bureau Bill (1865)

The Mississippi Black Code (1865)

Address of the Colored State Convention to People of the State of South Carolina (1865)

The Civil Rights Act of 1866

President Johnson's Veto of the Civil Rights Act of 1866

Listen to: *Remembering Slavery #2*

Chapter 13

Organization and Principles of the Ku Klux Klan (1868)

Hannah Irwin Describes Ku Klux Klan Ride (Late 1860s)

Blanche K. Bruce, Speech in the Senate (1876)

13th, 14th, and 15th Amendments

"When We Worked on Shares, We Couldn't Make Nothing": Henry Blake Talks about Sharecropping after the Civil War

View:

Reconstruction: The Second Civil War

Week Two

Dates:

January 29 and 31

Topic:

Reconstruction, Redemption, and Jim Crow

Read:

Hine, *African American Odyssey*, Chapters 14-15

MyHistoryLab Documents:

Chapter 14

- A Sharecropper's Contract (1882)
- Ida B. Wells, *A Red Record* (1895)
- Anna Julia Cooper, from *A Voice from the South: By a Black Woman of the South* (1892)
- Alex Manly and the 1898 Wilmington "Race Riot" (1898)
- W. E. B. DuBois, *A Negro Schoolmaster in the New South* (1899)

Listen to:

- *The Black Laws*; by Bishop B. W. Arnett, pamphlet excerpt
- *Lynch Laws in Georgia*; by Ida B. Wells Barnett, pamphlet excerpt

View:

Aftershock: Beyond the Civil War

Week Three

Dates:

February 5 and 7

Topic:

Racial Alternatives in the Progressive Era

Read:

Hine, *African American Odyssey*, Chapter 15, pp. 412-428

MyHistoryLab Documents:

Chapter 15

- Booker T. Washington, The Atlanta Exposition Address (1895)
- W. E. B DuBois, The Talented Tenth (1903)

- The Morrill Act (1862)
- W. E. B DuBois, from “of Mr. Booker T. Washington and Others” (1903)
- Poem by Ernest Howard Crosby, “The Real ‘White Man’s Burden” (1899)

Listen to:

- *The Primary Needs of the Negro Race*; by Kelly Miller, excerpt
- *Nineteenth Annual Report of the Principal of the Tuskegee Normal and Industrial Institute*; Booker T. Washington, excerpt
- *I Couldn’t Hear Nobody Pray*; The Fisk Jubilee Singers
- *Maple Leaf Rag*; Scott Joplin

View: *Slavery by Another Name*

Week Four

Dates: February 12 and 14

Topic: WWI and the Great Migration

Read: Hine, *African American Odyssey*, Chapter 15 pp. 428-449 and 16

MyHistoryLab Documents:

Chapter 16

- W. E. B. Dubois, from *The Souls of Black Folks* (1903)
- The Niagara Movement, Declaration of Principles (1905)
- Platform adopted by the National Negro Committee (1909)
- Letters from the Great Migration (1916-1917)
- Reverend F. J. Grimke, Address to African-American Soldiers Returning from War (1919)
- The Chicago Riot, from the *Chicago Defender*, August 2, Page 1 (1919)

Listen to:

- *Crisis Magazine*, W. E. B. DuBois
- *The Progress of Colored Women*, Mary Church Terrell, excerpt

Due: **Historical Essay #1 on Sunday, February 17, 2013 by 10:00 PM**

Week Five

Dates: **No Class on Monday, February 18 (Presidents’ Day); Tuesday, February 19 Follows a Monday Schedule**

Week Six

Dates: February 26 and 28

Topic: 1920's and the Harlem Renaissance

Read: Hine, *African American Odyssey*, Chapter 17

MyHistoryLab Documents:

- “If You Believe the Negro Has a Soul: Back to Africa” with Marcus Garvey (1921)
- Elsie Johnson McDougald on “The Double Task: The Struggle of Negro Women for Sex and Race Emancipation” (1923)
- Alain Locke, from *The New Negro* (1925)
- Hiram Evans, “The Klan’s Fight for Americanism” (1926)

Listen to:

- *I, Too*; poem and reading by Langston Hughes
- *If We Must Die*; poem and reading by Claude McKay
- “Swing Low, Sweet Chariot”: traditional; sung by Paul Robeson

Week Seven

Dates:

March 5 and 7

Topic:

The Great Depression and New Deal

Read:

Hine, *African American Odyssey*, Chapters 18 and 19

MyHistoryLab Documents:

Chapter 18

- National Labor Relations Act (1935)
- Luther C. Wandall, "A Negro in the CCC" (1935)
- E. E. Lewis, "Black Cotton Farmers and the AAA"

Chapter 19

- Paul Robeson, "Welcome Home Rally" (1949)
- W. C. Handy, How the Blues Came to be (1941)
- Richard Wright, "Are We Solving America's Race Problems?" (1945)

Listen to:

- *I've Known Rivers*; poem and reading by Langston Hughes
- *I Sing Because I'm Happy*; sung by Mahalia Jackson
- *Backwater Blues*; from Leadbelly's last Sessions
- *He's Got the Whole World in His Hands*; sung by Marian Anderson
- *Wade in the Water*; traditional Spiritual

Due:

BHS Pre-Visit Blog, Tuesday, March 5, 2013 by 11:30 PM

Week Eight

Dates:

March 12 and 14

Spring Break: No Class

Week Nine

Dates:

March 19 and 21

Read:

Skloot, *The Immortal Life*; Part One

Activity:

TUESDAY, MARCH 19, 2013 CLASS VISITS TO BHS;

March 21: Discussion of visits to BHS

Week Ten

Dates:

March 26 and 28

Topic:

WWII, The Cold War, and the Early Civil Rights Movement

Read:

Hine, *African American Odyssey*, Chapters, 20-21 (to p. 584, stop at "Black Youth Stand Up by Sitting Down")

MyHistoryLab Documents

Chapter 20

- Executive Order 8802 (1941)
- A. Philip Randolph, "Why We Should March" (1942)
- Thurgood Marshall, the Legal Attack to Secure Civil Rights (1942)
- Jim Crow in the Army Camps, (1940); Jim Crow Army (1941)
- Executive Order 9981: Desegregation of the Armed Forces (1948)

Chapter 21

- *Brown v. Board of Education*
- Digest of Jim Crow Laws Affecting Passengers in Interstate Travel (1954)
- Southern Manifesto (1956)

- Executive Order 10730: Desegregation of Central High School (1957)

Skloot, *The Immortal Life*; Part Two; Chapters 12-16
Eyes on the Prize: Awakenings (1954-1956)

View:

Due:

Post-BHS Visit Blog on Sunday, March 31, 2013 by 11:30 PM

Week Eleven

Dates:

April 2 and 4

Topic

The Civil Rights Movement, Discussion

Read:

Skloot, *The Immortal Life*; Part Two; Chapters 17-22

Video:

The Murder of Emmett Till

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Week Twelve

Dates:

April 9 and 11

Topic:

Civil Rights Movement

Read:

Hine, *African American Odyssey*, Chapter, 21 (page 584-605)

MyHistoryLab Documents

Chapter 21

- Voting Literacy Test (1965)
- Julian Bond, Sit-ins and the Origins of SNCC
- Martin Luther King Jr.: Letter from Birmingham City Jail (1963)
- Fannie Lou Hamer, Voting Rights in Mississippi (1962-1964)
- John Lewis, Address at the March on Washington (1963)

Listen to:

- Mass Meeting; speech by Martin Luther King Jr.
- John Lewis, Address at the March on Washington (1963)

Skloot, *The Immortal Life*; Part Three; Chapters 23-30

View:

Eyes on the Prize: Ain't Scared of Your Jails (1960-61)

Week Thirteen

Dates:

April 16 and 18

Topic:

Civil Rights Movement-Black Nationalism

Read:

Hine, *African American Odyssey*, Chapter, 22

MyHistoryLab Documents

- Lyndon Johnson, The War on Poverty (1964)
- Stokely Carmichael and "Black Power" (1966)
- Our Nation Is Moving toward Two Societies, One Black, One White—Separate and Unequal: Excerpts from the Kerner Report (1968)
- The Bottom of the Economic Totem Pole: African-American Women in the Workplace (1970)
- Affirmative Action in Atlanta, "Can Atlanta Succeed Where America Has Failed?" (1974)
- Presidential candidate Jimmy Carter speaks of growing up behind an "Invisible Wall of Racial Segregation," Los Angeles, CA (1976)
- Toi Derricotte, Black in a White Neighborhood (1977-1978)

Listen to:

- *Message to the Grassroots*; by Malcolm X, excerpt
- Angela Davis; Interview from prison
- *Song of the Front Yard*; by Gwendolyn Brooks
- *liberation/poem*; by Sonia Sanchez

• *Woman*; by Nikki Giovanni
Skloot, *The Immortal Life*; Part Three; Chapters 31-38
View: *Eyes on the Prize: No Easy Walk (1961-1963)*
Due: **BHS Project on Sunday, April 21, 2013**

Week Fourteen

Dates: April 23 and 25
Topic: African American Women in Hollywood
View: *The Help*

Week Fifteen

Dates: April 30 and May 2
Topic: African Americans at the end of the 20th century and the beginning of the 21st century
Read: Hine, *African American Odyssey*, Chapters 23-24 and Epilogue
MyHistoryLab Documents:

Chapter 23

- William Julius Wilson, *The Urban Underclass* (1978)
- Building a Black Christian Community from Scratch (1999)
- Health Issues in the Black Community (2005)
- Louis Farrakhan on Education (2007)

Chapter 24

- Shirley Chisholm, *Equal Rights for Women* (1969)
- Richard Viguerie, *Why the New Right is Winning* (1981)
- Jesse Jackson, Address before the Democratic National Convention (1984)
- Thurgood Marshall, Remarks on the Bicentennial of the Constitution (1987)
- Barak Obama, *A More Perfect Union* (2008)
- Barak Obama, *Inaugural Address* (2009)

Listen to:

- The Audacity of Hope by Barak Obama, excerpt

Due: **Historical Essay #2 on Sunday, May 5, 2013**

Week Sixteen

Dates: May 7
Topic: Conclusion

Research Paper Due: Thursday, May 9, 2013 by 11:30 PM

FINAL EXAM WEEK: MAY 8-14, 2013
(Check final exam listings for exact date, time, and place)

A course in history at any level must go beyond the simple dissemination of information. In this course we will practice history rather than simply memorize historical facts that, in and of themselves, have little or no relevance to our lives. History itself is very relevant, but its relevance depends on our active engagement with the past. In this course you will be expected to understand the past and, by understanding it, to make it your own. This cannot be accomplished by memorization alone. Rather, it requires your full involvement in the learning process, whereby you analyze historical data, look for patterns and relationships, ask probing questions and, in short, discover for yourself the meaning of the past. Such historical inquiry will serve you well in your quest to become an educated person. I hope you will also find it fun. To help you study more efficiently; I am including the following suggestions:

First, you must be prepared to open your mind to new ways of thinking. You must be ready to reconsider what you know about the world around you and about yourself. Be warned that this is not always easy to do. In fact, it can be quite painful. However, we all must make a necessary passage on the road to becoming more thoughtful and broadly educated individuals.

Second, you must read and think carefully about the assigned readings **before** each class meeting. Many of the assignments will require two or three readings before you have mastered them. It is absolutely vital that you set aside enough time to do this. Students who do not come to class prepared to discuss the readings will be in deep trouble. Read for the argument: What are the author's main ideas and argument? After skimming an article's introduction and conclusion, establish the issues the author considers significant by posing questions which evaluate the author's point of view. Think about the strengths and weaknesses of the argument and argue with them yourself as you read. Take a few notes or write a few in the margins of your text. Do not read every word. You will want to skim some sections. Once you know the main idea, you can look for the ideas that support the argument.

Third, since our discussion will often touch on the present as well as the world of the past, you must make a serious effort to inform yourself about what is happening in today's world. A good way to begin to do this is by reading a newspaper every day. I recommend the *New York Times*, but any paper is better than none at all.

How important are dates?

Some dates are very important and some are not. Important dates, like 1517 (the date usually accepted as the beginning of the Reformation) or December 7, 1941 (the bombing of Pearl Harbor) are important because they mark the precise boundaries of great historical movements. Your essays should show some sense of time and the movement of events through time.

Is History just a Matter of Memorization?

Absolutely **not!** Much has to be remembered, however, this is not the same thing as memorization. Understanding the material is much more important than trying to memorize it. If you understand the issues and problems of historical circumstances, you will find it much easier to remember specific people, places, and events. Memorization without prior understanding is tedious, difficult, and just not worth very much, since no real learning takes place and nothing of any real importance will be retained. If you ask yourself **why** an event happened, **why** a person acted in the way they did, **why** people lived differently in one place and time than did others, along with other similarly analytical questions, you will be going to the heart of historical understanding and will make remembering the material easier and more worthwhile.

GRADING CRITERIA

Because students are responsible for the quality of their work, no one should get a grade of "D" or "F." A "C" grade means that you fulfilled the assignment in a minimal fashion, with little or no analysis. In other words, you cited lectures and readings in your essay, but you failed to use them adequately in your analysis. A "B" grade suggests that you submitted a good essay, provided good analysis, and integrated your sources in an interesting and supportive manner. An "A" grade is a well-reasoned and well-argued essay which demonstrates organization and integration of sources, and a consistent argument

throughout the essay. To earn an "A" grade, your essay must be exemplary in every aspect: organization, syntax, grammar, spelling, and in the incorporation of sources that support your argument.

Grades on assignments are final! This means that there will be **no rereading** of assignments and **no changing of grades**. There is also **no extra credit**.

ATTENDANCE

You are responsible for all material presented in class, including announcements about course procedures. Exams often include questions on material presented only in class, so performance on these indirectly reflects attendance. I expect you to attend every class and to arrive on time. If you miss a class, **you** are responsible for obtaining class notes **from another student**. Students are allowed **three (3) absences** during the semester. **Each absence** after this allowance will result in a **5-point** reduction in your attendance and participation grade. THERE ARE NO EXCUSED ABSENCES so use your three absences wisely.

ELECTRONIC COURSE MANAGEMENT

BLACKBOARD will be used regularly for this course to post announcements, grades, web links, my PowerPoint presentations, additional reading assignments, etc. Be sure to check it regularly. It is also where you will post your written assignments

MY HISTORYLAB. MyHistoryLab will be used extensively in this course. Make sure that you have access to the documents that are listed as part of the reading assignments. This site is also where you will take your quizzes. Therefore, it is **ESSENTIAL THAT YOU PURCHASE THE MYHistoryLab Access Code for the text**

SAFA WEBSITE. The SAFA website is undergoing reconstruction and will have a new format this semester. Because you will be required to post at least three blogs on the site, I will be setting aside on class for on-site instruction.

THE WRITING CENTER

Writing will be a significant part of this course. The Writing Center (718-488-1095; wcenter@liu.edu) offers free assistance with writing

BROOKLYN HISTORICAL SOCIETY CLASS VISIT

As a part of the SAFA program, we have the unique opportunity to visit and work with materials in the archives of the Brooklyn Historical Society. All three sections of this History 2 course are scheduled to visit the BHS Archives on **Tuesday, March 19, 2013**. I will meet each class at the BHS in the lobby. You must be **ON TIME**. If you are early, go have a cup of coffee at one of the coffee shops in the area. If you are **LATE**, you will not be admitted into the building. If you **DO NOT ATTEND** class on the day of the visit, you will not be able to make up any of the material. Therefore, you will receive a zero on both your SAFA project and your SAFA post-visit blog.

CLASSROOM ETIQUETTE

Students are expected to conduct themselves in accordance with normally accepted standards of academic life. This implies that they will conduct themselves with respect for the rights of others, and in particular, that their behavior will not interfere with the ability of the other members of the class to carry out their academic functions. This means that students **will not** conduct their own conversations while the professor is talking. If you do so, you will be asked to leave the room. This also means that **ALL CELL PHONES WILL BE TURNED OFF BEFORE ENTERING THE CLASSROOM AND TEXT MESSAGING IS STRICTLY FORBIDDEN**. Students caught texting and/or talking will be asked to leave the classroom. **If the behavior continues the student will be dropped from the course**. Once in the classroom, students **WILL NOT** leave and reenter the classroom unless it is an

ABSOLUTE EMERGENCY, as this behavior is very disruptive to both the professor and the other members of the class. If you arrive to class late, enter the classroom through the **BACK DOOR**, not the front door, as this also is extremely disruptive. While you may have a cup of coffee or tea with a snack in class, **DO NOT** spread out and eat a complete meal while class is in session.

PLAGIARISM AND CHEATING

DON'T DO IT!

Cheating on plagiarism (**DEFINITION OF PLAGIARISM**: The use of ideas, words, or work that is not one's own and that is not common knowledge, without giving credit to the person who created those ideas, words or work.) of any kind are unacceptable, and if proven, are cause for the most severe penalties, up to and including suspension from the University. Any student discovered cheating in a classroom examination or on a written assignment, either by crib notes or by receiving or giving information to a fellow student, or by copying from any source without correct citation, or by any means not stipulated by the rules of examination, **WILL HAVE THEIR MATERIALS CONFISCATED AND WILL BE GIVEN A GRADE OF ZERO FOR THE EXAMINATION OR ASSIGNMENT.** The student(s) **MAY ALSO RECEIVE AN F FOR THE COURSE.**

STUDENT SUPPORT SERVICES

If you have a documented disability/impairment and require accommodations, please provide me with an **Accommodation Letter** from Student Support Services (SSS). The office is located on the ground floor of the Pharmacy Building, Room B-04, (718) 488-1044. Hours of operation: Monday - Thursday 9-6, & Friday 9-5. Email address: studentsupportservices@brooklyn.liu.edu.